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GOALS AND MISSION

This document is intended to provide guidance for families and staff to successfully engage in remote learning. Teaching three to five-year-old children via technology is not the optimal learning environment. However, until all children can safely return to school in-person, SIU Carbondale Head Start will use technology to its fullest extent to educate children and support families. The administrative team explored multiple resources to identify what will work best for our families and is confident that the program can continue its mission to provide comprehensive school readiness and high-quality services to income-eligible families with pre-school-aged children.

The goals for remote learning are also tied to the program’s mission statement:

<table>
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<th>MISSION</th>
<th>REMOTE LEARNING GOALS</th>
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| **Educating Pre-K Children**     | 1. Develop the academic skills necessary for school success with family and teacher support.  
                                     | 2. Connect children with specialized services and accommodations to promote school readiness.  
                                     | 3. Promote the success of dual language learners through bi-lingual support for families in the completion of leaning activities.  
                                     | 4. Attend to the social and emotional needs of children.  
                                     | 5. Provide all children with access to meaningful learning activities.  |
| **Empowering Families**          | 1. Promote learning in the home with parents as the child’s first and foremost teacher.  
                                     | 2. Empower parents to lead home-based learning confidently and effectively.  
                                     | 3. Prepare parents for digital learning and communication in kindergarten  
                                     | 4. Engage families in web and phone-based meetings to contribute to the planning and execution of the program and parent education.  |
| **Strengthening Communities**    | 1. Partner with local early childhood programs to promote seamless and effective collaboration of services in remote learning and the transitioning process.  
                                     | 2. Engage in comprehensive systems building in the community to promote an infrastructure that will support all enrolled families.  
                                     | 3. Provide comprehensive support, regardless of program option, for all enrolled families.  |
Introduction

Classes will begin on September 8, 2020 for all students. Students will either be enrolled in center-based care Tuesday through Friday, with a remote day on Monday or fully-remote learning Monday through Friday. Regardless of the program option selected, each child will be assigned and remain with the same teacher(s) to the greatest extent possible. This operating plan will be revisited at the end of October and revised accordingly.

Because of the age of the children served by Head Start, it is not expected or recommended that the child use a device for more than twenty minutes at one time, no more than two times per day (Department of Children and Family Services). Children learn through play and interactions, and the goal of remote learning is to provide some direct interaction with the teacher and provide suggested activities and resources for the parent or supervising adult to do in the home. Interaction between adult and child is crucial to the success of remote learning.

Expectations and Suggestions for Parents

1. Remember that children learn through play, so let them guide you as they explore and learn at home. Use the activities online or sent home in packets as a guide, but remember that your child is learning all day through play and observation.
2. Set a structured routine for your child. Establishing a set routine for activities throughout the day that promotes learning, a sense of safety, and readiness for the expectations of kindergarten. Setting regular times for activities such as meals, outdoor play, activities, music, art, and nap will result in the best possible outcome for your child.
3. If using technology for remote learning, limit your child’s screen time to the two online activities provided by SIU Carbondale Head Start teaching staff per day. Excessive use of technology at such a young age can impact your child’s development negatively.
4. Communicate openly and regularly with your child’s teacher. Communication will be key to you and your child’s success in implementing remote learning. Engage with the teacher during the scheduled online or telephone meetings and share your successes, concerns, and needs with her. Head Start views parents as partners, and to truly be a partner, communication must flow freely.
5. Either log into ClassTag and complete assignments daily or return the completed paper packets to the center weekly. Attendance will be taken based on your completion of activities.

Expectations and Suggestions for Teachers

1. Two segments of live instruction for every remote learning day must be implemented- at least one of the required activities must be included in a live session. One segment should be held in the morning, recorded and posted for later viewing and the second segment held in the afternoon, recorded and posted for later viewing.
a. If recording a live session is not possible, post written instructions of the activity on ClassTag for parent implementation.

2. Find creative ways to connect with parents. Parents will be doing the teaching, so Head Start teachers should provide the support needed for families to be successful.

3. Teachers should reach out to their assigned coach if they need support implementing remote learning.

4. Teachers will schedule regular phone or video meetings with each family to check status and have established “office hours” that are communicated with parents.
   a. Office hours will be combined with live instruction sessions.
   b. Scheduled meetings will be documented on a remote learning contact form.

