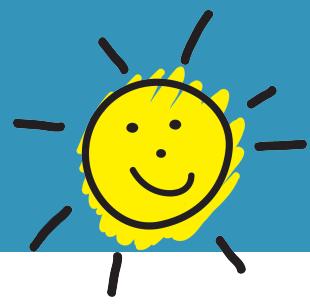


Distance Learning At THE RISE SCHOOL OF AUSTIN



An individualized learning experience with on-and-offline options

What is DISTANCE LEARNING?

Though we may be apart, we are committed to providing the very best education for your child. During this uncertain time, teachers and therapists are working hard to provide you with inspiration, resources, connection, and consultation. We have three goals: to help us all feel united, to continue individualized learning and progress, and to help you create enriching experiences that are manageable and family-friendly. We have designed several options that collectively offer just about the same amount of direct instructional time your children typically receive daily at Rise. As a family, you can participate as much as you would like to. We are using platforms that are familiar and capitalizing on the online community we have already built. Everything can be accessed with just a phone or tablet, freeing up computers for parents working from home and other children also attempting distance learning.

OFFERING 1:

Classroom lesson plans + resources

via the RSA Distance Learning Google Drive

Classroom teachers will provide a weekly lesson plan and supplemental materials easily integrated into any home. The lesson plan will include links to helpful videos and other resources and activities related to a weekly book or theme.

OFFERING 2:

Virtual lessons from your teachers and therapists

via the RSA Distance Learning YouTube Channel

Our instructional team will update a YouTube channel daily with a-la-carte lessons and activities, including read-alouds, gross motor activities, Baby Doll Circle Times, Music Therapy Sessions, cooking lessons, and more!

OFFERING 3:

Live connection opportunities

via ZOOM

Each classroom and music therapist will offer at least one weekly opportunity to connect live for a special circle time. Can't make it? No worries! You can catch one of our recorded sessions instead. Permission must be granted for your child to be posted on YouTube. Zoom sessions are password-protected.

OFFERING 4:

Individual connection opportunities

via Zoom, Google Hangout, FaceTime, or phone call
(family preference)

Each classroom will offer up to three individual “calls” or video messages per week for each child. Use this time to connect, ask questions, or even do an activity together!



OFFERING 5:

Consultation office hours

via Zoom, Google Hangout, FaceTime, or phone call (family preference)

Each lead teacher and therapist will offer office hours for consultation regarding goals, concerns, and other questions in order to keep the progress going. Sign-ups provided by your lead teacher and therapists.

OFFERING 6:

Individual instruction plans and differentiated materials

via email

For children with an IIP, each lead teacher and therapist will offer individualized documents that include ideas for working on goals in the home setting. All children will receive a weekly packet of supplementary materials for the week’s lessons. Drive-up (limited contact) printing service is available for families on Mondays and Tuesdays from 9am-12pm.

We WISH YOU WELL and we will see you soon! Until then, let's keep the learning going!

FAQS



and consultation.

I'm struggling to create a schedule that works for my family. How can I make this work?

Families can choose as much or as little participation as they would like. The program has been designed in a way that offers several access points with the various needs of families in mind.

I feel nervous about my child's progress.
What can be done?

Please continue to utilize our team! We are ready and willing to provide virtual 1:1 support, instruction,

A joint position statement of the National Association for the Education of Young Children and the Fred Rogers Center for Early Learning and Children's Media at Saint Vincent College

Technology and Interactive Media as Tools in Early Childhood Programs Serving Children from Birth through Age 8

Television was once the newest technology in our homes, and then came videos and computers. Today's children are growing up in a world of changing digital media that is far different from that of their parents and grandparents. A variety of technologies are all around us in our homes, offices, and schools. When used wisely, technologies can support learning and relationships. Enjoyable and engaged shared experiences that optimize the potential for children's learning development support children's relationships both with adults and their peers.

Thanks to a rich body of research, we know much about how young children grow, learn, play, and develop. There has never been a more important time to apply principles of development and learning when considering the use of cutting-edge technologies and new

media. When the integration of technology and interactive media in early childhood programs is based upon solid developmental principles, and early childhood professionals are aware of both the challenges and the opportunities, educators are positioned to improve program quality by intentionally leveraging the potential of technology and media for the benefit of every child.

Interactive media refers to digital and analog materials, including software programs, applications (apps), video games, mobile devices, children's television programming, e-books, the Internet, and other forms of content designed to facilitate active and creative use by young children and to encourage social engagement with other children and adults.

This statement is intended primarily to provide guidance to those who work with young children from birth through age 8. Although not developed as a guide for families in the selection and use of technology and interactive media in their homes, the information here may be helpful to inform such decisions.

NAEYC and the Fred Rogers Center do not endorse or recommend software, hardware, curricula, or other materials.



many options to support children's learning.

- Interactions with technology and media should be playful and support creativity, exploration, pretend play, active play, and outdoor activities.
- When used appropriately, technology and media can enhance children's cognitive and social abilities.
- Technology tools can help educators make and strengthen home–school connections.
- Technology and media can enhance early childhood practice when integrated into the environment, curriculum, and daily routines.
- Assistive technology must be available as needed to provide equitable access for children with special needs.
- Digital literacy is essential to guiding early childhood educators and parents in the selection, use, integration, and evaluation of technology and interactive media.
- Early childhood educators need training, professional development opportunities, and examples of successful practice to develop the technology and media knowledge, skills, and experience needed to meet the expectations set forth in this statement.
- Digital citizenship is an important part of digital literacy for young children.

Source: The joint position statement of the National Association for the Education of Young Children and the Fred Rogers Center for Early Learning and Children's Media at Saint Vincent College.

LET'S CONNECT!

Post photos, videos, and ideas:

facebook. **Instagram**

#RSAdistancelearning