**GENERAL GUIDANCE FOR PREKINDERGARTEN “SCHOOL AT HOME” DAYS**

The following are suggestions for LEAs serving prekindergarten students. These are not meant to be directives, but recommendations to increase student outcomes while our youngest learners are at home.

1. Use your existing prekindergarten curriculum or Scope & Sequence document to give family members direction on what concepts and skills to introduce, reinforce and/or practice at home. These could be as simple as daily or weekly themes/units/projects. All prekindergarten curriculum listed on the State Board of Education’s Instructional Materials List have resources designed specifically for families to enhance their child’s learning while they are at home.
2. Find ways that the classroom teachers can communicate to students and family members at least once, preferably twice, during the day, i.e. YouTube video, email, text, phone message.
3. Give family members a sense of how the “school at home” day can be organized. A suggested schedule is available in the Instructional Continuity Planning guide, 3.1.
4. Teachers should be prepared to give family members the following daily resources that align with the classroom’s objectives:
* Daily message(s) – Teachers can give students information about what they will learn about in the day
* Read Aloud book recommendations that align with theme/unit/project, along with resources to access those recommended books
* Play-based activities that align with theme/unit/project – It is recommended that at least four-five daily independent activities are suggested for the student and family to choose from. These activities should use materials that most households would have or that the school can provide to each student. Be sure to follow age-appropriate guidelines, such as:
* Activities should be play-based, foster creativity and be open-ended; avoid worksheets and rote learning
* Activities should be focused on what the teacher wants the student to learn and/or practice
* Adjustment of activities can be done based on student’s knowledge or skill level
* Be attentive to and meet the needs of English learners and students with special needs
* Digital resources that can be used by family members to support one-on-one direct instruction or student practice. It is recommended to use the digital portal provided by most prekindergarten curriculum, if available. Note that screen time should be limited for young children.
* Create a way for family members to communicate and ask questions to the classroom teacher.