

## **Continuity of Learning and COVID-19 Response Plan (“Plan”) Assurances**

Date Submitted: **April 15, 2020**

Name of District: **Berrien Regional Education Service Agency (RESA)**

Address of District: **PO Box 364, Berrien Springs, MI 49103**

District Code Number: **11000**

Email Address of the District: **kevin.ivers@berrienresa.org**

Name of Intermediate School District: **Berrien RESA**

Name of Authorizing Body (if applicable): **NA**

This Assurance document needs to be returned to your Intermediate School District or, for Public School Academies, your Authorizing Body with your Continuity of Learning Plan and Budget Outline beginning April 8, 2020 to indicate that the District will adopt a plan to ensure continuous learning for all students through the remainder of the 2019-2020 school year.

Districts should submit a single district plan that relates to all of their schools.

The applicant hereby provides assurance it will follow the requirements for a Plan for the remainder of the 2019-2020 school year:

1. Applicant assures that all student learning will take place under the direction of a teacher of record for each student enrolled in the district.
2. Applicant assures that it will continue to pay school employees during the balance of the 2019-2020 school year under the same terms and conditions established prior to the school closure order period.
3. Applicant assures that the Plan was developed in collaboration with district administrators, school board members, teachers, and local bargaining units.
4. Applicant assures that food distribution has been arranged for or provided for eligible students.
5. Applicant assures coordination between applicant and Intermediate School District in which the District/PSA is located to mobilize disaster relief child care centers.
6. Applicant assures that to the extent practicable the District/PSA will in good faith provide students with IEPs/Section 504 Plans the opportunity to participate in learning consistent with existing plans.
7. Applicant assures that Continuity of Learning and COVID-19 Response Plan, Assurance Document, and Budget Outline will be posted immediately following approval to the District's/PSA's website.

## **Continuity of Learning and COVID-19 Response Plan (“Plan”)**

*The goal of a Continuity of Learning Plan and COVID-19 Response Plan is to ensure that each District or Public School Academy is providing, to the best of its ability, each student with alternative modes of instruction to help them stay on pace in their learning. This application recognizes that there is no “one-size-fits-all” solution; multiple means of engaging students and supporting families may be necessary that may vary by grade level, school building, or student population served.*

For the purposes of the Plan, “district” refers to school districts and public school academies.

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Name of District: **Berrien Regional Education Service Agency (RESA)**

Address of District: **PO Box 364, Berrien Springs, MI 49103**

District Code Number: **11000**

Email Address of the District Superintendent: **kevin.ivers@berrienresa.org**

Name of Intermediate School District: **Berrien RESA**

Name of Authorizing Body (if applicable):

In accordance with Executive Order 2020-35 a Plan must include all of the following parts:

- 1. Please describe the methods the district will use to provide alternative modes of instruction other than in-person instruction and a summary of materials each pupil and the pupil's parents or guardians will need to access meaningfully the alternative modes of instruction included in the Plan. If the Plan relies on electronic instruction, the Plan must ensure to the extent feasible that pupils have access to a connected device capable of accessing the electronic instruction and must not penalize a pupil for the pupil's inability to fully participate.*

*“Alternative modes of instruction” means modes of pupil instruction, other than in-person instruction, that may include, without limitation, partnerships with other districts or intermediate districts or community colleges or institutions of higher education, use of vendors, use of online learning, telephone communications, email, virtual instruction, videos, slideshows, project-based learning, use of instructional packets, or a hybrid of multiple modes of learning that still promote recommended practices for social distancing to mitigate the spread of COVID-19.*

District/ PSA Response:

Methods and Alternative Modes of Instructional Delivery	
Method #1	Method #2
<ul style="list-style-type: none"> <li>• Online learning platforms such as Google Classroom, Class Dojo</li> <li>• Online tools, content, and various electronic media (i.e. Google Hangout, Zoom, Dojo, Remind, You Tube)</li> <li>• Students will have access to digital materials and instructional activities to remain engaged in learning during the time schools remain closed.</li> <li>• Supplemental websites and resources will be available for continuous learning activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Print packets that continue to stimulate learning consistent with student needs</li> <li>• List of projects/skills that can be completed to meet required competencies</li> <li>• Regular phone calls from teachers and instructional support staff.</li> <li>• Regular consultation with service providers when extra services are provided as part of IEP</li> <li>• Supplemental packet may be available as needed.</li> </ul>

Berrien RESA acknowledges that all students and families we serve are diverse and remote learning opportunities, to the greatest extent possible, should seek to minimize the negative impact this unprecedented moment has on our students' educational experience.

The district plans to use a hybrid model of instruction using hard copy instructional packets and online learning platforms. For those students without internet access, but don't have a device, devices will be made available. Students without internet access will have access to instructional materials through a weekly instructional packet. All students will need access to materials such as paper, pencils, and crayons, which will be made available to families that don't have them. All students will have access to course materials and textbooks as needed to complete their work.

Students with disabilities are particularly vulnerable during times of disruption and change. To ensure ongoing growth and progress, districts should focus their planning efforts on how to continue serving students to the greatest extent practicable by tailoring Contingency learning that provides educational benefits to students with disabilities. Assisting students in accessing the curriculum during remote learning should be a collaborative effort, just as it is in a typical school environment. Districts should be sharing resources and ideas with each other as much as possible.

The contingency learning plan developed for students with disabilities fits within the context of the district approved continuity of learning plan. The contingency learning plan is not considered the student's offer of FAPE (MDE-OSE) but a contingency plan offered in connection with the student's current IEP or offer of FAPE. As such, contingency learning plans do not require parent agreement or prior written notice, but do require parent involvement.

The focus of instruction should be individualized and based on the students' IEPs, their goals, the modifications, and accommodations within the IEP. Development of a Contingency learning plan

must be developed in communication with fellow teachers, service providers, paraprofessionals, and parents. The Contingency learning plan is to be constructed to support student in accessibility and in meeting essential skills as related to IEP benchmarks and goals. We should ensure the curriculum is accessible and multi-sensory in its nature to support all learning styles and language proficiency levels.

Social-emotional learning strategies are integral to students' learning and well-being. Many of our students have clinician services and intense social-emotional needs documented in their IEPs. This pandemic can exacerbate some of those needs. Special educators should collaborate with the students' clinicians to work on activities that support students with stress/anxiety reduction and other SEL activities.

### Instructional/Behavioral Services

All students will have access to optional educational resources which will be provided both digitally and by paper at meal deliveries.

- IEP managers will complete a Contingency Learning Plan for all students on their caseload
- IEP managers will identify how students on their caseload will be accessing digital or paper instructional material and consider adjustments for access for the students on their caseload for all instructional materials
- Identify families who may need assistance with equipment/access, provide these names to the appropriate district staff (i.e. OT/PT, VI, SLI).
- IEP managers will schedule regular contact with students on their caseload to assist with support and access to the optional educational materials
- IEP managers will consider how students' IEP goals can be supported by identifying essentials skills to maintain/support using optional educational materials
- IEP managers will set daily office hours (2 hours) and invite students and families who need support to contact them.
- IEP managers will identify how instructional services on essentials skills will be provided, in consideration of family circumstances, on a daily basis.

### “Hands-On” Options for Contingency Learning

- Use non-digital resources for work. (Where possible, coordinate this effort with other providers and/or paraprofessionals)
- Incorporate life skills essential for students with IEPs. This includes, but not limited to, cooking, ratios, chores, cleaning, hygiene, etc.
- Have students track activities with photos or videos and submit to teachers
- Document your efforts, including resources provided to families.
- Encourage journaling (written or recorded)
- Utilize virtual museum tours and video demonstrations

### Related Services

All students who receive related services will have the option to access those services both digitally and by paper with consultation from a provider and/or tele-therapy provided through a district-approved platform.

