

Monroe County ISD Early Childhood Education

Addendum: Continuity of Learning Plan

(Head Start, GSRP, ECSE, Early On/MMSE)

Preschool

Goal: Present a continuum of learning opportunities that will allow families to engage to the maximum extent possible based on individual family needs and circumstances.

1. **Lesson Plans:** Provide weekly, electronic lesson plans (common template for all educators) to families. (see lesson plan template [Sample Early Childhood Lesson Plan](#))
 - a. Teachers, Teacher Assistants, and Teacher Consultants (or ECS, Mentor Teacher, etc.) plan lessons together by classroom during designated, weekly team meeting.
 - b. Goal to use items at home for learning materials and to plan lessons based on student needs.
 - c. Consider mailing or delivering hard copies to families that do not have electronic access.
 - d. Provide draft to supervisor/consultant by Friday at 10am via email.
 - i. ECSE-Director and TC
 - ii. Head Start-Education Coordinator and Mentor Teacher
 - iii. GSRP-Director and ECS
 - e. Lesson plans will be reviewed and returned to staff by 2pm Friday via email.
 - f. Teachers will send to families via classroom app/email group by 3pm.
2. **Recorded Videos of Staff Presenting Lessons:** Staff record one read aloud/learning activity per week to share with families via teacher communication platform. Read alouds should be aligned with Essential Instructional Practices for Early Literacy. Each classroom will also share one video featuring support staff weekly (TC, MHC, EC, Site Lead, SLP, OT, MT, SW, etc.).

These videos will be uploaded to Youtube and links will be shared with families via teacher communication platform (Bloomz, Email, Remind, Facebook Group, etc.).

3. **Virtual Home Visits:** Each teaching team schedules a one-to-one virtual visit with each family weekly via Zoom or phone call. Teams will work together to identify the primary service provider for each family who will conduct visits. This includes classroom staff as well as ancillary providers (speech, OT, SW, Psych, etc.). This is an opportunity to talk about how activities are going, problem solve barriers, answer questions, and provide resources. During each call the following components need to be addressed:
 - a. **Lesson Plan Review:** Staff will ensure families received the lesson plan and inquire if they have any questions.
 - b. **Parent/Child Activity:** Staff present each family with 1 individualized activity that aligns with their IEP/individualized child development goals that can be completed in the home environment.
 - c. **Parenting Support:** Staff will ask parents or caregivers about any needs related to parenting support (challenging behavior, routines, sleep, communication, etc.).
 - d. **Family Well-Being:** Staff will talk with parents or caregivers about general needs the family may have (food, diapers, etc.).
 - e. **Closing/Parent Input Planning:** Staff will seek parent input on content they would like for the following week's individualized activity.
 - f. All virtual visit needs will be documented in a Google sheet to be shared during team meetings.
4. **Teaming and Collaboration:** Staff will participate in team meetings weekly with all classroom support staff to debrief virtual visits and identify plans for additional support/resources needed. Refer to the [team meeting schedule](#) and [weekly documentation template](#) for the classroom. Team members follow up with individual families for additional support as needed.
5. **Preschool Transition Support:** During the final virtual home visit of the school year, staff will collaboratively complete the [MCISD transition form](#) for each child and review district registration paperwork questions with each family. Transition packets will be shared electronically with the anticipated receiving LEA building administration.

Infants/Toddlers (Programs/Grants: Early On, 32p Home Visiting, EHS, CMHPSM, CTF):

Goal: Present virtual visits for families to engage to the maximum extent possible based on their individual family needs.

1. **Recorded Videos of Staff Presenting Lessons:** Each provider records one read aloud/learning activity a week to share with families via provider communication platform. These videos will be uploaded to Youtube and links will be shared with families via provider communication platform.
2. **Virtual Home Visits:** Each provider schedules a one-to-one virtual visit with each family using frequency required by your program (EHS:weekly, EO as required by IFSP, etc.) via Zoom or phone call. Teams will work together to identify primary service provider for each family who will conduct virtual home visits. This includes teachers/home visitors as well as ancillary providers (speech, PT, OT, SW, Psych, etc.) This is an opportunity to talk about how activities are going, problem solve barriers, answer questions, and provide resources. During each call the following components need to be addressed:
 - a. **Parent/Child Activity:** Providers present each family with 1 individualized activity that aligns with their IFSP/individualized child development goal that can be completed in the home environment.
 - b. **Parenting Support:** Providers will ask parents or caregivers about any needs related to parenting support (challenging behavior, routines, sleep, communication, etc.).
 - c. **Family Well-Being:** Providers will talk with parents or caregivers about general needs the family may have (food, diapers, etc.).
 - d. **Closing/Parent Input Planning:** Providers will seek parent input on content they would like for the next visit's individualized activity.
 - e. All virtual visit needs will be documented in a Google sheet to be shared during team meetings.
3. **Teaming and Collaboration:** Staff will participate in staff meetings weekly with all support staff to debrief virtual visits and identify plans for additional support/resources needed. Refer to the [team meeting schedule](#) and [weekly documentation template](#) for the team. Team members follow up with individual families for additional support as needed.

