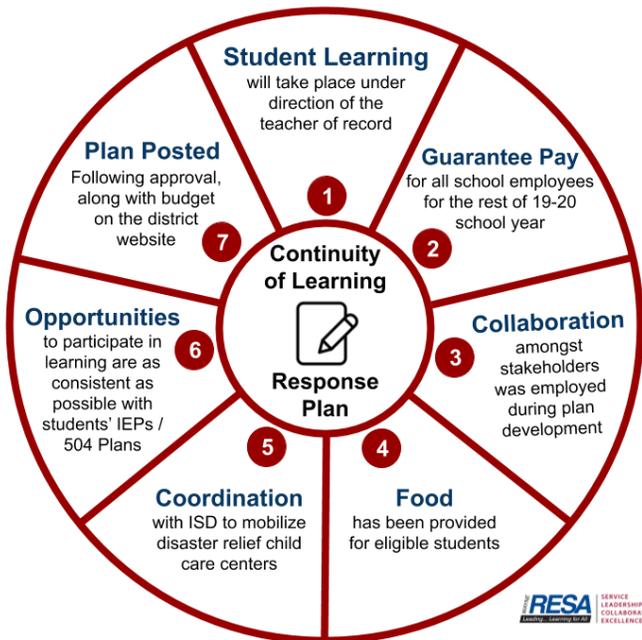


## Continuity of Learning and COVID-19 Response Plan

<b>Submission Date</b> April 8 - April 28	April 14, 2020
<b>District</b>	The Huron School District
<b>District Address</b>	32044 Huron River Drive, New Boston, MI 48164
<b>District Code Number</b>	82340
<b>Superintendent Name</b>	Donovan Rowe
<b>Superintendent Email Address</b>	rowed@huronschools.org
<b>Intermediate School District</b>	Wayne RESA
<b>Authorizing Body (If Applicable)</b>	



## Huron School District Continuity of Learning Plan

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

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Our district will utilize the following alternative modes of instruction in order to best meet the needs of our students during the time when in-person instruction is not an option:

- Use of online learning
- Utilizing telephone communications, such as InTouch by Edulink, supported by RESA MISTAR team and personal cell phone communication to share pertinent instructional information with students and families
- Utilizing email to share pertinent instructional information with students and families. This includes the use of MISTAR-Q email communications, as well as the school sponsored GMAIL accounts, monitored and managed by the school district.
- Utilizing videos for instruction
- Utilizing podcasts for instruction
- Utilizing slideshows for instruction
- Implementing project-based learning opportunities
- Utilizing instructional packets

Our teachers will be encouraged to utilize the modes of learning that will work best for their students with considerations given to the age of the students, students with special needs, and their overall familiarity with the tools needed to actively engage in the learning.

The following steps have been taken to ensure that all students have access to the forms of electronic instruction indicated.

- Student devices are being distributed based on need (as determined through phone call contacts at each grade level during the weeks of March 29, 2020 - April 17, 2020.)
- Participation and Phone surveys have been completed in order to determine which students have needs for internet connectivity and electronic devices. Individual buildings compiled lists of students who are not participating in educational activities. These students/parents were contacted via individual telephone calls during the weeks of March 29, 2020 - April 17, 2020. The information was shared and recorded in the following ways:
  - This information was shared via email and through recorded phone calls to families during the weeks of March 29, 2020 - April 17, 2020.
  - This information is provided on all district and school websites and on social media.
  - Families may also call **734-782-2441** to arrange a pick-up time that works with their schedule.
  - Please note that precautions were taken to ensure that CDC guidelines regarding social distancing were followed.
- Internet access is available in designated district parking lots. Those accessing WIFI in these locations are asked to remain in their vehicles and/or maintain social distancing.
- Information regarding opportunities to obtain free or low cost Internet access was shared with families via inserts in all district provided lunches on April 14, 2020 & April 17, 2020. This information was also shared via automated phone messaging on April 13, 2020, and is posted on all district and school websites.
  - Wayne RESA is maintaining <https://sites.resa.net/infotech/personal-internet-access/> for Internet access options.
- Whenever appropriate, teachers are asked to share instructional packets with students who may not otherwise have access. These materials are emailed by the teacher to **Trudy Wido** who will print the packets each Monday of the week and make available for pick-up or delivery. Packets will be distributed on Tuesdays and Fridays, during food service distribution.

