WEEKLY UPDATE | October 19 – 2020

From the Executive Director

Dear Head Start staff,

Monday, Oct. 19th is a big day for us! Though we have been operating our two state preschool sites since July, Monday marks a much larger increase to the number of families we'll be serving in person. Getting to this point has taken a great deal of planning and I really want to thank our management team who has worked so hard to come up with plans that allow us to do the best we can for our families and our staff.

We won't all be working with the same staff or the same families we worked with last year and I acknowledge that this can cause an extra sense of loss for some of you – in the middle of everything else that has been brought on by this pandemic. I want to thank all of you for your continued spirit of flexibility. We've talked a few times throughout this pandemic about offering each other grace as we work through the many changes, we've encountered these past months. That spirit is still needed as we once again face the challenge of reopening many of our classrooms. It may take a bit to settle into our new normal, but I know the passion so many of you bring to this work and it is this passion that will get us through these times.

As we begin to work more closely with those outside our homes, I would urge you all to consider getting tested for COVID-19 on a regular basis. This is one step you can take to protect your health and the health of those around you. I've done it and it's not as bad as I anticipated so I hope you'll think about it too. Some resources are listed below for your consideration:

In Napa County:

https://www.countyofnapa.org/2776/COVID-19-Testing

In Solano County:

https://www.solanocounty.com/depts/ph/coronavirus__community_testing_sites

Welcome back to those of you who will begin in-person services this week. To those of you continuing on with the same Distance Services or State preschool scheduling – thank you for your continued efforts to work with families.

Be well and stay safe!

Debbie Peralez,
Executive Director

Stay CONNECTED

Education/Disabilities Department

Are You Teaching Virtual Classes with Zoom?

Whether you are a first time user or a Pro using Zoom video-conferencing application here are some tips and tricks for your virtual sessions.

Tips & Tricks: Teachers Educating on Zoom

Starting a Class

- If it's your first time using Zoom, visit the Educating Guide: Getting Started on Zoom and complete the steps in advance of your class to get you set up.
- Schedule your class in the Zoom application for your desired date/time and copy the invitation details to send to your students.
  *Please note that students will not need to register for an account to join.
- Join your class a couple minutes early to ensure a proper connection then follow the below tips for a quality online learning experience.

Tips and Tricks for Virtual Lessons

- For your first class, set aside some time to introduce your students to Zoom and ensure that they're able to connect their audio and video.
- Give an agenda or plan for each class by Screen Sharing a document or slide at the beginning of class. This gives students a clear idea of how the class will progress, what will be covered, and the activities they'll engage in.
- Discuss online etiquette and expectations of the students in your first virtual class and periodically revisit the topics.
- Utilize the Whiteboard or Annotate a shared document and let your students engage as well. When sharing a whiteboard, document, screen, or image, try whiteboarding math problems or have a student use annotation to highlight items such as grammar mistakes in a paper you're sharing.
- Take time to promote questions, comments, and reactions from your class. Give a minute to allow your students to utilize reactions, write their questions in chat, or be unmuted to ask their questions live.
- Divide into smaller groups for a discussion on a certain topic. You can use Zoom's Breakout Room feature to either pre-assign or auto-assign students into groups for a short period of time so they may discuss things together.
- Have students be the presenter and share projects with the class. This allows your students to show what they're working on while practicing their presentation skills. It also allows students to hear from one another.

zoom   Tips and Tricks for Teachers Educating on Zoom | April 2020 | 1

Tips & Tricks:
Teachers Educating on Zoom

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Teaching Over Video - Delivery Tips and Tricks

- Pre-set your meeting to mute participant's microphones upon entry. This helps to avoid background noise and allow your students to focus on your lesson.

- Look at the camera to create eye contact with your students. This helps to create a more personal connection while teaching over video.

- Take a second to check chat or your student's video (if on camera) to check-in with your students and get feedback.

- Speak as if you're face-to-face with the class while ensuring you're at the appropriate distance from the microphone for the best audio experience.

- When delivering a presentation, sharing images, files or video, give your students a moment to open or take in what you've shared.

- Embrace the pause. Take a moment after the end of your comments and allow for students to engage before continuing on.