- Related Service providers will contact parents/guardians of all students on their caseload and confer on the best service delivery model, digital, paper, or tele-therapy, considering home electronic capability.
- If a student has electronic capability, services can be provided via tele-therapy when appropriate. If a student does not have electronic capability, the services can be provided through activities and resources (online or paper) along with videos, written instruction, or phone conference with parent/guardian.
- Related Service providers will schedule daily/weekly contact with students on their caseload either through tele-therapy or by phone to guide remote programs.
- Related Service providers will set daily office hours and invite students and families who need support to contact them.

### **Technology Access:**

In an effort to provide equitable opportunities for all of our students during the closure, we have deployed devices to students, that are capable, that do not have access to electronic devices within their home environment. Students at the Lighthouse Education Center were provided with Chromebooks so that they could access educational instructional delivery from their teachers. In addition, families were provided with “hot spot” device to facilitate internet connection. For students needing a device they are to contact the administrator of the building to which they normally attend. Internet access is also available in building level parking lots while people remain in their vehicle.

### **Hard Copy Instructional Packets:**

To ensure equitable access, the instructional staff of Berrien RESA will provide families with instructional packets and materials for students who do not have access to internet.

- When the production and distribution of materials are warranted, auxiliary staff may be used to print and prepare materials for distribution. A variety of options are being employed for the distribution of materials, including pick up and drop off, mailing materials, including pick up and drop off, mailing materials, or using transportation services to deliver materials.
- Parents will communicate their individual needs for resources through the completion of Contingency Learning Plans with their caseload teachers and service providers. If parents elect to pick up materials it will be critical that they call ahead to request copies of materials (drop-ins will not be allowed). Once a request is made parents will be notified when the materials are ready for pickup and given additional instructions.

Please see Appendix I for a tentative GSRP Continuity Learning Plan. Subject to revision with additional guidance from MDE and the Office of Great Start.

2. *Please describe the methods the district will use to keep pupils at the center of educational activities, including outreach to continue building relationships and maintain connections, and to help pupils feel safe and valued.*

District/ PSA Response:

#### Family Communication – High Priority

- Communicating with all the families of students on your caseload is a priority and should be completed during the week of April 13th-April 17th for all caseload managers. This communication will result in a Contingency Learning Plan.
- Each educator who provides services should contact their students.
- Regardless of your mode of communication to each family & student, please ensure that you cover the following items:
  - Does the parent or guardian intend for the student to access our optional resources via packets that can be picked up, delivered, or online? Ensure they know where to find their preferred resources.
  - What method of contact do the parents prefer for in-home collaboration for the purposes of continuous learning support? (phone, email, Zoom, Google Hangouts, etc.)
  - Where they can find the online resources for Special Education?
  - Determine the days and times that are preferred for continuous learning support.
  - Discuss how and when you will be in regular communication with them. This will be delineated in the Contingency Learning Plan and should be provided as agreed, but no less than weekly.
  - The intent is to review the potential impact of the extended closure once school has resumed.

There will be regular contact with students and parents using appropriate communication methods via phone, email, and in some cases, through virtual conversation (Google Hangout, Zoom, etc.). In some cases, phone calls may be a better option to connect with students personally. Given the disability nature of many of our students, parent consultation is critical in meeting student/family needs during this time.

Contingency Learning Plans specify the amount of daily/weekly contact for student and their families. These plans are sensitive to family situations, resources, and contexts as we stimulate continuous learning during this time.

3. *Please describe the district's plans to deliver content in multiple ways so that all pupils can access learning.*

District/ PSA Response:

Each student at the Berrien RESA receiving services through an IEP will have a Contingency Learning Plan developed to address the unique student learning needs as delineated in their IEP. These plans will specify the unique service delivery needs of the student that can be delivered in light of the current COVID-19 health emergency. Part of the development process will identify

the family's ability to participate in continuous learning and adapt the individualized plan to meet as many objectives as specified in the student's IEP.