Although our district is making every effort possible to ensure that all students have access to high quality remote instruction, students will not be penalized if they are unable to complete the course work or participate in remote learning for any reason.

The district plans to use a hybrid model of instruction using a combination of hard copy instructional packets and online learning platforms. Teachers will utilize Google Classroom as a common platform and will include aspects of other media platforms, such as Raz Kids, Prodigy, eSpark, Classroom Dojo, and Remind applications. The Huron School District has also created a Website resource for Parents and Students called the Huron Learning Hub. This For those students that have internet access, but don't have a device, devices will be made available. The Huron Learning Hub can be accessed through the Huron School District Website at [huronschools.org](http://huronschools.org). From this site, parents will be able to view weekly learning schedules based on the grade levels of their students, and parents will be able to contact teachers and link to instructional sites from this platform. In addition, students will be able to click on Google Classroom links in order to log-in using their student identification and password. Log-in information and instructions will be sent to parents via conventional mail as

well as online resources and email. Students without internet availability will be provided with “hard copy” packets upon request, which will allow students to work without the use of the internet. All students will need access to materials such as paper, pencils, and crayons, which will be made available to families that don't have them. All students will have access to grade-level/course textbooks as needed to complete their work.

In addition to students served as part of the Huron School District, we will continue operating our shared time services with St. John's and St. Stephen's schools within our district boundaries using the same methods described above. Under the provisions of the Executive Order, the Huron School District will continue to provide nonessential elective courses under section 166b of the School Aid Act, MCL 388.1766b, to any of their students for the remainder of the 2019-2020 school year.

We will be implementing the above supports for our students with disabilities, while making efforts to meet goals in student IEPs, to the extent possible. This includes the creation of Contingency Learning Plans in order to document the individual determinations, parent collaboration, and the district's good faith efforts in educating students with disabilities, providing equal access to the Continuity of Learning Plan.

***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**

The Huron School District remains committed to keeping our students at the center of all that we do. The public health crisis has only strengthened our stance. Our district is committed to educating the Whole Child. We have embraced the [Whole School, Whole Community, Whole Child \(WSCC\) Model](#), which is the CDC’s framework for addressing health in schools. We are intentionally focused on our students and emphasize the collaboration between schools, communities, public health, and health care sectors for the purpose of better aligning resources in support of the whole child.

Now, more than ever, we are striving to be intentional in our outreach to continue building relationships and maintain connections. We are committed to do all we can to help students feel safe and valued. To that end, we commit to the following:

- Plan for Student Learning: Building on individual strengths, interests, and needs and using this knowledge to positively affect learning.
- Develop a Weekly Plan and Schedule: Offering routines and structures for consistency and for the balancing of think time, work time, and play time for health and well-being.
- Contact Families: Partnering to support student learning through ongoing communication and collaboration. This will not look the same for every student and family—safety remains the priority. We have considered the [guidance from COSN](#) when creating this plan. We will provide translations as necessary.

Teachers will be expected to make contact with every student at least one time during the week. This may be done through the use of technology (for those that have access and keeping student privacy in mind at all times) such as Google Hangout or other forms of virtual meeting or through weekly phone calls. For students with technology access teachers will also make sure to communicate multiple times each week through the instructional platform (Google Classroom, SeeSaw, Schoology, Moodle, etc.), with an emphasis on continuing to build relationships and maintain connections. If students do not have access to technology, teachers will include weekly notes to students in their instructional packet that focus on building relationships and maintaining connections. Teachers will be encouraged to connect with clubs and groups during this time as well, using the same platforms and methods. In addition, spring athletic coaches will continue to serve as “relationship ambassadors,” connecting students to the school community during the closure. They will also document their

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efforts and communications.

We will continue to develop an instructional program including the three pillars of Rigor, Relevance, and Relationships. Relationship building will continue to be part of our inclusive instructional program. We will be providing a variety of supports for students to assure that their social-emotional needs are met. They are detailed in our response to question 13.

