Northwest Michigan Community Action Agency

Head Start & GSRP Preschool Remote Learning Procedures

Our goal in offering children and families a remote learning experience is to support children’s school readiness and to educate families on the important role they play in meeting their child’s needs through rich and intentional interactions. Expectations for remote learning is that it is child centered, with developmentally appropriate experiences that incorporate learning objectives across all domains of development. And it is essential that remote learning be designed with family needs, connectivity/device limitations, and children’s social-emotional needs at the forefront. The remote learning plan will focus on relationships first.

Orientation:

* Discussed at Teacher Professional Development Day and refer to the COVID-19 Head Start/GSRP Orientation Checklist for Classroom Staff
* The orientation/open house/home visit meeting will be the same for in-person and remote learners
* Assess the parent’s device and internet accessibility. We have ordered iPads and internet cards for those with limits in this area.

Screener and Assessment:

* An ASQ – Ages & Stages Questionnaire – will be completed on each child in partnership with the family. This will be the screener for the remote learning families in assessing if an ISD referral might need to take place and to meet our screener requirement with Head Start. The guidance is that the screener is completed within 45 days. For the children that are labeled GSRP the ASQ needs to be completed within 2 weeks. A training link is available on how to administer the ASQ.
* The GOLD assessment will be completed 3 times a year on each child with the assessment being filled out as completely as possible in partnership with the family through parent reports, observations/notes from remote meetings or conversations with children. The remote learners will be on the same GOLD class list as the in-person children.

Weekly remote ‘home visit’ contacts:

* The full teaching team will plan and deliver services with a designated teaching staff person that will make sure plans are delivered, implemented and documentation is completed
* Teaching staff will establish a set schedule for weekly individual contacts with each family
* The Creative Curriculum and teacher created videos and content are to be used along with ReadyRosie when planning the individual weekly meetings. Utilizing the curriculum resources and goals will ensure the skills, knowledge and concepts for all domains of learning will continued to be supported.
* Individual weekly contacts will be documented on the **Child and Family School Readiness Remote Learning Program** form. One form will be filled out each week for each family.
  + Document what area(s) of development the ‘visit’ focused on that are individualized for the child and their school readiness growth
  + Write a school readiness goal with the family that is individualized on the development of the child
  + Document any support of direct services or referrals that are provided for the families to help them meet their needs and transfer this information onto the **Social Service Tracking (SS-7)** form or direct entry into ChildPlus if you have access
  + The goal is that the weekly individual meetings would take place on zoom or facetime so there can be a visual contact with the families. If a phone call needs to take place on occasion that is okay too
  + There are many working parents so be prepared to have evening visits at times

**Attendance Guidance**

Marking Attendance on ChildPlus App

When a classroom is closed for a period due to COVID-19, the Site Supervisor will let Program Support what classroom is closed and the duration of the closure. Program Support will mark all children Not Scheduled (N) for attendance. Classroom staff will not need to mark any attendance on the ChildPlus App for attendance.

Classroom staff will start recording contacts with families in the Communication Log on ChildPlus. Refer to the Guidance for Attendance and Communication Log for Remote Learners for communication log entries.

Program Support will be marking your attendance for all children as Not Schedule if your classroom is closed due to COVID. You will not need to mark anything on your ChildPlus app. You would start marking attendance on the communication log.

Remote Learning Cease to Attend

It is expected to have 4 contacts a week with families. This is a combination of phone calls, text messages, emails, video calls and group gatherings.

If a family has not had any contacts in a week, the teacher will call or contact the family to ensure everyone is ok.

If a family has not had any contacts in two weeks, the teacher will call the family or contact the family to discuss the importance of regular attendance a discuss creating a routine for learning and play in ways that will work for the family.

If a family has not had any contacts in three weeks, the teacher will do a drive by of the families’ home. If there is activity at the home the teacher can knock on the door to talk to the family using safety measures. If the staff are unable to make a home visit, the staff should attempt to complete a Remote Learning Attendance Success Plan with the family.

If a family has not had any contacts in four weeks, the teacher will discuss with the Education Coach and/or FES and ERSEA Manger to mail the Remote Learning Attendance Letter to the family.