- Identify how students on your caseload will be accessing digital or paper instructional materials. Consider how adjustments will be made for the students on your caseload may need to access instructional materials
- Contact with students/families should follow the schedule delineated in the Contingency Learning Plan, but no less than weekly. For students who are unable to communicate verbally, this may look like individualized communication with parents. Consider their IEP goals and how they can be supported through the optional educational materials. Document contacts and relevant information. This will serve to document our services during this time of crisis.
- All teachers are expected to hold instructional/office hours daily (2 hours) to make yourself available to students and families in need of support. This support will be to answer questions or provide additional support accessing our optional learning opportunities. Staff can certainly extend those hours if they wish.
- Collaborate with general education teachers (if applicable) regarding digital and paper instructional opportunities and any adaptations for access that may be needed by students on your caseload.
- Collaborate with other service providers to prepare alternative learning activities and materials that can be shared with families that do not have home internet access or students who are unable to access learning due to their disability.

#### Specially Designed Instruction

- We will not conduct in-person services for any students during the closure.
- Identify families who may need assistance with equipment/access and provide these names to the appropriate district person (Example, OT/PT, VI).
- Track all communication with families during the closure (including consulting with families to plan services). This will serve to document our services during this time of crisis.

#### *4. Please describe the district's plans to manage and monitor learning by pupils.*

##### District/ PSA Response:

Berrien RESA has developed a Contingency Learning Plan log that each caseload/service provider completes on every contact with student/family. The log documents the date, nature, academic content/skill, functional life skill, and student response for each contact. This documentation serves as a measure of our good faith effort to meet student needs as stipulated in the student's IEP and provides feedback to alter instruction in future content delivery.

Student work is monitored through email response, interactive digital platforms, phone conversation, and pictures of completed work. Work may also be exchanged during packet delivery. By utilizing virtually submitted work, teachers can view student minutes logged on computer-adaptive learning tools. Any student not interacting or responding to provider will be referred to building supervisors for follow-up.

5. *Please attach a budget outline estimating additional expenditures associated with the Plan and sources of revenue to pay for those expenditures.*

District/ PSA Response:

Budget (Tentative)			
Item	Description	Purpose	Cost
Hard Supplies	Purchase of learning supplies such as paper, pencils, crayons, etc.	Support remote leaning for special education students	\$2,000
Device (Chromebook) Replacement	Chromebooks to support online learning 20 @\$300	Connectivity for online learning through June	\$6,000
Document Cameras	Document Cameras 10 @ \$150	Support online learning instruction	\$1,500
Postage	Mailing hard copies of learning documents	Accessibility for all students	\$2,500
Copying	Reproducing materials for student/family use	Facilitate accessible student learning	\$8,000
Total			\$20,000

6. *Please describe the manner in which district administrators, board members, teachers, and any representatives of teachers collaborated in development of the Plan.*

District/ PSA Response:

Beginning March 16, 2020 all Berrien RESA program administrator began meeting weekly with administrators, teachers, service providers, and support personnel. During those meeting staff have provided feedback as to what has been working in our efforts to continue to stimulate student learning and brainstorm methods/strategies to improve our efforts. Teaching staff, support staff, and administrators met collaboratively on multiple occasions via Google Hangout meetings to discuss details of both Continuity and Contingency Learning Plans. Once schools were officially closed and additional guidance was provided edits were made to plans to align with current expectations. The process has been collaborative and inclusive of staff. Berrien RESA staff will continue to meet to deliver the best services to our students though this plan and any revisions.

7. *Please describe the methods the district will use to notify pupils and parents or guardians of the Plan.*

District/ PSA Response:

The plan will be posted on our District website. A School Messenger broadcast will be sent to stakeholders explaining how they can access the District's Continuity of Learning Plan. For those requesting a copy, one will be mailed to their home address.

