

Care Options for Hybrid and Remote Learning Models

Joint Guidance from EEC and DESE

AUGUST 28, 2020

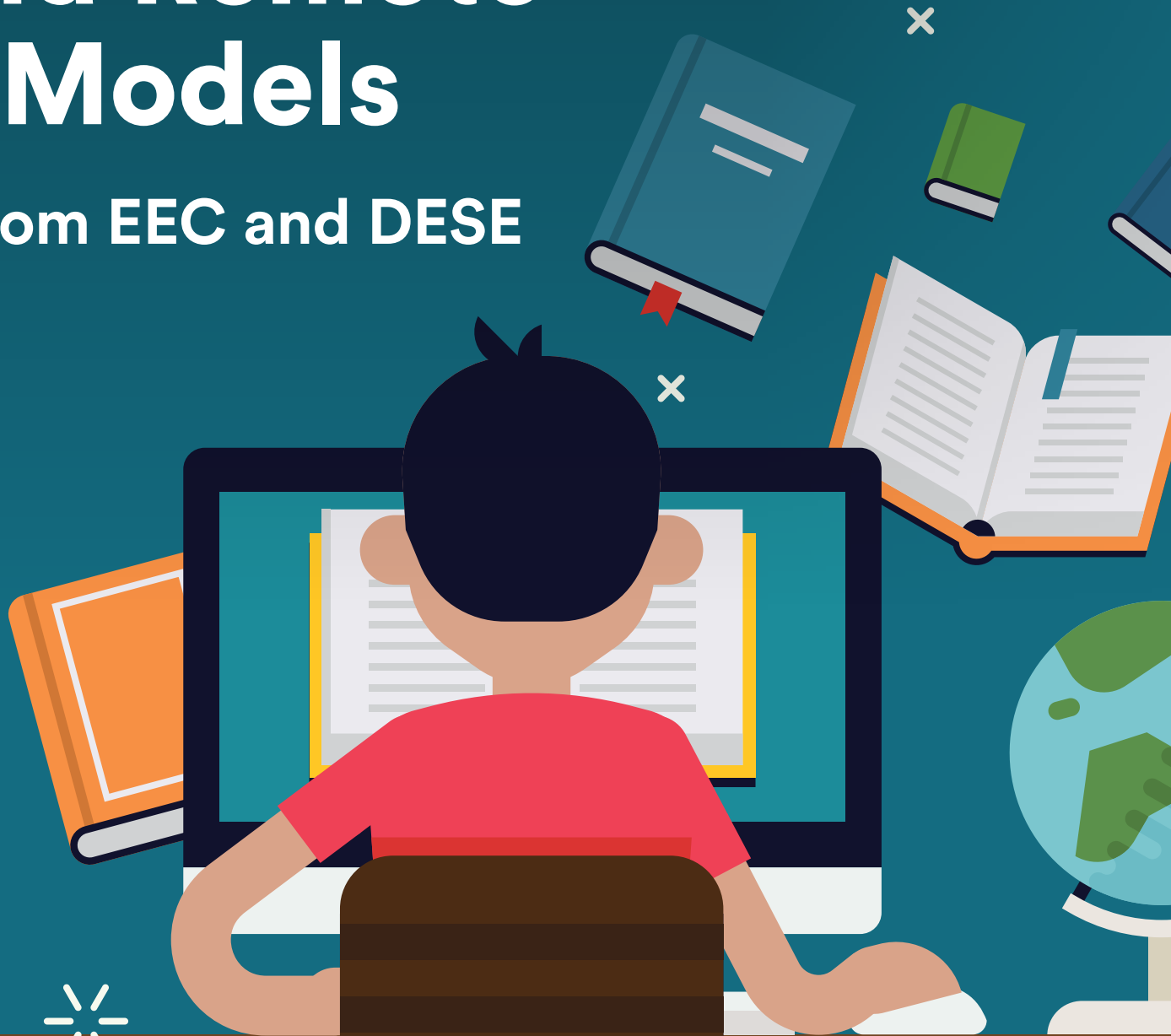
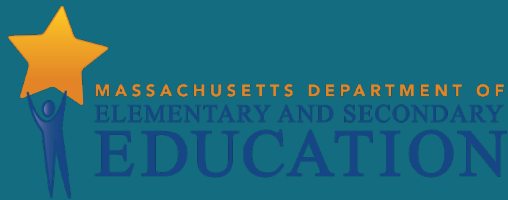


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Joint Guidance from the Department of Early Education and Care and the Department of Elementary and Secondary Education:

Secondary Education:

Care Options for Hybrid and Remote Learning Models

INTRODUCTION

In anticipation of reopening schools, districts have developed plans for in-person, hybrid, and remote learning models. Communities returning to school with hybrid or fully remote learning models face increased need for supplemental care and supervision for school-aged children during the school day.

