

## What will a Covid day in Pre-K look like? - Final

### **Big Ideas** to think about:

The information below should serve as guidance for PK teachers as you prepare your schedule for the 2020-2021 school year.

- As you plan, always ask, "What can I do to **reduce the risk** in my classroom?" Teachers are encouraged to reflect, adapt, and plan based on the needs of students in individual classrooms.
- Rather than *social* distancing, we want to **physically distance** students. Students need to use and receive language. We still want to provide opportunities for students to talk, think, and share while still reducing the risk as much as possible. They need the socialization of PreK but also need physical distancing.

Below are times of the day that need to be considered in Physical Distancing and Reducing the Risk. Think about reducing "stuff" that would assist in Physically distancing and Reducing the Risk. Helping to remove risk would be to remove all cloth items such as couches, beanbags, stuffed animals, etc that can not be sanitized.

### **Arrival and departure:** No-Contact Sign In/Out (see Protocols)

Each campus will need to brainstorm a plan for admitting/dismissing outside since parents will not be allowed in the building. We are happy to brainstorm with you.

- Arrival may be particularly challenging since children may start coming in as early as 7:15 and not everyone is on duty at that time. Some campuses will need to think about where the bus students enter and where the rest are dropped off. We do not need to see students tag numbers or ID at drop off. Sign them in when you "get" them. Once they arrive in the building they must be with an adult at all times and six feet away from others. Consider that sitting with other classes will increase exposure.
- Dismissal will be done outdoors. Spots or Xs on the ground will help students physically distance. You will need both TA and teacher to dismiss. Some campuses have a drive-by system for dismissal. Walkie talkies might be helpful in these situations. Again, students must be with (or seen by) an adult at all times. Those picking students up can show you their tag from the window of their car or as they are walking up. Depending on your situation you may need Xs for parents to stand in line at a distance from you and other parents.
- Here is a picture of the backpack and parent tags. The Student backpack ID tags are 2 5/8" w x 4" h and the parent "hanging" tags are Student ID Tags are 2.75" w x 4.75" h



### **General- Individual Space and Supplies**

Students will need a space in the room that is “theirs”. It could be on the carpet or on the table or a combination of both. You are receiving a class set of **student caddies** for individual supplies (Crayons, markers, glue sticks, pencils, scissors, writing journal) A **magnetic white board** has also been furnished that can have multiple uses in the day for writing, math and a hard surface as needed. It can be housed in the individual caddy. You will also receive enough for students to have their own baggie of **magnetic two-color counters**. Again, these can be used for many purposes. You will receive **“sit spots”** for each student to help designate their space. Campuses will receive **colored masking tape (8 colors)** to share and packing tape.

Each student will have a **basket/tub** that will hold blocks/toys for their use only. Put something in these tubs that students can immediately go to and use during transition time, entering the classroom, waiting for restroom, etc. It will be quick and easy for students to be appropriately engaged while you are transitioning, getting food out, etc. These items can be cleaned and rotated so students have something different every day or week - at your discretion. Teachers will also be provided an **LISD mask** as well as a **clear mask**.

### **Entering the classroom**

Students need to enter the classroom one at a time, receiving an appropriate modified greeting and sanitizing as they enter. An adult should help them put away their backpack and move to their individual spot on the carpet to play with “their” tub of toys until given their next directions. Lockers or cubbies should be separated by skipping one in between students. Alternative baskets or cubbies can be used to spread out around the room.

### **Whole group**

Students will sit 6 ft apart on their spot (table or carpet or combination) Obviously we will not be able to “circle” up type songs, etc. Remember to provide a spot for inclusion kids.

### **Plan Do Review**

This is such an important part of our day that we want to make sure it is included using physical distancing and we are “reducing the risk”. Here are some suggestions of how you might make this work. For all options, students will need to sanitize their hands entering and leaving each center. If at any time children contaminate center items (sneezing on them, licking, etc), the items should be immediately removed, sanitized thoroughly and added back to the center the next day.

Keep in mind that children can pretend play without some of the items that we normally provide for them. They have huge imaginations! Let them use them!! Sometimes less is more!!

- **Family groups:** Divide students into groups of 3-4 and they go to centers together. When family groups go to each center, a specific colored basket or a shelf outlined with colored tape will hold the supplies that they are to use. These will be provided for use. Each family group would have their own colored basket of supplies. Students would still need to physically distance. Teachers could assign the stations or let the family groups decide where they would like to go. Family groups could alternate who gets to “choose” their center first. Physical distancing should be in place.
- **Partners:** This would be similar to the family groups but there would not be designated supplies. Because of the number of centers this would involve, you might want to reduce how many go to centers at one time. The teacher or TA could hold small groups during this time to reduce the number of children in centers. There could be a series of 4 or 5 small groups during the 60-75 minute Plan-Do-Review time. Physical distancing should be in place.
- **Free Choice:** This is very similar to how we do centers now. Students would choose where they would like to go (make a plan). Students would sanitize and physically distance from anyone else in the center. Each center would have a limit of how many it could accommodate. Students would put a clip or symbol at the entrance of the center and move as desired, sanitizing and moving the clip to the new center. Reducing the number of children going to centers would be advantageous. Teachers or TAs could hold small groups during this time to reduce the number of children in centers. There could be a series of 4 or 5 small groups during the 60-75 minute Plan-Do-Review time. Physical distancing should be in place.
- In all options children should play by each other in their own space.  
**Suggested ways to physically distance at centers:**
  - Physical distance = 6 feet apart

- Tape off squares, Xs, or lines that show students where to play
- Use hula hoops or dots to designate where students can play
- Space out students & label on tables where students can play (ex-opposite ends of table)

**Rest time:**

Students rest things must be 6 feet apart resting head to toe. Using the individual spots set up for transitional times or whole group might be a good place to start. It is suggested that the rest spot be physically designated and a map created for use on days when a substitute is present.

**Meals:**

Students must be Physically Distanced 6 feet apart whether in the cafeteria or eating in the classroom with the TA, if that is what is determined by your campus. In the classroom, children can eat at their table or carpet spots. When eating on the carpet, it would be best if students ate on plastic trays that could be easily sanitized. Students should throw away their own trash and sanitize hands. Area should then be sanitized. Students might go to their transition tub to play while others finish eating.

**Safe Place**

Use vinyl items that are easily cleaned instead of cloth items or stuffed animals. Sanitize the area after each student use.

**Restrooms**

Students must wait their turn by physically distancing on an X that has been designated or at their transitional spots. Restrooms must be sanitized after each student/adult use. Don't forget to sanitize frequently touched surfaces.

Personal Protection Equipment (PPE) has been purchased for each class specifically for assisting with potty accidents. (shields, gowns, gloves, and sanitizing wipes) Each campus will need to order baby wipes and pull ups as needed.

**Sanitizing**

Students are allowed to wipe surfaces/toys if the teacher sprays the disinfectant. They are to use two paper towels on top of each other, throw them away and then wash or sanitize their hands.