Creating Developmentally Appropriate Learning Environments During the COVID-19 Pandemic for Early Childhood Programs (Preschool up to Grade 3)

Introduction

The purpose of this document is to provide resources for early childhood (preschool up to grade 3) school administrators and educators in designing in-person and remote learning environments that engage young students in the learning process while also meeting the applicable health and safety requirements and guidance issued by the Department of Early Education and Care (EEC) and Department of Elementary and Secondary Education (DESE).[1] This document supports the Joint Guidance issued by the Department of Early Education and Care and the Department of Elementary and Secondary Education: Childcare Options for Hybrid and Remote Learning Models (August 28, 2020). It provides guidance in the following three areas:

- Setting up learning environments;
- Materials; and
- Play and learning.

Practices described in this document support the learning and well-being of students in preschool up to grade 3 (unless otherwise noted) and are aligned with the Massachusetts Preschool and Kindergarten Social and Emotional Learning (SEL) and Approaches to Play and Learning (APL) Standards (June 2015). These practices can also be adapted and utilized across higher grade levels. Public school and community-based early childhood programs are encouraged to use these resources to inform how they organize early childhood classrooms and programs during the COVID-19 pandemic.

Learning in a time of physical distancing, whether through a remote, hybrid, or in-person learning model, presents challenges and also opportunities for engagement and independence. Providing students with rich learning experiences is even more important during the COVID-19 pandemic. Teaching and learning in a time of physical distancing can enable educators to focus on observation, scaffold individual learning, and provide more individual support. The current circumstances may also allow schools, programs, and educators the opportunity to:

- offer more individual instruction that will help shine a light on students' strengths and interests;
- enable students to have more control over their learning;
- direct the learning toward areas of student interest; and
- observe each student in new ways.

Standards for Individual Learning

To help students learn most effectively within the constraints of physical distancing, it is recommended that early childhood programs focus on the following subset of SEL and APL standards, which are well suited to support all students in becoming independent learners in the unique context of the COVID-19 pandemic.

Social-Emotional Learning (SEL) Standards

The child will:

SEL3: Demonstrate self-efficacy (confidence/competence).
SEL12: Demonstrate the ability to reflect on and evaluate the results of his or her actions and decisions.

Approaches to Play and Learning (APL) Standards

The child will:

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[1] For more information regarding the health and safety requirements, please see the *Initial Fall School Reopening Guidance* issued by DESE, as well as *Massachusetts Child and Youth Serving Programs Reopen Approach* issued by EEC.

APL1: Demonstrate initiative, self-direction, and independence.
APL2: Demonstrate eagerness and curiosity as a learner.
APL3: Maintain focus and attention and persist in efforts to complete a task.
APL4: Demonstrate creativity in thinking and use of materials.
APL6: Seek multiple solutions to a question, task, or problem.
APL7: Demonstrate organizational skills.
APL8: Be able to retain and recall information.

Frequently Asked Questions

The following questions and answers address specifics of adapting the in-person and remote learning environment in accordance with the standards above. These questions and answers address the DESE requirements and guidance that elementary schools should, to the extent feasible, adopt a cohort model. See *Initial Fall School Reopening Guidance* (page 14) for more information regarding the creation of cohorts.

1. Why does DESE recommend establishing student cohorts? Can cohorts be further broken down into pairs and partners to support student learning?

In DESE's *Initial Fall School Reopening Guidance*, the term *cohort* is used to describe a small group of students with whom an individual will learn. Directly related to physical distancing is the idea of creating cohorts, or self-contained groups of students, whenever possible, and limiting the cohorts from interacting with others. Examples of cohorts could include an elementary school classroom or groups of older students with similar schedules. By grouping students into cohorts, interaction among students will be more limited. This means that if there is a positive COVID-19 case, fewer individuals will have interacted with that person. Cohorts should be used, to the extent feasible for classes, transportation, mask breaks, meals, and recess. To assist with establishing cohorts, all students should have assigned seating in each class and, to the extent feasible, for meals and other activities.

