

Continuity of Learning and COVID-19 Response Plan (“Plan”) Application Template

As a result of COVID-19 and the closing of school buildings for the 2019-2020 School Year, school districts must submit a Continuity of Learning and COVID-19 Response Plan (“Plan”) in order to continue to receive state aid for operations. Although schools are closed and not providing in-person instruction, teaching and learning must continue. Michigan educators have been called to provide our students with continued learning. There are varied states of readiness to provide continuity in learning among districts. Even within districts of multiple school sites, there are varied states of readiness. It is expected that schools will provide instruction at a distance using a variety of methods that meet local needs, including printed materials, phone contact, email, virtual learning, or a combination to meet student needs. We should avoid assuming that continuity in learning can only occur through online means. While many educators have been providing distance learning opportunities, the Governor’s Executive Order (EO 2020-35) requires all schools to begin providing learning opportunities for all students no later than April 28, 2020. Districts who are able to begin their plans earlier are encouraged to do so. Each District shall submit a single completed Assurance Document, Budget Outline, and Continuity of Learning Plan to its Intermediate School District. Each Public School Academy shall submit a completed Assurance Document, Budget Outline, and Continuity of Learning Plan to its Authorizer. A single Application should be filed for the district rather than multiple applications for individual schools within a district. The following items are required for the application which may be submitted beginning April 8, 2020:

1. Assurances Document
2. Continuity of Learning Plan
3. Budget Outline

Continuity of Learning and COVID-19 Response Plan (“Plan”) Guiding Principles

As Districts and Public School Academies complete the Assurances and Continuity of Learning Plans, they should consider utilizing the following principles to guide their work: Keep Students at the Center Intentional outreach to continue building relationships and maintain connections. Help students feel safe and valued. At minimum, plan to do the following:

- Plan for Student Learning: Build on each student’s strengths, interests, and needs and use this knowledge to positively affect learning.
- Develop a Weekly Plan and Schedule: Offer routines and structures for consistency and for the balancing of think time, work time, and play time for health and well-being.
- Contact Families: Partner to support student learning through ongoing communication and collaboration. This will not look the same for every student and family—safety remains the priority. Provide translations as necessary. Design Learning for Equity and Access Plan and deliver content in multiple ways so all students can access learning.
- Teach Content: Set goals using knowledge of each student, content area standards, and of Michigan Merit Curriculum.
- Deliver Flexible Instruction: Consider how to deliver content depending on tools and resources accessible to each student. Alternative modes of instruction may include use of online learning, telephone communications, email, virtual instruction, videos, slideshows, project-based learning, use of instructional packets, or a combination to meet diverse student needs.
- Engage Families: Communicate with families about engagement strategies to support students as they access the learning. Families are critical partners. Provide translations as necessary. Assess Student Learning Manage and monitor student learning and plan what’s next for learning including the potential need for summer and supplemental learning.
- Check Student Learning: Use a variety of strategies to monitor, assess, and provide feedback to students about their learning.
- Make Instructional Adjustments: Use formative assessment results to guide educators’ reflection on effectiveness of instruction and to determine next steps for student learning.
- Engage Families: Communicate with families about assessment results in order to inform next steps and the potential for supplemental summer learning. Provide translations as necessary.

Continuity of Learning and COVID-19 Response Plan (“Plan”) Assurances

Date Submitted: 04/08/2020

Name of District: Litchfield Community Schools

Address of District: 210 Williams Street Litchfield Michigan

District Code Number: 30040

Email Address of the District: mcorey@litchfieldschools.com

Name of Intermediate School District: Hillsdale County ISD

Name of Authorizing Body (if applicable): Troy Reehl

This Assurance document needs to be returned to your Intermediate School District or, for Public School Academies, your Authorizing Body with your Continuity of Learning Plan and Budget Outline beginning April 8, 2020 to indicate that the District will adopt a plan to ensure continuous learning for all students through the remainder of the 2019-2020 school year. Districts should submit a single district plan that relates to all of their schools.

