



Carney-Nadeau Public School

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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 8th, 2020**

Name of District: **Carney-Nadeau Public Schools (Carney-Nadeau Public School and North Menominee County Community School)**

Address of District: **151 N. U.S. HWY 41, Carney, MI 49812**

District Code Number: **55010**

Email Address of the District Superintendent: **acocco@cnps.k12.mi.us**

Name of Intermediate School District: **Menominee County 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.

As a means of ensuring that learning continues during this extended period of mandated closure, Carney-Nadeau Public School (“CNPS”) and North Menominee County Community School (“NMCCS”) will primarily be utilizing instructional packets as prepared by our teachers which will be delivered to our students (and subsequently collected) on a weekly basis. *This system is perhaps best described by a recent Facebook post/mass call out we made to parents explaining how this process will work (this same information will be provided in greater detail in a letter we will be mailing out to all parents later this week):*

“This is just a reminder that your child will be receiving a new instructional packet on Monday, April 13th. For those of you who are doing meal pick-up or receiving meal delivery, your child's packet will be ready with your food on the 13th. Those



who are not doing meal service will get their packet delivered to their home on Tuesday, April 14. Please turn in your child's completed work from the previous packet either when you receive your meals on Monday, April 13, or, for those not receiving meals, when your new packet is delivered on Tuesday, April 14th."

While upwards of 85% of our students have access to the internet and electronic learning devices in their homes, we have decided to go with hard copy packets as a means to ensure that every single one of our students is provided with equal access to our instructional materials. It is well worth noting that we are making Chromebooks available at no charge to any family that requests them. This will undoubtedly drive our percentage of families with online capacity even higher. In any event, our system in a nutshell is a weekly exchange of one completed instructional packet for a new instructional packet. Our teachers will then review completed work, leave feedback, and these documents will be returned to students when they pick up their packets. We have included a sample assignment (pasted at the end of this report) from our upcoming packet to our 9th grade students to allow you to see what kind of instruction and coursework our students are receiving. As you can see, everything necessary for students to complete this assignment has been included with the packet, though there are supplemental links provided should students want to explore the topic in greater detail. This teacher will leave feedback on completed assignments which will then be distributed back to students.

This system will be followed by all our teachers for all students in every class on a weekly basis.

1. 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.

Each teacher in our district (which, again, consists of Carney-Nadeau Public School and North Menominee County Community School) will hold office hours throughout the week where students will be able to reach out to them via video-conference, email, or telephone. Our district's principal, superintendent, and secretaries will also be available daily for students and parents to contact when needed. In addition to office hours, each teacher has created a private Facebook page in which parents and students can have direct contact with the teacher, engage in activities, and share projects with their classmates.

GSRP Home visits will be continued using virtual meeting formats or phone conferences for families without the ability to communicate using virtual meetings. Kindergarten registration packets will be sent to GSRP families and transition into this grade level will be discussed during virtual visits

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

Each Monday, schools in our district will deliver hard-copies of new instructional materials to all students with their weekly meal deliveries. At this time completed coursework will also be collected and returned to classroom teachers. In addition to providing hard-copies of coursework, teachers will be using Google Classroom, Zoom video conferencing and private Facebook pages to share materials.



Throughout the week, free supplemental resources that students can access are posted to our district's social media platforms. Please note, these resources are provided in addition to the instructional packets that are being sent home each week.

Teachers will be available via email, phone, or video-conference to help students with coursework and answer any questions they may have.

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

The system of instructional packet exchange described in our response to question #1 best articulates the primary means by which student learning will be managed and monitored. Again, students at both CNPS and NMCCS will be receiving a new packet while exchanging the completed packet from the previous week each Monday from now until the end of the 2019-20 school year. Teachers will leave feedback on completed work which will subsequently be returned to students and their families during these weekly packet exchanges. As such, teachers will not only be able to monitor rates of student participation and completion, but they will also have a constant eye on students' rates of success with the instruction and assignments they are providing and can then adjust accordingly from one week to the next.