DESE encourages educators to create smaller learning cohorts with students sitting six feet apart where feasible. When six feet is not feasible, three feet is an acceptable minimum as long as staff and students implement other health and safety measures outlined in the *Initial Fall School Reopening Guidance*. Students may, at different times, work in a pair with any of the other students in their cohort or self-contained group; similarly, a group of two students may do their independent work together, observe each other's work, comment on it or ask each other questions. A two-student pair may also go to one or more learning centers together. Whether students are working in-person in pairs or in small or larger groups, they need to follow the health and safety requirements, including appropriate physical distancing. The educators should know who is in each cohort in case contact tracing is needed during the school year. Pairings or smaller contact groups may or may not need to be changed at some point in the school year. After a school vacation may be a good time to assign new groups.

When students are engaged in remote learning, they can be still be connected with a small virtual group, or even put in pairs, for shared learning experiences at home. Social interaction is an important part of early educational experiences.

2. How can an educator prepare the learning environment to support playful and interactive learning within the physical distancing requirements?

Administrators and educators are encouraged to consider ways to create intentionally playful and interactive learning environments. Materials should be responsive to the interests of individual students and provide a rich, playful learning environment.

While adhering to DESE's *Initial Fall School Reopening Guidance* on limiting the sharing of common materials, there are many options to repurpose centers and the materials to allow for learning experiences to take place while reducing the amount of sharing among students. For instance, bins that were typically shared among students in a classroom can be re-purposed for individual kits and activities.

In the context of COVID-19, educators have options for rearranging furniture so that students maintain the required physical distance. Tables can be spread out to allow for physical distancing and taped off to identify individual spaces. Alternative seating arrangements can also be created from washable cushions,

mats, standing tables, low tables, or portable lap desks such as the ones shown in the pictures below to define individual workspaces.

Some possible options for classroom set-ups include:

- **Seating options:** Students who are comfortable sitting on the floor may use a laminated mat, yoga mat, or other easily cleaned material to establish the space they are expected to occupy. If desks are used, consider spacing them out around the room to create individual work areas and allow students to spend part of the day sitting on the floor. To make it easier for students to identify their space, consider having them write their names or draw a self-portrait to put on the mat and/or mark floor spaces with tape or provide a visual such as a hula hoop.

(Photos used in this document are courtesy of Boston Boys and Girls Club and Somerville Early Education and Care Centers).

Additional visuals of alternative classroom seating options can be found in Appendix B[2] of DESE's [Fall Reopening Facilities and Operations Guide](#) *(download)*.

- **Shelves:** Shelves can hold easily identified boxes, bags, or other containers for individual students. Shelves can be divided into sections, with a personal section for each student which can hold materials curated by educators to be responsive to the interests of individual students. Be sure to stagger access to shelves or provide separate, distanced shelves so that students are able to maintain physical distance.

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[2] While Appendix B is titled Laboratory Seating, similar arrangements may be useful in the preschool through grade 3 classrooms.

- **Independent work:** Trays or shelves can be set up with materials related to each student's unique areas of interest. As DESE's guidance[3] indicates, avoid sharing materials to the extent possible. If materials are shared, they should be cleaned and disinfected between use.


  For remote learning, materials may be delivered to homes or made available at an identified pick-up location.

- **Study sets:** Create individual boxes/bags/containers that contain the essential materials for different areas of study. For example:
  - Art/creative sets could include crayons, markers, paper, scissors, glue or glue stick, ruler.
  - Math sets could include manipulatives, counters, shapes.
  - Science sets could include found objects from nature, magnifying glass, small bottles or jars.
  - Reading/ELA sets could include books at the right level for each child, literacy centers, beans or buttons to glue in the patterns of letters on cards, recorded stories.
  - STEM activity sets could include Legos or block building, objects to observe with a magnifying glass, measuring tools.
  - Micro-dramatic play sets could include small human and animal figures, materials to form a pretend house and trees, cars.

