

## PreK Reentry Plan

1. **Days and Hours of Operation:** Please note that required instructional hours remain at 450 or 900 in accordance with your funding. The new public health order requires remote learning until September 8. Per the Governor's order, it is possible to bring children into the classroom in groups of five children with one adult during this period of remote learning. Please provide the schedule of remote learning for preschool children. Include:
  - a. reading time with family; 20 min
    - i. daily with suggested text/books for reading and discussions.
  - b. suggested outdoor time;
    - i. daily for 30 minutes 2x per day with suggested activities for outdoors as well as free play
  - c. creative time, etc.;;
    - i. 1 hour per day with suggested activities for creative time: art, pretend play, building, etc....
  - d. online learning – no more than one hour per day to include interactive activities
  - e. learning packets; 20 min per day
    - i. i.e, fine motor skill practice, SEL activities, etc...
  - f. whether you will bring children into classrooms in small groups of five children with one adult.
    - i. Beginning August 31<sup>st</sup>, students will be coming to campus on a 5:1 model

We will ask that you submit your days and hours of instruction when you begin your hybrid model.

2. Please describe your remote learning days, including
  - a. the name of your district's learning platform;
    - i. World of Wonders will be utilized to create and share lessons through the communication tool ClassDojo with parents.
  - b. the proposed schedule of learning activities will consist of a combination of the following daily
    - i. Social-emotional
    - ii. Outside learning time
    - iii. structured literacy
    - iv. mathematics
    - v. Science/Social Studies
    - vi. Music/Movement
    - vii. Writing
    - viii. Family time
    - ix. Creative time
  - c. if learning packets will be provided to families and the approximate time required to complete the activities - 20 minutes daily (this is indicative of only activities on paper; parents will also be given activities that will not require paper but interaction and movement by the student.
  - d. devices and educational software or programs provided

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World of Wonders digital access once tablets have been received for online

- e. how the educational assistant will participate?
    - i. small group zooms, answering parents in chat boxes
  - f. how the teacher will individualize instruction?
    - i. teachers may zoom with students as long as the parent is present during the zoom
  - g. how the evidence-based curriculum will be delivered;
    - i. videos, zoom and recordings
  - h. how services required by a child's IEP will be delivered
    - i. Ancillary Time – Zoom groups/scheduled In person therapy
  - i. use of the resources from the WNMU Canvas site.
    - i. Videos/activities for SEL, Science, Art; trainings
3. What is your plan for ongoing communication with families? Please include:
- a. plan for virtual home visits
    - i. Communication with parents will be required weekly, with tiered communication implemented based on student progress/work through Zooms and ClassDojo
      - 1. Teachers will offer multiple opportunities for zoom meetings in small groups as well as individually
  - b. method for determining families' access to technology, including internet access
    - i. Part of the registration process was identifying the need or not for a device as well as internet access
  - c. how you will orient children and parents/caregivers to the use of digital devices, remote learning platform, and learning packets
    - i. The first full week of school parents will have their student work on packets, the second week will be another packet but this will be the week(provided devices are in) for training parents and students on digital platforms and accessing lessons online. We want parents and students to try sample lessons, devices and platforms to troubleshoot issues prior to going live digitally.
  - d. how you will orient children and parents/caregivers to the learning schedule, and how will they be notified if a change must occur
    - i. Through orientation parents will be introduced to the remote plan and what they can expect that includes establishing routines and predictable structures with what is assigned.
  - e. the plan to complete screenings, including developmental, social-emotional, physical, vision, and hearing screenings. Explain how you will communicate results to families and, if needed, ensure the referral; and,
    - i. Some screenings can be partially completed during remote only, other parts of screenings will need to wait for in person and some can be scheduled for in person screening. Once we begin HYBRID any screenings not completed will be made a priority to complete.
  - f. the link to your website posting of the updated Family Handbook.  
[http://www.hobbsschools.net/UserFiles/Servers/Server\\_6/File/Kerri%20Stone/NM%20PreK%20Family%20Handbook.pdf](http://www.hobbsschools.net/UserFiles/Servers/Server_6/File/Kerri%20Stone/NM%20PreK%20Family%20Handbook.pdf)

If the items below are in your updated handbook, please only indicate the page number. You do not need to type information that is in your handbook.

