

Early Childhood Task Force

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Task Force Leaders: Lisa Van Thiel and Lisa Tenczar

Task Force Members: Kelly Ash, Beth Dasgar, Sarah Bowlen, Kerryann Coppinger, Tricia Dolan, Hannah Donovan, Shelagh Gallagher, Shannon Green, Erin Hillman, Lisa Hogan, Brianne Lemay, Susan McCoy, Lynn McKelvie, Jennifer Stack, Karen Tyros, and Keliann Woodlock

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Instruction - Teaching and Learning

Topics included - Time on learning, materials, and set up of learning environment. Planning for inclusion and maintaining IDEA/state regulations around defining an inclusive classroom setting. Preparing for consistency across the district regarding curriculum implementation for inclusive and CSA classrooms. Standardizing time on learning and content across all formats (In person, hybrid and remote).

Time on learning

- Planning for 177 days = 442.5 for ½ day and 1,062 for full-day/CSA

In-person Instruction

- **Recommend Half-day PreK**
First circle – dialogic reading 20 minutes
Introduction to centers 10 minutes
Centers/Small Group 60 minutes- twice weekly ELA/Math and Friday RTI groups
Outdoor or gross motor 20 minutes
Routines 30 minutes – breakfast, lunch, transitions
Handwashing, arrival, departure, before meals, bathroom and after sneezing or coughing Sanitizer using between centers
Second circle 15 minutes – science, phonemic awareness, concept of print, SEL, community building
- **Recommend Full-day PreK**
First circle – dialogic reading 20-30 minutes
Introduction to centers 10 minutes
Centers 60 minutes
Small group 15 minutes fall and 20 spring twice weekly Math 4 x weekly and ELA 4 x weekly and Friday RTI groups in ELA and Math
Outdoor or gross motor 30 minutes x 2
Routines 3 hours– breakfast, lunch, rest, transitions
Handwashing, arrival, departure, before meals, bathroom and after sneezing or coughing Sanitizer using between centers
Second circle – science, phonemic awareness, concept of print, SEL, community building 30 minutes

Inclusion will be discussed between classroom and CSA teachers at regularly scheduled times in order to communicate to families when children will participate with inclusive peers. Service providers will schedule times in accordance with IEPs. How will specialists provide services (SLP, OT, and PT) if face-to-face. Will the service be remote or done at home?

- **Recommend CSA Full-day:**

Morning Routine/ ADL's – 45 minutes
Breakfast (Functional Communication Training) – 30 minutes
Recess (Functional Communication Training) – 30 minutes
Academics – 60 minutes
Lunch (Functional Communication Training)) – 30 minutes
Naptime – 30 minutes
Quiet Time (Functional Communication Training)) – 30 Minutes
Snack time (Functional Communication Training)) – 30 minutes
Afternoon Routine/ ADL's – 30 minutes
Song time (Functional Communication Training)) – 40 minutes
Dismissal – 5 minutes

**Handwashing, arrival, departure, before meals, bathroom and after sneezing or coughing
Sanitizer use between centers**

Teachers and therapists (Speech, OT, PT) need to consult to make sure all students have access to appropriate materials.

- **Kindergarten- Full Day(in-person)**

Arrival/breakfast: 30 Minutes (including 2 hand washings)
Morning Meeting: 20 Minutes
Specials???: 50 Minutes
Centers (including Intro to centers): 45 Minutes
Writing: 20-30 Minutes
Lunch: 25 Minutes
Recess: 25 Minutes
Math: 45-60 Minutes
Phonics: 15-20 Minutes
Handwriting: 10 Minutes
Shared Reading: 10 Minutes
Small Group Reading: 20-30 Minutes

Remote Instruction

- **Recommend Half-day –**

ZOOM First circle – SEL and dialogic reading 20 minutes and Introduction to centers 10 minutes
Centers 45 minutes – children do activities at home away from screen and document or submit
Recommend creating guide sheets for families in multiple languages/
ZOOM Small group 15 minutes fall and 20 spring twice weekly ELA/Math and Friday RTI groups –
Scheduled consistently for a least a 6 weeks period based on data
Outdoor or gross motor 30 minutes - children do activities at home away from screen and document or submit
Routines 30 minutes – breakfast, lunch, transitions bathrooming and handwashing encourage families or caregivers to use conversation during meals and routines and post on SeeSaw

ZOOM Second circle – science, phonemic awareness, concept of print, SEL, community building and reflection on student’s work. 30 minutes

**Once weekly ZOOM individually with student and/or family to build relationship and collect benchmark data and documentation.* 10 minutes

- **Recommend Full-day –hybrid option only (not offered for remotely)**

Zoom First circle – dialogic reading 20-30 minutes and introduction to centers 10 minutes
Centers 60 minutes

ZOOM Small group 15 minutes fall and 20 spring twice daily once in AM and PM. AM Math group 4 x weekly and PM ELA 4 x weekly and Friday RTI groups in ELA and Math
Outdoor or gross motor 30 minutes

Routines 30 minutes – breakfast, lunch, transitions bathrooming and handwashing encourage families or caregivers to use conversation during meals and routines and post on SeeSaw

ZOOM Second circle – science, phonemic awareness, concept of print, SEL, community building 30 minutes

**Once weekly ZOOM individually with student and/or family to build relationship and collect benchmark data and documentation.* 10 minutes

Give deadline for turning in work to help accommodate working parents

Attendance policy that clearly describes expectations but offers flexibility- parents need to communicate that. Example: Read Aloud- teaching reads live during Zoom, but have recorded read-a-louds available on Seesaw for students who missed the lesson so they are able to access.

Paraprofessional participation within Zoom and small group. *need access to computers*

Kindergarten- Remote Schedule (9am-1pm)

Refer to remote learning plan and consider taking into account feedback from kindergarten educators below.

Morning Meeting-30 minutes

Small group-30 minutes (consistently assigned days/times throughout week-ELA- phonics, reading, handwriting)

Small group- 30 minutes (consistently assigned days/times throughout week-Math)

Online SeeSaw assignments- (with pre-recorded videos/lessons-independent -explore section)

Lunch/movement- 50 minutes

Afternoon Share/Check-in- 30 minutes

Give deadline for turning in work to help accommodate working parents

Attendance policy that clearly describes expectations but offers flexibility- parents need to communicate that.

Example Read-A-loud- live during Zoom, but have recorded read-a-louds available on Seesaw for students who missed the lesson so they are able to access. Kindergarten is planning to have a bank of resources to access within Google Drive and Seesaw via Melissa/K curriculum.

Paraprofessional participation within Zoom and small group. *need access to computers*

Teachers and therapists (Speech, OT, PT) need to consult to make sure all students have access to appropriate materials.

Consist implementation across the district

- Preschool and kindergarten prefer tablets and IPAD
- IT to bookmark clever
- Building Blocks and other resources in one place for preschool/kindergarten
- Digitalize read-alouds, Building Blocks Materials, Second Step Pictures, and other resources for all educators to access
- Consider adding Handwriting without Tears virtual on-line for preschool:
<https://www.lwtears.com/programs/distance-learning>

Scheduling options for half-day sessions

In person

- In-person option A – half day: 5 morning sessions and 5 afternoon sessions with defogging in between sessions. No school on half-days
- In-person option B – half day: AM session Monday Tuesday/PM sessions Thursday/Friday full-day would need to purchase mats for all classrooms and wash between groups.

