

LCCAP Early Learning

PA Pre-K Counts, HSSAP and Federal Head Start Reopening Plan

LCCAP agrees that the 2020-2021 program year must contain 180 instructional days for our school year PA Pre-K Counts and Head Start enrollees. LCCAP is developing programming that should allow us to meet 140 days of service, as per our funding application, for our part year Head Start enrollees, and a full year, 5 day per week model for our Head Start slots in partnership with child care, all through a combination of face to face and remote learning (distance and virtual) services throughout the 20.21 program year. Each of these requirements will be met unless the 180 day requirement is waived by OCDEL due to unforeseen circumstances related to COVID-19, our Health & Safety plan determines another change in program structure is necessary for Head Start slots, etc.

LCCAP will be operating Head Start and PKC services via remote instruction starting 8/24/20 for our School Year enrollments, and 9/10/20 for our Part Year enrollments. Full year Head Start/child care is available to families that provide documentation that the child care is necessary in order for a family to meet their work/training obligations. For those children not qualifying for face to face child care services, it is anticipated that remote instruction will be continued through Feb 11, 2021, just prior to the President's Day Holiday. Children are expected to return to classrooms for face to face instruction on February 16, 2021. The number of children to be served in person, as well as the frequency and duration of these in person classroom sessions will be determined based on State and County COVID-19 data at that time. The classrooms which operate within 7 of our county school districts will also follow guidance established by the DOE and their local school boards within their district response to COVID safety plans. LCCAP agrees to follow social distancing and staff qualification requirements within any center operating services for Head Start, HSSAP or PKC enrolled children.

MEALS

LCCAP ensures that all enrolled students have options for meals for each scheduled program day regardless of whether instruction occurs face-to-face or remotely.

How do you intend to ensure enrolled students have options for meals for each scheduled program day should instruction occur remotely?

All students will be provided a weekly bundle of meals, including family meals, through a variety of distribution methods, weekly.

How will you assess a family's needs for meals? How will this documentation be maintained?

Family Service Workers (FSWs) track needs of families within our C+ database.: family meals, diapers, pull-ups, wipes, technology, wifi, etc.

ASSESSMENTS

LCCAP agrees to complete assessments on all children within the required 3 checkpoints periods each year (fall, winter, spring)

How do you plan to conduct student assessments if you are unable to provide face-to-face instruction?

Teachers connect with each family twice per day via Class DoJo: once with a Question of the Day, to which the family and child respond with an answer; and once with a Learning Activity of the Day, to which the family responds with a picture, video or text describing the child's participation/success with the Learning Activity of the Day. This communication serves as anecdotal assessment documentation and will correlate to the learning activity's assigned learning objectives, and entered into My Teaching Strategies as an observation.

Remote Learning Plan: Non-virtual

LCCAP is aware and agrees that for non-virtual learning options to count as an instructional day, the following requirements must be met:

A written remote learning plan that identifies what non-virtual options will be used must be developed and shared with families, and families must acknowledge receipt of the policy.

How will you document that families have received a written remote learning plan that identifies what non-virtual options will be used if face-to-face instruction is not possible?

Teachers / FSWs are developing individual Remote Learning Family Plans through conversation with each family. The cover page of this document outlines the instructional methods that will be used, including resources, supplies, electronics, meals, etc. Once completed together, a copy of the Family Plan is mailed to the family and a copy is uploaded into C+

How will you assess and address a family's needs for obtaining necessary materials?

Teachers and FSWs will engage in many conversations with the family at the onsite of Remote Learning programming, during which time a Remote Learning Family Plan is developed. The staff will reinforce to the family that our intention with starting remotely with Distance Learning (non-virtual) is to help the families understand that lots of materials are not always necessary for learning to occur. During this period of remote learning, we are choosing to focus on Distance Learning primarily in order to help families understand that they have a powerful opportunity to be the leaders of their child's learning in everyday moments, within the home and in the community. Families don't have to have expensive tools to support a child's learning, but rather the child needs to feel encouraged to utilize their imagination and creativity to explore their environment through play, using everyday household products and supplies from the home and community.

How will you track student participation in non-virtual remote learning?

Families are connected with their teacher via Class DoJo. Through this app, each family's responses to the Question of the Day and Learning Activity of the Day are counted as participation that day. This participation is then noted in C+ as attendance for the day.

What materials will you provide to families to support non-virtual remote learning?

LCCAP has chosen to begin the program year by utilizing Distance Learning as the instructional format for all children. This will provide the teachers and FSWs the opportunity to work directly with the family to help families understand how to support the child's learning, through everyday tasks, with items found in the home and community environment, and to understand their role in supporting children to utilize their creativity and imagination as they play. Eventually, all children will receive a wide variety of materials to support remote learning and teachers will be mindful of the supplies children are being provided while lessons are being developed. Distribution of materials will happen monthly and lesson planning will be aligned accordingly.