Great Tools Built into Zoom for Engagement

- Polling: https://support.zoom.us/hc/en-us/articles/213756303-Polling-for-Meetings

- Breakout Rooms: https://support.zoom.us/hc/en-us/articles/206476093-Getting-Started-with-Breakout-Rooms

- Non-verbal Feedback: https://support.zoom.us/hc/en-us/articles/115001286183-Nonverbal-Feedback-During-Meetings

- Virtual Backgrounds: https://support.zoom.us/hc/en-us/articles/210707503-Virtual-Background

- Sharing a Screen: https://support.zoom.us/hc/en-us/articles/201362153-How-Do-I-Share-My-Screen-

- Whiteboard: https://support.zoom.us/hc/en-us/articles/205677665-Sharing-a-whiteboard

- Annotation: https://support.zoom.us/hc/en-us/articles/115005706806-Using-annotation-tools-on-a-shared-screen-or-whiteboard

- Transcription of meetings: https://support.zoom.us/hc/en-us/articles/115004794983-Automatically-Transcribe-Cloud-Recordings-

- Chat: https://support.zoom.us/hc/en-us/articles/203650445-In-Meeting-Chat

Additional Resources

- Outschool, a marketplace for live online classes, has made available Free Remote Teacher Training Webinars showing how to adapt teaching practices and curriculum to a live video chat classroom. These webinars are led by Outschool's experienced teachers who have transitioned from in-person to online teaching. Educators can sign up and find available times/dates here: https://success.zoom.us/webinar/register/WN_Twxi9n0qQ5WwdtWOxy6JHQ

Education/Disabilities Department

"My Teachers Want To Know"

My Teacher Wants To Know is a resource that will help you support smooth transitions and welcome back your students. Read it now by clicking the link below. These are available in English and Spanish.

CLASS® Concepts for Virtual Learning
RELATIONSHIPS

♥ About Relationships

Shared physical presence is a large part of how we're used to connecting with each other. Strong connections and relationships are important for children who may have recently experienced loss, high stress, or trauma. As you prepare to connect with children in a virtual setting, think about how you will create a safe space for learning, sharing experiences, and taking risks.

CLASS Focus

PC Positive Climate

The emotional connection you have with children and children have with each other. The warmth, respect, and enjoyment communicated by verbal and nonverbal interactions.

TS Teacher Sensitivity

Your awareness of and responsiveness to children's academic and emotional needs. High sensitivity encourages children to explore and learn because they receive consistent comfort, reassurance, and support.

RSP Regard for Student Perspectives

Interactions with children that place an emphasis on their interests, motivations, and points of view. Encouraging children's responsibility and independence.

Planning for Relationships in a Virtual Setting

Brainstorm how you will form relationships with children through virtual interactions. Much like in classroom settings, planning for whole group, small group, and individual time with children will ensure they consistently get the various supports they need.

✎ Making a Personal Connection

Developing personal connections is an important part of forming and strengthening relationships with children. Think about ways to learn about each other, share your ideas, and have fun together!

Some Suggestions

1. Talk about favorites—toys, games, tv shows, foods.
2. Have a virtual dance party—and get any other adults who are present involved too!
3. Share positive comments, air hugs, high-fives, and finger hearts.

Your Idea(s)

_____

_____

_____

_____

✎ Encouraging Peer Connections

Children love being with their friends at school, but they need support to connect virtually. Help children take turns talking, listening, and showing an active interest in each other.

Some Suggestions

1. Play games such as charades, Simon Says, and mirror me.
2. Have children do a virtual show-and-tell.
3. Meet regularly with the same small groups.

Your Idea(s)

_____

_____

_____

_____

✎ Forming Emotional Trust

Awareness of children's needs in a virtual setting requires extra attention to nonverbal cues. Your responsiveness is important. Seeing you as a secure base helps children feel open to instruction and willing to take risks.

Some Suggestions

1. Look for facial and verbal expressions. Match the emotions you see.
2. Ask children to share their ideas and perspectives.
3. Create special signals children can use to ask for help.

Your Idea(s)

_____

_____

_____

_____

RELATIONSHIPS

Out of Classroom Supports

Live sessions, where you can interact in the moment with the children in your class are only a part of what it means to provide virtual instruction. You are likely sending instructions and curriculum to families. You may be filming yourself for children to watch later. You may be offering hybrid instruction—for instance, leading an in-person activity for some children while others watch at home via a webcam. Your live sessions, whether with your whole class, small groups, or individuals, are a crucial time to build relationships through interactions, but you can work toward the same goals any time you are supporting children and their families in this environment.