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[3] For more information regarding the health and safety requirements, refer to the Fall Reopening Facilities and Operations Guide, available at http://www.doe.mass.edu/covid19/on-desktop/2020-0722facilities-operations-guide.docx.
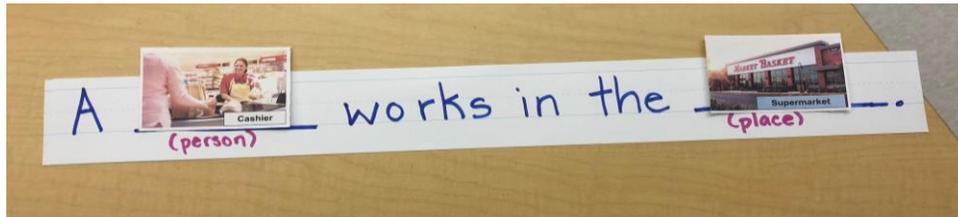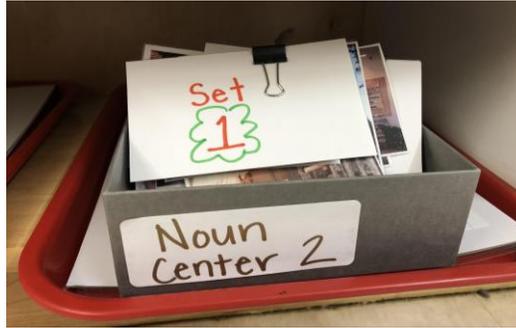
Educators need to plan for the cleaning and sanitizing of materials in a learning center as all materials must be disinfected after each use. A dramatic play center or a block area may only be used by one smaller cohort at a time, appropriately spaced, and must be sanitized in between use.

- **Remote learning**: Some modification of the home environment may be needed so that students have a place for their materials. Educators should help guide families in setting up their remote learning environments to encourage self-directed play/learning, both indoors and outdoors.

3. How can play be supported?

Play is exploration. In this new environment, educators will need to rethink play experiences beyond the dramatic play or block area. Younger students have a natural inclination towards independence and concentration. Individual play supports students' ability to make independent choices. Developmentally, 3-, 4- and 5-year-old students like to play alone.[4] Educators can encourage independence and engagement by explicitly presenting students with materials. Students will still be able to:

- Tinker, build, experiment, and hypothesize;
- Choose independently and revisit well-designed hands-on activities;
- Have protected time to focus and concentrate; and
- Have many forms of play-based experiences.

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[4] Developmentally Appropriate Practice in Early Childhood Programs Serving Students from Birth Through Age 8, Third Edition (2009). Copple, C.E. & S. Bredekamp. NAEYC: Washington, D.C.

Designing individual play experiences allows for deeper learning. Providing more structure and intentionality may at first seem limiting; however, it fosters self-direction, confidence and competence building.

Remote learning may include open-ended free play experiences at home, facilitated play guided by pre-recorded prompts, and presentations of how to use materials so that families can support student learning. Prompts can come in many different forms and are intended to provoke thoughts, ideas, and actions that can help to expand on a project, idea, or interest.

4. How can I prepare families for what the learning environment looks like and what to expect?

Communication and previewing are keys to preparing for in-person or remote learning. Examples such as PowerPoint presentations, virtual platforms, and/or videos can serve as helpful tools in creating opportunities for communication between schools and families. These tools should be in the family's home language. For example, one school developed a slide show to orient students and families to what to expect. Sample social stories are also a helpful tool for students; sample social stories about staying healthy are found here.

5. What are helpful ways to set up procedures and routines for students in the classroom and/or at home?

Educators should prepare age-appropriate lessons that cover topics such as:

- How do we enter the classroom?
- How do we move about the space?
- How do we access materials?
- What will it look like to be a contributor to the community?
- How do we mute our microphones on a Zoom call?

To help prepare and/or support students, educators should utilize an approach that includes:

- 1:1 meetings with families that provide a virtual tour of the school, classrooms, handwashing stations, etc.
- Calls that take place in the primary language of the families in advance of any changes to the school model or schedule. The purpose of these calls is to establish on-going relationships and communication with families and their students, listen to families share questions and concerns about in-person and/or remote learning expectations, and discuss ways the school/program can support families.

