

Pellston Public Schools  
Continuity of Learning in Covid-19 Response Plan Assurances  
Great Start Readiness Program Addendum

Question Number	Response
1. Alternative modes of learning and access	<p>GSRP programs will use a hybrid format for instructional delivery including use of vendors, on-line learning, virtual instruction, videos, telephone communications, email, and instructional packets.</p> <p>Teaching teams will connect with families to determine the best mode to access learning. Solutions for internet access and devices will be handled on an individual basis and include supporting families in connecting with their internet provider.</p>
2. Keeping pupils at the center of educational activities	<p>The first contact with families was focused on health and safety and reconnecting. A parent contact posed the following three questions:</p> <ol style="list-style-type: none"> <li>1. How are you doing with meeting your basic needs?</li> <li>2. Are you working with any agencies right now?</li> <li>3. What might you need help with?</li> </ol> <p>The family's capacity to participate in distance learning was addressed once these questions of basic need were determined.</p> <p>Teachers make weekly contacts with families with an emphasis on continuing to build relationships and maintain connections.</p>
3. Content Delivery	<p>For students with technology, content will be delivered through on-line formats, email and other social media sites.</p> <p>For those students without technology, the main mode of delivery will be through hard copy instructional packets. This will be supplemented with phone conferencing to support instruction. Instructional packets will be mailed to students.</p>
4. Monitoring Learning	<p>During weekly parent contacts, teachers will seek feedback on student learning and progress. The following questions will be asked:</p> <ol style="list-style-type: none"> <li>1. What is going well?</li> <li>2. What is the most challenging part of your day?</li> <li>3. What resources are you finding most helpful/productive for learning at home?</li> </ol> <p>During live contacts or through email, parents will be invited to share work samples, pictures and anecdotes regarding student learning.</p>
5. Budget	See K-12 response
6. Collaboration in Plan Development	<p>Early Childhood Specialists surveyed the program teaching team to gather input and determine readiness for distance learning. Questions ascertained available methods for connecting with families, teacher's knowledge of learning platforms, current family engagement, and what barriers they face regarding delivering learning in a distance format.</p> <p>The ISD facilitated a Zoom meeting with teacher representation from the program to review survey results, gain input and receive feedback on the proposed plan.</p>
7. Notice of Plan	GSRP teachers sent all families a newsletter outlining the continuity of learning plan components.

8. Date of Implementation	No later than April 28
9. Post-Secondary	NOT REQUIRED FOR GSRP
10. Food Distribution	See K-12 response
11. Pay for employees	All GSRP employees will continue to be paid until the program end date.
12. Participation of Students/Families	Participation will be documented through a weekly parent contact log and participation in virtual learning. Every effort will be made to reach every child and family for the duration of the plan. Additional support will be provided to families who have opted in, but are inconsistent in participation. Documentation will be recorded for parents who opt out.
13. Mental Health Supports	As needs for families arise, teachers will provide connection to resources in the community, utilize the ISD preschool social worker as appropriate, and access supports provided by the district.
14. Disaster Relief Child Care Centers	Currently the district is not involved in providing disaster relief child care.
15. Balanced Calendar	NOT REQUIRED FOR GSRP

Classroom Teacher and Associate Teacher Expectations	Equity and Access Area
<ul style="list-style-type: none"> <li>Connect with families to ascertain the safety, emotional, social and physical well-being of each student.</li> <li>Provide resources or connections to other agencies.</li> </ul>	Keep Students at the Center of Learning
	Engage Families

