***Remote Support Plan***

**Parent contact**

**Teachers** will be required to contact families once per week at a minimum or per the families’ request. Teachers will make contact on the days that work best for the families. Teachers will ask how family is doing, ask if they need any supplies and go over the activity (For infants classrooms) family interaction plan (2 year old classrooms) or lesson plans (pre-school/pre-k. We want to be a support system to our families without making them feel overwhelmed. It’s best to ask families their preference when it comes to communication. Teacher will schedule a time during the day that works best for the family to make their phone call.

**ESS staff** will contact families via phone calls, texts, emails, you tube lessons, physical and print items. Sessions and times are based upon the IEP services. Sessions will be weekly or bi-weekly depending on needs.  Times and frequency of service is going to be based on parent availability to engage in a virtual platform and their access to the internet or phone service types for Skype, etc.

**Parent Educators** will provide weekly home visits by phone call along with video calls to make the calls more interactive between family & Parent Educator. Parent educators will have access to ECEC EHS home activities so they can be prepared to cover during weekly call.

**Contact between Staff**

* ESS staff will have bi-weekly phone conferences with individual teachers to check in (Kim will arrange meetings)
* FSS staff will have weekly meetings with teachers (Jessica will arrange meetings)
* Ed specialist will have weekly meetings with teacher mentors (Ed specialist will arrange
* meetings)
* Teacher mentors will check in with their assigned classes by email once per week

The **daily interaction activity** will consist of activities parents can incorporate into their everyday life that does not require a lot of time or materials. We understand that these times can be stressful for parents if they have older children in elementary school. Providing simple activities that support child learning in a simple way can be both beneficial to the child and parent. Examples may include:

* Allow your child to dress himself
* Read a story and ask your child to describe what they see in the picture
* Allow your child to set the table
* Sing a song with you child
* Cook with your child and count as you measure ingredients

Ed Specialist will include the benefits of the daily interaction activity such as what their child will learn and the developmental objective it targets.

Lesson plans will be submitted to ED Specialist for verification by Thursdays.

**Early Head Start**

Each Individual teacher will be responsible for creating class lesson plans on TSG following the master lesson plan sent out by Ed specialist. The master lesson plan will follow the activity map with the listed materials/intentional teaching card, physical activity, MM, I love you ritual, and Cultural activity for each week. 1 intentional teaching card and MM will be added to the lesson plan weekly, (this information will be on the activity map). Lesson plans will be distributed in the activity bag on a monthly basis.

Monthly activity bags will include:

* 2 intentional teaching card activities
* 1 mighty minute
* 1 I love you ritual
* 4 lesson plans
* Cultural activity
* One learning material per month
* Book of the month

Copies of the Intentional teaching card, mighty minute, I love you ritual and lesson plans will be sent home to families along with any materials needed to complete the activities every four weeks.

**Head Start**

Studies will be used to create the lesson plan on TSG. Each teacher will create the lesson plan following the master lesson plan sent out by Ed specialist. The curriculum map will provide all activities that are to be added to the weekly lesson plan while in remote support.

Monthly activity bags will include:

* 2 intentional teaching card activities
* 1 mighty minute
* 1 I love you ritual
* 4 lesson plans for the month
* Cultural activity
* One learning material per month
* Book of the month

Copies of the Intentional teaching card, mighty minute, I love you ritual and lesson plans will be sent home to families along with any materials needed to complete the activities every 4 weeks.

**Individual goals**

Teachers will work with parents to develop an individual goal for each student. This will not be added to the lesson plan. Teachers will create a personal way of tracking this goal for their own reference. Support for this goals should be verbally, text, or email. Teacher will share resources or simple recommendations on how the parents can strengthen the child’s goal.

**Submitting a lesson plan**

1. Submit lesson plans every Thursday for all four monthly lesson plans
2. Monitor plan for Ed Specialist to approve or leave comments
3. If I leave a comment, please make appropriate changes and resubmit
4. Once lesson plan is approved, you may share with families

**Where are lesson plans is saved on the Kdrive**

* ECEC, All access, remote services, prek lesson plans or I/T lesson plans.

**How to monitor the status of your lesson plan**

* Go to the week you want to view
* You will see where it says approved or comment
* On the left side towards the bottom, you will be able to view your approval or any comments I may have left

**Home-Based**

Parent educators will:

* Plan for home visits and document in Partners for Healthy Baby digital curriculum
* Outcomes of completed visits will be documented in digital curriculum
* Home Visit handouts can be sent to families via text option; confirm with families that they can receive via text.
* Family Service Coordinator will schedule regular meetings to review how virtual visits are going
* Explore partnering with Community resources to offer virtual socializations; get feedback from families on socialization interests
* Parent Educators will order supplies to provide a monthly home visit activity for family
* Home visits can take place in an outdoor setting with physical distancing.

**ESS Services**

ESS Remote Support will be facilitated by providing accommodations and modifications as recommended by Therapists to the prepared materials and lessons provided by ECEC.   MPS has looked at obtaining the Preschool Creative Curriculum for Special Education for use in conjunction with the ECEC CC.

