

## **TPS Continuity of Learning Plan**

Submitted: May 2023

**Agency Name:** Emma L. Bowen Therapeutic Preschool (also known as)  
Upper Manhattan Mental Health Center Therapeutic Preschool

**BEDS Code:** 800000074113

**Administrative Address:** 1727 Amsterdam Avenue, New York, NY 10031

**Program Site Address:** 1727 Amsterdam Avenue, New York, NY 10031

**Program(s) provided at this site:**

- x 4410 (Pre-school Special Education)  
3 Special Classes

**Contact Person (Name, Title):** Constance Mavrovitis (Educational Director)

**Contact Phone Number:** (929) 844-8916

**Contact Email Addresses:** Constance Mavrovitis, [cmavrovitis@bowencsc.org](mailto:cmavrovitis@bowencsc.org)  
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### **INTRODUCTION**

This plan was developed to conform to the guidance provided by the New York State Education Department (NYSED) entitled: *Continuity of Learning Guidance*. This plan will be revised and updated as needed to adjust to changing public health conditions caused by the COVID-19 virus and any new requirements and regulations which may emerge over time. We solicited input and involvement from the families we serve and our staff during the original drafting of our re-opening plan. We will rely on continued input from all stakeholders as we move forward implementing this plan and as we contemplate any additions or modifications.

We know our program must be as flexible and as responsive as possible to the needs of our students, families, and staff members. Emma L. Bowen Therapeutic Preschool (TPS) remains steadfast in our commitment to our students and our determination to provide the highest possible quality of educational programming and related services during unplanned emergencies.

The goal of the plan is to guide the delivery of high-quality educational services through a remote learning platform. Our focus and concerns extend to the social and emotional needs of our students, families, and staff members. By diligently working together and

remaining focused on the outcomes we desire, we will find solutions to the any challenges ahead.

Our plan includes all the required elements identified by NYSED and follows the structure of the guidance by addressing the following areas as they apply to our students with disabilities and their families:

Any suggestions, concerns and/or questions about our plan should be directed to the contact persons identified at the beginning of this document.

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## **Communication**

The following describes how TPS will communicate the need to potentially transition to fully remote learning during the course of the year with program staff and families.

- A letter, email and phone call will go out to all families describing the reasons and procedures for transitioning to remote services (full-time/hybrid). All communication will be in parents' native languages.

### **Hearing impairments**

- Written communication (via email, text, regular mail) will be provided for members of the school community with hearing impairments.

### **Visual impairments**

- Auditory communication (pre-recorded messages; phone call) will be provided for members of the school community with visual impairments.
- Parent Orientation sessions will give our parents the opportunity to ask questions about the plan and the reasons for possible closure.
- In addition to our social worker who is available during school hours, parents will be introduced to other parents in their child's classroom in an effort to form relationships. They also have the chance to communicate during parent support group.
- Staff review plans on an annual and as-needed basis.
- The transition to remote learning may be determined by the DOHMH, Department of Education Emma L Bowen TPS or a consensus of administration and staff based on circumstances.
- Our Administrative Assistant will notify classroom staff members, and they in turn, are responsible for contacting their families. The teachers have a list of emergency contacts.

## **PROGRAMMING**

- TPS staff are always prepared for sudden closure with backup lesson plans for a combination of synchronous and asynchronous learning. A complete daily schedule is provided on Class Dojo, Each activity has a link for either a synchronous activity (ie:circle time) or an asynchronous activity (ie: choice time or movement)
- Additional materials will be emailed or delivered (to families who do not have the ability to print). If we know in advance that we must shut down, we will send materials home with the children.

## **INSTRUCTIONAL AND MENTAL HEALTH SUPPORTS**

Communication to all stakeholders that social emotional wellbeing and learning is a priority for our school will be provided as follows:

- Daily check-ins with clinicians around all concerns in correlation to students.
- Parents will be sent resources for promoting positive behavior in the home. They will also be sent suggestions for self-care, establishing routines and activities for families.
- Collaborative clinical meetings as needed to support staff around implementing behavior plans, and providing supports as needed.
- Scheduling decisions and instructional models promote equity and access which is a priority for all, including English language learners, those experiencing homelessness and students with disabilities.
- Related Service provider schedules will be determined by related service providers based upon their availability
- Schedules to be approved by the Educational Director
- To eliminate the possibility of scheduling overlaps, Related Service Providers (RSPs) will post their schedules on the shared Outlook calendar and will update their schedules as needed
- RSPs will also provide the Educational Director with a hard copy of their schedules

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### **Students with disabilities**

- TPS provides educational and social-emotional support services for students with disabilities, which encompasses 100% of our population
- TPS will request that families select one of three instructional models that they feel most comfortable with and will best suit the needs of their child and their family

- **Students experiencing homelessness**

- i. We will ensure that each student has their own iPad or other digital device to use for remote instruction, and will assist the family with access to an internet service provider as needed.

- **English Language Learners**
  - i. Each of our classrooms has at least one fluent Spanish speaking teacher to conduct instruction either in person or remotely.

## **MATERIALS AND TECHNOLOGY**

- A survey of parent /child equipment takes place at intake. Students will be provided with a digital device or if they do not have access to internet, an iPad provided by the DOE. iPads will be utilized if remote learning is needed. Parents were provided information about apps that will be utilized for remote instruction including instructions, and ways to set up students for success prior to logging into remote sessions.
- Surveys are drafted to inquire about staff & students' comfortability using technology as well as access to internet connection.
- Students are expected to use ClassDojo to engage in the activities that are assigned by classroom teachers. School staff will engage with parents to inquire levels of comfortability, and challenges with engaging in remote instruction.

Plans for professional development in effective practices during remote instruction and learning:

- Having an open-door policy for all members of school community
- Organizing orientations with school staff about at-risk students.
- Working collaboratively to address interpersonal and professional concerns

Plan for providing information technology (IT) support to families and staff members who are experiencing IT issues and challenges:

- School staff will aide parents as necessary, Instructional videos and emails will be given. In addition, TPS will inquire with building IT personnel to assist families and staff as needed.
- Staff and parents will be asked feedback on applications, and remote learning. By addressing both staff and parent concerns, feedback will be provided to ensure that remote learning can be implemented effectively.
- School staff is aware that the adjustment and transitions are challenging for both school staff and families. Fostering open communication around
- all concerns will be addressed by Administration.

## **Transition Back To In-Person Learning**

- Teachers and Related Service Providers will allow ample time for students to re-adjust to the school setting

- Before students are assessed, teachers will spend time on socialization and creating a climate of safety, comfort, and routine.
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- Teachers will review what they learned during remote classes.