



## **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: April 15, 2020

Name of District: Caro Community Schools

Address of District: 301 North Hooper Street  
Caro, MI 48723

District Code Number: 79020

Email Address of the District: pnewman@carok12.org

Name of Intermediate School District: Tuscola Intermediate School District

Name of Authorizing Body (if applicable):

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 15, 2020

Name of District: Caro Community Schools

Address of District: 301 North Hooper Street  
Caro, MI 48723

District Code Number: 79020

Email Address of the District Superintendent: [pnewman@carok12.org](mailto:pnewman@carok12.org)

Name of Intermediate School District: Tuscola Intermediate School District

Name of Authorizing Body (if applicable):

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-19.***

District/ PSA Response:

Caro is incorporating a hybrid/blended model in our Continuity of Learning Plan. Caro is a “1:1” school district. All students in grades 9-12 were already issued Chromebook devices in the fall that they keep in their possession. For students in grades K-8, a special Chromebook Distribution Plan was developed to get those devices from our buildings and into the hands of families. On Tuesday, April 7<sup>th</sup>, Chromebooks were delivered utilizing our existing bus routes. On Wednesday, April 8<sup>th</sup>, Chromebooks for students in grades K-8 and whose last names begin with the letters A-L, were distributed from the high school’s main office entrance while observing strict social distancing guidelines. Parents, adults and students were prohibited from leaving their vehicles at any time during the process. On Friday, April 10<sup>th</sup>, the remaining Chromebooks for students in grades K-8 whose last names begin with the letters M-Z, were distributed from the high school’s main office entrance observing the same strict social distancing guidelines. Students in our Alternative High School program (on-line educational program) had their Chromebooks distributed from the Alternative Education building, and those students are continuing their educational programs from home.

For students (grades K-8) who do not have internet access to learn virtually from home, paper packets (developed by grade level and department) will be compiled and mailed by Thursday, April 16<sup>th</sup>. Caro High School developed “Learn From Home” flash drives (developed by department) for students without internet access, for use on their Chromebooks.

In addition to the extensive list of online resources distributed by the State on MDE’s website, Caro Community Schools will utilize the following online, foundational curriculum frameworks:

- Compass Learning (Grades K-5)
- Compass Learning and Edgenuity (Grades 6-8)
- Edgenuity (Alternative High School)
- Google Classroom (Caro Community High School)

An additional 430 licenses for Edgenuity have been purchased for Caro Community High School, although that program will be used as a supplementary resource to compliment the High School’s curriculum.

An additional 1,000 free licenses of “Go-Guardian” were secured by our IT director. “Go Guardian is filtering and monitoring software which safeguards students from exposure to dangerous internet sites and also monitors the mental health of our students.

We will also be continuing our relationship and partnership with The Institute For Excellence In Education, delivering resources to teachers and the Focused Instructional Model to our students in grades K-8 in an online environment. This will not be considered “new” instruction, but in the absence of any ability to utilize formative assessments, our work with I.E.E. will provide us with much-needed data when it comes to addressing student deficiencies, particularly this coming fall.

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:

Teachers have been instructed to use Google Hangouts as a means to positively interact with students and maintain relationships and connections. Although many teachers have intimated that they would like the opportunity to use the program “Zoom” for these interactions, there are a number of security issues that require prohibition of its use at this time including:

- Parental consent concerns
- Potential HIPPA and FERPA violations
- “Zoom Bombing”, which is when an uninvited person hacks into a Zoom meeting and which often leads to offensive behavior and exposes students to dangerous messaging.

Teachers and counselors have scheduled accommodating office hours for access to parents and students to address concerns, answer questions and maintain continuing outreach to students and families. The district standard for instructional outreach is for teachers to connect with their students once every two weeks via phone or email. Teachers will be required to keep two 1-hour office sessions per week (minimally) that are accommodating for students and parents. Counselors and/or Social Workers will make contact with “at-risk” students weekly and be available “as needed”. They will also have normal and accommodating office hours (minimally five hours per week) to address the needs of our “at-risk” population.

