



The Arc of Essex County's Stepping Stones School
19 Harrison Avenue
Roseland, NJ 07068

Phone: (862) 210-8781 Fax: (862) 210-8791 Principal: (201) 247-0232

Remote Learning Plan: Final Version

March 23, 2020

The Arc of Essex County's Stepping Stones School is an out-of-district placement for students ages 3 – 10 with intellectual and developmental disabilities. There are 12 students who are classified as a Preschooler with a Disability and 16 students in our primary classes who can be served in a classroom for the Multiply Disabled. There are no students in the school who are medically fragile.

Each child will receive an individualized academic and therapeutic program for remote learning at home, to work on with their parents or caregivers. In the event that our school needs to close for an extended period of time here are the major elements of our remote learning plan:

Access to technology/equitable access:

There are 28 students and 21 have access to a computer and internet, 7 have no computer and internet access. Of these 7 families, 6 can access their email on their phones to receive information and daily activities. There is one family that has no email and is receiving information via text. 13 of the 28 families have access to a printer, 15 have no printer. The packets sent home for the families without computers and/or printers contain more handouts, worksheets, and printed resources.

Families will also be provided with links to many free online resources including: free internet; free meeting sites; how to set up emails, etc.

Communication with Families:

Teachers and therapists will send daily agendas via email each morning. For families that do not have email, information will be sent via text. Our bilingual staff is available via phone, text, or email for families that may need any or all of the information translated into their native language.

Families will be responsible for texting in at 9am to their teacher that their child is available for learning and therapies that day. Teachers will track attendance through this morning check-in.

Our one-call voicemail blast system will be used as needed to relay information to families.

Communication with Sending Districts:

All sending districts will receive a copy of the Remote Learning Plan via email. We will send updates as needed to sending districts regarding student status, remote learning plan updates, re-opening, scheduling IEPs, and rescheduling any meetings.

School administration will maintain contact with case managers regarding any scheduling needs and updates.

Communication with transportation providers:

A one-call voicemail blast will be sent to transportation providers regarding any closures, re-openings, and changes to the calendar.

Core Subject Instruction:

A student packet of individualized materials for students has been assembled for students complete at home. As of Tuesday, March 17th, 2020 at 3:30pm, all families have pick up the their child's packet of materials from the school

Packets contain:

- Special Reads for Special Needs Individualized books; packet of child's sight word cards and list of next level sight words
- Unique Curriculum leveled books for individual child
- Math activities including manipulatives that can be used for math games (i.e. small blocks, Legos, crayons, etc.)
- Individual writing activities including handouts, online application suggestions for writing games/activities
- Individual writing materials (i.e. chunky crayons, rock crayons, etc.)
- Homework packet and homework games (i.e. Drops in the Bucket program)
- Materials for families, as needed: appropriate scissors, glue, paste, crayons, etc.

Virtual learning platforms will be used for students whose families have access to computers and Wifi. These include the following:

- Unique Curriculum links
- News 2 You
- Brain Pop
- Scholastic and Scholastic Weekly Reader
- Google Distance Learning
- Youtube links for songs and learning videos
- Starfall
- Teleconference platform for a morning meeting for the older class

Therapies:

Occupational, Physical, and Speech Therapists have assembled individualized family friendly versions of:

- Feeding Protocols – including handouts, oral motor warm-ups tools and instructions for use, meal and snack suggestions
- ADL checklists (tooth brushing, dressing)
- Communication Games

- Home exercise programs – Brain Gym™ activities, strengthening activities, gross motor skills – these will include handouts with written instructions and pictures.

All staff including teachers, teaching assistants, 1:1 teaching assistants, therapists, and all other school personnel will be available to families every school day from 8:50 am – 2:40 pm as per the usual school day.

Teacher Responsibilities:

- Make contact with families daily to engage them in discussion regarding the day's activities.
- Be available to families from 8:50 am – 2:40 pm via Zoom, phone, email, and text regarding questions, feedback, issues, and assistance with remote learning.
- Send daily agendas to each family via email each morning regarding the day's activities and lessons, along with an assessment checklist to complete at the end of the day and return via email that night or the next day.
- Weekly: Email modified lesson "plans" to families regarding general ideas for the week and general timeline for families to follow.
- Maintain daily attendance for children who are present for learning.
- Weekly: Assign teaching assistant lesson planning tasks for students (i.e. finding online academic resources, planning academic activities for children)
- Conduct daily teleconferencing meetings with classroom team to discuss plans, issues, and ideas.
- Ensure end of day assessments have been completed by families and send to principal for review and retention.

Teacher Assistant Responsibilities:

- Provide assistance to lead teacher with developing on online lesson ideas.
- Provide daily (and throughout the day) contact with families via phone, text, or video platform to assist with any activities and/or questions.
- Conduct video calls with children, as applicable, to maintain contact and ensure consistency.
- Conduct online research for core subjects (math, reading, writing, language).
- Work on Professional Development activities as directed by teacher and administrators.
- Maintain email and phone contact with lead teacher to update on families, share ideas, and provide feedback about activities.
- Attend daily remote team and staff meetings.
- Assist families with end of day assessments.

1:1 Teacher Assistant Responsibilities:

- Conduct 9am check in with family regarding daily activities.
- Conduct frequent check-ins with assigned family to help with any activities, answer questions, and work with the children.
- Provide and be available for email, text, phone and video availability with family/child from 8:50 am – 2:40 pm each day to work on activities with the child/family, answer questions, and be present for child throughout the school day.

- Maintain email and phone contact with lead teacher to update on assigned family, share ideas, and provide feedback about activities.
- Research and provide individualized activities for use by teacher to correspond to teacher lesson plans.
- Attend daily remote team and staff meetings.
- Assist family with end of day assessments.

Therapist responsibilities:

- Therapists will send a daily communication to families on their child's scheduled therapy day with individualized activities and games, along with an assessment checklist for families to complete at the end of the day and return.
- Therapists will be in close contact with families from 8:50 am – 2:40 pm via any necessary platform to offer guidance and suggestions regarding instruction and therapy and help with any issues that families are encountering.
- Ensure end of day assessments have been completed by families and send to principal for review and retention.

School Administration will be in close contact with families regarding: status of remote learning program; updates regarding school, Department of Health or Department of Education information; and to manage/discuss any needs families may have regarding their child's program.

Individualized Education Plans (IEP):

For students whose Annual IEP, eligibility review meeting, re-evaluation planning meeting, or any IEP reviews are due during the period of remote at-home learning, school administration will contact sending districts to schedule or re-schedule the meeting, and/or schedule a time for any IEP related meeting via conference call if feasible. The sending district is responsible for notifying the family of the any IEP related meeting. A copy of updated progress reports, annual review information, and any other educational or therapeutic information needed for the meeting will be sent via email to the sending district and family one week in advance of scheduled meeting. In addition, quarterly progress reports will be emailed to sending districts and families according to prescribed code requirements.

There is no school food service or school nutrition benefits at our program.