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

**District /PSA Response**

The Huron District is prepared to deliver content in multiple ways in order to ensure that all students are able to access the learning in meaningful ways. In order to make this happen, we commit to:

- Leverage the instructional technology team to provide professional development so that teachers are ready and able to deliver content in multiple ways.
- Teach Content: Setting goals using knowledge of each student, content area standards, and the Michigan Merit Curriculum.
- Deliver Flexible Instruction: Considering 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.
- Endeavor to Engage Families: Communicating with families about engagement strategies to support students as they access the learning.
  - Knowing that families are critical partners, we will provide translations as necessary.
- To the best of our ability, we will continue to provide educational services to students with special needs during the closure period, including contact with co-teachers and caseload workers, in order to provide accommodations to students when possible.

For those students without technology, the main mode of delivery will be through hard copy instructional packets. This will be supplemented with phone conferencing to support instruction. The instructional packets will be delivered during meal delivery. Packets will

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be mailed to the student if they do not participate in meal delivery.

For students with technology, content will be delivered through the online platform, email, and other social media sites (Facebook, Remind, etc.), as allowed by the district and approved by parents. Teachers will be accessible for synchronous instruction during the week and asynchronous instruction through pre-made videos during the week.

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

**District /PSA Response**

Although children will not be penalized if they are unable to fully participate in the online learning opportunities, we still believe that monitoring student learning through a variety of assessments is essential. The assessments administered and the data collected will be used to determine next steps including:

- Planning necessary supplemental lessons and/or follow-up instruction.
- Determining the potential need for summer learning opportunities.
- Intervention and future learning opportunities for students.

Despite the challenges of remote learning, teachers will still monitor student learning and check for understanding throughout the learning process. Additionally, teachers will ensure that comprehensive, actionable feedback is provided to students in a timely manner. In order to meet these expectations, teachers will engage in the following:

- Purposeful planning with department and/or grade level colleagues using a [common planning template](#) when appropriate.
- Implementation of effective feedback practices and ongoing formative assessments will guide reflection on effectiveness of instruction and determine next steps for student learning.
  - Grade level and content area teams will be encouraged to participate in weekly planning and debrief sessions where successes and opportunities for growth are discussed and instructional plans are created and revised to better meet the needs of students.
  - Special education and/or EL teachers will work closely with teacher teams in order to modify course work and scaffold instruction in order to better meet the needs of all students.
  - Special education and/or EL teachers will actively monitor and assess the learning of children on their caseload in order to provide suitable accommodations based on individual needs.
- Teachers will provide families with weekly updates regarding their child's academic progress. This may include:
  - Weekly summaries of content covered, current level of student understanding, and suggestions for extending the learning using evidence of learning.
  - Communication of any pertinent assessment data along with an explanation of next steps (if necessary).
  - Utilizing online gradebook reports, as provided by MISTAR-Q, to communicate assignments and/or progress.

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For students without technology access, learning packets will be collected each week during times for meal delivery. Teachers will review the learning packet and provide feedback to the student during their weekly phone call, virtual meeting, or email. Learning packets with written feedback will be returned to the student the next week. Feedback from the teacher will include differentiated work as needed, along with examples to support student learning. An example of this may be providing a student that is struggling with double-digit subtraction additional practice and several written examples with the steps. A phone call would also be used as a follow-up if needed.

For students with technology, teachers will monitor student access and assignment completion on a daily basis within the instructional platform. Teachers will provide feedback to students on assignments through the instructional platform as they are completed (or on a daily basis). Teachers will differentiate instruction within the platform to meet each student's needs.

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

**District /PSA Response**

In order to ensure that our students have access to adequate technology, during these extraordinary circumstances, our district will utilize Title I funds in the following manner, as outlined within the [Memorandum regarding Flexible Title Funds for Technology](#) from Deputy Superintendent Venessa Keesler, dated March 27, 2020:

- To purchase hot spots and other internet access tools for students
- To purchase devices for student use to support student learning
- To purchase student Chromebook devices

As necessary, we will utilize Title IIA Funds in the following ways:

- To fund training and professional learning for our teachers to better prepare them to virtually deliver instruction and connect with students.
- To fund virtually delivered professional development opportunities to support goals identified within the district improvement plans.
- To purchase devices needed to support the training opportunities offered to our teachers.
- To support student learning using technology by transferring these funds into the Title IV.

