



CONTINUITY OF LEARNING PLAN

11/2025

East River Child Development Center (ERCDC) is a longstanding special education preschool program (4410) located on the Lower East Side of Manhattan. We serve a diverse, multilingual, population of young children with special needs and their families within a comprehensive therapeutic milieu. Our students demonstrate a range of challenges, including delays and differences in the domains of communication, learning, sensory-integration, motor, and social-emotional development, and students are on the autism spectrum. Our center-based program provides a full day (5 hours) of special instruction and clinical support. We serve families and their children throughout the five boroughs of New York City.

ERCDC serves students who require a center-based program throughout the year due to the significance of their disabilities. At the time of emergency school closures, our educational, clinical, and administrative staff will collaborate to pivot our model of delivery to remote learning and tele-therapy (with video and audio components) in order to continue to provide exemplary service to our students and their families.

Setting Expectations for the Learning Community

Orienting School Staff

Each school year, leadership will review the Continuity of Learning Plan with all program staff, including reasons for emergency closures, communication of closures and expectations for remote learning.

Leadership will ensure that all staff:

- have access to the learning management tools being used for remote instruction;
- receive training on best practices for delivering remote teaching and learning;
- are provided with technical and pedagogical support from administration as needed during remote learning; and
- understand the Continuity of Learning Plan.

At the beginning of each school year, clinical and classroom staff will review at least five days of remote learning activities.

Orienting Families

At the beginning of the year and as new families enroll throughout the school year, leadership will inform families to review the Continuity of Learning Plan, including reasons for emergency closures, communication of closures (of two or more consecutive days) and expectations for remote learning. Families will receive written instructions on how to use the learning management tools in their preferred language. Staff will conduct outreach to families to confirm access to the learning management tools at home and to support them with technological needs.

Supporting the Transition to Remote Learning

In the event of a temporary transition to remote instruction, the decision will be communicated to families using the Alert Notification System. There will be at least one day to transition to a shift to remote learning before students begin receiving remote instruction and services. This time is necessary to confirm the availability of resources that may be necessary for children and staff to successfully manage the transition.

School support staff will ensure that all family contact information is on file. This information is updated contemporaneously and available to classroom and clinical staff for ongoing communication purposes as well as in the event of a temporary shift to remote instruction. Staff will report any change in their contact information to the human resources department immediately.

Staffing and Programming

Remote Learning Modes

Remote learning will take place during regularly scheduled program hours from Monday through Friday. Staff will use both synchronous and asynchronous learning modes. However, the expectation is that asynchronous instruction is supplementary to synchronous instruction when possible. Classroom teams, including teachers, teacher assistants and teacher aides, will be responsible for developing weekly content that includes activities for both synchronous and asynchronous activities on days of remote instruction during emergency conditions.

Classroom Team Expectations

At the start of the day, classroom teachers will be responsible for providing families with a copy of the daily schedule of activities. This will be sent via Class Dojo.

- Daily activities will include both small group and individual instruction for children
- Daily activities will include both asynchronous and synchronous activities
- Classroom teams, including all teachers, assistants and aides, are required to be in attendance and participate throughout the scheduled day
- Classroom teams will coordinate roles and responsibilities for instruction throughout the day
- All teacher to child ratios will be maintained.

Classroom staff will conduct weekly outreach to parents to review their child's progress and provide support as needed. When communicating with families about activities they can engage in at home, staff will be mindful of varying levels of access to technology and resources and how families might be managing this period of remote learning. Children for whom remote instruction by digital technology is not available or appropriate, will be engaged in asynchronous learning with guidance and support from classroom staff. Staff will work with families to develop a learning plan that meets the child's needs and addresses their individual goals. This will include expectations of how engagement and progress will be measured in learning activities, e.g., anecdotal record from family, photos of student work, etc.

Related Service Staff Expectations

Immediately after the decision to transition to remote learning, all related service providers will reach out to families via email to provide the weekly schedule for the student's services. Schedules will be shared with classroom teachers. Related service providers will ensure they are following all requirements related to IEP services via teletherapy and enter all required session notes into the Easy Trac system.

Parents will be informed that:

- Services will be delivered via secure video conference in their place of residence by a provider who will be located at a remote site;
- They have the right to be informed of all parties who will be present at the tele-therapy session;
- Some services the child receives may not be appropriate for delivery via tele-therapy; and
- They have the right not to consent to their child's participation in services delivered via teletherapy.

Materials and Technology

ERCDC will use Class Dojo to communicate learning activities. All students and families will use ZOOM and have a portion of the day when they can interact with staff and other children. Administration will work with the DOE to obtain DOE account credentials for all employees.

Support Staff Expectations

- School social workers will communicate with families on a weekly basis to provide additional support/assistance.
- Social workers will reach out to families to do wellness checks or routine check-ins with children and families as needed.
- Social workers will provide community resources via email or phone to support families in creating a healthy learning environment at home for children.

Communication with Staff

Administration will conduct individual and group meetings with staff via ZOOM and email to check in on their questions, concerns, and overall well-being.

Transitioning Back to In-Person Learning

When transitioning back to in-person learning, the decision will be communicated to families using the program's Alert Notification System and Class Dojo. Staff will debrief and determine which elements of the remote learning event were successful and identify areas for improvement. Administration will use feedback from staff members and families to determine if revisions to the Continuity of Learning Plan are necessary in the event of a future transition to remote learning.