Hybrid

- In person option C –Rotate all half-day sessions using hybrid model 5 day on 5 day off for both AM or PM sessions with remote learning options in morning or afternoon
- In person option D move to full-day all classrooms to avoid cleaning between sessions for sessions need to be added to meet inclusive classroom placement for students with IEPs.
- In person option for full-day/CSA: 5 days per week. No school on half-days

Remote option

Clear parent expectations about remote learning, attendance, and participation

- Half-day only AM and PM sessions follow school schedule families commit to time block.
- Hybrid Option A: Teacher is hybrid with total amount of students 12 in -person half-time

Need to know if families are given the choice. Remote teachers only teach remotely in the virtual academy.

Materials

- Remove all cloth toys and clothing from classrooms. Remove as many materials from the classroom as possible.
- Provide students with individual sensory materials and writing materials.
- Weekly remote learning materials for pick-up.

Materials purchase by early childhood department for all preschoolers

- Journal
- Construction Paper
- Glue Stick
- Building Blocks software
- Building Block Number Cards (need to be printed)
- Building Blocks Family Connections (digitalize)
- WGBH games (ordered free booklets)
- Handwriting without Tears Workbook
- Second Steps (NEW) pilot
- Playdough (not purchased)
- Sand - bags
- Stars - manipulative
- Tangram (print on cardstock)
- Sticker attribute blocks
- Markers
- Tote Bag

Learning Environment Preschool

- One or two tables with Plexiglass shielding so children can interact with one another during small groups or meals.
- Use tape to mark lines on the floor to encourage physical distancing and identify routes of travel in the classroom.
- Have a block area, dramatic play area, writing center, book area, math/manipulative area, sensory table with individual materials and trays (to be washed between use by students).

Use trays and chairs to define space at tables for students



Use tape to define individual space in areas for book reading and block play

Use clipboards and easel to provide additional spaces for children to draw, paint, or write.

Planning for inclusion (IDEA and State regulations for inclusive classrooms) with limited group sizes based on building class size and capacity

603 CMR 28.06: Placement and Service Options

(7) **Programs for young children.** The school district shall ensure programs are available for eligible children three and four years of age. Such programs shall be developmentally appropriate and specially designed for children ages three and four years.

(e) **Type of Setting - Inclusionary.** Inclusionary programs for young children shall be located in a setting that includes children with and without disabilities and shall meet the following standards:

1. Services in such programs may be provided in the home, the public school, Head Start, or a licensed childcare setting.
2. For public school programs that integrate children with and without disabilities, the class size shall not exceed 20 with one teacher and one aide and no more than five students with disabilities. If the number of students with disabilities is six or seven then the class size may not exceed 15 students with one teacher and one aide.

(f) Type of Setting - Substantially Separate. Substantially separate programs for young children shall be those programs for three and four year olds that are located in a public school classroom or facility that serves primarily or solely children with disabilities. Substantially separate programs shall adhere to the following standards:

1. Substantially separate programs shall be programs in which more than 50% of the children have disabilities.
2. Substantially separate programs operated by public schools shall limit class sizes to nine students with one teacher and one aide.

Important note: Currently we have 161 returning three-year old students. Need to hold spaces for incoming special needs students (100-200 per year) and need peer models.

Group Size

- The group recommended a cap of 12. Six regular education and 6 special needs for preschool.
- Kindergarten maximum of 12.

Technology

- Preschool and kindergarten prefer tablets and IPAD
- Platforms ZOOM and Seesaw for preschool -2nd grade
- IT to bookmark clever
- Building Blocks and other resources in one place for preschool/kindergarten
- Digitalize read-a-louds, Building Blocks Materials, Second Step Pictures, and other resources for all educators to access
- Consider adding Handwriting without Tears: <https://www.lwtears.com/programs/distance-learning>

Family Engagement

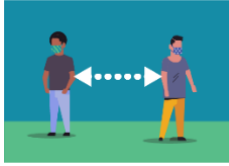
- Schedule orientation on line and place in a library for asynchronous access one week prior to opening to welcome preschool and kindergarten families to the district and school
- Open house held virtual by school leaders and educators to meet teacher, paraprofessionals, principal, and other staff
- Host conferences remotely
- Provide training for families on access remote learning tools
- Host open forums for parent to voice concerns and talk with one another

Routines:

Teach Healthy Classrooms Behaviors

Follow policies on page 8 Harvard document

Masking wearing and Social distancing – provide access to video support learning at home/school



[Sally The Puppet Talks About Going Back To School](#)

Teach hand washing procedures and post visual near sinks – Link to information and posters

<https://www.cdc.gov/handwashing/posters.html>



<https://www.youtube.com/watch?v=kHPQrYthn6M>

<https://www.youtube.com/watch?v=qJG72sycQB8>

<https://www.youtube.com/watch?v=LQ24EfM7sEw>

<https://www.youtube.com/watch?v=8QnunFtuth8>

Teach children how to enter and exit play center using the wash, play, wash switch protocol and create visual reminders

Next steps

- Form a group to focus on curriculum week by week for module 0 and I. Digitalize books and resources that will be required and identify benchmark assignments across all three scenarios to be collected to document students' learning and progress.
- Use September and October PD days to engage teachers in using the same format for modules 2-6.
- SeeSaw activities and Epic books to be added linked by module work weekly

Assessing and Monitoring Progress

Establishment of key assessment/benchmarks for assessing progress and learning in inclusive classrooms and guidance around ways to measure progress based on individual goals in CSA classrooms. Consistently implemented across formats (In person, hybrid, and remote).

Progress Monitoring and Assessment

Recruit preschool/kindergarten teachers to identify Benchmarks Assignments for each of the modules. Goal to identify tasks or work samples that can be completed regardless of the platform (face to face, hybrid, or remote based on Standard listed in report card to monitor progress across developmental and content areas and to be used to inform grading.

- Devise consistent week by week assessments linked to curriculum base on finalize calendar

Report Cards

- Postpone grading Science Standards until December Preschool
- Eliminate two standards from Kindergarten report card – follows school procedures and organizes work space and materials or keep only if face to face and hybrid

Available resources for monitoring student learning across platforms

- Utilize task within the curriculum and in See Saw
- Ensure all children have access to Building Blocks – can link be placed in See Saw (Preschool)
- Digitalize F and P to measure fluency in Kindergarten for one on one implementation.

Communicate availability of optional resources (PALs and Ages and Stages) for educators to use to assess and monitor student's progress. Digitalize the PALS tool and give access to Ages and Stages.

Small group and Individual instruction times built into weekly schedule

Establish small groups of three –four children to provide weekly small group activities. Keep small groups consistent day and time for 6 weeks at time. The group thinks small groups will aid in the establishment of relationships between the teacher and students and among students regardless of instructional platform.