If a family continues to not have any contacts during remote learning, the Program Director will make the decision whether to put the child on the waitlist and consider the slot vacant. The child/family current situations of trauma and/or homelessness, including offering potential support services will be considered prior to dropping or transferring.

**Remote learning situation for a short amount of time.**

* If there is a child that is going to be out of the classroom and wants to do remote for one week, you can mark that child as N on the IPad and complete the communication log on ChildPlus.
* If you have a child that is going to go to remote for more than a week, a change of status will need to be completed and sent to Michelle Karns. When the child returns back to in person learning, another change of status will need to be completed. Michelle will update ChildPlus as the changes occur.
* If during a school closure for a long period of time a family does not want to do remote learning or maybe doesn’t have the resources at this time, please continue to mark them absent, including a note as to why they are out and their plan to return day.

It’s important to be sure to let Michelle Karns know right away if a child is going to be out and working remotely more than a week. We are reporting our numbers regularly to the ISD’s, Office of Head Start and the business office.

* If there is an FES assigned to the classroom then they will be a support in helping meet family needs and providing information on community supports

Weekly Remote Learning Group Gatherings:

* Once a week have an established meeting time for all the families and children to come together to do a ‘large group’ type gathering
* Strive to include activities that replicate the child’s experience at school. Consider implementing a condensed version of some classroom experiences like book reading, music and movement, weekly question, games, etc.
* The activities planned will be documented on the **Classroom School Readiness Remote Learning Program Plan.** One form completed each week for the group gathering.
* See the end of this document for many ideas on activities to do during this gathering

Supporting Social and Emotional Needs:

* Mental Health Referrals can still be made.
* Consider spending time on feelings, feelings charts and what our bodies feel when we are angry, sad, happy, excited, frustrated, shy, etc.
* E deca or e deca Clinical can be completed by parents, but Teachers cannot complete an e deca because the children are not physically with them to observe. Teachers can work with parents on the individualized e deca parent strategies and planning reports, which includes Conscious Discipline strategies. There are also available parent/family resources within the help tab. Refer to the DECA Program Use during COVID-19 & Update on Enhancement for Collecting Parent Ratings.
* Your Journey Together activities can still be done with families as a group or individualized with them. Within the coach portal and the Devereux Center for Resilient Children there are video clips and recorded webinars.
* Mind Yeti - Practicing moments of mindfulness calms our bodies and brains, improves our health and relationships, decreases stress and builds resilience. You can request to access our agency membership and even do Mind Yeti remotely with children. Parents can access some free sessions and short clips - https://www.mindyeti.com/v2/s/

Active Supervision and Safe Environments:

Ensuring active supervision and safe environments is always important, but especially during this challenging time. Contact with families through remote learning is another opportunity to have meaningful conversations about the importance of active supervision, safe environments, and unintentional injuries. Strategies for the home are similar to those in the classroom. To break it down for families, start by focusing on anticipating children’s behavior (running or likes to hide), childproofing (child safety locks, medicine lock box), and supervision (pedestrian safety, appropriate care for child while parents are working).

