

# LEWIS CASS ISD | GSRP & GSRP-HS

## CONTINUOUS LEARNING PLAN 2020

### Intro:

In response to the COVID-19 pandemic, [Executive Order 2020-35](#), and extended time that children in GSRP are at home with their families, Lewis Cass ISD Department of Early Childhood Education 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 compassionate, shared focus on each child over the next 10-12 weeks, early educators will continue authentic assessment and plans for learning, promoting a successful next step for all GSRP children in the upcoming year. The following plan was built with input from: administration in providing leadership, early educators in designing plan implementation and families in collaboration for remote learning.

### Goals:

1. **Build relationships** through connections with children, staff and families, first and foremost.
2. Support children's **mental health, nutritional, and safety needs**.
3. **Develop and clearly communicate** a 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 and provide support** 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. [Wellness Checklist](#)
  - c. Emphasis on Whole Child
  - d. Family Surveys
  - e. Resources
  - f. [Trauma Training](#)
2. **Plan with Home Learning Kits 1 & 2**
  - a. [Home Learning Lesson Book](#)
  - b. Home Learning Resource Folder
  - c. [Home Learning Kit 1 | Materials List](#)
  - d. [Home Learning Kit 2 | Materials List](#)
  - e. Home Learning Videos
3. **Common Social Platform with Families**

- a. Facebook Home Learning Groups - private
  - b. Facebook Live Learning Events
  - c. Facebook Messenger Learning Events
  - d. Facebook Watch Party
  - e. Facebook Play Groups
  - f. Zoom Applications
4. **Equity Measures**
- a. Letter Writing Campaign
  - b. Learning Without Tears
  - c. Quality Early Literature
  - d. [Red Leaf Press Early Childhood Activities](#)
  - e. [HighScope COR Advantage Family Activities Packets](#)
  - f. [Vroom](#) app
  - g. Family Feedback
  - h. Children with Special Needs & Rights
5. **Methods of Communication**
- a. Text & Phone calls
  - b. Emails
  - c. Remind app
  - d. COR Advantage - Storyboards & Messaging
6. **Staff Connections & Development**
- a. Google Hangouts Meet - weekly staff meetings w/ECC & ECS (Mondays)
  - b. Google Hangouts Meet - weekly team meetings w/ECS (Fridays)
  - c. [Self-Care During COVID-19](#)
  - d. Facebook Training
  - e. Informing & Engaging Families to Sustain Early Learning at Home - HighScope
  - f. [Fairy Dust Teaching Young Children Virtually Bootcamp](#)
  - g. [COR 360](#)
  - h. [COR@Home](#)
  - i. [Loom](#)
  - j. [Openlibrary.org](#)
  - k. Zoom
  - l. Criteria for Home Learning Videos
  - m. Continual Learning Strategies & Guidance
7. **Timeline for Home Learning & Support**
8. **Budget**
9. **Important Contacts for COVID-19**

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

1. **Weekly Family Check-Ins:** will be conducted by each lead teacher. These check-ins will support mental health and safe functioning in the home. [Guidance is here.](#)

2. **Wellness Checklist:** lead teachers will utilize the [Wellness Checklist](#) recommended by MAISA as a tool to identify immediate needs for children and families.
3. **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.
  - a. If significant family dysfunction is noticed by the GSRP/Head Start Blend teachers, they will contact the Head Start Mental Health Specialist as well as the Family Advocate.
  - b. If significant family dysfunction is noticed by the GSRP teachers, they will contact the Director of Early Childhood Education for consultation with the local district's Social Worker/Mental Health Specialist.
4. **Family Surveys:** Families are surveyed by lead teachers to assess: internet access, technology, best method of communication, best times to communicate. [Tech data is here.](#)
5. **Basic Needs:** Food pick-up times and other resources for basic needs are posted on each classroom's Facebook Home Learning Group page as well as sent to families.
6. **Trauma Training:** All teaching staff will participate in a [trauma informed practices training](#) with a follow-up discussion on the content of the training with their team members.