Young students, preschool up to grade 3, benefit from a daily routine that includes:

- Free play (with no devices/technology);
- Listening to a story;
- Completing an activity;
- Movement breaks;
- Quiet time;
- Participating in everyday life skill activities, such as helping around the classroom or at home.

See the Resources section at the end of this document for additional information on how to support playful learning in both in-person and remote learning settings.

6. What are some examples of safe and appropriate ways for students to interact with each other?

As stated above, DESE guidance recommends that students should sit six feet apart where feasible. When six feet is not feasible, three feet is an acceptable minimum as long as staff and students implement other health and safety measures outlined in the *Initial Fall School Reopening Guidance*.[5] They may sit with their independent learning materials and observe the teacher and each other, ask questions, and/or comment on each other's work. In centers, they may interact by talking about what they are doing and making suggestions to each other. Additionally, educators will be observing the work of students and may take pictures of some work, and either share the pictures or ask a student to talk about their work when the class is gathered for a morning meeting or discussion time.

In the context of remote learning, educators are encouraged to create opportunities for students to engage in learning together and utilize similar interactive instructional approaches where students observe, ask questions, and comment on each other's work remotely.

7. How should the handwashing area be set up?

Handwashing can be fun for young children! There are some songs and fingerplays to help learn how best to wash hands. Families and educators should create opportunities for students to practice rubbing the soap all over, interlacing fingers and inserting the tops of fingers into the other hand. For songs and posters related to handwashing, please see the Resources section at the end of this document.

Consider clear visuals, such as cues and/or decals on the floor, to help students learn where to stand and wait for their turn at the sink. Young students will also need support to accomplish the routines and gain independence. Share classroom routines with families so they can reinforce practices with their children at home.

8. What are some ways to help young students get used to wearing masks?

While masks are not required by DESE for students in PK-1, they are strongly encouraged whenever possible. Teachers should be creative when working with young children to get them used to wearing masks. Here are some suggested strategies:

- Ask families to have children practice wearing masks at home before in-person school starts.
- Acknowledge that this is something new that may take some work and some getting used to.
- Use social stories[6], puppets, or stuffed animals with masks to talk about fighting the COVID-19 germ and to praise the characters for doing their part. Demonstrate correct and incorrect mask use with puppets or stuffed animals. Allow children to ask questions.
- Teach children that mask wearing is an important way to "keep germs to ourselves."
- Ask families to make sure the mask fit is comfortable and appropriate.
- Practice taking masks off and putting them on.
- Encourage children to also display a photo of their face on their shirt, desk, or other location for others to see what they look like.
- Set up a timetable and system for when mask breaks will take place, starting with shorter mask wearing time, and be flexible for those who may need more time to get used to masks.
- Offer small rewards for increasing mask wearing time and keeping hands away from the face.
- The National Child Traumatic Stress Network has produced a children's story book to help teach children about the virus and reasons for mask wearing.

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[5] For more information regarding the health and safety requirements, refer to the Fall Reopening Facilities and Operations Guide, available at http://www.doe.mass.edu/covid19/on-desktop/2020-0722facilities-operations-guide.docx

[6] Social stories are individualized short stories that depict a social situation that a child may encounter and provide guidance and direction for responding (Carol Gray, 2010).

9. What options are possible for recess and outdoor play?

Schools and programs are encouraged to include recess and outdoor play whenever possible. Outdoor time with appropriate physical distancing encourages social, physical, and cognitive development. Outdoor time may also provide opportunities for mask breaks so long as students are at a minimum six feet apart. Outdoor play activities may include but are not limited to:

- Games such as relays, red light/green light, obstacle courses, and games based on activities rather than equipment;
- Walking and running clubs or dance parties with appropriate physical distancing;
- Track and field type of events (e.g., running, jumping, throwing events); and
- Playground rotating circuit challenges with individual activity stations.