- 10-15 minute 5 days per week to ELA and mathematic instruction

Communication with families

- Weekly individual times with children and their parents to strengthen relations and conduct activities to monitor progress.
- Provide handout to parents on task used to monitor progress explaining the importance of having students complete themselves in order to gather information to inform instruction. (translate into various languages)

Environmental Climate and Routines

Topics include Routines, Social Distancing, Discipline and Safety, Meals/Assembly, Traffic and Transportation, Infrastructures.

Safety- different things apply to the younger children while we will strive for 6 feet there may be times when we are providing hand over hand instruction or children are within three feet of one another.

Lesson learned from summer program and from task force members:

- **Bathrooms/Handwashing**
 - Some schools have bathrooms and sinks in their classrooms others do not.
 - We need to ensure hand washing occurs at critical times: arrival, before meals, after meals, and prior to dismissal. Scheduling access to sinks may need to occur at the building level for preschoolers.
 - Teaching handwashing will need to be a part of instruction at the start of school.
 - How often will bathrooms be cleaned in preschool and kindergarten classrooms?
 - Do bathrooms need to be cleaned between children?
 - Summer children wash hands after using the bathroom and teachers check to make sure they aren't messed.
 - Staff wears gloves, gowns, face shields when diapering.

- **Handwashing**
 - Let individual teachers decide whether to wear gloves or constantly wash hands.
 - Task force 2 said it is dependent on personal preference?
 - How will handwashing be handled in schools without sinks in the classrooms?
Historically, pump sinks fail or break. Who will refill in schools daily?

- **Masks**
 - Mask must be worn by all students and staff. Group recommends children wear mask except with a doctor's note and staff will work to phase in mask wearing for students with sensory challenges.
 - Face shield are recommended for instruction with for young children and specific populations.
 - Educators can use videos and other resources to promote mask wearing within classrooms for younger populations.
 - Concerns around behavior issues for masking must be addressed.
 - Will families be notified if a student in their class does not wear a mask. Who will be responsible for notifying staff.
 - Administrators and BCBA to support mask wearing. School-based leaders will develop protocol.

-Educators must wear masks – recommendation is that mask reveal educators’ mouth and facial expressions.

- Fingers aren’t in mouths and noses as much because of masks-when educators and children come in contact with bodily fluid they need to immediately wash hands.

-The summer program is using shields and they are working well. Link to requested shields for pre-K to 2nd grade:

https://www.amazon.com/dp/B0883YFQZ4/ref=cm_sw_r_oth_api_i_7w5fFbAQH62

-Masks come off for breakfast and sometimes outside. Kids aren’t asking to take them off

- **Social Distancing**

- CSA- Educators committed to be face to face are committed to doing what is best for children (hand holding, etc.) to keep them safe?

-More distance between adults is needed than between adults and children.

- **Centers for Preschool**

-may need to be limited to accommodate school distancing in classroom prioritize manipulative, blocks, dramatic play, art, writing, math center and table for small groups.
-Some classrooms will need additional tables to permit children to sit 6 feet apart during meals.

-Educators can clean multiple times a day and reuse.

-centers choices are restricted to those items that can be wiped or fogged housekeeping, dolls, blocks, duplos, and manipulatives.

Restrict cloth or cardboard items.

-Use the wash-play-wash-switch protocol to control choices during center time. We believe children in Lowell are smart and adaptable and will learn new routines to engage in play and learning.

-We need to protect the children’s right to play and engage in active learning regardless of the setting (face to face, hybrid, or remote) and are committed to establishing a schedule that balances direct instruction with exploration and the opportunity to reflect and learn from direct experiences.

- **Whole group time**

-Children in summer program have been designated a spot on the rug or are using cube chairs to ensure social distancing during whole group. Rugs can be fogged at the end of each day.

- **Meals**

-Breakfast and lunch will be served in classrooms. Options to consider. Offer breakfast and lunch as choice to limit the number of children at a table.

Alternatively seat all children for meals at same time ensuring no student sits across from another at a table.

-Extra tables will be needed in some classrooms.

- Paraprofessional can be responsible for cleaning tables before and after meals in the classroom following CDC/Harvard protocol. (update MOA)
- Summer camp is sending lunch home with students mid-day. Is this possible for half-day sessions?
- **Outside play**
 - Each child has their own materials such as a piece of chalk to use in summer school.
 - Social distancing has been hard to enforce outside.
 - How will outside play equipment be cleaned? How often should cleaning occur between for outside materials? E.g. between classrooms use or only at the end of the day.
 - Staffing play-yard given cannot combine classrooms. Schedule/problem solving building leaders.
- **Cleaning**
 - Fogging happens after the session is completed. Supplies used are on the tables to be fogged. Fogging dries within 15 minutes but leaves a film on tables and doesn't hurt paper.
- **Individualized materials**
 - No backpacks or toys etc. from home are permitted in summer school.
 - There is a need to have individual supplies go between home and school in a hybrid model. (E.g. preschool and kindergarten supplies have been ordered but only one set per child)
 - No sharing of personal space such as cubbies.
- **Arrival and Departure**
 - Drop off and Pick Up are at the outside doors of classrooms when possible. No parents should enter classrooms.
 - In schools where no direct entry to classrooms is an option, we encourage having groups arrive and depart from one location while practicing social distancing.
 - To achieve social distancing at arrival and departure staggering arrival and departure schedules may be necessary. (union approval for shifting hours)
 - Traffic patterns will have to change due to very limited busing
- **Support from building leaders**
 - Schedules to ensure all preschoolers have access to a meal, recess, and cleaning between sessions.
 - Lunches delivered to classrooms by a designated individual.
At the Cardinal, children currently eat in classrooms. Food service staff delivers lunch to classrooms and paraprofessional pick up breakfast and bring it to classrooms.
 - Assigned recess times and spaces for each class
 - Support mask wearing and develop school based plans to address non-compliance.

- **Communication with families is key**
 - It is essential for parents to know Drop Off and Pick Up procedures at their child(ren)'s school ahead of time.
 - Create documents in multiple languages for parents to understand procedures to ensure a safe flow in and out of school.
 - Create documents to provide guidance and promote positive learning environments when students are working on-line in remote or hybrid scenarios.

- **Emergency preparation**
 - During fire drills/emergencies, we will not be able to maintain social distance. We will focus on keeping children safe. This should be practiced in the fall as always at the beginning of the year. Teachers could have emergency ropes with knots tied at 3 feet for young children to hold onto once they reach the rally point to maintain social distancing.

- **Scheduling-** How will Pre-K and K be scheduled:
 - We will use the 169 days for preschool and kindergarten.
 - Hybrid learning will ensure the correct number of learning hours.
 - One suggestion is having Group A in for 2 days then a cleaning day and group B 2 days- would this be detrimental in establishing relationships, transitions back to school due to being out for 5 days? What will kids do when not in school?
 - Offer morning and afternoon session cleaning between sessions provides more access to preschool and aid students in families in establishing a regular routine.