Additionally, we have required all our teachers to keep regular "office hours" (though they will be doing so from the confines of their own homes) during which times parents/students will be able to call/text/video conference with teachers so that their questions and concerns can be directly addressed. In this manner, we will have facilitated multiple avenues of two-way communication between students/teachers and teachers/parents at least one of which will be accessible by families who don't have access to the internet. The schedule of these "office hours" will be shared in a letter mailed out to all parents as well as in various posts on the school website/Facebook page and via mass call-out. Subsequently, our teachers will not only be gauging the quality of the completed work submitted by students, they will also be able to monitor and manage learning on both a classwide and individual basis.

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

In essence, ensuring the "continuance of learning" as specified in this plan consists of three parts. They are as follows:

A. Instructional Packet Creation--Since we are primarily relying on weekly hard-copy instructional packets as a means of ensuring that student learning continues during the mandated school closure, it is of course necessary to employ a staff of people to create said packets. Our teaching staff is salaried, and, as such, we are of course well within our rights to mandate that these packets be prepared at no additional compensation above the salary they were previously receiving prior to the closure. That said, our teaching staff is, without exception, incredibly willing to participate in this process, and indeed, many were already doing so prior to us specifying that it now must be done. As such, the creation of these instructional packets does not constitute any additional expense to be incurred by Carney-Nadeau Public School and North Menominee County Community School beyond those



expenses (meaning teachers' salaries) that were budgeted for well before the 2019-20 school year began. It could be argued, I suppose, that the very materials of which the packets consist (meaning paper documents copied on our printers) should count as an additional expense. I would counter, however, by stating that if the school year were unfolding as normal, our teachers would be printing documents for students in a similar (indeed, if not greater) quantity. That expense, too, had been budgeted for prior to the start of the school year, and, as such, the cost of the physical packets themselves is rendered moot.

- B. Instructional Packet Delivery--**The weekly delivery of these packets is, admittedly, something of a monumental task, but much of the expense we would have incurred by hand delivering every packet to every child has been offset by our decision to coordinate the distribution of packets to coincide with our weekly pick-up/delivery of student meals. At present, fully half of our student populace either picks up their meals on Mondays or has them delivered. Distributing packets at this same time ensures we incur no additional expense. And indeed, with each passing week, more and more students sign-up for this service.

Those students not participating in our meals program will have their packets delivered to their homes by our regular route bus drivers. We employ five such drivers and, at present, each driver will be delivering approximately 20 packets. This process takes each driver approximately two hours to complete, and it occurs once per week. Though this does constitute a small weekly expense (approximately \$260) the money we are saving in fuel expenditures by not running our am and pm routes five times per week will pay for this newfound expenditure numerous times over.

- C. Packet Monitoring, Redistribution of Packets with Teacher Feedback --**The monitoring of packets is being done by teachers as part of the responsibilities of their teaching position, as is the leaving of feedback. As stated in Item A above, teachers are salaried employees; those salaries were budgeted for prior to the start of the school year and, as such, this labor does not come at an additional expense to the school. The redistribution of packets from teacher back to students (thus allowing the latter to view feedback left by the former) is being completed by dint of the process specified in Item B above. This is a minimal expense; one that is more than offset by our savings on fuel during this time of school closure.

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

On Thursday, April 3rd, we received, from various sources via email, a bullet pointed list of the questions that were going to be asked on this "Continuity of Learning" template. On that same day, this list was distributed to all Board and teaching staff members with the request that they please closely review the plans requirements and then contact the administration via phone or email with any questions, concerns, ideas, or thoughts they had as to how the various requirements would be addressed. Several days were allowed to pass so that all parties had ample time to review the (rather



lengthy) document. Subsequently, we have utilized this feedback as we authored this plan.