Relative to Contingency Learning Plans a cover letter will be sent by each building administrator explaining the nature of a Contingency Learning Plan and what families should expect relative to the development of such a plan for their student.

*8. Please provide an estimate of the date on which the district will begin implementation of the Plan, which must be no later than April 28, 2020.*

District/ PSA Response: **April 20, 2020**

*9. Please describe the assistance, to the extent feasible, to pupils enrolled in any postsecondary dual enrollment courses under Public Act 160 of 1996, as amended, MCL 388.511 to 388.524, and Career and Technical Preparation Act, 258 PA 2000, as amended, MCL 388.1901 to 388.1913, in completing the courses during the 2019-2020 school year.*

District/ PSA Response:

Career & Technical Education within Berrien County is a collaborative consortium, where students are shared between district programming. Berrien RESA will lead the county programs in developing criteria that focuses on completing all 12 segments of the set CTE standards (including work-based learning and student leadership) while ensuring skill development continues towards the student's ability to complete an industry recognized credential within that specific career pathway. This may result in an extension of the semester allowing face-to-face practicums once the executive orders have been relaxed regarding instruction.

The 5<sup>th</sup> Year Early/Middle College program will work with both Lake Michigan College and Southwestern Michigan College to ensure the district students complete their current classes. This will occur based on the specific college's plan-of-action to deliver instruction for the remainder of the semester. Supports have been developed with collaborative efforts between the LEA's and the colleges to ensure students have the proper materials and access to technology allowing them to successfully complete the semester programming. This may result in an extension of the semester allowing face-to-face practicums once the executive orders have been relaxed regarding instruction.

*10. Please describe how the district will continue to provide or arrange for continuation of food distribution to eligible pupils.*

District/ PSA Response:

Berrien RESA is providing free materials through the USDA Summer Food Service Program due to Unanticipated School Closure for COVID-19. Berrien RESA and First Student (contracted transportation provider) started delivering breakfast and lunch the week of March 16, 2020. We will continue to deliver on the following schedule through the end of the current school year:

Monday – Breakfast and Lunch for two days

Wednesday – Breakfast and Lunch for three days

The deliveries follow the normal transportation routes used during normal school operations. We will use these deliveries for instructional material packet delivery and pickup as well.

*11. Please confirm that the district will continue to pay school employees while redeploying staff to provide meaningful work in the context of the Plan, subject to any applicable requirements of a collective bargaining agreement.*

District/ PSA Response:

Berrien RESA has continued to pay all school employees since March 16, 2020 and will continue to pay all employees through the end of the school year. Hourly employees are paid for their scheduled hours and their scheduled work. Where scheduled work cannot be done we are redeploying staff to provide meaningful work to help students. For example, School Social Workers are participating in a mental health crisis hotline to assist families that may be experiencing mental health difficulties during this time. School Psychologist are being asked to use time to develop social emotional learning packets to be used by teachers during instructional time to bolster mental health well-being.

*12. Provide describe how the district will evaluate the participation of pupils in the Plan.*

District/ PSA Response:

Caseload/service providers will maintain a Contingency Learning Plan log which will document the services provided to students/parents and log the communication with families, including formative assessment on each student. Formative assessment will allow service providers to measure the progress each student is making, determine the appropriateness of that progress or make needed adjustments to the Contingency Learning Plan to improve student progress.

Ongoing student contact and parent consultation will be used to problem solve any unexpected drop in student engagement and learning during this time.

*13. Please describe how the district will provide mental health supports to pupils affected by a state of emergency or state of disaster prompted by COVID-19.*

District/ PSA Response:

Most of the students that receive services through the Berrien RESA are under the provisions of an IEP. Services delineated in those IEP's will be delivered to the extent possible under the limitations of the current health emergency. Those services include psychological, social worker, and other support services. For those student's that do not current have mental health services delineated in their individualized plan, needs will be considered and potentially added to a Contingency Learning Plan. Weekly checks are made by caseload/services providers as to the mental well-being of families. Additionally, Berrien REAS has established a link of supports on

our website to direct families to additional supports they may need. One of those supports is the ability to fill out a Student Mental Health Support form and get follow up by one of our School Social Workers.