Schools and programs are also encouraged to use outdoor spaces for learning opportunities, such as setting up nature explorations and walks, or creating individual nature kits with natural items. It is possible to adhere to the cohort model when outside. For example, students who are buddies in the classroom could also be buddies at recess or during outdoor learning time. While outside, educators could separate groups but allow small cohorts to play together. Alternative seating, such as low tables, lap desks, and yoga mats can also be taken outside.

In cases where materials are used during outdoor play and learning, procedures for cleaning and sanitizing them in between uses must be implemented.[7]

10. What are some alternative practices when outside spaces are unavailable?

Gyms, music rooms, cafeterias, stage areas, and other areas may be utilized for the games and activities mentioned above. Organizing planned activities and games using hallways, and/or taking walks and exploring the school building during inclement and cold weather, are also viable options for small groups while maintaining the required physical distance.

Administrators and educators are encouraged to share ideas with families about ways to include gross motor experiences for students in remote learning settings.

11. What are some strategies for helping maintain physical distancing?

- Support students' ability to work independently by providing them with their own set of materials.
- Teach students to check themselves by extending their arms out before going outside, coming back inside, or getting off the bus.
- In the classroom provide instructional supports for maintaining physical distance along with a visual guide, such as a yoga mat, hula hoop, decals, or lines on the floor.
- Place decals on floors, such as footprints, to show young students where to stand, especially for standing in line to enter or leave the room or wait for the bathroom.

By purposely and explicitly teaching routines, students are provided the opportunity to practice and learn how to physically distance themselves from peers as well as what to say in different situations. Educators are strongly encouraged to refrain from disciplining or scolding students for not following physical distancing guidelines but instead use reinforcing, reminding, and redirecting language.

Reinforcing	Reminding	Redirecting
"**I notice** you gave X plenty of room, as you walked to your cubby."	"**Remember** we are giving people space because we care about them."	"We are taking care of each other by making space between our bodies."

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[7] Fall Reopening Facilities and Operations Guide, available at http://www.doe.mass.edu/covid19/on-desktop/2020-0722facilities-operations-guide.docx.

Reinforcing	Reminding	Redirecting
"**I see** that you have found a piece of tape to sit on." "You walked over with plenty of space."	"**Show me** how you care for your friends, while we . . . (line up, get materials, move throughout the room)."	"Leave enough space for two big dogs (a pool noodle, etc.) to fit between you." [8]

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12. Are there examples of early childhood program schedules for in-person, hybrid, and remote learning?

When designing schedules for in-person or remote learning, educators should consider whether the time available:

● Balances directed learning, movement, and play;
● Pairs a child-preferred activity with a non-preferred activity;
● Uses time as efficiently as possible;
● Includes some longer play periods; and
● Reduces group interaction to focus on more individualization.

Sample Preschool Schedule: In-Person or Remote

Time and Content Area	In Person	Remote
8:00 a.m.	**IN PERSON**: Breakfast/morning get ready routines, including travel to school.	**REMOTE:** Breakfast/morning get ready routines, gathering materials for the day.
9:00 a.m. Start of day	**IN PERSON:** Arrival with handwashing (times may be staggered to reduce numbers arriving at one time).	**REMOTE:** Log on to a Zoom class or cohort meeting, or do morning routines with materials provided for at home learning (calendar, weather icons, etc.). Calendar, day of the week, weather, topic of the day (if any); may also be a time for other students to share their work.
9:30 a.m. Outside play time: structured or unstructured	I**N PERSON**: Follow outside play time with handwashing.	**REMOTE**: Families and educators should discuss options for outside play, equipment or toys available, so that the child receives suggestions appropriate for their space and opportunities.
10:00 a.m. Story time	**IN-PERSON** read-aloud.	**REMOTE:** child may have a book to view while watching or hearing the book on a video or audio read-aloud.
10:30 a.m. Free to choose activities	**IN-PERSON:** Students interact freely with their curated materials. • Literacy: examples— rhyming activity, work on sight words, letter sounds, match upper and lowercase letters, clap out the syllables in family names, go on a letter hunt, hunt for	**REMOTE**: Some directions or modeling may be provided by teacher through video; however, students may invent new ways of using the materials given. • Literacy: examples—rhyming activity, work on sight words, letter sounds, match upper and lowercase letters, clap out the