The applicant hereby provides assurance it will follow the requirements for a Plan for the remainder of the 2019-2020 school year:

1. Applicant assures that all student learning will take place under the direction of a teacher of record for each student enrolled in the district.
2. Applicant assures that it will continue to pay school employees during the balance of the 2019-2020 school year under the same terms and conditions established prior to the school closure order period.
3. Applicant assures that the Plan was developed in collaboration with district administrators, school board members, teachers, and local bargaining units.
4. Applicant assures that food distribution has been arranged for or provided for eligible students.
5. Applicant assures coordination between applicant and Intermediate School District in which the District/PSA is located to mobilize disaster relief child care centers.
6. Applicant assures that to the extent practicable the District/PSA will in good faith provide students with IEPs/Section 504 Plans the opportunity to participate in learning consistent with existing plans.
7. Applicant assures that Continuity of Learning and COVID-19 Response Plan, Assurance Document, and Budget Outline will be posted immediately following approval to the District's/PSA's website.

Continuity of Learning and COVID-19 Response Plan ("Plan")

The goal of a Continuity of Learning Plan and COVID-19 Response Plan is to ensure that each District or Public School Academy is providing, to the best of its ability, each student with alternative modes of instruction to help them stay on pace in their learning. This application recognizes that there is no "one-size-fits-all" solution; multiple means of engaging students and supporting families may be necessary that may vary by grade level, school building, or student population served.

For the purposes of the Plan, "district" refers to school districts and public school academies.

Date Submitted: April 8, 2020

Name of District: Litchfield Community Schools

Address of District: 210 Williams Street Litchfield Michigan

District Code Number: 30040

Email Address of the District Superintendent: mcorey@litchfieldschools.com

Name of Intermediate School District: Name of Authorizing Body (if applicable) Troy Reehl

In accordance with Executive Order 2020-35 a Plan must include all of the following parts:

1. Please describe the methods the district will use to provide alternative modes of instruction other than in-person instruction and a summary of materials each pupil and the pupil's parents or guardians will need to access meaningfully the alternative modes of instruction included in the Plan. If the Plan relies on electronic instruction, the Plan must ensure to the extent feasible that pupils have access to a connected device capable of accessing the electronic instruction and must not penalize a pupil for the pupil's inability to fully participate.

"Alternative modes of instruction" means modes of pupil instruction, other than in-person instruction, that may include, without limitation, partnerships with other districts or intermediate districts or community colleges or institutions of higher education, use of vendors, use of online learning, telephone communications, email, virtual instruction, videos, slideshows, project-based learning, use of instructional packets, or a hybrid of multiple modes of learning that still promote recommended practices for social distancing to mitigate the spread of COVID-CD.

District/ PSA Response:

1 - Alternative Learning Methods: Litchfield Community Schools will use a Hybrid approach for instruction utilizing hard copy instruction packets and online or digital learning. Online resources may include Google Classroom, Imagine Math, Remind, Zoom, FaceTime, etc. Materials used to complete activities will be provided to families as needed. Students will not be penalized for their inability to fully participate.

2. Please describe the methods the district will use to keep pupils at the center of educational activities, including outreach to continue building relationships and maintain connections, and to help pupils feel safe and valued.

District/ PSA Response:

2 - Keeping Students Centered: Litchfield Community Schools Teachers will be initiating contact with students each week. Methods may include phone calls, text messages, emails, FaceTime, Zoom, or hand written notes. Litchfield Schools will continue to share information with families through our District Website, School Messenger Phone Calls, and Terrier News Live and recorded broadcasts.

3. Please describe the district's plans to deliver content in multiple ways so that all pupils can access learning.

District/ PSA Response:

3 - Multiple Methods of Instruction: For students without technology resources the instructional content will be provided through hard copy instruction packets. Teachers will use phone conferencing to support instruction and assist students. Students in GSRP through grade 12 will be instructed using online lessons to a virtual format if Internet is available to them. Students with IEP's can expect weekly check-ins by their teachers to offer support and encouragement, and accommodation to the extent reasonably possible. Students with IEP's and 504 plans, regardless of access, will operate on individual plans supported by special education and general education staff. It should be recognized that achieving individual, academic goals may not be possible at this time.

Students in GSRP through grade 12 will be instructed using online lessons to a virtual format if Internet is available to them.

4. Please describe the district's plans to manage and monitor learning by pupils.

District/ PSA Response:

4 - Managing and Monitoring: Litchfield Community Schools Teachers will conduct weekly check-ins with students to assess progress on assignments and learning targets. Academic progress will be recorded in PowerSchool, contact information will be logged by teachers.

5. Please attach a budget outline estimating additional expenditures associated with the Plan and sources of revenue to pay for those expenditures.