Wonders, Questions, & Concerns

- Teachers shouldn't have to fight for what they need in their classrooms to maintain safety and cleanliness
- List of needs for EC: Lysol wipes and spray, PPE, hand sanitizer, masks, gloves, gowns, chucks, individual outdoor toys, supplies-double if hybrid?
- The EC Department has never had a budget for funding general curriculum. Grant funding has fully funded curriculum materials and individual supplies for fall. We need to consider district funding in the future rather than being dependent only on grants as we have historically. E. G. purchase Handwriting without Tears interactive software.
- Will extra custodial staff be available after school to maintain a safe clean environment in schools during After School Programs? (Creates more cross contamination).
- What will be required to be removed from the classroom? Where will it be stored? Who will transport to storage? Will educators have access to materials to swap out learning materials for the classroom?
- Sounds as if one window in each classroom will have a screen and open. Is it possible to consider having two windows to create cross breeze to promote air-flow? This is especially important in classrooms that do not have AC access.

- How will hand-washing be handled in schools without sinks in the classrooms? Historically, pump sinks fail or break. Who will refill water tanks daily if purchased? Potentially a high cost/low return.
- Educators are worried that less students have registered- due to on-line only registration. Will there be time for families to register in person? Have we missed children due to families not having technology, access to the internet, or understanding how to use the system?
- Classes across the district have to be uniform and equal. We need to monitor these numbers in case of additional registrations and/or families.
- Will families be able to change their mind after selecting an option for remote or face-to-face? Families need to accept or reject their offered placement in order to ensure filled spots and even classrooms.
- Class size should max at 12 for now (6 Sped 6 Regular) then be reassessed later in the year depending on the circumstances.
- Classes should be made at each school rather than by EC.
- Early Childhood manages PreK list to ensure repeating children get teachers who they are familiar with if needed and places students transitioning EI or into LPS that have special needs prior to third birthday in accordance with federal IDEA laws across programs.
- K list is divided by building leaders to balance classrooms equally with special education students.
- The rule of children losing their spot if they don't attend within 3 days needs to be enforced. <https://www.lowell.k12.ma.us/Page/3143>
- Follow up documents in multiple languages are needed for parents to understand procedures to ensure a safe flow in and out of school.
- Will plexiglass dividers be in classrooms and how many?
- Can furniture needed for distancing be obtained within a school? Where if not?
- Staff needs to know what we will be doing and providing prior to the beginning of school so we can plan accordingly
- How will Before and After school programs (CTI, 21 Century etc.) take place in schools without causing cross contamination in buildings?
- Schools need to establish office hours and learning hours for staff in order to ensure down time for staff.

Technology

How can we use technology to instruct students across the board? What do families need? What developmentally appropriate resources to do we have available to us?

Recommended best practice would be Virtual School that houses links to all teams and classrooms in one stop shopping for parents and students

Consistent technological platforms

- PreK – Grade 1 Seesaw and Zoom (if not possible recommend building in time for training all on Google Meets)
- Grade 2 Seesaw and Google Classrooms
- Grade 3-8 Google Classroom
- Learning management system for communicating with parents, grading and assignment feedback in SeeSaw
- Netop Vision to allow teachers to view students' screens in 1:1 environment
- Recommend Seesaw for Schools School/District sharing capability to create Lowell specific curriculum
- Determine school & district wide parent communication platform. (remind, class DoJo/ClassTag)

Technology needs

- Devices for paraprofessionals
- PK and Kindergarten students should get tablets
- Utilize existing document cameras and SMART Boards and projectors to enhance learning and engage students

Consistency across curriculum (regardless of scenario)

- More experienced users create activities and materials for the first two modules as a support then use on-going PD time to deepen knowledge and collaborate with others to continue the work.
- Students will require on-going instruction in digital fluency skills, which should be prioritized as part of the curriculum for the first 6 weeks regardless of model.
- Make all mentor text available in digital format.
- Locate mentor text available on EPIC and public library and scan the remaining ones by hand.
- Utilize familiar programs Building Blocks, St Math, ABC Mouse
- Limit number of times students have to switch between programs independently
- Shared Google folder for digital books and other outside resources teacher may need

Family engagement & communication

- Offer parents training through ZOOM and asynchronous videos to assist in navigation of platforms in as many native languages as possible.
- Outline on-line norms for young children
- Clarify the importance of consistent participation and regularity of scheduled on line sessions throughout the day with breaks for activities, movement, and play for young children.
- Make Seesaw and all other apps accessible in Clever to provide a single sign-on
- Limit number of programs and logins used during each sessions (provide daily log in schedule to students and family)
- Determine school & district wide parent communication platform.
- Clear accountability for attendance policy. Does attending Zoom meeting count as attendance or do students also have to do work daily to count as attending. (Recommend short periods of time online. Provide movement and activity breaks around a consistent schedule (see instruction recommendations).

Training

- QR Codes and training for logging in for preschool to 2 grade
- Utilize the resources at Seesaw for School for PD many hours of free training are there in a sequential path to follow that generates certificates. Is it possible to get PDP for this?

Family Engagement and Communication

Provide families with information to welcome them into Lowell Public Schools. Ensure families have the opportunities to engage in communication with educators and the school community regardless of which family's choice (face-to-face, hybrid, or remote). Establish regular communication from district, school, and classroom.

Program Communication

- Consistent home/school communication with translation from District/school, and classrooms with translation support.
- All staff should have access to the language line.
- One-page flyers on mask wearing, handwashing, and social distancing and ways for families to support at home with information on how protocols happen at school.
- Host parent-principal chats to check in with families participating in face-to-face and remote.
- Conduct polls/surveys or inventories with families asking what they would see, need, and expect after coming back and use data for continuous improvement planning.
- Hybrid – garner photo consents and post pictures of student learning at school to share with families to promote learning at home.

Attendance

- Attendance – A consistent hybrid and remote learning schedule supports families in planning for student's regular attendance. If your child is unable to attend for any reason or portion of the day, please communicate with your child's teachers so that arrangements can be made to complete assignments. We understand that during this challenging time we want to work collaboratively with families to support children learning.
- Pay attention to families that do not respond and attempt to connect in other ways, phone calls, in-person check in, email and video conferencing. Create a district wide documentation sheet recording attempts to reach families and place notes in Aspen. Inform Susan LaCroix and Lisa Van Thiel for attendance issues and follow building protocol for report student's consecutive absences.
- What are the protocols for children inclusive setting regarding attendance and IEP services? Document and follow up with building special educators and principals.

Support for learning

- Encourage families to reach out to staff: Please reach out to teachers if you need assistance with basic needs. We will help to coordinate and communicate with social workers or district specialists so that we can provide referrals to support your child access to learning.
- Expand self-care activities for students, families and staff.
- Identify families that may be vulnerable and afraid to ask for help to provide access to resources through Seesaw.
- **Language Line** – Contact your child teacher if you would like to have a conversation in native language so that we can establish a time for a phone call in your language. Messages can be sent via talking points - <https://talkingpts.org/>

Family engagement

- Listening Spaces – Prior to start of school to give families the opportunity to share information about their child for incoming preschool and kindergarten children to listen and learn about the child from family.
- Virtual tours for open houses or single parents or small groups
- Consider an initial meet and greet held outside like Tech Tent.
- Schedule individual meeting with families to hand out devices
- Share information on Kindergarten Screening
- Share and post information on virtual school site council initial meeting dates and times
- Schedule dates and plan orientation, open house, and conferences. Discuss and communicate to staff potential ways to conduct virtually or in small groups.