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This plan will be attached to the handbook on our website by a link as the PreK Reentry plan. Updates will be automatic as changes are made. i.e., when we begin HYBRID model.

4. Please describe your remote learning days, including see Page 2
  - a. the name of your district's learning platform;
  - b. the proposed schedule of learning activities, e.g. social-emotional, structured literacy, mathematics;
  - c. if learning packets will be provided to families and the approximate time required to complete the activities;
  - d. devices and educational software or programs provided;
  - e. how the educational assistant will participate;
  - f. how the teacher will individualize instruction;
  - g. how the evidence-based curriculum will be delivered;
  - h. how services required by a child's IEP will be delivered;
  - i. use of the resources from the WNMU Canvas site; and,
  - j. how you anticipate the plan will change if the health emergency requires that your district move to a fully remote learning model.
  
5. What is your plan to support children with developmental delays and disabilities?
  - a. How will you ensure that each child receives the services in the IEP?
    - i. Ancillary time – regular schedule as available; scheduled in person therapy, zoom when the best option. How will this occur during remote learning days if this is part of your hybrid model? Students will receive services whenever possible while on campus during HYBRID model; when must do during remote time will schedule in person, zoom.
  - b. Will some children with IEPs attend school in person during the remote learning time?
    - i. Yes - Autism students
  - c. How will you ensure that the referral and evaluation process for a child with a suspected delay or disability occurs within IDEA timelines?
    - i. Communication with parents to connect via email, text and/or zoom. Scheduled in person when necessary to evaluate.
  
6. Please describe your plan for teachers to participate in coaching and to complete FOCUS training requirements. Include any specific assistance you would like your coach to provide. Virtually through zoom until back fully. Coaching assistance as of right now to continue to reach out to teachers and principals regarding required trainings as well as continued support regarding any needs or thoughts that may arise.

Please inform both Brenda Kofahl and your Early Childhood Instructional Coach when there is a major change in your reentry model.

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# Hobbs Municipal Schools Reentry Guidelines

### **Before leaving home:**

- Parent checks the child for symptoms, in the event of a temperature 100.4, keep the child home until symptoms subside for 48 hours; contact the school office to report the absence
- Have your child wash their hands just prior to leaving home
- Please send your child to school with a full bottle of water and face covering
- Check their materials and confirm they have the items needed for the day; homework and supplies. This will avoid multiple trips to the campus throughout the day.

### **Riding the Bus:**

- Parents wait at bus stop with students until the child has cleared the screening
- To avoid grouping of students, stay in the car or stand at least 6' apart while waiting for bus arrival to minimize grouping of children from different households.
- Temperature checks are required before a student may load in the morning. Any temperature of 100.4 or higher will need to return home with their parent.
- Hand sanitizer will be used as students enter the bus and leave the bus.
- Buses will establish loading and unloading practices to limit the direct person to person contact; students sit in assigned seating; No more than 2 students per seat
- Face coverings (masks, neck gaiters or face shields) are required for all students and staff while riding the bus, with limited exceptions for students or staff who have medical reasons for not being able to wear a mask or face shield.
- Buses will be disinfected between routes and at the end of the day