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[8] Responsive Classroom (2014). Reinforcing, Reminding and Redirecting

Time and Content Area	In Person	Remote
	objects that start with the same letter. • Math: examples—work on counting by ones, twos, fives, etc., one to one correspondence, estimating measuring, or number recognition. • Writing: examples—dictate a story into a recorder; write about a favorite thing, using invented spelling; copy a part of a favorite book, and write about why it is your favorite.	syllables in family names, go on a letter hunt, hunt for objects that start with the same letter. • Math: examples—work on counting by ones, twos, fives, etc., one to one correspondence, estimating measuring, or number recognition. • Writing: examples—dictate a story into a recorder; write about a favorite thing using invented spelling; copy a part of a favorite book and write about why it is your favorite.
11:30 a.m. Brain break activity	**IN-PERSON**: examples—Go Noodle, Simon Says, physical games.	**REMOTE**: examples—Go Noodle, Simon Says, physical games.
12 p.m. Lunch/Free time	**IN PERSON:** Handwashing before and after eating.	**REMOTE**: Handwashing before and after eating.
12:45 p.m. Quiet time	**IN PERSON:** • Nap/Rest • Audio stories/music recordings • Reading or drawing • Quiet play	**REMOTE**: • Nap/Rest • Audio stories/music recordings • Reading or drawing • Quiet play
2:00 p.m. Afternoon play	**IN-PERSON**: examples • Fine motor activities (examples: cut and paste; pattern building) • Building blocks or manipulatives • Games or puzzles Follow afternoon play with handwashing.	**REMOTE**: • Fine motor activities (examples: cut and paste; pattern building) • Building blocks or manipulatives • Games or puzzles Families and educators will need to collaborate and communicate regarding available materials and activities; some schools may send materials home.
2:30 p.m. Art or music or science followed by a snack	**IN-PERSON**: Science – e.g., use the senses of hearing and touch to identify and describe different sensory (hearing, touch and taste) experiences (sounds, textures, tastes and smells). Art – e.g., experiment with a single material or medium on multiple surfaces; experiment with combining materials; experiment with a variety of painting techniques. Music – e.g., explore and experience a variety of music genres, including songs with different types of lyrics and	**REMOTE AND AFTER-SCHOOL TIME:** Families and educators should consult/collaborate to determine materials needed and adult support options for gardening or cooking (science), singing or playing an instrument (if available), dance, drawing, painting, or other arts. Cooking may take place during dinner prep. Students may take pictures or videos of their projects/products to share.

Time and Content Area	In Person	Remote
	melodies, different time periods, different cultures, and styles.	
3:00 p.m. Physical Activity: outdoor or indoor	**IN-PERSON:** Should be preceded and followed by handwashing.	**REMOTE AND AFTER-SCHOOL TIME:** Should be preceded and followed by handwashing.

The sample preschool schedule above and the resource list below could help educators weave content area learning (language, literacy, mathematics, science, history and social studies) with social-emotional learning and play for both in-person and remote learning contexts.

DESE has posted a list of some possible supplemental resources for remote learning in grades K-2 (see below).[9]

GRADES K-2 Supplemental Virtual Content Resources

Daily learning experience	Resources and notes for teacher planning
Reading foundational skills	Flyleaf EVERFI Heggerty
Engaging with complex text and writing	CKLA EL Education Great Minds In K-2, this should entail read-aloud with discussion and response to text.
Independent reading or listening	Epic Rivet Stories Podcast Local libraries' digital lending services.
Math	Great Minds Khan Academy ST Math ZEARN Math
Science, Technology and Engineering or History and Social Science	C3 Inquires KidCitizen Mystery Science NSTA Daily Do Next Generation Science
Arts and physical education	BrainPop Jr. (Music) Carle's Art Studio (Visual Art) PBS (Theatre) PBS (Dance)
Exploration and play	Young children learn through exploration and play, such as building with blocks, exploring nature, pretend play, and games. Schools should support students in grades K-2 to learn through play at home and can provide resources such as:

[9] See footnote 11.