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

A letter will be mailed to all students, parents, and guardians stating our district's academic plan for the remainder of 2019-2020 school year. In addition to letters being mailed out, our district will conduct a mass-callout, post the plan to our social media platforms, and provide a copy of our district plan on the school website.

Please feel free to browse our school Facebook page to view the type of material that is being shared with students, parents, and guardians.

<https://www.facebook.com/Carney-Nadeau-Public-School-News-221750321216642/>

1. 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, 2020.

The plan will take effect and be implemented on April 9th, 2020. Indeed, the logistical groundwork for this plan had been attended to at least a week or so before its creation was mandated by the state.

1. Please describe the assistance, to the extent feasible, to pupils enrolled in any postsecondary dual enrollment courses and Career and Technical Preparation Act, in completing the courses during the 2019-2020 school year.

We are currently collaborating with Bay-De-Noc Community College to ensure that all students are actively participating in their current dual-enrollment courses. If a student has been inactive in their course, our district receives an email and then contacts the student/parent directly. Our district emailed current dually-enrolled students about signing up for courses this fall and reached out to future dual-enrollment students providing information on how to apply for dual-enrollment through Bay College. A recent Facebook post further identifies the efforts that our district is taking to ensure the needs of all students are being met:

“Attention current, and future, dual-enrollment students:

If you have not already contacted Mr. Depuydt about what courses you would like to take this fall, please do so as soon as possible. If you have not taken dual-enrollment courses through Bay College before and are interested, please call or email Mr. Depuydt.”

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

Mass call-outs and online surveys are issued each week for parents to sign up their children for meal services. Once we obtain an accurate count, our district's kitchen staff orders food supplies for those families that have signed up for meal services. On Mondays, the kitchen staff, along with other employees within the district, package meals for both delivery and pick-up. We intend to use this system for the duration of the 2019-2020 school year.



1. 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.

For the remainder of the 2019-2020 school year, Carney-Nadeau Public School and North Menominee County Community Schools will continue to pay and utilize their employees. Bus drivers will be used to deliver meals and instructional packets, instructional aides and administrative assistants will help with meal services and other tasks whenever applicable, teachers will continue to provide instruction to all students, and administration will continue to monitor and assess all school operations.

Here is an email that was sent to all staff members when Governor Whitmer announced the closure of all schools for the remainder of the 2019-2020 school year:

"Hello,

I know this is a time of great uncertainty, and I just want to say first how proud I am of all of you. Earlier today the Governor announced that the school closure must now extend until June 30th, (unless restrictions elsewhere are lifted though that seems unlikely at this point). She also made clear that schools will continue to be paid as long as we submit a "Continuity of Learning and COVID-19 Response Plan". The templates for those plans are being released tomorrow and Trav and I have a goal to get ours completed by next Thursday. In any event, with no interruption to the state's funding of schools I'm very pleased to report that there will be no interruption or reduction to your paychecks. Everyone continues to get paid in full for the entirety of the school year.

Thanks, and stay safe out there, everyone.

1. Provide a description of how the district will evaluate the participation of pupils in the Plan.

Each Monday students will receive an instructional packet with their weekly meal service. The following Monday, the completed instructional packet will be turned in to the students' respective teachers. The teachers will then correct the material and provide detailed feedback on the assignments, which will then be returned to the students. Each teacher will document the participation, and success rate, of students on each instructional packet and report those totals to the district's administration. Please note that students who complete available materials virtually will receive appropriate feedback from teachers.

This entire process can be further articulated by a recent Facebook post/mass-callout performed by our district:

"Hello,

This is just a reminder that your child will be receiving a new instructional packet on Monday, April 13th. For those of you who are doing meal pick-up or receiving meal delivery, your child's packet will be ready with your food on the 13th. Those who are not doing meal service will get their packet delivered to their home on Tuesday, April 14. Please turn in your child's completed work from the previous packet either when you receive your meals



on Monday, April 13, or, for those not receiving meals, when your new packet is delivered on Tuesday, April 14th.