Before your virtual session begins …

Now that you've brainstormed some ways to form relationships in your virtual classroom, choose an interaction goal to focus on during your next meeting with children.

Today, my interaction goal is:

- [ ] Get to know the children better.
- [ ] Have fun together.
- [ ] Let children know I notice and respect their feelings.
- [ ] Give children chances to make choices.
- [ ] Invite children to share their ideas.
- [ ] Help children connect with each other.

After your virtual session …

How did it go? Were you able to connect with children in the way you planned with the goal above? If so, check off the related observation at right! Perhaps you connected in other ways too! Check off anything else you noticed.

Today, I noticed that:

- [ ] I learned something new about a child / children.
- [ ] We were smiling and laughing together.
- [ ] We were talking about our feelings.
- [ ] Children chose some of the activities we did.
- [ ] Children shared their ideas.
- [ ] Children talked to each other.

Next time you meet with children …

Now that you've taken a moment to reflect on the interactions from your recent virtual teaching session, it's time to consider what you'll do next time to continue building relationships. Based on your reflection, consider the statements below, and complete those that stand out to you.

1. Follow up on an idea we had by _____ _____

2. Ask a child about _____ _____

3. Provide these choices: _____ _____

4. Help children connect with each other by _____ _____

5. Do this again: _____ _____

6. Try this instead: _____ _____

Relationship Reminders!
Just snip and tape by your virtual workstation.

PC

Let each child feel seen. Call them by name.

PC

Smile! You're on camera!

PC

Air hugs! Air high-fives! Finger hearts!

PC **RSP**

Have fun together! Laugh! Move!

PC **RSP**

Be curious. Find out something new.

TS

Accept feelings. Show empathy.

PC **RSP**

Nurture ideas. "Tell me more about that."

PC

Physically distant, but socially close.

PC **RSP**

Talk *and* listen. Listen *and* talk.

My Teachers Want to Know

We are glad to be open and welcoming you and your child back to our program! As we return, our teachers want to make the transition as smooth as possible. The pandemic has impacted every family in different ways. We want to make sure we are responsive to your child's needs and help you and your child feel supported. To the extent that you feel comfortable, we ask if you would please share any information that would be beneficial for your child's teacher to know. We have provided a few questions below that will help us get a better idea of how things are going and how to support your child. Please feel free to answer only those questions you feel comfortable with.

1. Have there been any changes to your child's environment at home that might impact their transition back to school that you want us to know about? (check all that apply):

- ☐ Moved to new location
- ☐ Family member(s) now working from home
- ☐ Change in schedule or routines (e.g., working hours of family member changed so child had to be up earlier)
- ☐ Family impacted by illness/death
- ☐ Change in who is regularly living in the home
- ☐ Change in caregiver (e.g., grandparent with your child during the day, sitter was with child while school was closed)
- ☐ Other:_____
  _____

2. During the "stay at home" time away from school, my child… (check all that apply):

- ☐ missed seeing friends at school.
- ☐ enjoyed having more family time.
- ☐ had a difficult time with not being able to go places we usually go.
- ☐ was okay with changes in our routines.
- ☐ was worried about someone who was ill.
- ☐ seemed sad or withdrawn.
- ☐ was more anxious and nervous.
- ☐ was frustrated easily or had more meltdowns.
- ☐ was clingy and did not want to leave family members.
- ☐ had a change in sleeping patterns.
- ☐ had a change in eating patterns.
- ☐ Other:_____
  _____

3. We want to effectively support your child at school. What strategies work best when your child experiences challenges or difficulties? (check all that apply):

- ☐ Engaging in a calming activity. Please specify:
  _____
- ☐ Receiving a hug
- ☐ Going for a walk
- ☐ Reading a book with an adult
- ☐ Giving them time to calm down
- ☐ Talking with them about their feelings
- ☐ Playing a favorite game or a favorite toy. Please specify:
  _____
- ☐ Using visual supports (e.g., visual schedule, visual choices)
- ☐ Other:_____
  _____

4. How can we help you support your child at home? Do you need resources or support to help your child at home with any of the following? (check all that apply):