Child Care or Caregiver

- Information needed - If your child attends is cared for by someone other than members of the child's immediate household please provide your child's teachers that information and include the name of the provider/care givers name, phone number and language spoken by provider.

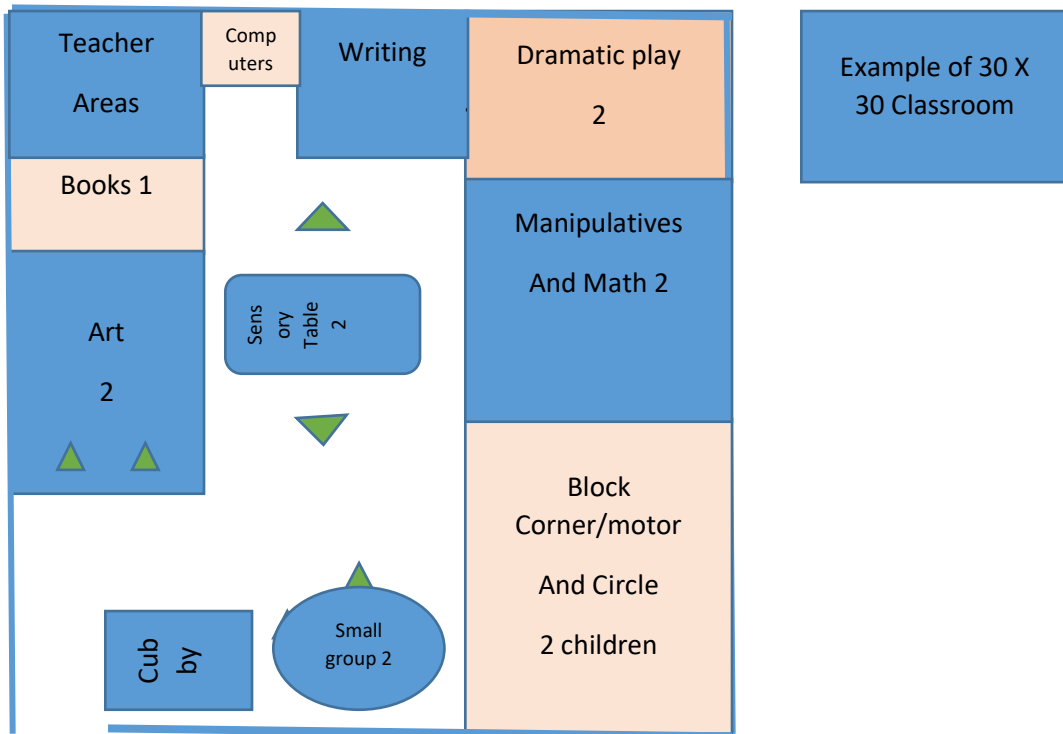
What families need to expect, if selecting face-to-face learning

- All families are strongly encouraged to log into Seesaw weekly. Learning to navigate on-line materials is critical given the potential need to pivot to remote learning.

What can families expect about hybrid and remote learning?

- Training for all families on virtual platforms.
- Expectation for learning at home and online
- Assignments & assessment on pager on importance of having students do the work to aid teachers in planning for students instructions. It is not about getting it right , but about learning how.
- Requirements for students work to regularly participate and submit evidence.
- Attendance –virtual learning is not optional. Attendance taken daily. Staff understand everyone is facing difficult times. Communication between families and teachers is important to identify workable solutions.
- Module materials and work posted in advance. Opportunities to revisit prior learning.
- Translation of all materials
- BCBA support for behavior consult and plans for getting students on virtual platforms.

Sample PreK Classroom



Parent Handbook

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Instruction of the devices

iPads:

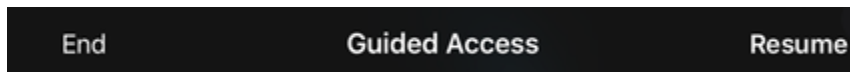
- iPads should be charged daily
- iPads are for school use only
- On button is at the top of the device
- Volume buttons are on the side of the device
- Guided Access can be used to keep children on the page you want them working on

* To set up guided access - you must go into your settings → General → Accessibility → Guided Access → Click to turn on



To turn Guided access on you must sign into the app you are using and triple click the home button. It will ask you to make a passcode.

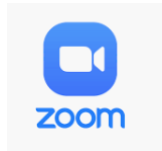
To turn off Guided access you must triple click the home button again, enter the passcode, and press end



To resume, triple click and press resume

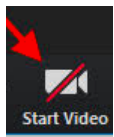


Instruction for signing on to Zoom



- Log onto to: <https://us02web.zoom.us>
- Enter the Meeting ID
- Enter the Password

- Click on start video to turn your camera on



- Click on the Unmute button so you can be heard



Please-

- Stay focused on the task
- Be respectful of everyone
- If your child will not be on Zoom, please let their teacher know (just as you would for a school day)

Zoom Class Rules



Be on time.



Turn your camera on.



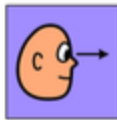
Sit in a quiet place. We can see and hear people in your house if they are near you.



You will be muted until it's your turn.



Raise your hand to speak.



Pay attention.



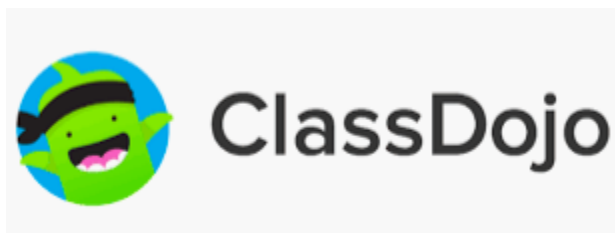
No eating.

Communication Platform

- Download the Remind App from the App store
- Or log on to: <https://www.remind.com>
- Type in code given to you by your child's teacher



- Download the Class Dojo App from the App store
- Or log on to: <https://www.classdojo.com>
- Type in code given to you by your child's teacher



Link for: What is Seesaw?

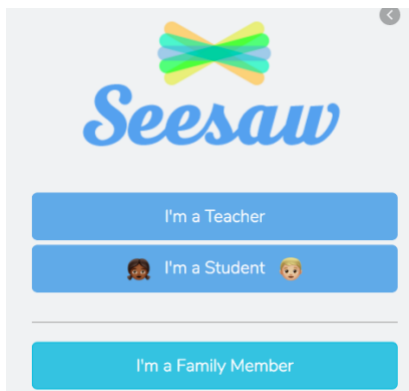
<https://drive.google.com/file/d/1J7FNDKyh-1uu4Vme8mQiTgdZEvmpzFVT/view?usp=sharing>

How to use Seesaw:

- Download the Seesaw App from the App store
- Or log on to: <https://web.seesaw.me/>



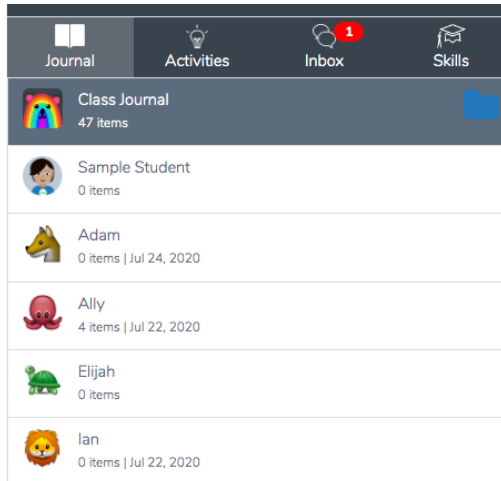
- The Seesaw Class App is for your child to complete his/her work in.



