



ALABAMA DEPARTMENT OF
**Early Childhood
Education**

Alabama Department of Early Childhood Education

2019-2020 Local Education Agency

Academic Continuity Plan

Home Instruction for Early Learning

*The Blueprint is a dynamic plan that will be continuously reviewed for improvement to meet changing and unique needs of Alabama students, families, and educators.

Alabama Department of Early Childhood Education 2019-2020 Academic Continuity Plan- Home Instruction for Early Learning

March 27, 2020

COMPLETION OF 2019-2020 SCHOOL YEAR

As we continue to navigate the COVID-19 pandemic's implications on Alabama public schools, the Alabama State Department of Education (ALSDE) has surveyed Local Education Agencies (LEA) superintendents, as well as researched other states' plans of assistance to help districts complete the remainder of the 2019-2020 school year.

The Alabama Department of Early Childhood Education (ADECE) has developed a First Class Pre-K Continuity Plan Blueprint to assist the following in providing guidance to support home instruction/distance learning for the completion of the 2019-2020 school year: Public schools; Private child care and schools; Head Start programs; Community-based programs; Faith-based programs; and Military programs.

ADECE SUPPORT PRIORITIES & TECHNICAL GUIDANCE

The ADECE is providing technical assistance and guidance for all Alabama First Class Pre-K program classrooms on developmentally appropriate resources to use for home instruction and distance learning. ADECE is also available to provide technical assistance to pre-K – 3rd grade (P-3) on an as-needed basis when requested.

- ✓ *ADECE is uniquely positioned to support and advise during the critical age of child development. Early childhood education work must be rooted in the neuroscience that indicates the brain develops with social interactions with a connected engaged adult. All learning occurs in the context of interactive relationships.*

ACADEMIC CONTINUITY PLAN REQUIREMENTS

ADECE Coaches will support educators in meeting plan requirements as listed below:

- ✓ Develop an Academic Continuity Plan while considering individual needs and capacity.
 - Section A: Identify and provide multiple instructional delivery options including digital, virtual, delivery of educational packets, etc. that include a blended approach.
 - Section B: Identify developmentally appropriate content and resources that meet the specific needs of your program.
- ✓ Utilize a variety of communication methods for classrooms to connect, provide feedback, ask questions, etc. including but not limited to the following: Remind app; Google Hangout; or Zoom.
- ✓ Submit an individual plan from each classroom teacher(s) for instruction and engagement to their ADECE coach no later than April 10, 2020.

**Alabama Department of Early Childhood Education
2019-2020 Academic Continuity Plan- Home Instruction for Early Learning**

SECTION A: DELIVERY OPTIONS (Select all that apply)

- Option I:** Distance/Virtual/e-Learning/Remote Method(s)
Option II: Packets/Assignments/Early Learning Resource Kit
Option III: Blended (combination of Options I & II)
Option IV: Other _____

SECTION B: INSTRUCTION & ASSESSMENT OPTIONS (Select all that apply)

Option I: ADECE Resources

Live Feed Examples)

Zoom Online Platform
Microsoft Teams
FaceTime
Skype
Google Classroom Suite

Communication Tool Examples)

Text and email
Remind app

Appropriate Activities & Resources Examples)

Born Ready™ - <https://bornready.org>
NAEYC Coping with COVID-19 -<https://www.naeyc.org/resources/topics/covid-19>
Atlanta Speech School Online Preschool
Scholastic Learn at Home
TumbleBooks- Virtual read aloud
See Appendix for specific activities and resources

Option II: Individual Programs Hosted

Instruction/Content)

Content and activities align to Alabama Developmental Standards for Preschool Children; accurate and appropriate for children birth to age 8; developmentally appropriate; and provide differentiation of content, delivery of content, and assessment options to allow for multiple pathways to demonstrate skills and abilities.

Student Performance & Assessments)

ADECE recommends all sites finalize documentation in Teaching Strategies™ GOLD®, the formative and cumulative assessment used to inform instruction. For objectives without documentation select the child's name and the following statement should be entered in the option "other": "No documentation is available due to school closure for COVID-19." Once finalization is complete, an Individual Child Report should be run for each child and placed in child's records and/or cum folder upon the return to school (see appendix).

Alabama Department of Early Childhood Education 2019-2020 Academic Continuity Plan- Home Instruction for Early Learning

Post Deca-P assessment data will be completed by teachers virtually. DECA-P assessments can be completed by adult without child present as it looks at the behavior of the child over the previous four weeks.

Data Reporting)

ADECE Monitors will be gathering information for all data reporting to finalize 2019-2020 school year on a final end of the year desk monitoring checklist.

Special Populations)

Students with special needs, including students with disabilities, ELs, free/reduced lunch, etc. are not excluded from participating in courses; LEA must comply with all state and federal regulations specific to students with disabilities and collaborate with the vendor/provider to ensure appropriate access.

Technical Support)

ADECE support staff are available on a timely basis for students, parents, and districts. Coaches provide support for continuous program improvement and will work closely with classroom lead and auxiliary teacher to provide assistance on a one-on-one basis.

Region Directors and Monitors are available to provide technical assistance on an individualized basis for program directors/principals/federal program directors and teachers.

Monitors are also available to support programs in developing transition plans as part of the close of the pre-k learning experience. For example, programs may provide students with summer transition opportunities to close out the current school year and transition into Kindergarten.

Option III: Combination of Options I & II OR Other as developed by LEAs

SECTION C: FINAL COURSE GRADE OPTIONS

Parent/Family Conference)

Initial Conference: ADECE recommends an initial conference with in one week upon returning from spring break to determine individual family needs for providing early learning experiences.

Final Conference: All end of the year conferences must be completed by May 22, 2020.

GOLD End of Year Checkpoint)

Option I: Checkpoint date April 17, 2020

Option II: Coaches will provide one-on-one support to teachers that do not have internet access to complete checkpoint.

SECTION D: LIMITED COURSE SCOPE DELIVERY GUIDANCE

First Class Pre-K)

Identification of skills and abilities needed to meet widely held expectations of developmental standards as defined in GOLD.

SECTION E. OTHER STATE AND FEDERAL ASSURANCES

Supporting Special Education Services)

It is clear the United States Department of Education (DOE) does not want schools in Alabama or elsewhere to consider the provision of services to students with disabilities under the IDEA as a barrier or a reason not to offer educational services to any of their students through distance instruction or otherwise.

In compliance with COVID-19 guidance, the following assurances have been discussed and are included in planning efforts for students with disabilities, including students with 504 plans. The LEA will:

- ✓ Provide services for all students with disabilities, including students with 504 plans, and **maintain appropriate documentation** to support all efforts;
- ✓ Assure that students with disabilities will not be excluded from participating in courses;
- ✓ Comply with all state and federal regulations;
- ✓ Ensure educators and administrators collaborate and utilize creative options to meet the individual needs of the students; and
- ✓ Consider the impact of the LEA's grading option selected in Section C as it relates to IEP review and development for each student. The most recent USDOE guidance can be found [here](#), and additional instructional support resources can be found in the *Academic & Technical Guidance for Emergency End-of-Year School Closures Manual*.

Supporting Dual Language Learners)

As LEAs focus on supporting Dual Language Learners, it is essential to work collaboratively with staff and other agencies to plan appropriately for the following:

- ✓ Provide effective two-way communication with families in a language that they understand.
- ✓ Tailor instruction and assessments to students' English Language proficiency needs in all four-language domains (Listening, Speaking, Reading, and Writing).