Access to these programs and services is particularly important for families and students whose needs may not be fully met by remote learning options, or who are otherwise vulnerable - including students with disabilities, students with special needs, students of color, students involved with the Department of Children and Families (DCF), students experiencing homelessness, low-income students, and English learners.

The Department of Early Education and Care (EEC) and the Department of Elementary and Secondary Education (DESE) have collaborated on the following policies in support of expanded access to child care and supervision in response to the increased need in districts implementing fully remote or hybrid learning models.

Governor Baker has recently issued [COVID-19 Executive Order No. 49](#), which provides three paths for communities to expand safe, in-person supervision and supplemental care options for families with children enrolled in hybrid or remote learning during the school day.

This document seeks to provide families, educators, communities, and childcare providers with information on:

- ➔ Expansion of EEC licensed providers serving school aged children
- ➔ Implementation of the Remote Learning Enrichment Programs exemption
- ➔ Remote Learning Parent Cooperatives
- ➔ Considerations for collaboration between districts, schools, and childcare providers

EXPANSION OF EEC LICENSED PROVIDERS SERVING SCHOOL-AGED CHILDREN

Overview of expanded EEC school age program licensure

By statute, EEC licensed providers are ordinarily not permitted to serve school-aged children (ages 6-14 or 16 if a child has special needs) while attending school. However, in response to the hybrid and remote instructional models adopted by many districts, some EEC licensed providers have indicated a willingness to expand their services to provide important care and education functions for children and families engaged in remote learning offered through their districts and schools.

COVID-19 Executive Order No. 49 permits EEC licensed providers to operate during the school day and for EEC to permit providers to increase program space to meet the need of families with children engaged in remote learning.

EEC is expediting approvals for EEC licensed providers to expand capacity, as necessary, to serve children participating in remote learning during the regular school day.

Qualifying for expanded EEC school age licensure

Expanded licensure may include additional hours of operation, obtaining additional space, or converting existing space (e.g., a gym) into program space. An expedited EEC approval process for additional space will occur for programs who meet the following criteria:

- ➔ Currently licensed by EEC and in good standing¹
- ➔ Operating under the EEC Minimum Health and Safety Requirements
- ➔ Subject to EEC regulations and monitoring
- ➔ Submission of appropriate licensing approvals and virtual site visit

EEC licensed providers interested in an expanded school-aged license should speak with their licensor and apply through their LEAD portal. New programs (except those run by a school district) must apply for EEC licensure or qualify for an exemption category.

¹ EEC programs are in good standing if they have no open investigations and no current or pending legal orders.

FOR EEC LICENSED PROVIDERS

Expanding your program to support remote learning shows your commitment to your community. EEC and DESE are here to support you as you create new options for children and families during this time. Use the below as a guide when thinking about expanding to support remote learning during the school day.

Coordinate to maintain health and safety: Students may be moving from in-person schooling to remote learning. To the extent possible, coordinate with schools to maintain stable cohorts to reduce the risk of transmission in school and in the program. **Collaborate with community leaders to identify temporary space that can be licensed to support social distancing and coordination with the school district!**

Be planful: Supporting remote learning can take many forms. When planning how best to support school aged children during remote learning consider the following:

- ➔ Will the internet access be fast and reliable enough for students to engage fully with their remote learning opportunities?
- ➔ Is the space to be used appropriate for a remote learning environment? Is it relatively quiet? Are there enough electrical outlets for devices?
- ➔ Which adult in the program will be responsible for resolving technical and IT issues when they arise so students can continue to engage with remote content?
- ➔ What plan is in place to support students with learning differences?

Communicate expectations: Consider implementing a code of conduct that is conducive to a remote learning environment so all students can benefit like using headphones when using a device with sound, keeping additional talking and other interactions to a minimum, or prohibiting other distractions like gaming devices from the learning space.

Engage families to help support learning: Discuss with families how they can support your efforts to provide a safe program that enables remote learning for all students. Remote learning to this extent is new for everyone and will require clear and consistent communication to make it work for everyone.

