

NECP Distance Learning Plan



Preschool Student Engagement and Participation

- A preschool student needs to play and engage in their world at a developmentally appropriate level. Preschool students also need to be active and move! Engaging with their teachers and friends is also very important at this time.
- During live activities preschool families will be expected to join their student(s).
- If parents have concerns about their child accessing resources they may contact the classroom teacher or case manager during their office hours.
- Activities will be posted on classroom websites and on the Newton Early Childhood Program Facebook page.

Plan for students who are not able to join any live sessions or who need additional scaffolding to engage with distance learning lessons

- Based on teacher collected data, teachers can follow up by phone/email to create a plan for encouraging participation.
- Additional supports for students with disabilities and ELL's are also listed in the educator expectations section.

Goals and Expectations

- The most important outcome is for students to feel cared for and supported by their teachers, and to be meaningfully engaged in developmentally appropriate learning activities for some portion of each day. Regular communication with students and families will help maintain a sense of classroom community and is strongly encouraged.
- For classroom teachers, daily communication will occur through a combination of Zoom meetings and greetings (written, audio and/or video recorded) posted for student access. In addition, teachers may also send out group emails or posts or conduct check-ins with students and parents through video or phone calls. Check in meetings can be with small groups, as a whole class or, in certain cases, one-to-one. The teacher determines what mode works best. Classroom teacher Zoom meetings are expected to last approximately 15 minutes, and occur once to twice per week.
- Consider Universal Design for Learning (UDL) principles in creating lessons, choices and activities for distance learning. UDL resources might include office hours, discussions, community building activities, or small group check-ins. Given that all students may not be able to attend these sessions, additional outreach and support should be offered to those who cannot attend in real time.
- Weekly plan/schedule are to:
 - be made accessible to families by 8:00am Monday morning.
 - include a menu of options of possible activities to reinforce learning.
 - represent approximately one half (at most) of what students would be expected to accomplish in class.
 - for IEP students individual service plans will be created.
- To achieve these ends, we have provided the following *guidance* for staff:

- prioritize relationships and establish routines for class connection before engaging in any form of distance teaching and learning schedule.
- consult and co-plan with relevant colleagues (e.g., classroom aides, behavior therapists, related service providers, psychologist, social worker, and teachers of English Language Learners).
- design activities that enable students to engage in practice and exploration through activities which may or may not culminate in a tangible product of some kind.
- consider non-digital activities to foster wellness, life skills or experiential learning, utilizing ground materials (e.g., household chores/matching, cooking, etc...)

General Expectations for PreK School Educators:

- Check and answer emails from parents, colleagues, and administrators daily during the week. Refer challenging inquiries or requests to an administrator.
- Participate in online group meetings weekly (including faculty, classroom team, etc) to develop distance learning activities.
- Participate in professional development and learning focused on online tools to support distance learning, including Aspen, Google Docs, Google Slides, Google Classroom, Google Meets, and Zoom.
- Participate in additional professional development activities offered by NPS, including possible book study, online courses, and technology support (possible topics include social emotional learning, culturally responsive teaching, universal design for learning, and technology integration).
- Review and follow NPS [Video Conferencing Guidelines for Faculty](#).
- Please see additional PreK Educator Role Specific Expectations accessible [here](#).

Expectations and Support for PreK School Planning Teams

- Teams should meet weekly via Google Meets or Zoom, as indicated in school based virtual meeting schedules. Team meetings should be scheduled with support from administration to ensure building administrators and other specialists can participate, as needed.
- All teams should create a Google Doc Agenda and Notes doc to share with Building Administration.
- In order to support each staff member's personal and home needs, teams can share responsibility for developing content, providing instruction, providing office hours, collecting assignments, etc.
- Teams should create a shared weekly experience for students. Plans should be made in collaboration with special educators, ELL teachers and other specialists in order to develop appropriate independent tasks and sufficient choices to be accessible to all students.
- Teams should create a shared plan/schedule learning activities for the week, using a template provided.
- Weekly plan/schedule should be made accessible to parents and students, with all daily content accessible by 8:00am Monday.

Modes of Communication with PreK Students and Families

Opportunities for communication in a distance learning environment include:

- Daily Classroom Meeting: Synchronous (live) using Zoom conferencing and asynchronous (recorded or written) classroom meetings to take place during school hours.
- Instructional and Enrichment Opportunities: Using a combination of Google Docs, Google Slides, and/or other tools already in use by classroom and specialist.
- Student Check Ins: Teachers will check in with families to monitor the level at which a student/family is able to access and manage the lessons and activities.
- Parent Engagement: Classroom teachers, related service providers, social workers, school psychologists will be available for “check-ins” to assess student need during weekly office hours.
- Resources and technical support will be available from the Information Technology department. Teachers and teaching teams are encouraged to reach out to your building based Instructional Technology Specialist for support as needed.