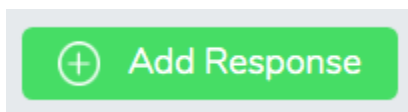
- Click on "I am a Student"
- Type in the 16 digit code your teacher sent you

Or, you can use the QR code your teacher gave you

- Click on your child's name
- Click on the Activities tab to get to the activities your child's teacher assigned



- Read the instructions for each activity
- Click on the Add Response button



- To move items in the activity - Click on the move button



- To write/trace - Click on a writing utensil

Pencil

Marker

Highlighter

Glow Pen



- To fix a mistake, you can click on -

Eraser

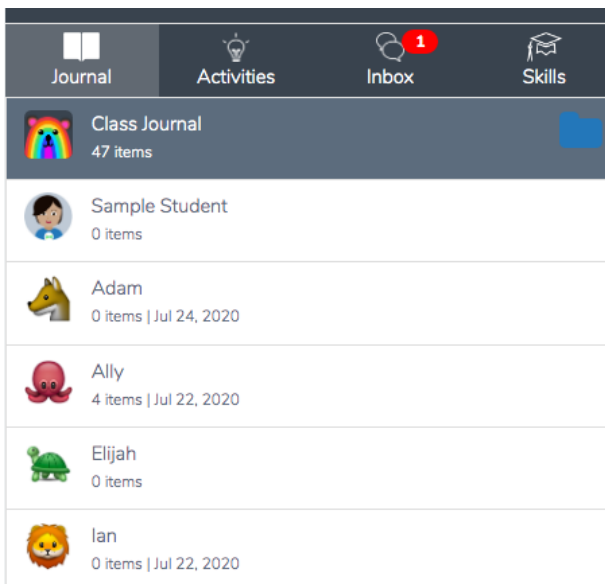
Undo Button (top left hand corner)



- Once the activity is completed, click on the Check Mark



- Your activity will then be reviewed by your child's teacher
- To add activities yourself, click on your child's name and click on the Journal



- Click on the Add button at the top middle of the page



- Click on Post Student Work



- You can post your child's work in 6 different ways

Photos



Photo

Drawing Tools



Drawing

Videos



Video

Uploads from computer or Google Drive



Upload

Notes



Note

Links



Link

- Once the activity is completed, click on the Check Mark



- Students must participate in at least 5 of the activities provided. If you can't, please contact your teacher

Useful Tips for On-line Learning

Please do....

- Make sure your child attends their class zooms
- Set a special space for learning - Help them make it their “own”
- Make sure all the materials they will need are available when they are on Zoom, as well as completing Seesaw activities
- Help your child stay involved with the story or activity
- Have a quiet background so your child and their classmates can listen and attend to the teacher
- Make the work area as distraction free as possible - Keep only items you need in reach
- Join your child in songs and stories so you can talk about them after
- Make sure the television, radio, and phones are off - The background noise can be very distracting
- If you have specific questions about your child during a Zoom session, please make an appointment to speak with your child’s teacher separately

Thank you from the Lowell Public Schools!

Ideas for wearing a mask:

Greeting without touching others: (song)

<https://www.youtube.com/watch?v=OMg6t-z8KEI>

Explaining social distancing to kids: (video)

<https://www.youtube.com/watch?v=fPrYN0C3Kvw>

Distance learning social story: (video)

https://www.youtube.com/watch?v=jPEVLGJNX_I

Wearing a mask narrated social story:

<https://www.youtube.com/watch?v=lgaKLpSxQag>

Wearing a mask: (song)

<https://www.youtube.com/watch?v=a9QTxUkIE0w>

COVID safe back to school ABCs: (song)

<https://www.youtube.com/watch?v=iGMJBahJXCo>

Coronavirus explained to kids by a superhero (video):

https://docs.google.com/document/d/1_aSp-DVtT-DgFUKAWEKRmsGkZiAFwwF9cDq6cciKi1k/edit

We wear masks (narrated social story):

https://www.youtube.com/watch?v=lnP-uMn6q_U

Wearing a mask helps stop the spread of germs: (video)

<https://www.youtube.com/watch?v=OLO1GNXKmNE>

Other Social Stories from Autism Little Learners:

<https://www.autismlittlelearners.com/search/label/COVID-19?m=1>

AREA	In Person	Hybrid	Full Remote
<p>Group 1 Instruction – Lisa Tenczar</p> <ul style="list-style-type: none"> Teaching and Learning Time of Learning Materials required Environment Inclusion/CSA <p>**Kindergarten has a curriculum team**</p> <p>We need curriculum teams for:</p> <ul style="list-style-type: none"> PreK CSA <p>*Creating toolkits for student use- whether we are in-person, hybrid or remote.</p>	<p>We highly recommend a <i>hard cap</i> in regards to student numbers.</p> <p>Class sizes:</p> <ul style="list-style-type: none"> PreK: 12 students- 6 regular ed + 6 inclusion Kindergarten: 12 students max Special consideration for programs with inclusion and life skills. <p>If virus numbers get better- we can increase class sizes for PreK special education/CSA (ex: move from 9 to 10) settings in regards to peer models/SPED students.</p> <ul style="list-style-type: none"> <u>Special considerations for schools with limited access to sinks/bathrooms.</u> <u>Monitoring placements and making sure we are equitable across the city</u> 	<p>Technology:</p> <ul style="list-style-type: none"> Chromebooks? PreK and Kindergarten would love tablets/iPads instead. Might be too late? What are PreK and K being given? Chromebooks? IT department- make sure BOOKMARK clever <p>Open House/Orientation</p> <ul style="list-style-type: none"> Still hold Open House/Orientation opportunities for students and teachers to meet. Teacher can give computers and toolkits to families Make sure they are familiar with tools Recorded “libraries” of video resources including open house for families who cannot attend and can refer back. 	<p>Technology:</p> <ul style="list-style-type: none"> Chromebooks? PreK and Kindergarten would love tablets/iPads instead. Might be too late? What are PreK and K being given? Chromebooks? IT department- make sure BOOKMARK clever <p>Open House/Orientation</p> <ul style="list-style-type: none"> Still hold Open House/Orientation opportunities for students and teachers to meet. Teacher can give computers and toolkits to families Make sure they are familiar with tools Recorded “libraries” of video resources including open house for families who cannot attend and can refer back.