Partnering with an already licensed EEC provider is a community's simplest and easiest way to support families navigating remote learning arrangements.

CREATION OF THE REMOTE LEARNING ENRICHMENT PROGRAMS EXEMPTION

Overview of Remote Learning Enrichment Programs exemption

In response to the recent change in family need for child care and supervision during school hours, COVID-19 Executive Order No. 49 establishes a new category of license exemption: Remote Learning Enrichment Programs.² Programs can apply to EEC for this license exemption if they are not already licensed by EEC and seek to provide supervision, care, and educational support to school age children only during school hours.³ Programs run by a school district are already exempt from EEC licensure and do not need to apply for this exemption.⁴

Upon receiving the exemption, the entity will be able to:

- ➔ Provide non-custodial (non-parental) regular and drop-in care during school hours only
- ➔ Care for children who are enrolled in a public or private school district in kindergarten and are of sufficient age to enter first grade the following year, or children who are enrolled in school and not more than 14 years of age (or not more than 16 years of age if they have special needs).⁵
- ➔ Provide care **only during the hours of a traditional in-person school day.**⁶ Programs that seek to serve children during before-school or after-school hours or children not enrolled in school programming must apply to be licensed by EEC.

² In a typical operating environment, EEC maintains several license exemption categories, including public preschools, instructional lessons or activities that are short term in nature (i.e., dance lessons), informal neighbor or relative care, occasional care (i.e., babysitting), and recreational camps. Entities that qualify for these exemptions do not need to abide by EEC licensure requirements. These programs must still abide by any other applicable regulations from other agencies, such as the Department of Public Health, Executive Office of Energy and Environmental Affairs, or DESE.

³ Federal funding requirements state that programs operating under this exemption will not be eligible to receive payment for enrolled children receiving EEC subsidies.

⁴ DESE will be issuing a guidance document relating to remote learning programs run by schools and districts.

⁵ Under existing state law, programs that care for children over 14 (16 with special needs) are not subject to EEC licensure. EEC's guidance addresses programs that want to care for children both under and over this limit.

⁶ Traditional school day hours can be determined from the scheduled school hours as implemented at the beginning of the 2019-2020 school year.

FOR ENTITIES INTERESTED IN THE REMOTE LEARNING PROGRAM EXEMPTION

Supporting remote learning for students is not an easy job. Though school may be remote, the education taking place is real. Students will require appropriate settings, conducive to learning and engaging, in order to get the most out of this school year. If you are interested in operating a program that will support students during remote learning, here are some things you might want to consider:

Understand your community needs: Not all students or grades will be learning remotely this year and not all communities will need additional programs beyond those already licensed by EEC. Think about what resources you have that can help your community and what resources others have that you could combine with. Is there an existing licensed program that has experience with supervision and care of children that could make use of your space instead of starting a new program?

Consider Health and Safety: Operating a program during COVID-19 emergency requires careful planning and decisive action. What health and safety policies are you going to put in place to ensure that students and adults can remain healthy?

Remote learning supports: Is your program and space appropriate for a remote learning enrichment program?

- ➔ Is the internet access good enough to support many devices at the same time?
- ➔ Is your space conducive to learning or does it need to be modified before students will be able to use it?
- ➔ What happens when a student has a technology issue?
- ➔ What plan is in place to support students with learning differences?

Identify a partner: Reach out to your municipality to find out who can approve your application for an exemption. Establish a relationship with this entity because it will be responsible for running background checks on anyone working with students in the program, giving you approval to apply for an exemption, and performing on-going monitoring while your program is operating.

Apply to EEC: Once you have received written approval from your municipality, apply for a Remote Learning Enrichment Programs exemption at the EEC website.

Qualifying for *Remote Learning Enrichment Programs* exemption

To qualify for a *Remote Learning Enrichment Programs* licensure exemption, programs must first be approved by a municipal authority and then apply to EEC for the exemption.

Entities that provide supervision and care of children during school hours without an EEC license or EEC license exemption will be subject to investigation, closure, and fines by EEC pursuant to its statutory obligation to investigate unlicensed child care programs.

The process for obtaining a *Remote Learning Enrichment Programs* licensure exemption is outlined below.