District/ PSA Response:

- **5 - Budget Outline:**
- **PreK - 12 Mailing Costs \$3500**
- **Chapter Books for Summer Reading Program \$12,000**

6. Please describe the manner in which district administrators, board members, teachers, and any representatives of teachers collaborated in development of the Plan.

District/ PSA Response:

6 - The LCS Continuance of Learning Plan was developed through collaboration between Litchfield Administrators, Litchfield Teachers Association and Litchfield Support Staff Association bargaining units. The final draft of our plan was sent to Board Members to review prior to submitting it to Hillsdale County ISD.

7. Please describe the methods the district will use to notify pupils and parents or guardians of the Plan. District/ PSA Response:

7 - Litchfield Community Schools will post the Learning Plan on our District Website. We will notify parents and direct them to the website by using School Messenger Phone Calls and posts on our FaceBook page.

8. Please provide an estimate of the date on which the district will begin implementation of the Plan, which must be no later than April 30, 2020.

District/ PSA Response:

8 - Begin Date: Litchfield Community Schools will implement our Plan no later than April 28, 2020.

9. Please describe the assistance, to the extent feasible, to pupils enrolled in any postsecondary dual enrollment courses under Public Act 100 of 2009, as amended, MCL 132.1001 to 132.1005, and Career and Technical Preparation Act, 1999 PA 100, as amended, MCL 132.1006 to 132.1010, in completing the courses during the 2019-2020 school year.

District/ PSA Response:

9 - Dual Enrollment: For students in CTE programs, we will work with the CTE Director of the ISD, CTE instructors, as well as state-level CTE directives to ensure they have the resources and support to complete these courses. Dual enrollment students attending Jackson College have been transitioned to online classes through the college. Students enrolled in the Early Middle College program will work with their provider to determine next steps. In addition, the district will ensure that they have the necessary materials and support to successfully complete those courses.

10. Please describe how the district will continue to provide or arrange for continuation of food distribution to eligible pupils.

District/ PSA Response:

10 - Food Distribution: Litchfield Community Schools will continue to provide meals to any eligible students. Parents can access and fill out a sign up form on our District website, or they can simply call 517-542-2388 and leave a voicemail with their family name and number of eligible kids in the house. Parents pick up their package at our Drive Thru station and our staff will place it in their vehicle. We provide delivery upon request. We distribute a week's worth of meals every Friday.

11. Please confirm that the district will continue to pay school employees while redeploying staff to provide meaningful work in the context of the Plan, subject to any applicable requirements of a collective bargaining agreement.

District/ PSA Response:

11 - Litchfield Community Schools will continue to pay all regularly scheduled employees as though they had worked their regular work schedule. Teacher and Support Staff Bargaining Units have been consulted.

12. Provide describe how the district will evaluate the participation of pupils in the Plan.

District/ PSA Response:

12 - Evaluation: Participation in learning activities and completion of assignments will be monitored weekly by teachers. Teachers will record completion of assignments in our PowerSchool System. Contact information will be recorded by teachers. Students will not be penalized for their inability to fully participate.

13. Please describe how the district will provide mental health supports to pupils affected by a state of emergency or state of disaster prompted by COVID-gp.

District/ PSA Response:

13 - Mental Health Needs: Teachers will be contacting families to make weekly, or as needed, student wellness checks. Parents will be referred to local agencies for support in meeting any additional mental health needs. Litchfield Community Schools will also provide a "Request for Contact" form on our District website.

14. Please describe how the district will support the efforts of the intermediate district in which the district is located to mobilize disaster relief child care centers as described in Executive Order hoho-gl or any executive order that follow it.

District/ PSA Response:

14 - Child Care Centers: Litchfield Community Schools is ready to support the needs and efforts of the HCISD when called upon.

Optional question:

15. Does the District to adopt a balanced calendar instructional program for the remainder of the hogg-hoho school year? Does the District plan to adopt a balanced calendar instructional program for the 2020-2021 school year? District/ PSA Response:

15 - Balanced Calendar: No

Name of District Leader Submitting Application: Mike Corey

Date Approved: 04/10/2020

Name of ISD Superintendent/Authorizer Designee: Troy Reehl

Date Submitted to Superintendent and State Treasurer: 04/21/2020

Confirmation approved Plan is posted on District/PSA website: <https://www.lcsmi.org/>