

# BERRIEN SPRINGS PUBLIC SCHOOLS | 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.

## Goal:

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
  - b. Weekly Guided Lesson plans
  - c. Quality Early Literature
  - d. Early Childhood Activities
  - e. Family Feedback
5. Children with Special Needs & Rights
  - a. Children with Special Needs & Rights
6. Methods of Communication
  - a. Text & Phone calls
  - b. Emails
  - c. Remind, APPS
  - d. Teaching Strategies Lesson Planning/Sharing
7. 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