### **Entering the School Building:**

- Elementary buildings will be open at 7:45 am
- Secondary buildings will be open at 7:50 am
- Face coverings (masks, neck gaiters or face shields) are required for all students and staff except while eating, drinking and exercising (including recess), with limited exceptions for students or staff who have medical reasons for not being able to wear a mask or face shield.
- Temperature checks are required of staff as they enter the building. Any temperature of 100.4 or higher will be isolated and sent home. (confidentiality will be maintained)
- Screen all students to the extent practical. In the event the child displays symptoms, including a temperature of 100.4. Student will be isolated until they can return home.
  - o Consider safety and privacy concerns (confidentiality should be maintained).
- Follow marked spaced lines to enter the building and designated entrance and exit flow paths
- Essential visitors must call school office before entering; screening and face covering will be required
- Large group gatherings will be avoided
- Restrictions for nonessential visitors and volunteers
- Students or staff who feel ill after coming to school will be isolated until they can return home

### **Transitioning & Gatherings:**

- Hallways will have lanes as flow paths to keep students separated
- Class changes will be staggered to decrease the number of students in hallways
  
- Same groups of students will stay with the same staff as much as practical.

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- Large group gatherings will be avoided and discouraged (especially in parking lots, common areas)
- Recess will be staggered to reduce the numbers of students together at a given time
- Classrooms will follow the 6' distancing or 50% capacity
- Extracurricular activities will follow the NMAA guidelines (coaches and student athletes tested)
- Every school will have signage as reminders of proper hygiene information and possible symptoms.

### **Meals:**

- Meals will be provided for every student every day (even when learning from home).
- Disposable plates, utensils, etc will be used
- Cafeteria and serving lines will be marked with designated entrance and exit flow paths.
- Lunches from home may be brought to school and left in designated areas for student pick-up of meals. Face coverings (masks, neck gaiters or face shields) are required for parents dropping off lunch.
- Cafeterias will be cleaned after each serving and throughout the day.
- Elementary students will go to the cafeteria to pick up their breakfast & lunch and return to the classroom to eat. Trash cans need to be outside the classroom in the hallway for disposal.
- Secondary schools have capacity to eat in the lunch room with their regularly scheduled lunch time with tables being limited to adhere to distancing and gathering practices.
- Remote learners will be able to pick up their lunches on off days at a designated location and time. Breakfast will be given out with their lunch for the next morning.
- Buses will deliver lunches to designated areas for students in remote areas

### **Practicing Prevention:**

- Good hygiene measures will be taught and reinforced (hand washing, covering coughs, face coverings)
- Hand soap and hand sanitizer will be provided
  - o Hand sanitizer will be applied as students arrive for the day; frequent washing of hands will be a priority;
- Classrooms will be equipped with disinfectant kits - spray bottle, disposable towels, gloves and disposable masks to be used throughout the day.
- Frequently touched surfaces will be cleaned/disinfected at least daily.
- Students may bring their own water bottles from home. Students will be scheduled to refill their personal bottle with staff operating the water fountain. Water fountains will not be used by students.
- Deep cleanings of schools prior to school opening, school breaks, weekends will occur.

### **Temporary School Closure:**

- Instruction would continue using the remote learning model used under Hybrid Model
- Close off school building if used by a COVID-19 positive sick person and do not use before cleaning and disinfection.
- If possible, wait 24 hours and then clean and disinfect the campus. If it is not possible to wait 24

hours, wait as long as possible. Ensure safe and correct application of disinfectants and keep disinfectant products away from children.



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- Advise sick staff members and children not to return until they have met NMDOH criteria to discontinue home isolation.
- Inform those who have had close contact to a person diagnosed with COVID-19 to stay home and follow NMDOH guidance if symptoms develop. If a person does not have symptoms, follow appropriate NMDOH guidance for home quarantine.
- If the school is closed due to a positive COVID-19 test, the campus will be closed and disinfected prior to reopening.
- If the school is closed and students go to a full remote learning model the turnaround time is at least 48 hours

### Teaching and Learning:

<b>Learning Options</b>	<b>Hybrid (on campus 4 days/week)</b>	<b>Hybrid (AA/BB on campus 2 days/week)</b>	<b>Fully On-Line (at home every day)</b>
Grade levels	K-3 only & Sped D level K-12	4-5 & 6-12 Sped Resource 4-12	K-12 & Sped D Level K-12