How will families receive training for non-virtual remote learning activities?

Teachers and FSWs conduct a Home Visit and a Meet & Greet with each family during which time all families are informed of the Remote Learning expectations and identify the supports families will need to ensure success for the child.

How will students and families be engaged, including ways participation will be flexible to meet student and family needs?

Teachers and FSWs meet individually with each family to develop individual Remote Learning Family Plans which outline which family members are expected to support the child with their instruction, times of day the child is expected to engage in remote learning, etc. At this point, teachers and FSWs will identify if one-on-one support is necessary to assist the family with getting started with remote learning or perhaps ongoing remote learning needed.

How will you document and assess student learning while providing non-virtual remote opportunities?

Teachers connect with each family twice per day via Class DoJo, once with a Question of the Day, and once with an Activity of the Day. Families, together with their child, respond to the Question of the Day and then after completion of the Activity of the Day, send a picture, video or text describing the child's participation / success with the Learning Activity of the Day. This communication serves as anecdotal assessment documentation and will correlate to the learning activity's assigned learning objectives, and documented in My Teaching Strategies (GOLD), our assessment system.

Content should be facilitated by an adult and include documentation of completion that is reviewed by program staff on a regular schedule (e.g. a videoed or photographed at home learning activity). Allowable content includes:

- Any learning activity completed outside of school environment
- Take-home activity packets, and
- Public Broadcasting System (PBS) - related activities

How will you document the completion of non-virtual remote learning activities?

Teachers connect with each family twice per day via Class DoJo, once with a Question of the Day, and once with an Activity of the Day. Families, together with their child, respond to the Question of the Day and then after completion of the Activity of the Day, send a picture, video or text describing the child's participation / success with the Learning Activity of the Day. This communication serves as anecdotal assessment documentation and will correlate to the learning activity's assigned learning objectives, and documented in My Teaching Strategies (GOLD), our assessment system.

Under what conditions will you use non-virtual remote learning?

Remote learning will be the method of instruction between 8/24 and President's Day 2021. Distance Learning will be utilized primarily, with Virtual Instruction being introduced after the first checkpoint period, mid-October.

LCCAP's non-virtual remote learning plan will adhere to the following:

- Efforts will be made to understand and alleviate any barriers to obtaining materials necessary for completing and collecting take-home assignments. No fees may be charged.
 - Certified lead teachers should be developing and monitoring content of no more than 30 minutes per day of non-virtual remote learning.
 - Content should include all learning domains aligned with PA Learning Standards for Early Childhood.
 - Home visits will count when an instructional component is included.
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Remote Learning Plan - Virtual

LCCAP is aware and agrees that for virtual learning options to count as an instructional day, the following requirements must be met:

A written remote learning plan that identifies what virtual options will be used must be developed and shared with families, and families must acknowledge receipt of the policy.

How will you document that families have received a written remote learning plan that identifies what virtual options will be used if face-to-face instruction is not possible?

Teachers / FSWs are developing individual Remote Learning Family Plans through conversation with each Family. The cover page of this document outlines the instructional methods that will be used, including resources, supplies, electronics, meals, etc. Once completed together, a copy of the Family Plan is mailed to the family and a copy is uploaded into C+

How will you assess a family's needs concerning technology?

Family Service Workers track need of families within our C+ data base: family meals, diapers, pull-ups, wipes, technology, etc.

How will you address a family's needs concerning technology? (Internet and equipment)

LCCAP is helping families to connect to their teachers via Class DoJo on any device the family has access to, and if not, a tablet is provided to the family for this purpose. Virtual learning will be introduced to children and families as an additional mode of instruction after our first checkpoint period, mid-October, at which time every family will receive a tablet on which to access Class DoJo, Zoom and Ignite by Hatch, which allows which syncs child outcomes into My Teaching Strategies (GOLD)

What platforms will you use to provide virtual instruction?

Class DoJo, Zoom, and Ignite by Hatch

How will students receive training on how to use virtual platforms?

LCCAP will focus training for the child on time spent with the family to educate the FAMILY on the platforms. The family will be the facilitator for their child's learning. LCCAP encourages families to sit with the child as they learn to use the technology, guiding them in the use of the device and the learning apps, and providing positive reinforcement as the child learns to navigate the device and apps independently.

How will families receive training on how to use virtual platforms?