As necessary, we will utilize Title IV Funds in the following ways:

- To support technology, which includes devices, access, and materials for students and teachers.

In order to comply with reporting mandates, we will email our Regional Unit Manager with the Michigan Department of Education to inform him/her of the changes. We will note all changes and approvals for future audit purposes. Additionally, if further budget amendments are necessary, we will make changes to our local budget to reflect the actual expenditures.

Budget items impacted may include:

- Purchase of learning supplies such as paper, pencils, crayons, etc.
- Printing costs (paper and machine copy cost)
- Mailing costs (envelopes, postage)
- Personnel time for printing, preparing and delivering resources

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- Fuel cost & mileage
- Cost of online instructional platform and any related software/websites if applicable
- Hot spots/connectivity
- Purchase and Preparation of Devices
- Communication equipment and software
- Maintenance of devices
- Increased WI-FI capacity

Sources:

- General funds
- Title I, II, & IV Funds
- 31a Funds

Please see attached Spreadsheet for budgetary details.

***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**

The Huron School District values the opinions and ideas of all stakeholders. For this reason, we included each of the following groups as we worked to develop a comprehensive plan for providing continuity of learning.

- Local School Board Members
- District Administrators and Staff
- Building Administrators (Elementary, Middle, and High School)
- Teachers
- Social Workers/Counselors
- Union Leadership
- Technology Department Staffers
- Parents

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- Students

All stakeholders were involved in the development of the plan. Building administrators met with their building teachers for initial input. Administrators then met with grade level/content area teams to address the needs of each grade or content area. Building administrators brought this information back to district level administrators to collaborate. In addition, virtual meetings were held, which included representatives from the following groups: teachers & Union Representatives, building administrators, district administrators, and the superintendent. Email communications included input and feedback from counselors, social workers, and the school psychologist in relation to emotional and social health of students. Parts of the plan also included the creation of the Huron Learning Hub, and parent and student input has been sought pertaining to the learning plan and the learning hub. Before finalizing the plan, feedback was also sought from board members.

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

**District /PSA Response**

To ensure all stakeholders are aware of the Plan, and that the Plan is executed well, we will develop a clear, consistent, concise, and accessible communication plan. Elements of our communication plan includes a variety of methods the district will use to notify pupils and parents or guardians of the Continuity of Learning Plan and keep them connected/engaged throughout the execution of the Plan.

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Methods include, but are not limited to, the following:

- Direct Person-to-Person Telephone Calls
- Robo Calls
- Regular US Mail – Letter mailed to families
- Email
- Remind 101, Class Dojo, SeeSaw, Razz Kids, etc. . .
- Google Classroom and other Google Applications
- MISTAR-Q Parent Portal
- Text/Groupme Messages
- Flyers/Newsletters

- Social Media posting(s)
- Website postings

The plan will be communicated through a letter to each family. The plan will also be dispersed through email to those that have access. The plan will also be posted to the district website and other social media platforms as well. To ensure that everyone is aware that the plan has been developed and released, a phone call message will be sent to all parents.

***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.***

**District /PSA Response**

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It is the goal of the Huron School District to offer our students remote learning options as soon as possible. To that end, the district is committed to thoughtfully and systematically roll out this comprehensive implementation on April 20, 2020. In addition, teachers and staff will be meeting virtually in order to plan and perform professional development related to the full implementation of our Continuity of Learning Plan. We will engage in professional development, parent/student feedback gathering, and content creation activities on April 13, 2020.

*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 MCL 388.1913, in completing the courses during the 2019-2020 school year.*

### District /PSA Response

#### **State-Approved CTE Early/Middle College Dual Enrolled**

Although some courses are held at our high schools, the majority of CTE dual enrolled or CTE Early/Middle College courses are held at community colleges. Our team is working to coordinate instruction between the school and the college. The colleges are responsible for providing:

- How will the postsecondary institution deliver instruction?
- How will grades and attendance be reported? Will report templates be compatible with the district needs to report into the Career Education Information System (CTEIS)?

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For our students in dual enrollment courses, we will be working with the provider to determine next steps. We will ensure that the students have the appropriate materials and support to complete those courses. The students will be given the option to convert their grade to credit or no-credit.