- ☐ Morning routine
- ☐ Grooming routine
- ☐ Meal-times
- ☐ Riding in the car
- ☐ Naptime
- ☐ Bedtime
- ☐ Following directions
- ☐ Playing alone
- ☐ Playing with others
- ☐ Handling frustration or anger
- ☐ When a visitor comes to the house
- ☐ Transitioning to school
- ☐ Transitioning out of school
- ☐ Trips within the community
- ☐ Other:_____
  _____
  _____

5. We want to be in touch with you and make sure you can share information with us. What is the best way for us to have communication with each other? (select all that work best for you):

- ☐ Email (best email)_____
- ☐ Phone calls (best number) _____
- ☐ Texts (best number) _____
- ☐ Notes from home to school/school to home
- ☐ School App

6. If needed, please feel free to share any other information that would be helpful for your child's teacher to know about your child's time at home:

_____
_____

Stay CONNECTED

Education/Disabilities Department

Important PAYCOM and Program Calendars Updates

All of the calendars for 2020-2021 have been updated – you can find the most up to date calendars on the **staff resources** section of our website in the calendar folder of the **procedures tab**.

This includes:

- Program calendar
- 5 day work week calendar
- Paycom calendar
- Parent calendars for each program option

Health and Nutrition Department

Sunscreen
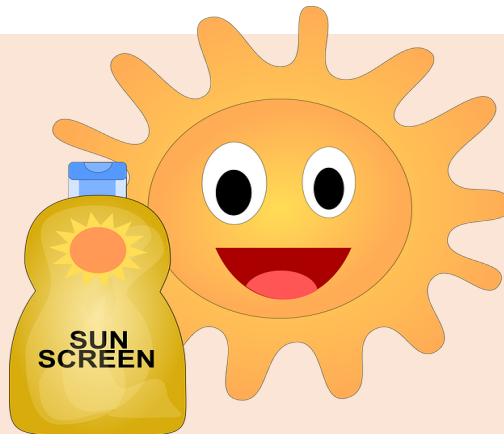
This program year all children enrolled in center-based classrooms can have sunscreen applied by staff. **Parents/ guardians must complete and sign the Permission to Apply Sunscreen** form (HE34) if they choose to have staff apply sunscreen to their child during the months of April through October. Staff is to apply sunscreen to children 20 minutes prior to going outside for play.

Parents/ guardians may prefer to provide a particular type of sunscreen from home for staff to use on their child, and if so, it is to be noted on the Permission to Apply Sunscreen form (HE34).

Sunscreen with a **SPF of 30 or higher** is available from the Distribution Facility.

Staff can order sunscreen on the Consumables Requisition form (DF01).

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Human Resources Department

Paycom SHOW ME HOW

The following steps and illustrations guide you to complete a "Punch Change Request" in PAYCOM.

Ensure the accuracy of your worked hours by login in your employee Paycom account.

If you need a punch change request, see below

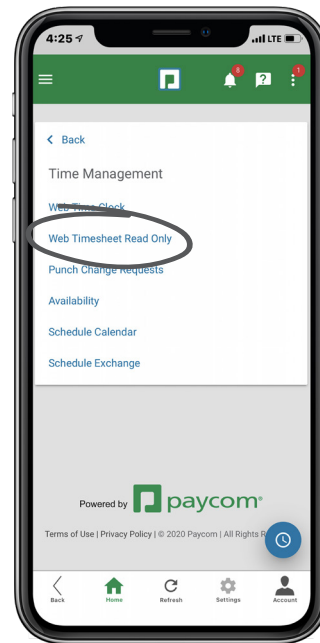# SHOW ME HOW

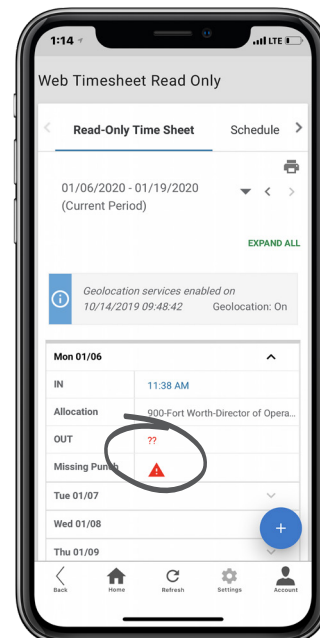## to Request a Punch Change
Time and Attendance

STEP 1

Navigate to Time Management >
Web Time Sheet Read Only.