Berrien RESA is making every effort to support families during this COVID-19 emergency. We realize that uncertainty can cause a sense of vulnerability, which can lead to increased stress and anxiety.

If your child needs to connect with one of our social workers, or you have questions around how to support your child, we ask that you complete this Student Mental Health Support form. Certified staff will reach out to you within 24 hours (Monday – Friday 10:00 am to 2:00 pm) via a phone call or Google Hangout (through an email invite).

There are a number of resources for families, that are updated daily, on the Berrien RESA homepages [www.berrienresa.org](http://www.berrienresa.org)

In addition, the following free community supports are available for families as needed:

- Michigan OK2SAY to report tips on criminal activity or potential harm
- National Suicide Prevention Hotline: 1-800-273-8255
- Riverwood Center (Berrien County Community Mental Health) 269-925-0585
- United Way (all general community resource inquiries): 2-1-1
- Spectrum Health Lakeland Mental Health 800-968-0115 or Spectrum Mental Health
- National Domestic Violence Hotline (24/7, for survivors & victims): 1-800-799-7233, or text LOVEIS to 22522
- Substance Use/Substance Use Disorder recovery support: Online Meeting Resources
- Psychology Today to find counselors or therapists in the St. Joseph area
- Psychology Today to find counselors or therapist in the Niles area
- Psychology Today to find counselors or therapist in the Benton Harbor area
- Michigan DHHS Coronavirus Hotline: 1-888-535-6136, 8 a.m.-5 p.m., 7 days/week
- NASP: Helping children cope with COVID-19
- #healthykidsquarantined Healthy Kids Quarantined

*14. Please describe how the district will support the efforts of the intermediate district in which the district is located to mobilize disaster relief child care centers as described in Executive Order 2020-16 or any executive order that follow it.*

District/ PSA Response:

Berrien RESA is a member of a five-county consortium comprised of Cass, Calhoun, Kalamazoo, and Van Buren Counties to coordinate disaster relief child care centers. Child Care Resources serves as the central referral agency for this consortium and will place children of essential workers in private child care facilities or the YMCA of St. Joseph/Benton Harbor and Niles. Berrien RESA has secured commitments from Coloma, Berrien Springs, Brandywine, and Niles to open their GSRP classroom(s) for overflow emergency child care sites if necessary.

Optional question:

*15. Does the District to adopt a balanced calendar instructional program for the remainder of the 2019-2020 school year? Does the District plan to adopt a balanced calendar instructional program for the 2020-2021 school year?*

District/ PSA Response:

NA given the 200-day instructional requirement in our program offering for SCI, SXI, and CI student programs.

Name of District Leader Submitting Application: Eric Hoppstock

Date Approved: April 16, 2020

Name of ISD Superintendent/Authorizer Designee: Dr. Kevin M. Ivers

Date Submitted to Superintendent and State Treasurer: April 16, 2020

Confirmation approved Plan is posted on District/PSA website: April 17, 2020

## Appendix I

### **Berrien RESA | GSRP CONTINUOUS LEARNING PLAN 2020**

#### Intro:

In response to the COVID-19 pandemic and extended time that children in GSRP are at home with their families, Berrien RESA GSRP has created a Continuous Learning Plan to guide decisions. We realize that school closure through June will position families as a critical element of the learning process. Through shared focus on each child over the next 6-8 weeks, early educators will continue authentic assessment and plans for learning, promoting a successful next step for all GSRP children in the upcoming year.