	<ul style="list-style-type: none"> Some buildings may have classrooms that are smaller and may require less students than suggested. 	<p>Scheduling:</p> <p>PreK: Recommended schedule:</p> <ul style="list-style-type: none"> Mon/Tues AM- In person PM- Zooms Thurs/Fri- AM zoom PM in person. Custodian cleans with fogger between half-day sessions (1 hour and 20 minutes between half day sessions) Most schools have 1 or 2 half day classrooms with the exception of Greenhalge and the Cardinal- they have more classrooms. Cardinal in particular. <p>Kindergarten: Hybrid Option A: Teacher is hybrid with total amount of students (ex: 12) 12 in -person half-time 12- remote for half-time *same teacher for both in and out</p>	<p>Scheduling:</p> <ul style="list-style-type: none"> Clear parent expectations about expectations for remote learning, attendance, and participation. <p>Flexibility in time expected for students to be on the computer.</p> <p>How many times are students expected to log on and off something like Zoom? Morning and afternoon?</p> <p>Attendance? What is considered full-day participation for remote learning?</p> <ul style="list-style-type: none"> Zoom AM? Participation on SeeSaw? Zoom PM? All?? <p>What are our options?</p>
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		<p>*half time for each (in/remote)</p> <p>Hybrid Option B: 6 in person for set time/days 6 remote for set time/days</p> <p>**Teachers would prefer keeping same group of kids than co-teaching** but CANNOT do both unless we have one group**</p> <p>What are our options?</p>	
<p>Group 2 Assessment</p> <ul style="list-style-type: none"> • Grading • Assessment • Kindergarten Screening • PALS 	<p>Benchmark Assignments identified for each module linked to Standards based report card</p> <p>Preschool and Kindergarten (Math, ELA, Writing/motor and SEL)</p> <ul style="list-style-type: none"> • Postpone Science Standard in PK until after Dec. and April 	<p>Small group should focus on face to face sessions to utilize in person time to do assessments ELA and Math for all students.</p> <p>Distribute information to families on purpose of grade level assessment in preschool and kindergarten across all learning formats.</p> <p>Devise an assessment schedule based on a finalized calendar to ensure all assessments can be conducted during face to face meetings.</p>	<p>Eliminate 2 standards in SEL in Kindergarten follow school procedure and organizes work space and material keep only if face to face or hybrid</p> <p>Must have a small group in ELA and Math for all students to give and observe benchmark assessments.</p> <p>Digitalize F & P to measure reading fluency in kindergarten for one on one settings.</p> <p>Distribute information to families on purpose of grade level assessment</p>

	<p>PALS and Ages and Stages available to Pre K teachers as resources</p> <p>Small group and individual time with the teacher is critical to observe and document learning and establishing relationships and must be included across all options.</p> <p>Distribute information to families on purpose of grade level assessment in preschool and kindergarten across all learning formats. (Translate the documents)</p> <p>WIDA - kindergarten data is being collected over the summer via phone.</p>	<p>Need 10 or 15 needed with students individually to build relationships and conduct some assessments. Need 10 or 15 minute times with students individually to build relationships and conduct some assessments.</p>	<p>in preschool and kindergarten across all learning formats.</p> <p>Clear parent expectations and explanations about assessments and not helping their child. It's okay to let them make mistakes.</p> <p>Fully remote preschool/ kindergarten must occur daily. Regular schedule of routines.</p> <p>Consistent assignment of sessions for AM and PM sessions.</p>
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	<p>Need 10 or 15 minutes needed with students individually to build relationships and conduct some assessments. Need 10 or 15 times with students individually to build relationships and conduct some assessments.</p>		
<p>Group 3 Environmental Climate and Routines</p> <ul style="list-style-type: none"> • Routines • Social Distancing • Discipline and safety (evacuation) • Meal and Assembly • Traffic/transportation • Infrastructure 	<p>Entry and dismissal and traffic patterns will need specific safety planning per individual schools site- Need to be shared with families before school begins</p> <p>Emergency procedures will need to be looked at for each school site and shared ahead of time</p>	<p>Entry and dismissal and traffic patterns will need specific safety planning per individual site. Need to be shared with families before school begins</p> <p>Emergency procedures will need to be looked at for each school site and shared ahead of time</p> <p>How many students could potentially be enrolled in an online academy?</p> <p>How will this affect our numbers in school?</p>	<p>Established office hours for teachers and established schedule per school for student expectations/ time on learning</p> <p>Ensuring that the number of enrolled students is equitable throughout the city (numbers are even before adding additional)</p> <p>Safety concerns for online/ zoom - Policies for reporting concerns observed or behaviors during zoom meetings</p>

	<p>Recess scheduling and sufficient spaces for groups/classrooms</p> <p>How will CTI, 21st century, and other after school programs work for safety/ social distancing etc.</p> <p>Bathrooms and cleaning- Regularly scheduled sanitizing of bathrooms, toys and classrooms, and shared cubbies.</p> <p>Ensuring that the number of enrolled students is equitable throughout the city (numbers are even before adding additional)</p>	<p>How will CTI, 21st century, and other after school programs work for safety/ social distancing etc.</p> <p>Bathrooms and cleaning- Regularly scheduled sanitizing of bathrooms, toys and classrooms, and shared cubbies.</p> <p>Plan for If the hybrid option that gives children more face to face time in school</p> <p>is 2 full days for preschool, how will we help children transition after 5 days out of school</p> <p>During learning centers, use the WASH. PLAY, WASH, SWITCH model</p> <p>Plans for handwashing, diapering, and bathroom breaks for schools without classroom sinks/bathrooms</p> <p>Needs for additional or different furniture should be addressed with building based administrator</p>	<p>Option for teachers teaching remotely to use their classroom and materials if they choose to</p>
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	<p>Are we missing any registrations because all registration was online this year? Will we have a large influx of additional preK/K students?</p> <p>During learning centers, use the WASH. PLAY, WASH, SWITCH model</p> <p>Plans for handwashing, diapering and bathroom breaks for schools without classroom sinks/bathrooms</p> <p>Fogging- Leave used items to be cleaned in an area for custodial staff</p> <p>Needs for additional or different furniture should be addressed with</p>	<p>Needs for double materials for certain items (set for home and school)</p>	
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	building based administrator		
<p>Group 4 Technology – Jennifer Stack</p> <ul style="list-style-type: none"> • Instruction and Technology • Technology • Training video for families • Teaching kids- how? • Hybrid and remote <p>Suggestions for across the board can be found in the Hybrid section. In general, we recommend making all materials available in an electronic format so that we can be flexible if school shuts down or we have a “snow day” and not lose time figuring it out.</p>	<p>Consistent technological platform for each grade level</p> <ul style="list-style-type: none"> • PreK-Grade 1 - Seesaw • Grade 2 - Seesaw/Google Classroom • Grade 3-8 - Google Classroom <p>QR Codes and training for logging in for PK-2</p> <p>Learning Management System (LMS) for communication and parent and student grading/assignment feedback</p> <p>Teachers will need software to allow them to view all students’ screens in a 1:1 environment (i.e. Netop Vision)</p> <p>Offer parent trainings/videos</p>	<p>Consistent technological platform for each grade level</p> <ul style="list-style-type: none"> • PreK-Grade 1 - Seesaw • Grade 2 - Seesaw/Google Classroom • Grade 3-8 -Google Classroom <p>Devices for Paras</p> <p>Provide training for staff, students, and families</p> <ul style="list-style-type: none"> • Utilize the resources at Seesaw For School for PD. Many hours of free trainings are there and there is a sequential path to follow that generates certificates. Is it possible to use those as PDP’s? • while staff are undergoing training at the start of the year, have more experienced users create the activities and materials for the first two modules as a support, then use ongoing PD time to deepen knowledge and collaborate with others to continue the supports. <p>Make all mentor texts available in a digital format-preferably PDF. Some can be sourced from EPIC! or the public library and some will need to be scanned by hand.</p> <p>Device deployment not yet finalized-dependent on returns and repairs as well as</p>	<p>Consistent technological platform for each grade level</p> <ul style="list-style-type: none"> • PreK-Grade 1 - Seesaw • Grade 2 - Seesaw/Google Classroom • Grade 3-8 -Google Classroom • Screencastify/EdPuzzle • Based on Google Meets upgrades <p>Devices for paras</p> <ul style="list-style-type: none"> ○ If Google Meets fits ALL of our needs (annotating, breakout rooms, ability to do whole school or multi-class connections) then the district already owns this license ○ If Google Meets upgrade does not meet all of our needs, purchasing at least some Zoom licenses for each school is recommended • Recommended best practice would be a Virtual School that houses links to all teams/classrooms...”one stop shopping” for parents and students <ul style="list-style-type: none"> ○ These links would include Virtual

