



**Huron School District**  
Completely Committed to Kids!

**Huron School District**  
**Extended COVID-19 Learning Plan**  
*as Described in [Public Act 149, Section 98a](#)*

**Final**  
**[September 3, 2020 Clarifications](#)**

On August 20, 2020 Governor Whitmer signed House Bill 5913 into law as Public Act 149. Section 98a states that in order to receive state aid for 2020-2021, districts must provide for instruction under an extended COVID-19 Learning Plan (“Plan”) that has been approved by an intermediate district or authorizing body. The Plan does not replace the Huron School District’s COVID-19 Preparedness and Response Plan; it is an additional plan that includes new assurances and sections on educational goals, instructional delivery, grading, and equitable access. PA 149 does not apply to districts that operate as a cyber school.

The Huron School District’s educational goals, written for all students and all subgroups, must be established no later than September 15, 2020 and submitted in their Plan to the ISD or Authorizing Body, as applicable, no later than October 1, 2020 for approval. ISDs and PSAs will transmit the approved plan to the state superintendent of public instruction and the state treasurer.

The Huron School District Extended COVID-19 Learning Plan was submitted to the ISD or Authorizing Body as a PDF file.

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## **The Huron School District Extended COVID-19 Learning Plan**

Address of School District/PSA: **32044, Huron River Drive, New Boston, MI 48164**

District/PSA Code Number: **82340**

District/PSA Website Address: **huronschools.org**

District/PSA Contact and Title: **Donovan Rowe, Superintendent of Schools**

District/PSA Contact Email Address: **rowed@huronschools.org**

Name of Intermediate School District/PSA: **Wayne RESA**

Name of PSA Authorizing Body (if applicable): **NA**

Date of Approval by ISD/Authorizing Body:

## Assurances

1. The Huron School District will make their ISD/Authorizing Body approved Extended COVID-19 Learning Plan accessible through the transparency reporting link located at [huronschools.org](http://huronschools.org) no later than October 1, 2020.
2. The Huron School District will create and make available on its transparency reporting link located at [huronschools.org](http://huronschools.org), a report concerning the progress made in meeting the educational goals contained in its Extended COVID-19 Learning Plan not later than February 1, 2021, for goals its expected would be achieved by the middle of the school year and not later than the last day of school of the 2020-2021 school year for goals the Huron School District expected would be achieved by the end of the school year.
3. Benchmark Assessments: The Huron School District will
  - select a benchmark assessment or benchmark assessments that is/are aligned to state standards.
  - administer the approved benchmark assessment, or local benchmark assessment, or any combination thereof, to all pupils in grades K to 8 to measure proficiency in reading and mathematics within the first nine weeks of the 2020-2021 school year and again not later than the last day of the of the 2020-2021 school year.
4. If delivering pupil instruction virtually, the Huron School District will
  - provide pupils with equitable access to technology and the internet necessary to participate in instruction, and
  - expose each pupil to the academic standards that apply for each pupil's grade level or courses in the same scope and sequence as the Huron School District had planned for that exposure to occur for in-person instruction.
5. The Huron School District, in consultation with a local health department will develop guidelines concerning appropriate methods for delivering pupil instruction for the 2020-2021 school year that are based on local data that are based on key metrics.  
*Note: A determination concerning the method for delivering pupil instruction shall remain at the Huron School District Board's discretion.* Key metrics that the Huron School District will consider shall include at least all of the following:
  - COVID-19 Cases or Positive COVID-19 tests
  - Hospitalizations due to COVID-19
  - Number of deaths resulting from COVID-19 over a 14-day period
  - COVID-19 cases for each day for each 1 million individuals
  - The percentage of positive COVID-19 tests over a 4-week period
  - Health capacity strength
  - Testing, tracing, and containment infrastructure with regard to COVID-19
6. If the Huron School District determines that it is safe to provide in-person instruction to pupils, the Huron School District will prioritize providing in-person instruction to pupils in grades K to 5 who are enrolled in the Huron School District.

7. The Huron School District assures that
  - instruction will be delivered as described in this plan and re-confirmed by the Huron School District Board,
  - the description of instructional delivery in this plan matches the delivery of instruction to be delivered during the 2020-2021 school year,
  - the Huron School District will re-confirm how instruction will be delivered during the 2020-2021 school year thirty days after ISD approval of the plan, and every month thereafter at a meeting of the Board, and
  - public comment will be solicited from the parents or legal guardians of the pupils enrolled in the Huron School District during a public meeting described in PA-149.
  
8. The Huron School District will ensure that students with disabilities will be provided with equitable access to instruction and accommodation in accordance with applicable state and federal laws, rules and regulations.
  
9. The Huron School District will ensure that two (2), 2-way interactions occur between a pupil enrolled in the Huron School District and the pupil's teacher or at least one (1) of the pupil's teachers during each week of the school year for at least 75% of the pupils enrolled in the Huron School District. The Huron School District will publicly announce its weekly interaction rates at each Huron School District Board meeting where it re-confirms how instruction is being delivered. The Huron School District will make those rates available through the transparency reporting link located on the Huron School District website each month for the 2020-2021 school year.

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District Superintendent or President of the Board of Education

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Date

## Learning Plan Narrative

### Opening Statement

- Please provide a statement indicating why an Extended COVID-19 Learning Plan is necessary to increase pupil engagement and achievement for the 2020-2021 school year.

The COVID-19 global pandemic is impacting our school community in many ways; These events are traumatic for many students and parents, and as a result, many students may have significant gaps in their learning. Consequently, equity issues may be more pronounced.

As we returned to school in the fall, our first priority was to ensure the well-being of all members of our school community. Because of the wide range of experiences students had during the remote learning portion of the 19-20 school year, we anticipated that students would come to school in the fall of 2020 with a wider than usual range of competencies. We expected that many students would experience learning deficits and would need opportunities to catch up. Our plan provided necessary opportunities for teachers and instructional staff to collaborate in PLC groups. Teachers, instructional staff, and administrators plan to use benchmark assessment data in order to examine student progress and determine what comes next in the learning for each student.

The Huron school District began the school year in a hybrid learning environment, which included a remote learning option for students, and we will continue to ensure that there are structures in place to provide student engagement and achievement for all. This plan focused on teaching and learning with an emphasis on equity for all learners and the well-being of students and staff.

## Educational Goals

- **Please outline and describe** the educational goals expected to be achieved for the 2020-2021 school year. The District/PSA must establish all of its goals no later than September 15, 2020. Authorizing bodies expect PSA educational goals will be aligned to the educational goal within your charter contract.
- **Specify** which goals are expected to be achieved by the middle of the school year and which goals are expected to be achieved by the end of the school year.
- **Ensure** that all of the following apply to the educational goals described in this section: (a) The goals include increased pupil achievement or, if growth can be validly and reliably measured using a benchmark assessment or benchmark assessments, growth on a benchmark assessment in the aggregate and for all subgroups of pupils; (b) The District/PSA benchmark assessment(s) are aligned to state standards and will be administered to all pupils K-8 at least once within the first 9 weeks of the 2020-2021 school year and not later than the last day of the 2020-2021 school year to determine whether pupils are making meaningful progress toward mastery of these standards; and (c) the District's/PSA's educational goals are measurable through a benchmark assessment or benchmark assessments.
- To the extent practicable, the District/PSA will administer the same benchmark assessment or benchmark assessments that it administered to pupils in previous years.

### Quality Evidence-Based Assessment Practices

The Huron School District believes that benchmark assessment evidence can be used to monitor and evaluate patterns and trends in school/district academic performance and to identify effective instructional programs. We believe it can provide guidance for standardizing or adjusting curriculum and instruction across grade levels, schools, and districts.

However, we will not use benchmark assessment data to make high-stakes instructional decisions about individual student learning. Rather, the Huron School District will continue the use of (and professional learning around the use of) the formative assessment process as a powerful practice embedded in the teaching and learning process to continuously observe where our students are in order to modify instruction.

We believe the use of the formative assessment process, which is supported by an extensive body of research, provides in-time data for both our teachers and students to accelerate their learning and progress and gives us a more complete picture of what our students know and are able to do.

## Educational Goals

The NWEA assessments in reading and mathematics will be administered to all students twice: once in the first nine weeks of the school year, and again prior to the last day of school. Formative assessments will provide information to inform our progress toward our goals over the course of the year. Progress reports will be available on our website in February and June.

As a means of continuous improvement in teaching & learning, all teachers will receive professional development in, and commit to the use of, the formative assessment process.

Additionally, we will continue to engage stakeholders in the district's balanced assessment system, including publicly sharing aggregate and student subgroup performance reports on NWEA results.

**Goal 1** - All students (K-8) will improve performance in Reading/ELA from Fall to Spring as measured by NWEA.

- All teachers will use the formative assessment process to support adjustment to teaching & learning, to support meaningful student progress towards mastery of Reading/ELA academic standards.
- Results from Reading/ELA benchmark assessments, local Reading/ELA summative assessments, and formative assessment will be continuously discussed and analyzed by staff.

**Goal 2** - All students (K-8) will improve performance in Mathematics from Fall to Spring as measured by NWEA.

- All teachers will use the formative assessment process to support adjustment to teaching & learning, to support meaningful student progress towards mastery of Math academic standards.
- Results from Math benchmark assessments, local Math summative assessments, and formative assessment will be continuously discussed and analyzed by staff.

## Instructional Delivery & Exposure to Core Content

- **Please describe** how and where instruction will be delivered during the 2020-2021 school year. (e.g. instruction may be delivered at school or a different location, in-person, online, digitally, by other remote means, in a synchronous or asynchronous format, or any combination thereof).

Note: The Huron School District COVID-19 Preparedness and Response Plan can be found in the [http://www.huronschools.org/UserFiles/Servers/Server\\_105709/File/COVID-19%20Preparedness%20and%20Response%20Plan.pdf](http://www.huronschools.org/UserFiles/Servers/Server_105709/File/COVID-19%20Preparedness%20and%20Response%20Plan.pdf), approved August 10, 2020 by the Huron School District Board of Education.

### Mode of Instruction

At the start of the 2020-2021 school year, all K-8 students attend school for face-to-face instruction four days per week, on Monday, Tuesday, Thursday, and Friday of each week. In addition, all students will attend classes virtual each Wednesday and will receive a combination of synchronous and asynchronous instruction. Furthermore, students and parents were given an option through which they could opt-in to face-to-face instruction or choose to have students attend classes entirely remotely. Remote learning will happen five days per week, and students will receive a combination of synchronous and asynchronous learning each day. Student and staff health and safety will be addressed through a cohort model within our K-5 buildings that keeps students together for the entire school day. Students in grades K-8, face-to-face classrooms experienced lower face-to-face classroom sizes, while approximately 29% of our students opted to participate in fully remote learning opportunities.

High school students began the year with a hybrid model that allowed for more personalized academic schedules. In addition, students were provided with an opportunity to participate in fully remote learning opportunities. With this model, teachers are providing live streaming options to all students, providing them with synchronous and asynchronous learning, five days per week. Remote learning students attend classes 100% virtually, five days per week. Other students attend classes on alternating school days as part of a smaller cohort (determined by alphabetical assignment). Students in group A attend classes for face-to-face instruction on Monday and Thursday, while students in group B attend classes for face-to-face instruction on Tuesday and Friday. All students attended remotely on Wednesdays for synchronous and asynchronous instruction. This schedule attends to health and safety by minimizing the number of physical exposure needed throughout the week.

At all levels, these course offerings will meet the needs of general education and special education students, while providing opportunities for CTE programming for all students.

- **Please describe** how instruction for core academic areas will expose each pupil to the academic standards that apply for each pupil's grade level or course in the same scope and sequence as the District/PSA had planned for that exposure to occur for in-person instruction.

### Curriculum and Instruction: Academic Standards

The Huron School District curriculum for core academic areas is aligned to state standards and housed in Illuminate DNA. As teachers navigate the wider than usual range of competencies experienced this fall, they will use these curriculum pacing guides, assessment, and collaborative PLC time to provide guidance to help them design new (or best utilize existing) pre-assessments to plan for differentiation of content, use results from pre-assessments to inform instruction, and prioritize K-12 instructional standards for the 2020-2021 School Year. This work will continue to guide teachers to implement instructional approaches to meet the range of student needs, while identifying assessment ideas that allow students to demonstrate understanding in a variety of ways, assess and provide instruction in the content areas in face-to-face, virtual, and blended classroom environments. They will also continue to incorporate well-being and SEL/trauma-informed practices into instruction.

As our high school elective teachers work to engage students remotely, they will use [Best Practices for Remote Learning](#):

- Remember Maslow
- Nurture a positive home climate for learning and parental involvement
- Establish and maintain remote classroom norms and learning routines
- Implement culturally responsive teaching practices
- Encourage student collaboration and discourse
- Create opportunities for and attend carefully to feedback
- Engage students in meaningful learning opportunities

- **Please describe** how pupil progress toward mastery of the standards described within this section will be graded or otherwise reported to the pupil and the pupil's parent or legal guardian.

### Assessment and Grading

The Huron School District bases its assessment system on the Michigan Standards. We regularly assess students at the district and classroom level to determine if they are making progress toward meeting those standards. Whenever possible, teachers and instructional staff place emphasis on formative assessment in the classroom. This is critical as part of the instructional process so that students receive timely feedback that helps them know what they need to do to improve. It also gives the teacher important information needed in order to make necessary adjustments and differentiation to the instructional practices and learning process, while meeting each student's needs.

We also have a system for delivering summative assessments at the district and classroom levels. These are given at the end of a period of learning as an evaluation of what has been learned and are part of our district grading process. For example, our teachers deliver summative assessments at the end of each unit of study in our curriculum. These assessments are based on a coherent set of standards in the subject area that focus on a related group of skills and disciplinary knowledge.

We make available to our parents and legal guardians a web-based system that allows them to see their children's grades at any time, called MiStar. Our teachers keep up-to-date information on student grades in this system. We also send progress reports to our parents and guardians during each trimester. This is in addition to the expectation we have for all teachers that they keep parents and guardians abreast of any concerns regarding a student's grade through emails and phone calls. Finally, we send report cards to parents at the end of each Trimester grading period.

### Equitable Access

- If delivering pupil instruction virtually, please **describe** how the District/PSA will provide pupils with equitable access to technology and the internet necessary to participate in instruction.

### Technology

The Huron School District ensures all students will continue to provide equitable access to technology and the internet as described in our Continuity of Learning Plan that was previously submitted to the state, as well as our COVID-19 Preparedness and Response Plan. All students attending face-to-face learning were provided with Chromebook devices for the 2020-2021 school year. Chromebooks were also made available for use to all of our students opting to participate in our remote learning program for the 2020-2021 school year. The Huron School District system for maintaining student access to technology devices and the internet is described in the COVID-19 Preparedness and Response Plan.

- **Please describe** how the District/PSA will ensure that students with disabilities will be provided with equitable access to instruction and accommodation in accordance with applicable state and federal laws, rules and regulations.

### **Students with identified special needs**

As part of our evaluation process, students' IEPs, IFSPs, and 504 plans are systematically reviewed in coordination with general and special education teachers and/or providers to address any data-driven accommodations and/or services that are needed due to known changes in students' needs.

For students from birth to five, those with identified special needs, and those attending CTE programming, intervention and support services will be integrated into the student's program immediately upon the start of school.

The district has established structures for general and special education teachers and/or providers to collaborate and communicate regarding student performance and student needs on IEP goals and objectives with special consideration regarding assistive technology and accessibility.

Resources to consider: Alt+Shift consultation or web resources at -

<https://www.altshift.education/resources/remote-learning-resources>

The district ensures a continuation of services for students receiving speech and language, occupational therapy, physical therapy, or social work services within their IFSP or IEP. The district also ensures a method for the continuation of evaluation for students suspected of having a disability as well as those requiring re-evaluation.

At all levels, the Huron School District course offerings will meet the needs of general education and special education students, while providing opportunities for CTE programming for all students.