**Home Learning Kit - quality literature, resources and supplies packed in bags and safely delivered to the homes of families in the program to assist with teaching from the Home Learning Lesson Book. Delivery during Week 1, Week 5 and Week 9**

1. **[Home Learning Lesson Book:](#)** comb-binding book with 36 lessons A-HH based on HighScope's COR Advantage items. Lessons use simple materials found in the home that connect to everyday life. In addition, shapes, numbers, colors, letters, emotions and nursery rhymes were included. Families use this book for easy reference when teachers present a virtual lesson.
2. **Home Learning Resource Folder:** contains items of immediate need for families: 211, Salvation Army, school food information. Included: literacy calendars, nature guides, templates and paper.
3. **Home Learning Materials 1 & 2:** art supplies, math and writing materials, additional active learning materials that are connected to the Home Learning Lesson Book.
4. **Home Learning Videos:** brief, 3-minute videos created by each early educator related to a Home Learning Lesson, activity or read aloud from the Home Learning Kit.

**Common Social Platform with Families - communication established using standard classroom tools and then families invited to connect to private Facebook groups.**

5. **Facebook Home Learning Group:** specific learning posts and responses for families, using the Home Learning Kit supplies, Home Learning Book, and additional resources sent home, as well as everyday items found around the house. Teacher-created videos introduce reference Home Learning Book lessons.
6. **Facebook Live Learning Events:** specific times when teachers interact in a live format with children and their families, reading, learning a lesson, or sharing everyday experiences. Children may interact with each other as well.

7. **Facebook Messenger Learning Events:** opportunities for teachers to meet virtually and interact with smaller groups of children and their families together in a shared experience. Children may interact with each other as well.
8. **Facebook Watch Party:** connected groups can convene and share an event together using Facebook, such as [Lunch Doodles with Mo Willems!](#)
9. **Facebook Play Groups:** created to engage families with younger children at home.

**Equity Measures - ways in which all children and their families are included in the learning process, regardless of access to online resources. Families with children who are not able to fully participate are not penalized.**

10. **Families are notified of plan for remote learning via letter** in the Home Learning Kit, posting in each Facebook Private Group and on the Great Start Cass website.
11. **Letter Writing Campaign:** early educators mail letters to families and include paper and a stamped, self-addressed envelope to encourage a connection that involves literacy. Three “volleys” of letters are planned.
12. **Learning Without Tears:** families are sent home printed support, [My First School Book](#), after active learning lessons are introduced by early educators.  
*Rationale: this atypical method for early education 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.*
13. **Quality Early Literature:** curated, classic stories for all children in the class to read over the weeks with their families, teachers, and each other. Some lessons relate to the literature choice. Others include online connections, such as [Scholastic Learn At Home](#).
14. **[Red Leaf Press Early Childhood Activities](#):** activities texted to families per age group: Mondays-Infant/Toddler, Wednesdays-Preschool, Fridays-School Age to 8y.
15. **[HighScope COR Advantage Family Activities Packets](#):** activity ideas and resources for families with young children: infant, toddler and preschoolers.
16. **[Vroom app](#)** for additional resources texted to family for ages birth and up
17. **Family Feedback:** regarding the development and ongoing use of CL Plan
  - a. Families are given the opportunity to provide a thumbs up/down after each Home Learning Book lesson, located in the book, to reflect with the teacher.
  - b. Teaching teams also informally gather feedback from families through Facebook posts, emails, text messages, and phone calls.
  - c. Through the use of COR@home, families can 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 COR.
  - d. Families will be provided with Learning Without Tears Activity Books to promote a bound portfolio of active lessons for essential practice in: letters, numbers, shapes, colors, and more.
  - e. Families receive a first and second round of Home Learning Kits, containing supplies, books and resources.

18. **Children with Special Needs & Rights:** ensuring success at home for all children.
  - a. To provide for a free appropriate public education (FAPE), meeting the needs of each child and their family ecosystem, 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.
  - b. Teachers will **include specific strategies** to support children, per their IEP, through remote learning and communicate these to families.
  - c. **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.**