STEP 2

Any missing punches
will be indicated with two
question marks (??) and an
exclamation point (!) within
a red triangle. To correct a
missed punch, click "??."

EMPLOYEES

Visit the Help Menu for the most up-to-date version of this guide.
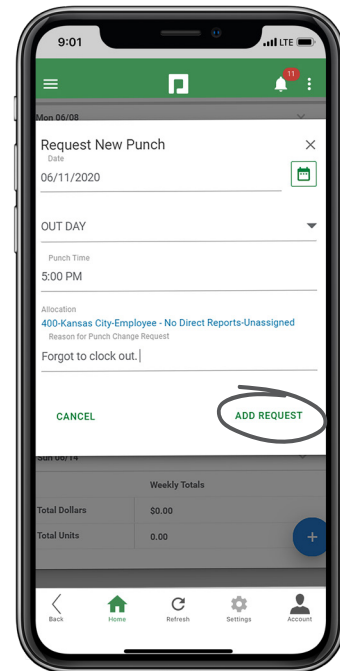
paycom®

to Request a Punch Change
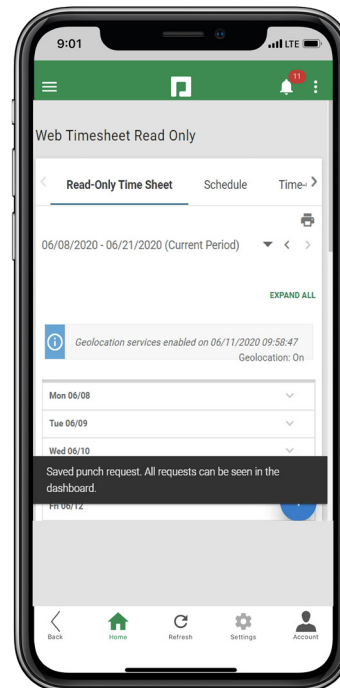### Time and Attendance

STEP 3

On the Request New Punch pop-up window, enter the date and the time of your missed punch. If necessary, enter a reason for your request. Then, click "Add Request."

Make any change needed such as adding, editing or deleting a punch.

9:01   .ıll LTE

Mon 06/08

Request New Punch   ✕

Date
06/11/2020   📅

OUT DAY   ▼

Punch Time
5:00 PM

Allocation
400-Kansas City-Employee - No Direct Reports-Unassigned
Reason for Punch Change Request
Forgot to clock out.

CANCEL   **ADD REQUEST**

Sun 06/14

	Weekly Totals
Total Dollars	$0.00
Total Units	0.00

Back   Home   Refresh   Settings   Account

STEP 4

A confirmation message appears.

9:01   .ıll LTE

Web Timesheet Read Only

Read-Only Time Sheet   Schedule   Time- ›

🖨

06/08/2020 - 06/21/2020 (Current Period) ▼ ‹ ›

EXPAND ALL

ⓘ *Geolocation services enabled on 06/11/2020 09:58:47*
Geolocation: On

Mon 06/08   ⌄

Tue 06/09   ⌄

Wed 06/10   ⌄

Saved punch request. All requests can be seen in the dashboard.

Fri 06/12

Back   Home   Refresh   Settings   Account

EMPLOYEES

Visit the Help Menu for the most up-to-date version of this guide.

paycom®

Stay
CONNECTED

Information Technology Department

Do you have a Canon iR 1435 Printer at your site?

Here are the steps to follow to register an email address on the directory in a Canon iR 1435 scanner/printer.

1. press **SCAN** button on control panel

2. -press **ADDRESS BOOK** button (top button, left side of display)

3. -press Left Arrow once to select *register icon* on screen

4. -select "**Register New Address**", <OK>

5. -select "**Coded Dial**", <OK>

6. -select "**Email**", <OK>

7. -select "**Name**", <OK>

8. -Enter user's name, select "**Apply**", <OK>

9. -select "**Email Address:**", <OK>

10. -Enter email address, select "**Apply**", <OK>

11. -use arrow to scroll down to "**Apply**", <OK>

If you followed these steps you have added a new contact on the directory.
Need assistance? Please send a helpdesk request at helpdesk@childstartinc.org or call 707-252-8931 x HELP (4357)