And if you haven't yet signed up for our April Meal service you can do so by clicking the link below. This same information is going to be sent via mass call-out at 5:00 this evening so we can reach those without access to the internet.

<https://www.surveymonkey.com/r/PDV36YW>

Thank you!"

1. Please describe how the district will provide mental health support to pupils affected by a state of emergency or state of disaster prompted by COVID-19.

At the beginning of the 2019-2020 school year, Carney-Nadeau Public School, along with our districts from across the county, started a school-wide Social Emotional Learning program in partnership with Michigan Virtual. Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. Students will continue to have access to all SEL content that is available on Michigan Virtual for the duration of the 2019-2020 school year.

Students will also have the ability to communicate with teachers, administrators, and counselors via email, phone, or video conference for the remainder of the 2019-2020 school year. All contact information for teachers, administrators, and counselors (including teacher office hours) can be found at:

<http://cnps.us/>

Carney-Nadeau Public School has also taken measures to show students how much they are missed and cared for by our staff:





1. 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 follows it.

Carney-Nadeau Public School and North Menominee County Community Schools will work with the Menominee County ISD to open a disaster relief child care center on our campus if the need arises within our county.

Optional question:

1. Does the District plan 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?

Name of District Leader Submitting Application: **Adam Cocco**

Date Approved:

Name of ISD Superintendent/Authorizer Designee:

Date Submitted to Superintendent and State Treasurer:

Confirmation approved Plan is posted on District/PSA website:



Sample Assignment and Teacher Communication Sent to Students Monday, April 13, 2020

April 7, 2020

Hi Everyone,

When I wrote to you last week, I was holding a sliver of hope that we might yet be able to return to the classroom this school year, but, as I'm sure you've all heard, it no longer sounds like that's going to happen. It's a shame, but I guess it's the hand we've all been dealt, so we just need to buckle down and do our best to play it. I hope you folks are finding ways to stay busy and keep yourselves sharp during the week. On my end, it's been extremely busy here at the school, but, beyond work, though, I've taken this time to re-read every book that my favorite author—George Pelecanos—has ever written. Pelecanos mostly writes crime thrillers, but he has a way of creating characters in such a way that it not only makes you feel like you've known these people your whole life but also it often feels like you're having conversations with them right in your living room. He's an absolutely masterful writer, and on the weekends, if my wife lets me get away with it, I can easily finish two of his novels in a single day. This school closure is a massive bummer, but at least it's allowed me to catch up on my reading.

I hope you're doing something similar. If the weather's nice, by all means go spend some time outside, but if it's rainy and cold out, take some time to explore a subject that interests you on the internet. I read one time that if you read 50 pages about the same topic every single day, then in seven years you will be one of the leading experts in the world on that subject. Think about that. That's a tremendous opportunity we have, but it's one that very few people take advantage of. To that end, your next assignment is designed to show you a few of the interesting things I found when I started researching a topic that I find interesting: dangerous amusement parks. I have no idea where my interest in that topic came from, but once I started reading about it, I just kept digging for more and more information about it. At its heart, this next assignment is designed to encourage you to do the same.

--Adam [Cocco, 9th Grade English]



Major Paper #14

Amused to Death



Date Assigned: Monday, April 13, 2020

Date Due: Monday, April 27, 2020

Minimum Length: 2 pages, double-spaced in a 12 Point, Times New Roman font. Your writing must extend to one inch from the bottom edge of the page on both pages.

Purpose: The purpose of this paper is to have you do a bit of research on a topic as a means to inform your opinion as to whether or not you feel that the owners of amusement parks should be legally responsible for injuries and/or fatalities that occur on their rides. As you'll read in the articles "Schlitterbahns' Tragic Slide" and "America's Most Dangerous Amusement Park," the owners/designers of these parks may have not intentionally set out to kill people, but they didn't exactly put safety as a top priority when designing and building their attractions. For example, as you'll read in the second article, when they were testing the "safety" of the ride pictured above, they sent mannequins down the slide only to find that these department-store dummies were missing their heads when they emerged from the bottom of the chute. The ride opened shortly thereafter, and, unsurprisingly, was closed down less than a month later after numerous people were hurt. The owners of these parks may have very well only wanted to provide park attendees with the most thrilling rides possible, but a lot of people were injured in the process, and I'm curious to know if you feel that they should be held responsible. I've included two articles on this topic for you to read, but I'm hoping you'll do some digging on the internet to find out even more. To point you in the right direction, there is a great video about "Action Park" (which featured the slide pictured above) you can find here <https://www.youtube.com/watch?v=flkW-ceNvck> or simply search for "Action Park on Google videos. Again, our ultimate purpose here is to have you read and conduct research to help inform your opinion as to **whether or not you feel that the owners are legally responsible for deaths and injuries that occur at the parks or if the people who enjoy these kinds of rides do so at their own risk.**

Process: Begin by reading the two articles I've included with this assignment and then do a search on the internet for additional articles or videos that concern injuries/deaths that occurred at these or



other amusement parks[1]. Based on what you've read, form your own opinion on the statement in boldface above. After you've done that, you can begin to write your paper. There are, of course a million different directions you can take with this, but here is a sample format for you to follow that should help your paper be a successful one:

Paragraph 1: The main purpose of this paragraph is to state the scope of the problem and to give your opinion on who you feel is responsible for it. Each of you will have your own opinion on this, so it's difficult for me to tell you exactly how this paragraph should go, but here's an example of how this paragraph could start:

"In 2016, Caleb Schwab, a 12-year old boy, was decapitated while riding a waterslide at Schlitterbahn waterpark in Kansas City, Missouri. And he's far from the only one who has been killed or seriously injured. In recent years, there have in fact been dozens of deaths and thousands of injuries at these kinds of parks. Though some people may feel that patrons of these rides know the risks before they decide to go on them, there are numerous articles on the internet that would suggest otherwise. Rather, it is the owners and operators of these parks who design rides that they know to be dangerous or even deadly and these are the people who are ultimately responsible for all the damage, deaths, and injuries that have since occurred."

See how I begin with a "shocking statement" that will capture my readers' attention? Then I lay out the scope of the problem (people being injured/killed on amusement park rides) before I then give my opinion as to how this problem might be solved. Regardless of what your opinion on this topic is, in this paragraph, you need to do something similar.

Paragraphs 2-4: The format of these paragraphs should be familiar to you in that here you're going to provide evidence you found in your reading and your research that explains why you feel the way you do. You've probably found a lot of intriguing information on this topic, but try to choose the three pieces of evidence that are the most convincing/intriguing/interesting. A few things to keep in mind here: First and foremost, be sure you only discuss one piece of evidence per paragraph. Focus is key here, and the last thing you want to do is give a dozen different examples in a single paragraph. Stick to just one piece of evidence. Present it, and then expand on it with a few supporting details. For example, based on what I wrote in the paragraph above, the first piece of evidence I present would definitely be the case of Caleb Schwab. I would give an overview of what happened to him and then briefly explain why the owner of Schlitterbahn Park is responsible for this tragedy. I'd do the same with different pieces of evidence in paragraphs three and four. If your evidence comes from an article you read, be sure to mention the title and give the name of the author who wrote it.

Paragraph 5: Conclusion—As you well know, conclusions are always tough, but I would end your paper with some thoughts as to how the problem you state in paragraph #1 can be avoided or at least reduced in the future. In other words, in paragraph one you pose a problem, in paragraph five you should offer a solution.

[1] Note: If you don't have access to the internet, then the two articles I've included will give you plenty of evidence by which you can form an opinion.