* Six Active Supervision Strategies
* Set Up the Environment-Ensure the area is safe.  Examples-large furniture is strapped to the wall, child safety equipment is used (locks for cabinets, window wedge), adding a barrier (fence or cones) around an outdoor space, and medication is kept out of the reach of children (use a lock box).
* Positioning Adults-Ensure young children can be seen at all times and have responsible, appropriate care when being cared for by others.  Holding on to a child’s hand while in the parking lot or at the store is especially important.
* Scan and Count-Count children often to ensure everyone is accounted for at all times when moving from one place to another.
* Listen-Ensure young children can be heard at all times.
* Anticipate Children’s Behavior-Be aware of children that tend to wander, hide, or run.
* Engage and Redirect-Be aware of children’s actions and behaviors (hitting, biting, increased frustration).  Direct children to other activities or events before a situation erupts.
* Tips for Talking to Families
  + Engage families using strength-based attitudes and relationship-based practices that are family-focused/child-centered, mutually respectful, and culturally responsive.
  + Sample conversation starters to talk about safety and injury prevention with families:
    - “Families often ask me how to make sure their child can explore safely. Do you have any concerns about (child’s name) safety that you would like to discuss?”
    - “Your child is now home during the day more often than in the past. Do you have any questions about how to safely prepare your home or outdoor area?”
      * If families are in need of safety products (smoke/carbon monoxide alarms, medicine lock boxes, window wedges, safety locks, etc), contact known local resources, a Family Engagement Specialist, or supervisor for assistance.
    - “Many families like using a safety checklist to help them figure out how to find and remove items from their home that could injure their child. I have a checklist. Would you like to look at it together?”
    - Visit this website for more conversation starters and tips: <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/guide-to-safety-conversations.pdf>
* Staff Resources and Webinars
  + Active Supervision Information/Resources and Home Safety Checklists on Weebly-<https://www.nmcaahs.com/active-supervision.html>
  + Training Video-<https://eclkc.ohs.acf.hhs.gov/video/supporting-home-safety-during-covid-19>
  + Early Childhood Learning and Knowledge Center- <https://eclkc.ohs.acf.hhs.gov/>
* Family Resources and Checklists
  + Procedure Manual-Active Supervision-Family Resources Tab-<https://www.nmcaahs.com/active-supervision.html>
    - Home Safety Checklist
    - Injury Prevention Starts at Home
    - Safety and Injury Prevention
    - A Guide to Safety Conversations with Families
  + Home Safety Checklists-<https://kidshealth.org/en/parents/household-checklist.html>

Virtual Platform:

* A virtual platform will be created based on the resources and comfort level of the enrolled families. The 4 recommended platforms are a private Facebook page, SeeSaw, Remind app or Blooms. If staff have other platforms they would like to pursue a discussion with the Education Coach will take place. For the teachers in the CharEm ISD area if you have GSRP children you are required to use the Creative Curriculum Cloud as your platform. Please do not use dojo as it will be discontinued soon because of confidentiality issues.

4 contacts a week to provide learning activities or events:

* ReadyRosie will send out weekly emails/texts to each family on Mondays
* Teaching staff will create weekly emails/texts with ReadyRosie videos that are individual to each child’s development to then be followed up with on the next contact with the family. And emails/text/platform communication with other materials besides ReadyRosie can also be sent out. Ie. Teacher created activities, Creative Curriculum activities, community resources, etc.
* Weekly Individual Remote Learning ‘home visit’
* Weekly Remote Learning Group Gatherings

Teaching Staff Meetings & Office Hours:

* Teaching staff will meet monthly with the Education Coach and Site Supervisor. The Education Coach and Site Supervisor will document this meeting.
* Teaching staff will meet 2 times a month with their fellow virtual teaching teams across the 10 counties through a zoom meeting
* GSRP is requiring set ‘office hours’ each week where you are available to families

Inkind guidance:

* Inkind is to be documented on the **Inkind for Remote Learning Program**
  + Document how many minutes/hours the family spent working on the child goal that was set the week before
  + Document the minutes/hours of your weekly zoom group meetings when the families are present

Thoughts shared by the summer remote learning teachers:

* If it is a split custody you can have both parents getting emails
* Don’t send too many ReadyRosie videos at once to overwhelm families
* Look ahead to see what videos ReadyRosie is sending out so that you don’t send the same videos. Intentional planning for each child’s development will ensure optimal growth in development.
* Set the family up for success by discussing the expectations of how to set up the iPad or phone when doing virtual meetings
* Help families create predictable routines for learning and play in whatever way works best for them
* Provide simple, clear directions for activities, remember that less is more. Families will have greater success facilitating activities that are easily implemented
* Ensure that activities for children include guidance for families in how to follow their child’s lead and ask open-ended questions that encourage critical thinking
* Encourage families to read with their child every day or as often as possible

When considering if a center needs to close temporarily, follow the below procedures:

* Ratio and group size requirements must be maintained at all times. In the

event of staff absences:

• Call substitutes for availability.

• Call Site Supervisor and Education Coach for classroom assistance.

* Ensure the availability of food for snacks and meals.
* Classrooms located in a public-school building will follow the building

protocol.