ESS Services will be available to support the ECEC staff and students through remote support by:

* Google Hang Outs for face to face group meetings, and / or tele therapy.
* Tele Therapy has been and can again be scheduled for individual students and their families.
1. Tele Therapy requires parents to accept a Face Time call or computer connection. Schedules are created with the families to accommodate all parties and complete the regular therapy sessions. Tele Therapy allows for specific work with students and families in addressing Options for added support :Videos targeting specific OT/ Speech practices

1. Individual goals and supporting the growth and development of each student.

**ASQ’s during remote support**

Teachers will be required to attempt to complete an ASQ and ASQSE within 45 days of the first day of school or as soon as possible for families who are participating in RL. All ASQ’s must be completed before returning on site services.

Teachers will document there attempts to complete the ASQ’s

A letter will be sent to all families the week of 10/12/2020 to all children who have not completed ASQ (this letter explains the “why” of ASQ’s)

Children will need to have completed ASQ’s before attending in person learning

**Distribution plan for remote support**

During parent/teacher orientation, teachers will provide families with the option of having their monthly materials delivered to their homes, mailed, or picked up at ECEC once per month. Teachers will verify addresses with families and remind parents of distribution dates. All items will be dropped off at homes/distributed at ECEC within a designated time frame. Items will include, lesson plans, activity materials, diapers, wipes, etc.

Furniture must be picked up at ECEC and cannot be delivered.

Family request items will be distributed as they are delivered to ECEC and prepared.

Families who receive diaper/wipes will continue to receive their items biweekly.

Driving route will be established and item drop off will be no contact. Items will be left at the families designated area. Distribution system for pick up at ECEC will be in the front of the ECEC parents pulling up in their vehicles and items being places in their trunks.

**Home drop off for remote support materials**

2 staff for home drop off (Separate vehicles) 7:45 am-until completed (Once per month)

Up to 2 staff for home drop off (Separate vehicles) 8am until completed (Once per month

**Changes in distribution preferences**

1- If families request change in distribution type, staff will add the change to the family request document under the tab that says, “Distribution changes.” Requests need to be sent by 5:00 pm on Wednesday for following Monday. Melinda will make needed adjustment and notify drivers.

2. TR will update tracking spread sheet (location) and distribution by delivery

3. MH create and update the routes ECEC Delivery Routes

4. MH emails route to TR drivers and cc supervisors

5. Staff will print routes to support drivers with materials

6. Drivers need follow Community Ordinances (including no texting driving and wearing masks when outside of vehicle)

Complete mileage (make sure all information is on that is needed)

Drivers input on routes are welcome contact Melinda for adjustments

**Distribution at ECEC**

2-3 Staff/1 management staff for pick up distribution at ECEC 9:30am-11:30pm

2-3 Staff/1 management staff for pick up distribution at ECEC 3:30pm-5:30pm

Staff on-site for distribution will:

1-use a blue or black pen when updating distribution sheet.

2-Items in red, are items the child has ready for pick up.

3-When items in red are picked up, put the date next to the item so we know item has been picked up.

4-Be sure to check if there is an x for the previous two pick up dates. If there is not, make sure the family gets their activity bags for those weeks.

Staff will take the information from the distribution tracking sheet and use it to keep track of items picked up and what still needs to be distributed.

**Request for family specific materials to be ordered**

-Only family Request for furniture and organizational materials will be ordered. Order document will be kept on the kdrive (ECEC, All access, remote services, distribution, and Family request document) Staff will add requests in the appropriate document tab.

***When requesting supplies***:

* Please add your family requests to this document.
* Please submit your furniture request
* Household supplies and care package supplies must be documented by the end of business day on Tuesdays, to be ready for the following distribution. Anything submitted after Tuesday, will be ready the following week.

Family advocate (Amber) will prepare household supplies on Weds using the new spread sheet. Amber will highlight the items that have been prepared for the week. Ed specialist will notify teachers letting them know items have been prepared and are ready for pick up during distribution day.

Teacher mentors (Lisa and Nikki) will prepare EDU materials on Tuesdays and highlight materials that have been prepared. Ed specialist will notify teachers letting them know items have been prepared and are ready for pick up during distribution.

Guidelines for Checkpoints

1-Complete check points perusal

2-Use ASQ/ASQSE cheat sheet to enter observations on TSG

2-For objectives that do not have observations, mark “not observed” Choose other and write the reason observation was not collected-“Remote Support, parent and teacher could not get evidence of this indicator.” Keep in mind, we need 70% completion of observations for data to be pulled from reports. Please do your best to get observations. =)

4-If you have had no contact with families but they have not opted out of remote Support, select “not observed, other, and write, “No contact with family during remote Support,” or the late date of contact with them.

5-For early head start classrooms, teachers are responsible for completing checkpoints and conferences for their primary care groups.

6-Check points are due 10/30.

Parent Teacher conferences.

-Conferences will be conducted via phone call.

-Teachers will use the family conference form located in the family section on TSG

-Signatures are not needed for conference forms. There is a section on the family conference form that says “teacher comments.” In that section please state the date you completed the conference, who the conference was with, and you method (phone call) Also, add the individual goal you developed for the child.

**Hybrid Model**

Classroom staff will continue to support families who remain in person as well as those who are participating in remote support. Classroom teachers will decide amongst themselves how they will support both groups of children.