1. Municipality approval: Municipalities will establish their own processes to work with interested entities, verify their eligibility, monitor their programs on an on-going basis, and notify EEC of any non-compliance with the below minimum criteria. Municipalities are required to attest in writing to the following minimum criteria when approving the *Remote Learning Enrichment Programs* (although municipalities may also impose additional requirements):

- ➔ Confirmation that the entity will maintain a ratio of 1:13 staff members to children, including a maximum group size of 26, as defined in early childhood program guidance, if physical distance requirements can be maintained.⁷
- ➔ Confirmation that the municipality has completed a background record check consisting of a Criminal Offender Record Information (CORI) check, Sex Offender Registry Information (SORI) check, and Department of Children and Families (DCF) child welfare check for all staff members, volunteers, and any other adults who will be around children, and will continue to do so for any new individual involved in the program.
- ➔ Confirmation that the facility has received an up-to-date fire, lead paint, and any applicable building inspection.⁸
- ➔ Confirmation that children attending are enrolled in public or private school, in kindergarten or above.

⁷ If the site is a residence, then it must maintain a ratio of 1:8 staff members to children, including a maximum group size of 8 children, as defined in early childhood program guidance, if physical distance requirements can be maintained.

⁸ If site is a residence, then it must have working smoke detectors throughout the home and on all floor levels, and at least two separate exits to the outside.

FOR ENTITIES APPROVING REMOTE LEARNING ENRICHMENT PROGRAMS

Municipal entities, like a school district or Local Board of Health, will have an important role to play in ensuring that families have new, safe, supportive options for their children during remote learning during this school year.

It takes intentional coordination and communication to partner with EEC licensed providers and identify ways to address additional needs of families.

- ➔ **Establish a process first!** Municipal entities should coordinate who will be in charge of which steps of the process and what roles, if any, other entities play during the endorsement and monitoring process.

When choosing the right approving authority in your municipality, remember that the entity must be able to:

- ➔ Run (or coordinate) Background Records Checks including CORI, SORI, and DCF and have the internal capacity to confirm that criteria have been met.
- ➔ Collect and review applicable building or facility inspections to confirm health and safety.
- ➔ Establish and maintain an on-going monitoring process.
- ➔ Use all available communications channels (municipal website, local newspaper, School district website, community groups, etc) to share the opportunity, process, and expectations so potential programs know how they can help.

DON'T FORGET!

Working with providers already licensed by EEC can help reduce the need for alternative child care resources—and leverage the expertise that already exists in your community!

- That they have received a self-attestation from the entity that it will follow EEC or DESE health and safety guidance,⁹ including masking, physical distancing, and hand hygiene requirements.

2. Development of application: In addition to an approval letter and signed attestation from the local municipal authority verifying compliance with the above requirements, the entity must also submit a completed exemption application to EEC. The application can be completed and the municipal approval letter and required attestation can be uploaded through the [EEC web site](#) starting the week of August 31st.

3. Issuance of exemption: Upon receipt and review, EEC will issue an exemption letter to the entity and the approving municipal authority, indicating that the program may now operate under the *Remote Learning Enrichment Programs* exemption. An entity may not begin operations until it has received an exemption letter from EEC.

REMOTE LEARNING PARENT COOPERATIVES

In response to hybrid or remote learning models, some families may seek to set up remote learning parent cooperatives, where parents or guardians share supervision of remote learning activities during the school week. These remote learning parent cooperatives are not subject to EEC licensure, approval, or exemption if they abide by the conditions outlined below.

- A maximum of 5 participating families are involved.
- Children in the remote learning parent cooperatives are enrolled in school.
- A parent or guardian is on site at all times.¹⁰
- No parent is compensated for the time spent caring for children or supporting their education. Any exchange of funds must be directly related to materials, food, or supplies needed to support the remote learning parent cooperatives.

⁹ Sites may fall within the authority of EEC as well as local school districts. If a site is run by a community-based program, it must be licensed by EEC or qualify for an EEC licensure exemption and abide by EEC health and safety requirements.

¹⁰ A remote learning parent cooperative may employ a non-custodial individual, such as a tutor, to support remote instruction only during the school day and if they have a parent or guardian on site at all times.

FOR FAMILIES CREATING REMOTE LEARNING PARENT COOPERATIVES

While Remote Learning Parent Cooperatives don't need to be licensed by EEC, the basic principles of health and safety in any group care setting during COVID-19 are the same. EEC suggests that Remote Learning Parent Cooperatives create a plan to ensure health and safety protocols are understood by all participants.