* Classrooms not located in a public-school building will discuss closing

procedures with the Site Supervisor/Education Coach.

• When all options have been explored and no solutions are available,

the Site Supervisor/Education Coach will make a closure

determination.

**Weekly Remote Learning Group Gathering Ideas and Guidance**

Zoom meeting points to consider

* Make it interactive
* Use visuals
* Make it a predictable routine
* Send families a reminder with what children will need to bring
* Do circle time activities your children loved at school but on video

Virtual Zoom Large Group Opportunities

* Message of the day or morning message
* Question of the day - read the questions have students answer with thumbs up or thumbs down
* Sing songs or nursery rhymes
* Sing fingerplays with puppets - make DIY puppets with clip art and popsicle sticks
* Read a book
* Retell a book with character cards
* Use puppets with books or songs

Movement

* Dance party
* Digital Musical Chairs - play music, dance in your chair, and freeze when the music stops. You model writing a letter, number or shape then they write it on their dry erase board or paper. Dance and repeat.
* Playdough Disco song

Games - these are great activities that you will be modeling for parents that they can do during the week with all their children!

* Syllable games - show a card or object and clap the syllables. You can use most printable syllable games.
* Rhyming games - show a card or object and say words that rhyme with it. You can use most printable rhyme games.
* Name Games or Name songs using Name cards - Hickey, Picky, Bumblebee Can you say you Name for Me? Or Who took the Cookie from the Cookie Jar
* Sensory tub - hide letters, numbers or shapes in a mini sensory tub. Pick one and students identify it.
* Mystery bag - put objects or cards in a bag. Give clues to what it is and students guess what it could be. Try this with vehicles, farm animals or other themes.
* Mystery letter - play just like mystery bag but give clues about what letter it is. Ex: it makes the /t/ sounds, Tyler has this letter in his name, turtle begins with this letter, etc.
* Scavenger hunts inside the home-colors, shapes, letters; scavenger hunt outside looking for things found in nature

Fine Motor Activities - You model first then they try it in their journal or on paper.

* Draw various types of line - straight, curvy, zig zags, spiral
* Write a letter
* Write name or words

Challenge the children

* Give students a fun challenge to do after the video meeting (aka fun homework)
* Children/family can take photo and post it or it if a project then they can bring it to the next zoom meeting
* You can show an example of the challenge activity
* Make it simple using materials your students have at home so it’s not overwhelming for families
* Connect it to a book or your study

Challenge ideas

* Playdough challenges - sculpt a monster, your name, a tree or shapes, etc. have the children copy
* Building challenges - build with materials they can find in the home and have them copy
* Art challenges - draw a rainbow, toys, how you feel, letters, make a sticker picture, cutting collage
* Cooking challenge - cook a yummy treat or make a trail mix, etc.
* Hunts - go on a letter, shape, number, nature, sound or color hunt. Bring something you find to the next meeting.
* Literacy challenge - make a card for a family member, make a book, rainbow write your name, letter, cut letters from magazines/ads
* Math challenge - make a counting book, make a shape book, count all the \_\_\_\_ in your house (ex. shoes) write numbers to 10 or 20, or measure everyone in your family

More Activities

* Make patterns - children can call out what is next and make the pattern
* Class graph or survey - make a class graph just like you do at school. Connect it to a book.
* Learning show and tell - do show and tell but tie it to a learning object like bring something that is red, bring something that starts with the letter P, bring something you can recycle
* What’s missing - show a tray of items, cover it with a cloth while students close their eyes, take one of them off the tray and children guess what is missing
* Make things with playdough - you model it, they try it and show the camera. Make balls snakes, shapes,etc.
* Simple directed drawings
* Count and move - rote count and move as you count: clap, tap, twist, jump, shoulder raises.
* Animal walks - show an animal card or say an animal and students move like that animal

Fun stuff

* Have a spirit or dress up day. Try a PJ day, super hero day, sports day, bring a friend or stuffed animal, crazy hair day, hat day, etc.
* Guests! Have a special person come to the zoom meeting like a grandma, sibling, pet, etc
* Celebrate! Show your children you can still celebrate even though we are apart

12-29-20 Weebly/Remote Learning Program