#### Goals:

1. Build relationships through connections with children and families, first and foremost.
2. Support children's mental health, nutritional, and safety needs.
3. Develop and clearly communicate the plan for learning with support to/from families.
4. Teach families how to use physical and virtual formats, promoting equitable practices.
5. Focus on developmental learning and authentic assessment, encouraging families to share experiences so early educators can plan effectively from remote locations.
6. Seek new ways to initiate learning for the family, child and early educator as obstacles occur and opportunities arise.

#### Components:

1. Building Relationships & Supporting Basic Needs
  - a. Weekly Family Check-ins
  - b. Emphasis on Whole Child
  - c. Family Needs/Supports/Resources
  - d. Trauma Training
2. Weekly Guided Lesson Plans provided on Teaching Strategies
  - a. Share weekly plans with parents
3. Common Social Platform with Families
  - a. Facebook: Home Learning Groups - private and other platforms
  - b. Facebook Messenger: Learning Events, messages and other platforms
  - c. Remind App or other apps
  - d. Emails: Question/Responses
4. Equity Measures
  - a. Teaching Strategies Weekly Guided Lesson plans
  - b. Quality Early Literature
  - c. Early Childhood Activities
  - d. Family Feedback
  - e. Children with Special Needs & Rights
5. Methods of Communication
  - a. Text & Phone calls

- b. Emails
- c. Remind, APPS
- d. Teaching Strategies Lesson Planning/Sharing
6. Staff Connections & Development
  - a. Weekly checkins with your ECS
  - b. Google Hangouts Meetings as needed
  - c. TS Gold Webinars/ Modules
  - d. Literacy Essentials Modules
  - e. NAEYC Webinars
  - f. Continual Learning Strategies & Guidance
  - g. Self-Care During COVID-19
7. Timeline for Home Learning & Support
  - a. Outreach/Connect with Families needs
  - b. Home Learning Opportunities| Lessons use simple materials found in the home that connect to everyday life. In addition, shapes, numbers, colors, letters, emotions and nursery rhymes. TS Gold Virtual Lesson planning
  - c. Family needs information | contains items of immediate need for families: 211, school food information, etc.
  - d. Home Supplies | art supplies, math and writing materials, additional active learning materials. Connect all families with Dolly Parton Library to receive books at home

Building Relationships & Supporting Basic Needs - strategies to support children and families, check on well-being, gain trust and promote true community.

- Weekly Family Check-Ins| conducted by each lead teacher. These check-ins will support mental health and safe functioning in the home.
- Whole Child| The teams will strive to create remote learning that attends to the whole child; social and emotional as well as health and wellness.
  - If significant family dysfunction is noticed by the GSRP teachers, they will contact their administrator/director or ECS for support.
- Basic Needs/Resources| Food pick-up times and other resources for basic needs are shared with families as well as 211 resources
- Trauma Training| training available to teaching teams

Home Weekly Guided Lesson Plans | Quality lesson plans to support preschool learning

- Guided Lesson Plans | Using Teaching Strategies weekly guided lesson plans with lessons of: Morning Meeting, Study Exploration, Guided Learning, Making the most of Routines and Reflecting on the Day

Common Social Platform with Families | communication established using standard classroom tools and then families invited to connect to private Facebook groups. Optional if using technology

- Facebook Home Learning Group| specific learning posts and responses for families using additional resources that might have been sent home, as well as everyday items found

around the house. Specific times when teachers interact in a live format with children and their families, reading, learning a lesson, or sharing everyday experiences.

- Apps| Such as Remind, contact with families with learning posts and resources
- Emails| Continued support and opportunities to communicate continued learning at home and away for families to share their experiences.

Equity Measures | ways in which all children and their families are included in the learning process, regardless of access to online resources.