Grade Level	Curriculum/Resources	Daily Learning Time
-------------	----------------------	---------------------

<p>Early Childhood</p> <p>Preschool: ECSE Head Start GSRP</p>	<p>Resources:</p> <ul style="list-style-type: none"> • Creative Curriculum • Individual IEP/IFSP Goals and Objectives • Individual Child Goals • TS Gold Classroom Connect <p>Assessments:</p> <ul style="list-style-type: none"> • TS Gold • Documented observations or consultation with staff • Submitted student work samples • Progress on IEP Goals and Objectives • Ages and Stages Questionnaire 	<p>Minutes of Daily Instruction (approximate):</p> <p>Daily Learning time can include:</p> <ul style="list-style-type: none"> •5-minute increments <ul style="list-style-type: none"> • hands-on activities between instruction • imaginative play • creative arts • music and movement • outdoor exploration • fine/gross motor activities <p>5 minutes:Daily Routines/Traditions (review daily schedule, engage in connection activities, review the calendar/date, etc. - teachers can provide ideas that overlap with familiar school routines)</p> <p>•5 minutes: Story Time (video from teacher or read to by caregiver)</p> <p>•5 minutes: Brain Break (music and movement - ideas provided by teacher)</p> <p>•5 minutes: Introduce new content (video from teacher or instructed by caregiver)</p> <p>•10 minutes: Hands-on activity related to content or story (activities provided by teacher)</p> <p>Extra Suggestions for Extending Learning</p>
---	---	---

		<ul style="list-style-type: none"> •30-60 minutes of outdoor play •10-20 minutes of reading with family (books of their choice) •90+ minutes of imaginative play
--	--	---

****Infant/toddler daily learning time based on individual needs and embedded within naturally occurring daily routines***

Additional Early On Procedures

- 1. Early On referrals, evaluations, and services will continue in a modified format. Alternate modes of communication/interaction will be used to implement services, evaluations, assessments, initial IFSPs, periodic reviews, annual IFSPs and transition plans/conferences, in place of in-person visits and meetings. Each family's needs, resources and preferences will be taken into consideration and staff members may use the following modes of service delivery/communication: video conferencing, audio conferencing, sharing video recordings, telephone interactions, printed materials, email, text messages, and using postal delivery services.***
- 2. Documentation: All Early On services will be documented in PSSP, including contacts with families indicating that they wish to suspend services and/or delay meetings due to the impact of COVID-19 on their family. Attempts to contact families will be documented in***

PSSP Contact Log, and all services that are provided will be documented in Service Capture.

- 3. Eligibility Determinations and Evaluations: Evaluation teams will continue to use all existing evaluation information to determine if there is enough information to make eligibility determinations for Part C and for MMSE. This will include use of established conditions, informed clinical opinion, and to the best of our ability, administration of standardized assessments virtually with parent support. Possible modes of completing evaluations and assessments will be based on family needs and resources. Staff members may use the following modes of communication when conducting evaluations: video conferencing, audio conferencing, sharing video recordings, telephone interactions, printed materials, email, text messages, and using postal delivery services.***
- 4. Consent and Signatures: Adobe Sign will be used to gather electronic signatures indicating parent consent for evaluations and services as feasible. In cases when it is impossible to obtain electronic signatures staff will document verbal consent received in an email to families, and upload email into PSSP as a file-based document.***

Great Start Collaborative

The Great Start Collaborative and Great Start Parent Coalition will continue to implement activities virtually for the duration of school closures. GSC/GSPC meetings will continue to engage community partners and families in virtual, monthly meetings to focus on action agenda items and supporting families with young children during the COVID-19 crisis. The GSC/GSPC

will continue to distribute information and resources to families electronically via email and social media.