

PreK Reentry Plan

As guidelines change this document will be updated

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; 30 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. We will not be bringing in small groups of students onto the campus at this time.

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

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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