LCCAP will focus training for the child on time spent with the family to educate the FAMILY on the platforms. The family will be the facilitator for their child's learning. Each family will be assigned a time to pick up the device in person, and given a tutorial on the use of the device by LCCAP staff.

How will staff receive training on how to use virtual platforms?

LCCAP has been doing training on remote instruction & learning (distance & virtual) since March when this pandemic began to unfold. Trainings have been provided by our management team, by Teaching Strategies, Hatch, Promising Practices, and PATHS, to name a few.

How will students and families be engaged via virtual learning, including ways participation will be flexible to meet student and family needs?

During this period of remote learning, LCCAP's mission is to connect with families in ways we have never been able to connect with them before. We are choosing to focus on Distance Learning (non-virtual) primarily in order to help families understand that they have a powerful opportunity to be the leaders of their child's learning in everyday moments, within the home and in the community. Families don't have to have expensive tools to support a child's learning, but rather the child needs to feel encouraged to utilize their imagination and creativity to explore their environment through play.

From the onset, LCCAP is helping families to connect to their teachers via Class DoJo on any device the family has access to, and if not, a tablet is provided to the family for this purpose. Class DoJo helps to support daily communication between the teacher and family, especially with regard to the Question of the Day and Learning Activity of the Day.

Virtual learning will be introduced to children and families as an additional mode of instruction after our first checkpoint period, mid-October, at which time every family will receive a tablet on which to access Class DoJo, Zoom and Ignite by Hatch, which syncs child outcomes into My Teaching Strategies (GOLD), our assessment system.

With regard to flexibility, LCCAP recognizes that in order for families to be engaged in supporting the child's learning, consideration must be given for the needs, strengths and limitations of the family and their schedule. The Remote Learning Family Plan will help facilitate this important discussion between the teacher, FSW and family during the 1st Home Visit or during Meet & Greet.

How will you document and assess student learning during virtual instruction?

Teachers connect with each family twice per day via Class DoJo, once with a Question of the Day, and once with a Learning Activity of the Day, to which families, together with their child, respond to the Question, and then with a picture, video or text describing the child's participation / success with the Learning Activity of the Day. This communication serves as anecdotal assessment documentation and will correlate to the learning activity's assigned learning objectives, and be documented in My Teaching Strategies (GOLD), our assessment system.

How will you track student participation during virtual instruction?

Families are connected with their teacher via Class DoJo. Through this app, each family's responses to the Question of the Day and Learning Activity of the Day are counted as participation that day. This participation is then noted in C+ as attendance for the day.

Under what conditions will you use virtual remote learning?

Distance Learning will be the method of instruction primarily for all children until at least after the end of the first checkpoint period. At that point, LCCAP is prepared to offer a tablet to each family which will allow the child to participate in more activities via Class DoJo, participate in live interactions with their teacher via zoom, and play learning games on the Hatch Ignite app, which collects child data and syncs that data into My Teaching Strategies (GOLD) our assessment system.

LCCAP understands and guarantees that the virtual remote learning plan will adhere to the following:

- Family technology needs (hardware, software, and access) should be assessed and efforts made to alleviate any barriers to access; no fees may be charged. Programs must document the ways family needs were assessed and addressed (SEE ABOVE)
- Certified lead teachers should be developing and monitoring content of no more than 30 minutes per day of virtual remote learning.
- Content should be delivered using a platform students and families are familiar with and is expected to include all learning domains aligned with PA Learning Standards for Early Childhood.
- Allowable content includes:
 - Synchronous: real-time; virtual meetings between lead teacher/student(s) in which instruction/learning activities occur (e.g. live read aloud).
 - Asynchronous: on own time instruction/learning activities that are reviewed after submission by a teacher or other staff (e.g. a recorded lesson with clear expectations to assess/complete within a specific time frame).

Additional Considerations for virtual learning:

Online learning should:

- maintain and enhance relationships between schools and families,
- support families as their child's first teachers,
- respect the family's and student's unique needs during this time,
- maintain and enhance learning that happens anywhere,
- be available to all families and learners (to every extent possible),

- focus on critical learning standards across multiple content areas (cross curricular),
- focus on student progress and learning,
- use online tools the students are already familiar with,
- address various learning styles, and
- comply with any privacy related issues.

Online learning should not:

- place undue burden (financial, stress) on families or programs,
- look the same for every family,
- perpetuate inequities,
- mimic typical school settings, or
- focus on assignment completion and due dates.

Considerations when planning and implementing online learning:

- family stress during this unprecedented time,
- technology access and availability,
- family schedules (are family members working from home; what is their availability to interact and monitor their child's online learning experiences),
- multi-age learning (multiple children of varying ages in the home setting), and
- teachers' experience and competency creating virtual learning opportunities.