5. Parents will receive supplies to complete remote learning activities. In order to assess parent need, teachers will post supply lists in ClassTag regularly and allow sufficient time for parent response. Teachers will complete a supply request to receive needed materials. Materials will be delivered to parents in the child’s backpack on Fridays or delivered with food on Mondays.

The Curriculum

SIU Carbondale Head Start will continue to use the Creative Curriculum (6th Ed) to teach all enrolled children. This is a research-based curriculum that focuses on studies of interest to three to five-year-old children. The curriculum will be adapted to each possible learning environment and most activities conducted in the classroom or online should be aligned to the curriculum. As part of the initial parent contacts, teachers will discuss child need and interests to help individualize study selection.

To start the year, all classrooms will complete the “Beginning of School” study. After this curriculum study has been completed, each teaching team will choose the next study based on results from parent input during parent contacts.

The curriculum will be implemented 5 days a week (either remote or on-site), with the exception of fun days which are scheduled for every other Friday.

Remote learning (like on-site learning) will follow the standard curriculum but it will be modified to a home setting and implemented primarily by the parent with teacher instruction. Teachers will review the curriculum for the designated remote learning day/s and make adaptations to the activities as needed.

Required daily remote learning activities are:

- Read Aloud
- Small Group
- Question of the Day
- Outdoor Experience
- Mighty Minutes
Additional activities outside of the curriculum will be allowed (1 per day). All activities will be documented in the Teach Tab of Teaching Strategies Online. Activities documented for remote learning days will have either be teacher led via video or explicit directions will be provided for parents to implement.

Teachers will post the weekly lesson plan each Monday morning. If Monday is holiday or non-attendance day, the weekly lesson plan and activities will be posted on Tuesday morning. As mentioned earlier, two instructional videos will be posted daily for each classroom. The times of these live sessions will be posted in the classroom ClassTag account.

**Learning Materials**

As indicated in teacher expectations, teachers will prepare a list of learning materials while planning each week’s curriculum lessons. This list will be shared with the parents via ClassTag, a note home, or other form of communication to inquire about parent need for materials. Teachers will complete a supply request form for any materials needed by the parents and submit the request to the Center Director as soon as possible for review. The supply request will then be submitted to the Child Development Coordinator and Program Director for approval and purchasing. After delivery, materials will be distributed directly to the parent in the child’s backpack or delivered with meal distribution on Monday.

| Parents: | It’s very important for you to respond with your supply needs so that they can be provided. |
| Teachers: | Careful planning and communication with both parents and the Center Director is the only way parents will get what they need to be successful. |

**Technology**

Parents who have a device and internet service can participate in remote learning via the program’s remote learning tool—ClassTag. ClassTag was chosen based on its appropriateness for young learners and ease of use.

Parents will be invited to sign up for ClassTag at their initial parent contact with the teacher. The teacher will ask for a phone number and email to ensure information is received by the parent. **Family members (other than guardians) may be added to ClassTag with written consent from a parent.**
Parents: If using technology to do remote learning, log in and complete the activities and respond to teacher posts. This is how the program will determine attendance.

Teachers: Be sure to post activities on time and follow up with parents to provide support.

**Paper Packets**

Families without sufficient technology or internet may opt to complete paper packets of the activities. For center-based children, these paper packets can be sent home with the children on Friday. For fully-remote children, the packets can be delivered or picked up with food distribution.

Important information to know/remember:

1. If a center-based child is absent on Friday, he or she will receive a paper packet with food delivery on Monday. Paper packets for center-based will be completed on Monday and submitted to the teacher on Tuesday.
2. For fully-remote children, the packets will be distributed on Monday during meal delivery. The following Monday, center staff will pick up the completed paper packets and leave the new set with food delivery. It’s important to leave the completed packets at the food delivery location or make other arrangements to exchange completed packets for new ones.
3. For both center-based and fully-remote learners, the paper packets will be accompanied by an in-kind sheet. We are mandated to demonstrate a match of 20% of the federal award, and we achieve this each year by documenting parent time spent teaching their children. This signed in-kind sheet needs to be completed, signed, and returned with the paper packets each week.

Families who have technology but still want the paper packets may receive these as well, but we strongly encourage families with technology to submit everything online.

Parents: Communicate with your teacher to ensure you receive your child’s weekly paper packet. Packets and in-kind will be delivered to you along with your weekly food.

Teachers: Keep track of parents who prefer paper packets and have the paper packets prepared for delivery with food. Attach and collect all paper packet in-kind forms.
Attendance

When completing remote learning (Mondays for center-based and Monday through Friday for fully-remote), attendance will be taken and monitored through Class Tag or paper packets engagement. Engagement is the priority of remote learning and attendance is heavily influenced by parent engagement.

Daily attendance/engagement is defined as:

- Posting a comment in regards to an activity after completion in ClassTag
- Participating in a live learning session through ClassTag via Zoom
- Sending child feedback to school along with signed in-kind through paper packet submission

All children, regardless of type of enrollment, are expected to follow the same attendance procedures. Children are expected to attend each and every day that they are illness-free. If the child is not going to be able to participate remotely that day, then the parent must contact the teacher immediately. Center Staff will be tracking and following up with attendance. The family will be contacted if there has been no evidence of completed work. If the family is experiencing difficulty in accessing or completing the materials with the child, a parent should reach out to the remote teacher or their Community Worker for assistance.

A child in the fully-remote option may be transferred to the wait list in any of the circumstances below:

a) There is four consecutive days of no attendance (as defined above) without contacting the teacher or responding to communication from the center.

b) There is no documentation of a completed assignment for a total of 16 days.

Parent Contacts

In previous years, the program will conduct a home visit to get to know families better, get a parent’s assessment of each child’s needs, and share important information. This year, this will be replaced by a virtual home visit or phone call. These parent contacts are important to ensure that everyone knows what’s going on and how to access the needed learning resources. During parent contacts, the teacher will do the following:

- Complete All About Me with family (as needed)
- Review expectations of transitioning into program
- Discuss program COVID 19 Precautions/Procedures
- Review ClassTag and sign parent up to digital classroom
- Discuss school readiness and identify individualization goals
- Discuss developmental screening procedure
- Discuss IEP services and individualization (as needed)
Discuss upcoming program events
Discuss any concerns or questions the parent may have

**Developmental Screenings**

Children enrolled in a center-based option will receive the following screenings within 45 days of enrollment:

- Parent Brigance Self Help & Social Emotional - completed during initial parent contact
- Teacher Brigance Self Help & Social Emotional - completed in the classroom
- Brigance Core - completed in the classroom

Children enrolled in a fully remote options will receive the following screenings within 45 days of enrollment:

- ASQ3 - completed by parent virtually
- ASQ-SE2 - completed by parent virtually

Accommodations can be made for parents who do not have access to complete screenings virtually. Parents should contact their teacher to make arrangements if accommodations are needed.

Brigance Core screenings will be completed for any child who attends Intake Days. For remote learning, the Core will not replace the ASQ screenings.

Rescreen and referral procedures will remain the same for both enrollment types.

Regardless of program option, the results of screenings and any suggested intervention will be shared with the parents.

**Disability Services**

The program works with special education programs to provide services to children with a documented disability or refer children with a suspected disability for assessment.

The teachers review student IEPs and complete monthly small group activities to meet individual child needs. The teacher will also discuss the IEP and progress of goals with the parents at each parent contact.

Referrals will follow the standard procedure set by the program and special education agency.

**Dual Language Learners**

Families whose first language is not English may request the services of an interpreter for a variety of family activities including: parent contacts, orientations, parent/teacher conferences, and communicating with the child’s teacher about any developmental concerns. Documents may also be translated for families as needed. Teachers and
Community Workers should inform the Center Director that translation or interpreting services are needed, and the Center Director can arrange these services directly with translators.

**Contact Information**

Below you will find the contact information for all Center Directors and Community Workers at each center:

<table>
<thead>
<tr>
<th>ROLE</th>
<th>NAME</th>
<th>EMAIL</th>
<th>TELEPHONE</th>
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<tbody>
<tr>
<td>CARBONDALE</td>
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<tr>
<td>Center Director</td>
<td>Hope Hines</td>
<td><a href="mailto:hnhines@siu.edu">hnhines@siu.edu</a></td>
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<tr>
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<td>Center Director</td>
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<tr>
<td>FULLY-REMOTE TEACHERS</td>
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<td>618-300-9989</td>
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