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

District/ PSA Response:

Caro will implement a blended hybrid learning plan. Caro is a 1:1 school district. Every student K-12, who has the necessary internet access will be (or have already been) issued a Chromebook device in order to learn in a virtual environment from home. For students without home internet access, paper packets (Grades K-8) and USB drives (Grades 9-12) with the appropriate curriculum will be mailed home. Teachers are required to schedule at least two, “non-conflicting” office hours to accommodate parents and address any special needs or concerns. Teachers are also required to make contact with students and parents at least once every two weeks via e-mail, phone, social media, etc. Teachers must document all contacts made with families and continue monitor their students’ progress, providing feedback as expeditiously as necessary and possible. Students will receive “pass/fail” or “credit/no credit” marks for participation. Students must participate and demonstrate active engagement in their educational coursework and activities for a minimum of 60-120 minutes per day. If students fail to meet these participatory standards, they will be given opportunities to revise their activity submissions until the grade is “pass” until June 4, 2020 (Grades K-11) and May 28<sup>th</sup> for Grade 12 students.

Caro will also continue its partnership with The Institute For Excellence In Education and use of the Focused Instructional Model for all students.

The district assures that the special education staff will be coordinating with the general education staff to ensure the needs of all students with IEP's and 504 plans are considered. The district assures contingency plans will be developed for students with IEPs. The district assures that the 504 coordinator will work with the teaching staff to ensure the needs of students with 504 Plans are considered.

In addition, for students with IEP/504 plans, case-load teachers will work with students via email/phone to provide assistance with access, accommodating as needed. Examples include (but are not limited to): providing subtitled versions of videos, rewording questions, appropriately modifying assignments and providing any needed assistive technology.

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

District/ PSA Response:

Student learning and participation will be monitored by teachers who are required to make contact with students and parents at least once every two weeks via email, phone or Google Hangouts. Students will be expected to spend between 60-120 minutes per day on assigned work. Teachers will be required to keep a contact log to document interactions with students and parents. For students who have internet access, feedback on assigned work will be more immediate. For those students who do not have internet access, more communication with students and families may be required (via the phone, social media, email, etc.). Students will receive "pass/fail" or "credit/no credit" for the completed work. Students who have failed to complete the assigned work or failed to meet the necessary participatory standards will have until June 4<sup>th</sup>, 2020 (May 28<sup>th</sup>, 2020 for graduating seniors) to academically redeem themselves and earn credit.

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:

Sources of Revenue for Added Costs:

- General Fund Equity
- Food Service Fund Equity

The budget includes the following:

- a. Incentive pay for Meal Distribution and Chromebook Distribution workers
  - i. Food Service
  - ii. Bus Drivers
  - iii. Paraprofessionals
  - iv. Custodians

- v. Other Support Staff
  - b. Postage for paper packets and USB drives
  - c. Advertising in the Tuscola County Advertiser
  - d. Purchase of 2,000 sterilized masks
  - e. UVC Cleaning Services
  - f. USB drives for High School students
  - g. Elementary teaching supplies
- 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:

While practicing social distancing whenever possible, the Covid-19 Response team met primarily through Google Hangouts. The response team included input and representation from every practicable stakeholder group. The coordination of meetings was managed by the Superintendent. Prior to the Executive Order which mandated the closing of schools, emergency logistical meetings were held with the technology department to study our capabilities and deficiencies with regard to delivering an online curriculum. A special meeting was held with the food service, maintenance and transportation departments to develop a meal distribution plan, and the administrative team met daily to establish important timelines, determine the staffing levels required to support the implementation of our continuity of learning plan, manage and analyze the latest information and directives coming out of Lansing, and to develop an effective communication framework for notifying families and the community of the central role the district would play during this crisis.

Chromebooks were personally delivered to all the members of the Board of Education so that they would not only be part of these virtual meetings, but also be able to provide valuable input on components of the plan; being a critically important link between the district and the community. Building administrators worked closely with their leadership teams and staffs to establish reasonable learning expectations for students and develop meaningful instructional delivery strategies to promote optimum student engagement. Per the Executive Order, leadership from the Caro Education Association was consulted on every matter related to the plan, which required the approval and assurance. A full-page ad was taken out in the local newspaper, The Tuscola County Advertiser (see budget) to disseminate important information to families regarding the Meal Distribution Program and the Chromebook Distribution Program. And the Skylert Public Address Communication System, the District's website and Facebook page were utilized frequently to ensure that our communication efforts were both effective and "wide-sweeping."