<ul style="list-style-type: none"> <li>● Determine the best mode to connect with families (i.e., email, text, video conference, phone call, etc).</li> <li>● Complete a year-end “conference” with each family.</li> </ul>	
<ul style="list-style-type: none"> <li>● Share <a href="#">Learning Through Routines</a> activities with families weekly.</li> <li>● Plan and deliver <a href="#">20-30 minutes of direct instruction</a> 2 times per week via a mode that works for each individual family.</li> </ul>	Examine Curriculum
<ul style="list-style-type: none"> <li>● Dedicate time each week to make a personal connection with each family to individualize learning and receive feedback regarding student progress. This should be a shared responsibility of lead and associate teachers.</li> <li>● Schedule one to two hours of daily “office hours” to be available to families.</li> </ul>	Deliver Flexible Instruction
	Check Student Learning
<p>Note: GSRP funds can be utilized to support access to instruction (i.e. purchasing of materials, mailing items to homes, technology).</p>	
<p>Intermediate School District Support</p>	
<p>ISD Early Childhood Specialist Expectations:</p> <ul style="list-style-type: none"> <li>● Connect with teachers to gauge needs, concerns, and support planning.</li> <li>● Create “Learning Through Routines” guide utilizing quality resources.</li> <li>● Support teacher in developing instructional lesson plans.</li> <li>● Schedule one to two hours daily of “office hours” to be available to teachers.</li> </ul>	
<p>ISD Early Childhood Program Manager Expectations:</p> <ul style="list-style-type: none"> <li>● Available to provide resource support to families (connection to food and other basic needs).</li> <li>● Connect with families to complete preschool applications.</li> <li>● Marcia will collect one weekly plan during this time period.</li> </ul>	
<p>Great Start Collaborative and Great Start Parent Coalition Expectations:</p> <ul style="list-style-type: none"> <li>● Support families with scholarship funds to access learning as needed and available.</li> <li>● Post “Talking is Teaching” information on Facebook.</li> <li>● Connect with local districts regarding distribution of “Let’s Talk Kindergarten” bags.</li> </ul>	

<p>Guidance for Learning Through Daily Routines and Interactions</p>	
<p>Resources:</p> <ul style="list-style-type: none"> <li>● Guidance from MAISA</li> <li>● Creative Curriculum</li> <li>● Ready 4K</li> <li>● Talking is Teaching</li> </ul>	

Our priority as an early childhood ISD team is the social-emotional well being of children and families. Our first step is to connect with them to ascertain and support their safety, health and welfare. To honor the family's home environment, continuing learning will focus on and value the relationships of children and caregivers during daily routines and interactions.

Key Focus Areas - The Creative Curriculum	Learning Opportunities During Routines
Social Emotional Language & Literacy Mathematics Dramatic Play The Arts, Science, Social Studies Music and movement Physical (Fine/Gross Motor)	<ul style="list-style-type: none"> <li>● <b>Self-Care:</b> dressing, brushing teeth, brushing hair, bathing</li> <li>● <b>Meals:</b> breakfast, lunch, dinner and snacks</li> <li>● <b>Indoor Play</b></li> <li>● <b>Outdoor Play</b></li> <li>● <b>Rest:</b> Nap/quiet, bedtime</li> <li>● <b>“In-Between” Times</b> (small moments)</li> </ul>

Monday:

1. Families receive a text with a **fact** from [Ready4K](#). For families without text capability, the fact will be included in a weekly packet that will be mailed.
2. Families receive [Learning Through Routines](#) activities, conversation, etc. for each one of the 5 routines (self-care, meals, indoor play, outdoor play, rest, in-between). In-between time is the [poster](#) from Talking is Teaching. For families who don't have internet access, the activities will be included in a weekly packet that will be mailed.
3. Families experience [20- 30 minutes of instruction](#) from the teacher. This can be synchronous or asynchronous and includes read-aloud, content lesson etc. For families who don't have internet access, the lesson will be included in a weekly packet that will be mailed.

Wednesday:

1. Families receive a text with a **tip** from Ready4K
2. Families utilize Wednesday/Thursday activities from Learning Through Routines activities, conversation, etc for each one of the 5 routines (self-care, meals, indoor play, outdoor play, rest, in-between). In-between times is the poster from Talking is Teaching.
3. Families experience 20-30 minutes of instruction from the teacher. This can be synchronous or asynchronous and includes read-aloud, content lesson etc.

Friday:

1. Families receive a **growth** text from Ready4K
2. Families receive a Family Weekend Activity.
3. Optional: Additional 20-30 minutes of instruction from the teacher.