19. **Highly collaborative remote teaching teams:** lead teachers and associates share some responsibility in providing active and virtual learning for the children and families. If teachers do not have internet access, they will assume roles independent of technology, such as: letter writing, texts, calls, etc.
20. **Communication expectations:** we trust that the lead teachers will respond to any type of communication from a family within 24 hours during the week. If lead teachers are contacted over the weekend, we trust they will respond on the following Monday.
21. **Lead teacher weekly virtual meetings:** will be held every Monday through the use of Google Hangouts, supported by the ECS and ECC.
22. **Teaching team virtual meetings:** will be held every Friday through the use of Google Hangouts, supported by the ECS.
  - a. The content of these staff meetings addresses educational issues related to teaching virtually, but it also provides professional support to each staff member, as all staff need compassion, encouragement and support to ensure their success and to promote resilient practices.
  - b. [Self-Care During COVID-19](#)
  - c. A Google form for staff to share personal/professional needs privately
  - d. Work is captured on Online **COR Advantage Lesson Planner** for: planning lessons, COR, videos, posts, events, professional development for both Lead and Associate Teacher, ECS reviews and reflects with staff
23. **Training Commitment and responsibility:** all early childhood staff will continue to receive pay during Governor Whitmer's [Executive Order 2020-35](#). They assume the responsibility for providing early education through remote learning methods.
  - a. Choose a **PD opportunity per week** to complete, based on staff needs [PD opportunities here](#)
  - b. **Informing & Engaging Families to Sustain Early Learning at Home** - HighScope webinar to share resources
  - c. [Fairy Dust Teaching Young Children Virtually Bootcamp](#)
  - d. [COR 360](#) - virtual sharing platform for early educators
  - e. [COR@Home](#) - method for engaging families using the phone

- f. [Loom](#) - video platform to create virtual Read Alouds
- g. [Openlibrary.org](#) - virtual library to “check out” books for Read Alouds
- h. Zoom

24. **Criteria:** to create effective learning videos.

- a. **For Read Alouds: Ask for permission** from the specific publisher to use a book for a read aloud. Use it in a private forum and give credit to the publisher. Use these [Publisher Guidelines](#) provided by author, Kate Messner. [User-Friendly List of Publisher Guidelines](#)
- b. **Prepare the lesson or read aloud beforehand** (as you would in the classroom) with best practice strategies; have questions created to ask the families.
- c. **“Channel Mr. Rogers”** in your approach-speak a little more slowly in a friendly approachable manner; talk about everyday life lessons to connect with families.
- d. Stabilize the camera with a makeshift tripod and check technologies
- e. **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.
- f. **Use open-ended questions and propose extensions** to the lesson; articulate the “why” for the lesson in simple terms.
- g. 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 respond to the lesson and give feedback!

25. **Continual Learning:** strategies and guidance for teachers to operate well.

- a. **Provide guidance** to and engagement with families on how to follow their child’s lead and what success with continuous learning looks like using developmentally appropriate practices in a virtual setting, **as personal home schedule allows:**
  - i. Strive for 60 min/day of learning engagement in small moments
  - ii. Post a COR lesson, routine, and/or video to Facebook Group, Mon-Thurs
  - iii. Post a daily Read Aloud Mon-Thurs
  - iv. Include one Facebook Live, Messenger or Watch Party, or Zoom/week
  - v. Create a Friday COR Storyboard summarizing the week and family response
  - vi. Create Office Hours on Fridays or as needed to support families
- b. **Additional considerations:**
  - i. Plan for “Special Days” on the calendar for April and May, such as: Spring Break, Week of the Young Child, Earth Day and Mother’s Day
  - ii. Consider pairing with other teachers or Playgroups for connected Watch Parties, like a Week of the Young Child (WOYC) virtual Art Fair
  - iii. Write letters to families, with postage paid return envelopes and paper
  - iv. Introduce *My First School Book* as a support to active learning
- c. **Assessment:** capture COR notes, based on level of family engagement
- d. **Share the WHY** with parents on how engaging with their child and sharing the results with the teachers helps prepare them for Kindergarten
- e. **Plan transition** to Kindergarten and celebration