A Remote Learning Parent Cooperative plan might include:

- Defining how supervision responsibilities will be divided among the families since a parent or guardian must be on site and able to provide supervision at all times.
 - ✓ Will lunch be provided or will each family provide their own?
 - ✓ Will parents be allowed to work while they are supervising on site?
- Identifying what health and safety precautions will be taken each day
 - ✓ Will there be a symptom screen each day?
 - ✓ Will adults or children be expected to wear masks?
 - ✓ What practices will be in place to ensure frequent hand washing?
- An action plan in case a child or parent begins to show symptoms during the day.
 - ✓ How will a child be isolated from the group?
 - ✓ How will the group communicate and act quickly?
 - ✓ What is the expectation for returning to the group if there is an illness?
- Setting expectations for remote learning support and engagement by the on-site parent.
 - ✓ How will the parent support the learning of a child who is struggling?
 - ✓ Do resources from a local library or school district exist to support students learning remotely?
 - ✓ Will the on site parent be responsible for resolving technology issues?

Please note: [The COVID-19 Child Care Playbook](#) has useful operating guidelines to reduce the spread of COVID-19 that might be useful for parents forming a Remote Learning Parent Cooperative.

If a remote learning parent cooperative does not abide by the above conditions, it is subject to regulation by EEC or may require advance approval of the local school district. For example,

- If a remote learning parent cooperative includes more than 5 families or employs a teacher or supervisory staff member without a parent or guardian on site, they must obtain licensure or a license exemption from EEC prior to operating. More information on EEC licensure or exemption can be [found here](#).
- If a remote learning parent cooperative includes children age 6-16 who are not enrolled in private or public school, they must request advance approval from the local school committee as a home school or a private school. Contact the school district where you live for more information.

These remote learning parent cooperatives are strongly encouraged to follow EEC or DESE health and safety guidelines to the extent feasible. At a minimum, they must abide by the [Third Revised Order Regulating Gatherings Throughout the Commonwealth](#), released on August 7, 2020. This order includes the following requirements.

- All participants in indoor and outdoor gatherings must maintain at least 6 feet of physical distance from every other participant in the gathering aside from participants who are members of the same household.
- Outdoor gatherings are limited to 25% of the maximum permitted occupancy of the space. If there is no capacity limitation, it is limited to 8 persons per 1,000 square feet, and no more than 50 persons in a single outdoor space.
- Indoor gatherings are limited to 8 persons per 1,000 square feet of accessible space, with no more than 25 persons in a single enclosed space.
- For gatherings of more than 10 people, all persons over the age of two must wear a face covering when they attend indoor and outdoor gatherings where participants other than those in the same household will be in attendance, unless they are prevented from wearing a face covering by a medical or disabling condition.

Providers operating outside the defined criteria of having an EEC license or an EEC license exemption of any type will be subject to investigation, closure, and fines by EEC, pursuant to EEC’s statutory obligation to investigate unlicensed child care programs.

CONSIDERATIONS FOR DISTRICTS, SCHOOLS, AND FAMILIES

The coming school year will present new and unique challenges to districts, schools, families, and childcare providers. It will require close coordination among all stakeholders working to support students, educators, and families. Districts that are implementing hybrid or remote learning models for the fall should expect that some of their families will choose to participate in one of the programs outlined in this guidance and are strongly encouraged to collaborate with families to ensure adherence to health and safety practices to minimize the risk of transmission of COVID-19 and support out of school learning experiences. Informed by conversations with public school and community-based early childhood and out-of-school time programs, DESE and EEC offer additional considerations for districts and families, outlined below.

Operational considerations:

→ **Enable consistent student cohorts:** A core principle of reducing transmission of COVID-19 is to limit the intermingling of different groups. DESE guidance encourages the creation of student cohorts within school, whenever possible, to limit exposure and potential transmission, and EEC requires stable cohorts of children as a component of their health and safety requirements. Districts, schools, childcare providers, and remote learning parent cooperatives are strongly encouraged to work together to create consistent cohorts across in-school and supplemental child care and supervision arrangements, when feasible. This is most important when students are enrolled in learning models where they will spend part of their week learning in-person at school and the rest of the week in remote learning in other programs.

FOR SCHOOL DISTRICTS INTERESTED IN PLAYING A COORDINATING ROLE

Learning may be remote during COVID-19, but the school district remains a pillar in each community. School Districts can play an important facilitating and coordinating role during this time to ensure that the needs of families with children enrolled in remote learning are met.

Use your relationships: School districts are hubs of activity and connection in every community—and many district staff may have great connections with EEC licensed providers that are already supporting families!

- Facilitate conversations that can lead to partnerships to serve students and families safely in stable cohorts.
- Clear the way for collaboration across programs—offer support to those providers families will rely on during remote learning.
- Help identify gaps in service and potential providers to help fill those gaps.

Use your resources: Explore opportunities to allow limited programming within school buildings or create ways for parents, students, and other programs to borrow materials to support their remote learning.

Use your network: Work with EEC licensed providers to help expand capacity and adjust services to meet the specific needs of families in your community.

Use your knowhow: If there is unmet need for care and supervision in your community, consider using your knowhow in background record checks, facility oversight, and student learning to support the creation and approval of Remote Learning Enrichment Programs.

- **Prioritize partnerships:** Sufficient community-based options may not be available for families without proactive coordination and collaboration. Districts are strongly encouraged to prioritize partnership development with EEC-licensed or exempt community organizations to increase access to safe child care and supervision options in hybrid or fully remote learning models. These partnerships could include supporting remote learning components of school plans, especially for the most vulnerable students.
- **Consider blended funding options:** Districts are encouraged to consider shared funding models between districts and programs providing child care and supervision to support organizations in meeting the needs of families in their district and schools.
- **Consider school-based operations:** School buildings, if not being used for full-time, in-person school, can provide safe spaces for programs providing supplemental child care and supervision, as long as spaces are cleaned between use. School-based operations could also minimize potential of mixed cohorts or exposure during transitions or transportation.
- **Register childcare arrangements with district:** Districts should ask families to register their child care or supervision arrangements for school hours with the district and are encouraged to update such information regularly. In turn, the district is strongly encouraged to develop consistent student cohorts across in-person school and out of school care and supervision, when feasible.
- **Consider community spaces:** Districts and community-based programs should collaborate to identify spaces where programs can be established to supplement existing childcare and in-school programming. Consider community organizations, recreational centers, libraries, museums, campgrounds, or other event spaces that may be available. Municipal authorities can play an important role in identifying or obtaining alternative spaces for EEC licensed or license exempt entities to operate additional capacity.

→ **Maintain consistent communication:** As the year progresses, districts, schools, and families may adjust their learning plans. Families may opt to have their children in or out of in-person learning, and districts and schools may shift their learning models in response to changing COVID-19 circumstances. This will affect community need for childcare. Proactive communication between districts, schools, and childcare providers will enable a smoother transition for all students. Districts, schools, and providers are encouraged to identify a point of contact and establish regular communication channels.

If you have questions on the information in this document, you may contact DESE or EEC for more information.

DESE Contact Information:

Cliff Chuang, Senior Associate Commissioner, Cliff.Chuang@mass.gov,
781-605-5573

EEC Contact Information:

The Commissioner's Office: office.commissioners@mass.gov, 617-988-6600

Balancing Health and Safety with Child Development and Social Emotional Learning in Children Ages 3-8

Education and care in a time of physical distancing, whether remote or face to face, does not have to mean that children are denied rich learning experiences, interactions with peers and spontaneous fun, or joyful play. In fact, early education and care in this environment can open new opportunities for individual instruction tailored to children's strengths and interests, for children to have more control over their day, for child observations, and to preparing the early education and care environments.

Supporting Playful Learning: Designing individual play experiences may feel like eliminating a key element of child education and care - but we can also view it as an opportunity for a deeper dive into playfulness and learning. With more structure and intentionality, educators can help foster self-direction, confidence and competency building.

Some questions educators can ask as they design activities and lesson plans in keeping with health and safety standards include:

- How will we enter the education and care setting - what routines will we establish that follow health and safety guidelines, but still feel fun? Will we stamp hands in order to practice 'erasing' the stamp with our hand washing routine? Is there a song we can sing when we wash in the morning, and another when we return from outdoor play? How else can we be creative in implementing protocols to support transitions, routines, and maintaining joy in our education and care environments?
- Are there ways to direct movement for physical distancing without having to verbally direct children every time we transition? Can children practice extending their arms to create a 'snow angel' on the wall of the education and care space when they line up to go outside - thereby maintaining a safe distance in the line?
- What does outdoor time look like? Is it possible to play more structured games outside, like red light/green light, obstacle courses, dance competitions, running clubs, and circuit challenges to accomplish social, physical, and cognitive development while physically distanced? Tip: try googling 'games for social distancing'!
- How else can we move indoor activities, outside, when the weather is appropriate? Is there an opportunity for a nature exploration or walk, assembly of a nature kit, story time or circle time outside, or cohort based learning and play outside? Do we have portable seating we can take outside like low tables, lap desks, yoga mats or blankets?
- What will it look like to be a contributor to the community? How will we engage in shared learning and play time? Can we still have story time, circle time, and movement time - but distanced?

PRINCIPLES OF CHILD DEVELOPMENT SUGGEST THAT CHILD GROWTH OCCURS BEST WHEN THEY:

- Have time to tinker, build, experiment, and hypothesize
- Are empowered to make independent choices
- Can revisit well-designed hands-on activities
- Have protected time to focus and concentrate
- Are able to enjoy play-based experiences in many forms

Educators are strongly encouraged to refrain from policing the children, and to never scold them for not following social distancing guidelines - but instead to use redirection and “reminding” language when necessary. Relying first on routines, the physical environment, and structured activities to guide distancing is the best approach.

Comforting Children: Children can experience separation anxiety, sadness, anger, and hurt. While hugs and holding children should be limited as much as possible, there will be times when educators will need to tend to children and provide comfort and aid. [The CDC guidance](#) for interacting with infants and toddlers states: “It is important to comfort crying, sad, and/or anxious infants and toddlers, and they often need to be held. To the extent possible, when washing, feeding, or holding very young children, child care providers can protect themselves by wearing an over-large button-down, long sleeved shirt and by wearing long hair up off the collar in a ponytail or other updo.”

CREATIVE IDEAS TO MAINTAIN HEALTH AND SAFETY IN WAYS THAT SUPPORT CHILD DEVELOPMENT:

- Stamp your hand – wash it off!
- Sing: if you’re happy and you know it, WASH your hands!
- Hygiene chart – stars for washing when they enter the space, after outside time, before eating, etc.
- Pool noodle line up – don’t let the noodles touch!
- Decorate your mat/ hula hoop/ dot for the floor – make it your own
- Freeze dance party maintaining physical spacing
- Games of charades from a safe distance, in pairs

What other playful approaches have you used to reinforce healthy and safe habits for children during this time?

ARRANGING THE LEARNING AND CARE ENVIRONMENT

While shared learning centers and bins with many materials may be removed, there are opportunities for more tailored and custom activity centers and bins with items special for each child. This can become a whole new form of communication and nurturing between children and education and care providers – especially when paired with presentation, questioning, and prompting for child-led discovery.

Some questions educators can ask as they design the classroom environment include:

- Can we use the physical environment of the education and care setting to create situations where children can interact freely through learning and play observations or conversation and inquiry - while maintaining a safe distance from one another?
- How will we move around the space? Might arrows or brightly colored signs on the floor help as markers to move around the space in a specific direction, or space at an appropriate distance while waiting to go outside, or wash hands?
- How will children access materials - are there ways to make their individualized materials freely accessible for learning and play, while also protected from a health and safety standpoint? Can shelves be repurposed by using individualized, sealable plastic bins that children can retrieve themselves? Can children decorate or label their stations bins, and materials so they have ownership of their items, and can locate them easily?
- How will we transition to quiet time? What creative spaces can we use to ensure restful, safe, sleep and quiet in the education and care environment for those who need it?
- What are the new seating configurations – at tables, desks, and on the floor? How will we move between them? Can we use laminated mats, dots, hula hoops, or other materials that are easily cleaned to mark floor spaces?

CREATIVE IDEAS FOR INDIVIDUAL LEARNING BINS:

- art/creative work (crayons, markers, paper, scissors, glue or glue stick, ruler, etc.);
- math (manipulatives, counters, shapes, etc.);
- science (found objects from nature, magnifying glass, small bottles or jars, etc.);
- reading/ELA (Books at the right level for each child, literacy centers, beans or buttons to glue in the patterns of letters on cards, recorded stories to listen to, etc.);
- STEM activities, such as legos or block building, objects to observe with a magnifying glass, or measuring tools; and
- micro-dramatic play (small human and animal figures, materials to form a pretend house and trees, car, etc.)