- 7. Please describe the methods the district will use to notify pupils and parents or guardians of the Plan.

District/ PSA Response:

A full-page ad was taken out in the local newspaper, The Tuscola County Advertiser (see budget) to disseminate important information to families regarding the Meal Distribution



Program and the Chromebook Distribution Program. And the Skylert Public Address Communication System, the District's website and Facebook page were utilized frequently to ensure that our communication efforts were both effective and "wide-sweeping." Letters from the Superintendent and building principals, including important updates have been emailed and/or sent home and posted on the District's website and various online communication platforms. A summary of the District's Continuity of Learning Plan was presented at the April 13<sup>th</sup> regular meeting of the Board, which was conducted virtually. Community members were given the link to join the meeting via Google Hangouts, and the minutes for the April 13<sup>th</sup> meeting will be posted on the District's website.

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 28, 2008.

District/ PSA Response:

April 20, 2020

9. Please describe the assistance, to the extent feasible, to pupils enrolled in any postsecondary dual enrollment courses under Public Act 160 of 1996, as amended, MCL 388.511 to 388.524, and Career and Technical Preparation Act, 258 PA 2000, as amended, MCL 388.1901 to 388.1913, in completing the courses during the 2019-2020 school year.

District/ PSA Response:

All of our Dually Enrolled students were engaged in on-line versions of these courses. They are expected to complete these courses as required by the hosting educational entity. We are ensuring that all of these students have adequate internet access to accomplish this task. The counselor will be checking in these students to monitor progress and assist with issues on a regular basis.

We understand that districts will be required to complete the Continuity of Learning Plan for instruction for the rest of the school year. Mid-Michigan College is doing the following to support students:

- Mid's courses (including dual enrollment courses) have moved their content to a Learning Management System known as Moodle. The content and the instructor is the same, the material is just being taught using a different modality.
- Mid's instructors are also using the Retention Management System (RMS) to communicate with counselors, principals, and Mid Mentors about students who may be struggling so that support services can be provided.
- A team of Mid employees has scheduled Zoom meetings with all dual enrollment partners to see how we can provide dual enrollment students
- Mid has provided a Student FAQ on a Coronavirus (COVID-19) Response Page and a FAQ for Dual Enrollment Sites: COVID-19 Response that provides updates and information on how students can access the Library, Tutoring, Information Technology and other critical support services.
-

Students attending the Tuscola Technology Center will be given credit for their work thus far. Students who currently failing will be given opportunities to raise the grade to passing and earn their credits.

At the Tuscola Technology Center, continuity of learning for students will consist of the following:

Instructors will provide remote instruction via email and online resources. As needed, printed materials will be made available. Instructors will make contact with students primarily through their TISD email and reach out via telephone to those who do not respond to email. Paraprofessionals will reach out specifically to the students with special needs who are assigned to their program to make sure they have the support that they need.

The primary focus of remote instruction will be to prepare students to earn industry-based certification if at all possible. Beyond that, remote instruction will focus on providing enrichment activities to maintain and refine technical skills developed in the CTE program.

Seniors who had a passing grade as of March 13 will have earned credit for their CTE course for the last marking period or trimester of the 2019-20 school year. Instructors will provide opportunities for those seniors who did not have a passing grade as of March 13 to complete additional work, and, upon satisfactory completion of that work, earn a passing grade for the final marking period or trimester.

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

District/ PSA Response:

Our meal distribution program operates two days per week and involves approximately forty employees who perform specific functions. The hours and days of operation have been effectively disseminated to the community. The following is Caro's Schedule for Meal Distribution:

Mondays:

- 3 breakfasts and 3 lunches per individual bag are delivered to students utilizing the District's existing bus routes. Buses arrive at every stop at approximately the same time each delivery day. All meal distribution personnel are required to wear masks and gloves and practice strict social distancing guidelines; the expectations of which have been effectively disseminated to students and families.
- The Meal Distribution Center's (Middle School Cafeteria and Bus Loop entrance) hours of Operation:
  - 8:30-10:30 a.m.