- Letter Writing Opportunities | such as early educators mail letters to families and include paper and a stamped, self-addressed envelope to encourage a connection that involves literacy. Encourage families with opportunities of writing at home with their children and with the weekly guided lesson plans.
- Quality Early Literature | curated, classic stories for all children in the class to read over the weeks with their families, teachers, and each other.
- Creative Curriculum/Teaching Strategies | weekly lesson plans shared with families. Rationale: this atypical method for early instruction is being used in recognition that family members are not trained early educators; they can more readily relate to a book format to reinforce the essentials with support for early learning prior to the end of the year: letters, numbers, colors and shapes, and counting. We are starting with their understanding and bridging to developmentally appropriate practice.
- Family Feedback| regarding the development and ongoing use of Lesson Plans
  - Families are given the opportunity to give feedback and reflect with the teacher on home learning experiences.
  - Teaching teams also informally gather feedback from families through Facebook posts, emails, text messages, and phone calls.
  - Through the use of TS Gold, Teachers can encourage families to participate more fully in how a child is learning through their phone, recording photos or videos that are shared with the teacher for input to TS Gold.
  - Families provided with active lessons for essential practice in: letters, numbers, shapes, colors, and more.
  - Families may receive supplies, books and resources if teachers/schools provide.
- Children with Special Needs & Rights| ensuring success at home for all children.
  - Provide for a free appropriate public education (FAPE), meeting the needs of each child and their family, lead teachers will review each IEP associated with a child in their classroom, and ensure active learning lessons are suitable for all abilities, with modifications noted.
  - Teachers will include specific strategies to support children, per their IEP, through remote learning and communicate these to families.
  - Continue plans for IEP renewals and transition to Kindergarten virtually, per the timeline for each child's IEP.

Staff Connections & Development | methods of communicating, connecting and developing staff during a tumultuous time in learning, including criteria for learning tools.

- Families are notified via text, phone, emails, apps or letters of at home continued learning support.

- Weekly check-ins are encouraged throughout each week with your ECS
- Virtual meetings can take place as needed, content may address educational issues related to teaching, professional support, encouragement and best early childhood practices.
- Professional Development are based on staff needs
- Self-Care During COVID-19
- Work can be captured on TS Gold, lesson plans, videos, posts, events, professional development, reviews and reflections with staff

#### Continual Learning Strategies & Guidance opportunities

- Home Learning Opportunities
  - Prepare the lesson or read aloud beforehand (as you would in the classroom) with best practice strategies; have questions created to ask the families.
  - Think and talk about everyday life as well as the lesson to connect with families. Show the children and families that you live in a home: use your own family members for lessons if you are comfortable with that.
  - Keep video lessons brief (3-5 min) to help children stay engaged in listening and learning; frame yourself before recording with a simple, inviting background.
  - Use open-ended questions and propose extensions to the lesson; articulate the “why” for the lesson in simple terms.
  - Try to use a “I do...we do...you do” to assess what a child has learned from the video lessons or story, ask families to post what they have done with the lesson and give feedback to encourage them!
- Provide guidance to the families on how to follow their child’s lead and what success with continuous learning looks like
- Strive for 30 minutes/day total of learning engagement in multiple ways
- Post/share ideas of daily lesson, routine, messages
- Post/share a daily Read Aloud or reading ideas
- Could include contact through Facebook Live, Messenger, email, apps
- Check-Ins with families/children
- Create Office Hours/Time to chat with families who need support
- Capture TS Gold notes as much as possible, based on family engagement
- Plan for “Special Days” on the calendar for April and May, such as: Week of the Young Child, Earth Day and Mother’s Day
- Call/text families who are not able to engage with online learning/online outreach
- Write letters to families, with postage paid return envelopes and paper
- Introduce Kindergarten Transitions Plans
- Share with parents how engaging with their child and sharing the results with the teachers helps prepare them for Kindergarten
- Plan transition to Kindergarten and celebration
- Capture all work done everyday, including: planning lessons, TS Gold, Creative Curriculum, videos, posts, events, professional development for both Lead and Associate Teacher such as Teaching Strategies webinars/modules, Literacy Essentials, NAEYC, other