## Timeline for Home Learning & Support

WEEK	DATES	DESCRIPTION
1	March 9-13	<ul style="list-style-type: none"> <li>● Frame out emergency Continuous Learning Plan</li> <li>● Develop Home Learning Book lessons</li> <li>● Request supplies from local community for Home Learning Kits</li> </ul>
2	March 16-20	<ul style="list-style-type: none"> <li>● Produce Home Learning Lesson Books</li> <li>● Develop Resource Folders</li> <li>● Obtain supplies and funding</li> <li>● Pack Home Learning Kits</li> <li>● Deliver Kits to families</li> <li>● Create Private Facebook Groups</li> <li>● Develop Home Learning Videos</li> </ul>
3	March 23-27	<ul style="list-style-type: none"> <li>● Establish regularly occurring ECS, Lead Teacher and Team meetings via Google Hangouts</li> <li>● Create Early Childhood Forum for sharing resources</li> <li>● ECS Log for educator work during pandemic</li> <li>● Receive approval of Home Learning Lesson Book from HighScope</li> <li>● Engage families with Home Learning Videos, Facebook posts, book reading</li> <li>● Add HighScope Family Activity Packets 1 &amp; 2</li> <li>● Experiment with FaceBook Live</li> <li>● Obtain stamps, envelopes, paper for Letter Writing Campaign</li> <li>● Began list for Home Learning Kit 2</li> </ul>
4	March 30-April 3	<ul style="list-style-type: none"> <li>● Publish Home Learning Book to web</li> <li>● Discuss Spring Break learning extensions for families</li> <li>● Launch Letter Writing Campaign</li> <li>● Try Facebook Live</li> <li>● Try Loom &amp; Open Library</li> <li>● Continue videos and posts</li> <li>● Resources: Scholastic, Community Playthings, Erikson</li> <li>● HighScope Family Activity Packets 3 &amp; 4</li> <li>● Order books and resources</li> <li>● Home Learning Kit 2</li> <li>● Virtual field trips and events</li> </ul>

5	April 6-10	<b>SPRING BREAK</b> <ul style="list-style-type: none"> <li>• Provide high quality resources to families for offline and online learning</li> <li>• Collect resources, quality literature, and additional supplies</li> </ul>
6	April 13-17	<b>Introduce:</b> <ul style="list-style-type: none"> <li>• Continuous Learning Plan</li> <li>• <a href="#">Guidance for Family Check-Ins</a></li> <li>• <a href="#">Wellness Checklist</a></li> <li>• <a href="#">Self-Care During COVID-19</a></li> <li>• <a href="#">Vroom app</a></li> </ul> <b>WEEK OF THE YOUNG CHILD</b> <ul style="list-style-type: none"> <li>• Musical Monday</li> <li>• Tasty Tuesday</li> <li>• Work Together Wednesday</li> <li>• Artsy Thursday</li> <li>• Family Friday</li> </ul>
7	April 20-24	Earth Day-April 22
8	April 27-May 1	
9	May 4-8	Mother's Day-May 10
10	May 11-15	
11	May 18-22	
12	May 25-29	Transition to Kindergarten
13	June 1-5 (GSRP-HS)	
14	June 8-12 (GSRP-HS)	



## **GSRP COVID-19 Response BUDGET**

### **Important Contacts for COVID-19:**

If an individual suspects they have COVID-19 symptoms, they should stay home and take one of the following steps:

1. Call their primary care provider (PCP) via telephone
2. Do a virtual visit with their health system/provider
3. Call one of the three Care Advisor phone numbers below provided by our local health systems.
4. ***\*If your symptoms are life-threatening call 9-1-1***

### **MDHHS COVID-19 Hotline (8am-5pm)**

**(888) 535-6136**

**[www.michigan.gov/coronavirus](http://www.michigan.gov/coronavirus)**

### **Bronson**

**(269) 341-7788**

**[www.bronsonhealth.com/coronavirus-covid-19](http://www.bronsonhealth.com/coronavirus-covid-19)**

### **Ascension Borgess**

**(833) 978-0649**

**[www.healthcare.ascension.org](http://www.healthcare.ascension.org)**

### **Spectrum Health Lakeland**

**(616) 391-2380**

**<https://www.spectrumhealthlakeland.org/covid19>**

**\*A Chatbot is available online**

**\*Drive-up testing is available but all patients require a physician's order to be tested**

**As the situation continues to change rapidly, we recommend referring to these sites for the most current information:**

Michigan: **[www.michigan.gov/coronavirus](http://www.michigan.gov/coronavirus)**

National: **[www.cdc.gov/COVID19](http://www.cdc.gov/COVID19)**

United Way of Southwest Michigan (local): for emergency updates, links to trusted sources, food distribution sites, and self-care strategies:

**<https://www.uwsm.org/emergency-preparedness-response>**