- 5:00-7:00 p.m.

Thursdays:

- 2 breakfasts and 2 lunches per individual bag are delivered utilizing the District's existing bus routes.
- The Meal Distribution Center hours of operation are the same as Mondays.

**Meal Distribution (Kitchen and Meal Preparation Staff) Weekly Schedule:**

Mondays/Thursdays:

7:00-10:30 a.m.  
4:30-7:30 p.m.

Tuesdays/Wednesdays:

8:00 a.m.-Noon

Fridays:

8:00 a.m.-1:00 p.m.

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:

Per the Governor's Executive Order 2020-35, all Caro employees will continue to be paid.

Hourly employees, who work in the Meal Distribution Program receive an additional hourly incentive bonus for their efforts. Once the order has been lifted and districts are given the "OK" to fully redeploy all their employees, workers will go back to their original contractual rates of pay.

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

District/ PSA Response:

The district standard for student participation is 60-120 minutes per day. Students will be evaluated based on meeting the following participatory standards:

- Caro Community High School:

- Participation based on culminating activities for each of our courses. These activities will be assessed in a pass/fail (credit/no credit) manner with a grade of “pass” earning the student  $\frac{1}{2}$  credit in that course. Students will be given opportunities to revise activity submissions until the grade is “pass” until June 4, 2020 (May 28, 2020 for Grade 12 students). These activities will not be able to be completed satisfactorily without adequate participation.
- Caro Alternative High School:
  - Students participation and progress is already tracked and monitored using the Edgenuity assessment system. When it is discovered that students are not making adequate progress, parental/student contact will be made to redirect students who are struggling. When warranted, mental health services will be provided by both counselors and Student Success Coordinators (Social Workers who were recently hired through the School Climate Transformation Grant). Students who complete the coursework will receive credit and a letter grade, which has been already established in this particular virtual learning model.
- Caro Middle School:
  - Students will be required to spend 60-120 minutes per day on coursework developed by grade-level teams. Students will receive a “pass/fail” grade for successful participation. For students who are currently enrolled in high school courses for credit, the same procedures and awarding of credit apply that were established in Caro Community High School’s plan.
- Schall Elementary (Grades 3-5) and McComb Elementary (Grades K-2):
  - Classroom teachers will monitor the participation of their students in the Plan; making every effort to continue to try to contact those that do not appear to be participating in the plan and to find out how they can support them so that their participation is strongly encouraged. Teachers will keep logs of their interactions with families, participation of pupils and any attempts made to connect with pupils and their families. Students will be given credit (“pass/fail”) for their efforts to interact with learning resources and put forth the appropriate effort.

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-19.

District/ PSA Response:

Counselors and Student Success Coordinators (social workers who were recently hired through the School Climate Transformation Grant) will schedule normal, accommodating office hours and provide additional support as needed to “at-risk” students. The district standard is that counselors keep at least five (5) office hours per week. If necessary, Counselors and Student Success Coordinators will “tap in” to additional community mental health resources for students in need, and will regularly check in on pupils who have already been identified and are currently on existing caseload rosters.

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 2020-16 or any executive order that follow it.

District/ PSA Response:

Caro will work collaboratively with Tuscola ISD to ensure appropriate child care is available as described in Executive Order 2020-16. The TISD GSRP Coordinator will serve as a contact point for assisting those identified in Executive Order 2020-16 in locating appropriate child care services.

Optional question:

15. Does the District to adopt a balanced calendar instructional program for the remainder of the 2019-2020 school year? Does the District plan to adopt a balanced calendar instructional program for the 2020-2021 school year?

District/ PSA Response:

No. Not at this time.

Name of District Leader Submitting Application:

Date Approved:

Name of ISD Superintendent/Authorizer Designee:

Date Submitted to Superintendent and State Treasurer:

Confirmation approved Plan is posted on District/PSA website: