



Huron Intermediate School District Extended COVID-19 Learning Plan

Address of School District: 1299. S. Thomas Road, Bad Axe MI 48413

District Code Number:32000

District Website Address: <https://www.huronisd.org>

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Name of Intermediate School District: Huron ISD

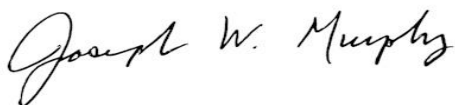
Date of Approval by ISD: 9/18/2020

Assurances

1. The District/PSA will make their ISD/Authorizing Body approved Extended COVID-19 Learning Plan accessible through the transparency reporting link located on the District's/PSA's website no later than October 4 **12**, 2020.
2. **By not later than January 15, 2021, the district shall create a report that includes information regarding both of the following and shall ensure that the report under this subdivision can be accessed through the transparency reporting link located on the district's website:**
 - a. **The amount and type of training provided during the current school year as of the date of the report to teachers of the district through professional development that focuses on how to deliver virtual content.**
 - b. **The amount and type of training provided during the current school year as of the date of the report to the parents and legal guardians of pupils and to pupils on how to access and use virtual content provided by the district.**
3. The District/PSA will create and make available on its transparency reporting link located on the District/PSA's website, 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 District/PSA expected would be achieved by the end of the school year.
4. Benchmark Assessments: The District/PSA will
 - a. select a benchmark assessment or benchmark assessments that is/are aligned to state standards.
 - b. 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.
5. If delivering pupil instruction virtually, the District/PSA will
 - a. provide pupils with equitable access to technology and the internet necessary to participate in instruction, and
 - b. 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 District/PSA had planned for that exposure to occur for in-person instruction.
6. The District/PSA, 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 District/PSA Board's discretion. Key metrics that the District/PSA will consider shall include at least all of the following:
 - a. COVID-19 Cases or Positive COVID-19 tests
 - b. Hospitalizations due to COVID-19
 - c. Number of deaths resulting from COVID-19 over a 14-day period
 - d. COVID-19 cases for each day for each 1 million individuals
 - e. The percentage of positive COVID-19 tests over a 4-week period
 - f. Health capacity strength
 - g. Testing, tracing, and containment infrastructure with regard to COVID-19

7. If the District/PSA determines that it is safe to provide in-person instruction to pupils, the District/PSA will prioritize providing in-person instruction to pupils in grades K to 5 who are enrolled in the District/PSA.
8. The District/PSA assures that
- instruction will be delivered as described in this plan and re-confirmed by the District/PSA Board,
 - the description of instructional delivery in this plan matches the delivery of instruction to be delivered during the 2020-2021 school year,
 - the District/PSA will re-confirm how instruction will be delivered during the 2020-2021 school year thirty days after ISD approval of the plan, and ~~every 30 days~~ **each month** thereafter at a meeting of the Board, and
 - For each reconfirmation described in this subdivision, the district shall report to the center, in a form and manner prescribed by the center,**
 - the instructional delivery method that was reconfirmed;**
 - how that instruction will be delivered for each grade level offered by the district, including pre-kindergarten, as applicable; and**
 - whether or not, as determined by the department in consultation with the center, the district is offering higher levels of in-person instruction for English language learners, special education students, or other special populations.**
 - public comment will be solicited from the parents or legal guardians of the pupils enrolled in the District/PSA during a public meeting described in PA-149.
9. 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.
10. The District/PSA will ensure that two (2), 2-way interactions occur between a pupil enrolled in the District/PSA and the pupil's teacher or at least one (1) of the pupil's teachers, **or another district employee who has responsibility for the pupil's learning, grade progression, or academic progress** during each week of the school year for at least 75% of the pupils enrolled in the District/PSA. The District/PSA will publicly announce its weekly interaction rates at each District/PSA Board meeting where it re-confirms how instruction is being delivered. The District/PSA will make those rates available through the transparency reporting link located on the District/PSA website each month for the 2020-2021 school year.

Clarification of Assurance 10: "2-way interaction" means a communication that occurs between a pupil and the pupil's teacher or at least 1 of the pupil's teachers **or another district employee who has responsibility for the pupil's learning, grade progression, or academic progress**, where 1 party initiates communication and a response from the other party follows that communication, and that is relevant to course progress or course content for at least 1 of the courses in which the pupil is enrolled **or relevant to the pupil's overall academic progress or grade progression**. Responses, as described in this subdivision, must be to the communication initiated by the teacher, **by another district employee who has responsibility for the pupil's learning, grade progression, or academic progress, or by the pupil**, and not some other action taken.



District Superintendent

10/1/2020

Date

Learning Plan Narrative

Opening Statement

The COVID-19 global pandemic is impacting our school community in a number of ways: we are experiencing a traumatic event, many students may have significant gaps in their learning, and equity issues are more pronounced.

Our first priority is 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 anticipate that students will come to school in the fall of 2020 with a wider than usual range of competencies. We expect that many students will be behind and will need opportunities to catch up. Teachers will need opportunities to collaborate with each other as they examine student work and determine what comes next in the learning for each student.

Huron Area Technical Center and Huron Learning Center will start the year by offering in-person schooling. We will ensure that there are structures in place to support student engagement and achievement for all. This plan will focus on teaching and learning with an emphasis on equity for all learners and the well-being of students and staff.

Huron ISD operates programs for students ages birth to 26 years of age. This plan specifically focuses on K-8 for goals and benchmark assessment as required by this legislation. The district is committed to addressing the needs of all students.

Educational Goals

Quality Evidence-Based Assessment Practices

Huron ISD 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 alone to make high-stakes instructional decisions about individual student learning. Rather, we will continue the use of (and professional learning around the use of) both benchmark and 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

HLC

All K-12 students eligible for Special Education at HLC will be administered a Brigance and/or SRA Assessment twice a year to track student growth. Preschool program student growth data will be assessed using the PELI. Assessments will occur within the first three weeks of school and the last three weeks of school. As a means of continuous improvement in teaching and learning, all teachers will receive professional development in, and commit to the use of, the criterion referenced assessment process.

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

Goal 1 - At least 75% of all students (K-14) will maintain and/or show growth on the SRA and Brigance Assessment by the end of the school year.

Goal 2 - 80% of all Early Childhood students will improve performance in literacy measured by the PELI assessment by the end of the school year.

Goal 3- School-wide major behavioral reports will decrease by 5% by the end of the school year.

Goal 4- To provide students with knowledge for success in a career of their choice, 100% of students will complete at least 1 career exploration program or opportunity before exiting.

HATC

All students will be taking a pre-assessment test in the first two weeks of school. This will also be given as a post-test in the last two weeks of school to measure growth over the year. Our School Improvement Goal is for students to show at least 30% growth over the year. This will be determined based on this assessment. We are also using as student growth reflection sheet that assesses student's prior knowledge and skill level with the segments taught in each CTE program.

All students will also be taking a pre-assessment in career skills and professional skills within the first two weeks of school. A post-test will also be given at the end of the school year to determine growth in these areas. One of our school improvement goals is to bridge college and career readiness gap. We will utilize Career Trees, in-class lessons, Xello, a soft skill curriculum, and track and monitor all work-based learning and job shadow opportunities as part of this goal.

Instructional Delivery & Exposure to Core Content

Note: The HISD full instructional plan can be found at www.huronisd.org

Mode of Instruction

To start the school year, all students will attend school every day for face-to-face instruction. Students' and staff's health and safety will be addressed through a cohort model that keeps students together for the entire school day.

If we must return to Phase 3 and to online instruction, our instructors will be using at least one of the following to engage their learners:

- Google Classroom
- iCEV online instruction
- Remind to communicate with students
- Zoom to video conference
- Moodle
- SeeSaw
- IXL
- Loom

Huron ISD's full instructional plan can be found in the MI SafeSchools Roadmap District Preparedness Plan which is on the District website at www.huronisd.org.

Curriculum and Instruction: Academic Standards

As teachers navigate the wider than usual range of competencies expected this fall, they will use 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. Teachers will implement instructional approaches to meet the range of student needs, identify 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 and virtual, and incorporate well-being and SEL/trauma-informed practices into instruction.

As teachers work to engage students who are attending remotely, they will strive to use Best Practices in Distance Learning.

- Maslow's Hierarchy
- 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 and parent collaboration and discourse
- Create opportunities for and attend carefully to feedback
- Engage students in meaningful learning opportunities

Huron ISD curriculum is aligned to state common core standards and the state alternate content standards.

Assessment and Grading

HLC teachers will regularly assess students to determine if they are making progress toward meeting individual goals and objectives and track SRA and Brigance assessment data. We place a heavy emphasis on assessment of progress on IEP goals and objectives. This is critical in the instructional process so that students receive timely feedback they need to improve. It also gives the teacher important information to know how to adjust the teaching and learning process to meet each individual student's needs. All teachers will keep parents and guardians aware of any concerns regarding a student's progress through emails and phone calls. Parents are also notified each marking period of their child's progress on IEP goals and objectives. Huron Learning Center students will continue to receive progress reports each marking period on IEP goals and objectives. Student progress is shared with all IEP team members.

The HATC will use segmenting and instructional designs aligned with each program's core curriculum. As teachers navigate the wider than usual range of competencies expected this fall, they will use the [CTE Teacher Technical Toolkit](#) to provide guidance to help them plan for a successful year. The HATC segments are graded individually and reported in Skyward so parents and students can see their progress. Each student and parent have a Skyward login and are able to access grades daily. 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 marking period. 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 a report card to parents at the end of each marking period.

Equitable Access

Huron ISD ensures all students will be provided equitable access to technology and the internet as described in our Continuity of Learning Plan that was previously submitted to the state. Huron ISD utilizes a system for maintaining student access to technology devices and the internet. This system is described in the Continuity of Learning Plan. www.huronisd.org

Students with Identified Special Needs

Students' IEPs, IFSPs, and 504 plans will be 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.

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.

Huron ISD's full instructional plan addresses ways all learners are supported and can be found [here](#).