These procedures are subject to change at any time in response to COVID 19 circumstances.

Procedures:

4000—Curriculum (Virtual Learning Opportunities)

Center-Based Classrooms:
- Direct service providers will choose their platform(s) for sharing learning experiences. Examples include emails, texts, phone calls, provider websites, Zoom, Facebook, YouTube, Google Hangouts, Seesaw, ClassDojo, FlipGrid, Bloomz, Skype, Teams, FaceTime, WhatsApp.
- Teaching teams will follow the recommendations of their identified curriculum model (Creative Curriculum, Project Construct, Project Approach) when developing virtual learning experiences. They will also draw from models that support social-emotional development (Conscious Discipline, DECA, Trauma Smart, Second Steps, Al’s Pals, Incredible Years).
- Each teaching team will offer virtual learning opportunities that are individualized for the children and families in the classroom. Recommended learning experiences will use materials and objects found in the home, yard, or neighborhood as well as those delivered by the provider. Integration of several experiences around real world topics is encouraged.
- Based on feedback from parents: Packets, newsletters, kits or bags that include a simple weekly agenda and materials for activities are helpful and therefore encouraged. Packets or newsletters which include long lists of activities and many links are discouraged.

Weekly Virtual Learning Opportunities
- At least three and no more than five times weekly, teaching teams will offer virtual learning opportunities to children and families. They will facilitate activities and/or provide recommendations for learning experiences in the home. All recommended learning experiences will be posted on one of the platforms that can be accessed at any time by families (e.g., SeeSaw, Class DOJO, websites, emails, texts, Facebook, YouTube channels).
- At least one of the three to five virtual learning opportunities offered each week will involve live interactions with children and families at a scheduled time (e.g., phone calls, Zoom meetings, Google Hangout, FaceTime, Skype). Providers will consider whether these live interactions will take place with individual, small groups, or large groups of children and
families. Double session classrooms will provide an interactive session for AM and PM groups separately.

- Virtual learning opportunities will consist of two or three components. For example:
  - A virtual learning opportunity with two components might include a Circle Time and a recommendation for a play activity at home.
  - A virtual learning opportunity with three components might involve a music and movement activity, a book or social story, and a recommended investigation of real-world topic at home.

Home-Based:
- Direct service providers will choose their platform(s) for sharing learning experiences. Examples include phone calls, texts, emails, newsletters, Facebook, FaceTime, Skype, Zoom, Google Hangout, WhatsApp, Learning Genie.
- Home visitors will follow recommendations of the Parents as Teachers curriculum. To the extent possible, they will follow the seven stages of a visit. Individualization for each child and family will take place, and interactions will be documented on the provider’s home visit record.
- Home visitors and parents will choose one learning experience each week following recommendations from Parents as Teachers, Project Approach, Conscious Discipline, Trauma Smart. Recommended experiences will use materials and objects found in the home, yard, or neighborhood, or those delivered by the program. Integration of several experiences around real world topics is encouraged.
- At least once every two weeks, the provider will invite families together for virtual group socialization/interactions.

4010—Ongoing Child Assessment
- To the extent possible, teaching and home visiting staff will collect evidence of children’s learning and development in their portfolios. Depending on circumstances due to COVID 19, evidence may be collected in the classroom or home by staff, virtually by staff, or in the home by family members. Educators will encourage family members to share evidence and will make decisions about the accuracy and reliability of that evidence.
- If evidence for a DRDP measure has been collected in a child’s portfolio during a rating period (Fall, Winter, or Spring), rating of the DRDP measure will occur. Ratings will be completed by the provider’s due dates.
- If no evidence for a DRDP measure has been collected in a child’s portfolio during a rating period, the Unable to Rate option will be chosen for the measure.

4020—Developmental Screenings
- To the extent possible, developmental screenings will be completed within 45 days of the child’s enrollment.
- Children attending the centers will be screened at the site within the 45 days, per usual.
- Some sites may be open and providing face-to-face services to part of the children as well as virtual services to other children who are at home. Those sites may choose to invite families to bring children to the site for a one-time visit and complete developmental
screenings at that time.

- Providers may attempt virtual screenings of children in cooperation with family members. Providers may make use of screening tools that have been temporarily adapted for virtual screenings, when available and deemed appropriate by education managers/coordinators.
- If a screening occurs virtually and the child eventually starts to attend in the classroom, a decision will be made about the benefit of also completing a face-to-face screening.
- When developmental screenings are completed, the information will be entered in ChildPlus. If there was a delay due to COVID 19, a brief note will be added in ChildPlus.

4030—Coaching Strategy
- Coaches will have access, and be able to join or review, virtual learning opportunities offered by teaching teams and home visitors.
- Teaching teams and home visitors will communicate with their coach weekly. Communications will occur through email exchanges, phone calls, or virtual meetings.
- Virtual group coaching meetings (groups of teaching teams or home visitors with their coach) will occur at least monthly.

4040—Early Head Start Continuity of Care and Head Start Multi-Age Grouping
- Continuity of care will continue to be the policy for Early Head Start. Multi-age grouping continues to be the policy for Head Start. However, it is possible that flexibility about grouping will be needed.
- If there are special considerations for grouping due to COVID 19, the provider’s education manager or education coordinator/coach will be consulted.
- The education manager or education coordinator/coach will notify the MARC Head Start education manager of circumstances that may temporarily change the direct service provider’s procedure for continuity of care or multi-age grouping.

4050—Family Style Dining
- As part of the precautions to prevent the spread of COVID 19, family style dining will not take place in classrooms or group socializations.

Parent Conferences/Home Visits
- If necessary, parent conferences will be offered virtually (phone calls, Zoom, FaceTime, etc.).
- Providers will consider what is normally shared and discussed with families each quarter and design the virtual conferences accordingly.
- Virtual conferences will be documented, and dates entered in ChildPlus.

Adherence to the above regulations and this policy is subject to random monitoring by MARC Head Start staff.

Effective Date: July 1, 2020