Daily learning experience	Resources and notes for teacher planning
	#AtHomewithFCRR family reading games Boston Children's Museum Play and Learning Activities

13. Do rugs have to be removed, including permanently installed carpeted areas?

At present, the Centers for Disease Control and Prevention (CDC) recommendation for disinfecting carpets and rugs is to clean the rug or carpet surface daily with soap and water, or EPA approved products intended to be used on these surfaces, and then vacuum. Smaller rugs which can be laundered in a washing machine are an alternative for which maintenance is less demanding. While DESE's *Fall Reopening Facilities and Operations Guidance* suggests the removal of all soft and cloth-based materials, floors are not a likely transmission vehicle if educators and students are only walking or standing on them. If students are sitting or lying on the floor, it is advisable to have them sit or lie on a washable mat.

14. How should staff members console young children when they are upset?

Educators and other staff members can use a range of appropriate strategies to console students experiencing separation anxiety, sadness, anger, or hurt. Some of the primary strategies that should be used include active listening and talking with students.

15. For early childhood programs, what are some keys to high quality remote learning that is responsive to young children's development?

Regardless of the model that school districts are implementing for the 2020-2021 school year, some families may choose remote learning. Below are some considerations for how to provide remote learning opportunities that are equitable and reflect practices that are responsive to young students' developmental needs:

- Ensuring that every individual student and educator has access to an appropriate device (such as a laptop, Chromebook, or tablet) and adequate internet (such as through household broadband or a wireless hotspot) to use for remote learning[10];
- Sending home kits with instructions and materials;
- Training for families about Developmentally Appropriate Practices (DAP) online; NAEYC has posted an article on "Explaining DAP to Families";
- Providing instructional videos that are translated, engaging, and help families to support their children; and
- Helping families to create DAP learning environments at home, with supports such as found here: Learning, Playing, and Helping at Home.

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[10] Source: DESE's *Remote Learning Guidance for Fall 2020.*

Resources Referenced in this Document[11]

Centers for Disease Control – Handwashing Resources

- Family Activity – Videos https://www.cdc.gov/handwashing/handwashing-family.html
- Handwashing Video - https://www.cdc.gov/handwashing/videos.html

Dance Resources

Department of Elementary and Secondary Education, Fall Reopening Facilities and Operations Guide

Department of Elementary and Secondary Education, Initial Fall School Reopening Guidance

Department of Elementary and Secondary Education, Remote Learning Supplemental Information and Resources

Developmentally Appropriate Practice in Early Childhood Programs Serving Students from Birth Through Age 8, Third Edition (2009). Copple, C.E. & S. Bredekamp. NAEYC: Washington, D.C.

Joint Guidance from the Department of Early Education and Care and the Department of Elementary and Secondary Education: Childcare Options for Hybrid and Remote Learning Models (August 28, 2020)

Massachusetts Child and Youth Serving Programs Reopen Approach

Massachusetts Preschool and Kindergarten Social and Emotional Learning (SEL) and Approaches to Play and Learning (APL) Standards (June 2015)

National Association for the Education of Young Children, Developmentally Appropriate Practices (DAP)

National Child Traumatic Stress Network, *Trinka and Sam Fighting the Virus: Trinka, Sam and Littletown Work Together*

Somerville Early Education, Social Stories about Staying Healthy

Somerville Parent and Family Learning Collaborative, Somerville Partnership for Young Children, and Somerville Public Schools, Learning, Playing and Helping at Home: A Message to Somerville Families

Theatre Resources

United States Environmental Protection Agency, List N: Disinfectants for Coronavirus (COVID-19)

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[11] References in this document to any specific commercial products, processes, or services, or the use of any trade, firm, or corporate name is for the information and convenience of the public and does not constitute endorsement or recommendation by DESE. Our office is not responsible for and does not in any way guarantee the accuracy of information on other sites accessible through links herein. DESE may supplement this list with other services and products that meet the specified criteria. For more information contact: achievement@mass.gov or 781-338-3010.