	<p>regarding technological platforms</p>	<p>shipments. More info to come from IT. Recommended that PK/K get tablets as opposed to laptops.</p> <p>We recommend shared Google folders to house the digital books and any other outside resources teachers need to create module activities.</p> <p>We recommend using the Seesaw For Schools School/District sharing capability to create a Lowell Specific bank of activities that are based on our specific curriculum.</p> <p>District needs a clear accountability and attendance policy. Does just attending the Zoom meetings count as attendance or do students also have to do work daily to count as attending?</p> <p>Limit the number of programs/logins for students and families. House Seesaw and Google Classroom in Clever. Determine a schoolwide parent communication platform(Remind/ClassDojo/ClassTag) if not determined at the district level.</p> <ul style="list-style-type: none"> • Utilize familiar programs where possible(Building Blocks, ST Math) • Also limiting the number of times students have to switch between programs independently. 	<p>Classrooms that housed all the resources & platforms needed by students during Remote Learning</p> <ul style="list-style-type: none"> ○ PD available and provided through Wang School
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		<p>Document Cameras/SMARTBoards, and Projectors should be utilized to enhance and enable student learning.</p> <p>So that young children, their families, and teachers do not have to learn another platform, we recommend keeping Zoom available for PK-2. If this is not possible, build in time for Google Meets training for all.</p> <p>Students will require ongoing instruction in digital fluency skills which should be prioritized as part of the curriculum for the first 6 weeks regardless of model.</p> <p>District wide consistent expectations provided for students and families with regards to participation in Zoom meetings(such as quiet space, no pets, no snacking, at a table or desk) and online learning.</p> <p>Free play and choice need to remain part of the learning model. Work to limit screen time to what is necessary.</p> <p>Work can be completed with pencil and paper and then photographed and uploaded. Teachers to find a developmentally responsive balance.</p>	
<p>Group 5 Families and supports</p> <ul style="list-style-type: none"> Attendance 	<ul style="list-style-type: none"> Consistent Home/school communication 	<ul style="list-style-type: none"> Expectations/ norms Have to be on everyday Training in virtual platforms ASAP 	<ul style="list-style-type: none"> Attendance policy- providing flexibility to parents in regards to completing work

<ul style="list-style-type: none"> • Subs and staffing • Social Emotional • Child Care • Basic Needs • Developmental Screening ACES • Family Engagement • Communication <p>Example Survey: https://docs.google.com/forms/d/e/1FAIpQLSevLANX3f0IZ8zYRzwWy0KC6iuNi3Pgx53bt0c7QcbhXJg-Ag/viewform?usp=sf_link</p>	<p>ion with translation supports</p> <ul style="list-style-type: none"> • Share language line information with all staff • Consistent family handbook outlining norms, expectations and providing resources • Mask Objectives to transfer to home (SPED) Recommended that all students wear a mask • Host Parent-principal chats • Expand self-care activities for students, 	<ul style="list-style-type: none"> • Consistent family handbook outlining norms, expectations and providing resources • Consistency among grade levels • Teachers send more pics & videos of the students so they know how to work with child when home • Initial meet and greet for parents - signed on and signed in that day (like a tech tent) • Module work/materials available in advance • Proactive introductions before remote learning happens (virtual Open House) • Home/school communication with translation supports • Agree to certain standards and norms • Mask Objectives to transfer to home (SPED) Recommended that all students wear a mask • Pay attention to families that do not respond and attempt to connect in other ways - phone calls, in-person check in, email or video conference. District wide recording sheet for documentation (recommend creating this in X2). 	<p>throughout the week. Recognizing younger students require more adult support and unable to attend</p> <ul style="list-style-type: none"> • Teacher/parent positive relationships. Working together to achieve academic and social/emotional success • computer-based activities for an extended period of time. • Proactive introductions before remote learning happens (virtual Open House) • Consistent family handbook outlining norms, expectations and providing resources • Training in virtual platforms ASAP • Expectations/ norms Have to be on everyday • Behavior consults/plans for getting students on virtual platforms • Consistency among grade levels • Initial meet and greet for parents - signed on and signed in that day (like a tech tent)
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	<p>staff, and families</p> <ul style="list-style-type: none"> • Conduct polls/surveys or inventories for families asking what they would like to see, share, need, hope for and expect in coming back to school or selecting remote learning. • Pay attention to families that do not respond and attempt to connect in other ways - phone calls, in-person check in, email or video conference. District wide 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Agree to certain standards and norms • Module work/materials available in advance • Pay attention to families that do not respond and attempt to connect in other ways - phone calls, in-person check in, email or video conference. District wide recording sheet for documentation (recommend creating this in X2). •
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	<p>recording sheet for documentation (recommended creating this in X2).</p> <ul style="list-style-type: none">• Recruit families for PTO and school site councils• Schedule dates for orientation, open house, and conferences and determine if these events should be held virtually or in small groups.• Schedule Listening Spaces - to provide families with opportunity		
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	<p>to share information about their child and family with educator at the start of the school year- listen and learn</p> <ul style="list-style-type: none"> • Identify new families that may be vulnerable and afraid to ask for help. Utilize language line and school resources. • Conduct regular check in calls with families and children 		
Professional Development			
Other things		<p>Parent Support Groups-</p> <ul style="list-style-type: none"> • by district? • by school? • via Zoom. <p>Gives them an opportunity to connect with</p>	

		<ul style="list-style-type: none">• one another,• staff/districts• social/emotional check-in• learning help, etc	
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