#### **State-Approved CTE**

The Huron School District is part of the Downriver Career Technical Consortium (DCTC), which includes 10 Downriver School Districts in cooperative CTE programs and services. We are working with our DCTC Director in order to provide continuation of learning services. As part of that plan, the academic/instructional portions of CTE courses will be moved to distance learning.

The skills-based and work-based learning activities that require in-person practice or demonstration are on hold; work-based learning guidance can be found at [CTE Requirements During COVID -19 Closure](#). Teachers will utilize the [resources published by OCTE for online instruction](#). We are also providing teachers who may have questions about their specific program needs with the [2019-20 Career Cluster and CIP Codes by CTE Curriculum Consultants document](#) provided by OCTE.

Our CTE staff, along with other designated staff, will communicate with each student and family in order to ensure they fully understand the plan for moving forward. Specifically, the following information will be shared with families and students:

- OCTE's Dr. Pyles has indicated that the department will be applying for a waiver to excuse students from fulfilling the credential requirement for this year.
- Our district will share the specific plan for how we will address credential attainment if the waiver is not approved.

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

**District /PSA Response**

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Within our district 33% of students qualify for free or reduced lunch. During the public health crisis, all students have been eligible for food distribution. To date, we have served 19,530 meals to students in our community.

Our current distribution plan includes one distribution site (Huron High School), on Tuesdays and Fridays of each week. Students are provided with one breakfast and one lunch for each day of the week (3 of each on Tuesday, and 4 of each on Friday).

Steps have been taken to ensure social distancing and protect district staff and families.

We will continue our food distribution at Huron High School on Tuesdays and Fridays of each week.

	<b><i>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.</i></b>
<b>1 1</b>	<p style="text-align: center;"><b>District /PSA Response</b></p> <p>We confirm that we 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 unit.</p> <p>An example of our redeployment of staff could include having our transportation staff and or paraprofessionals, to the extent that they can do so safely, assist with the preparation and delivery of instructional materials to the residences of students with disabilities and those who have limited transportation and are unable to retrieve information electronically.</p>

	<b><i>Please describe how the district will evaluate the participation of pupils in the Plan.</i></b>
<b>1 2</b>	<p style="text-align: center;"><b>District /PSA Response</b></p> <p>In order to evaluate the participation of the students, teachers will engage in the following activities as appropriate:</p> <ul style="list-style-type: none"> <li>• Track participation in virtual meetings and participation in assignments as appropriate. <ul style="list-style-type: none"> <li>○ Teachers and/or designated district personnel will connect to any family of a child who did not participate in the session or learning experience, using the platforms discussed earlier. <ul style="list-style-type: none"> <li>■ During this follow-up, staff will focus first on the basic needs of the child and the family in order to determine additional opportunities for the school to support the whole child.</li> <li>■ Identify and remove roadblocks.</li> <li>■ Ensure that the family understands the importance of the learning experience and that their child was missed.</li> </ul> </li> </ul> </li> </ul> <p>The Huron School District will evaluation the participation of pupils in this plan through the following criteria:</p>

Elementary:

- Standards Based Grading Concept: Students will receive feedback on work and will receive “grades” in a standards based grading format. (1 - Not Able to Assess, 2 - Partially Meeting Standard, 3 - Meeting Standard, 4 - Exceeding Standard)
- Teachers will be encouraged to keep office hours in order to answer questions and to provide feedback or respond to student questions within 24 hours of receipt.

Renton Jr. High School:

- Students will receive feedback on work and will receive “feedback” in a standards based format. (1 - Not Able to Assess, 2 - Partially Meeting Standard, 3 - Meeting Standard, 4 - Exceeding Standard)
- These scores would be “averaged” to determine the overall “grade” for the students.
- All Students with score averages of  $>1.5$  (1.5-4) receive a G (Passing).
- Students with scores lower than  $<1.5$  will receive a U (Didn’t Meet Standard/Incomplete)
- The G and U designation does not count toward a student’s GPA and does not penalize students on their GPA.
- Teachers will be encouraged to keep office hours in order to answer questions and to provide feedback or respond to student questions within 24 hours of receipt.

High School:

- Students will receive feedback on work and will receive “grades” in a standards based grading format. (1 - Not Able to Assess, 2 - Partially Meeting Standard, 3 - Meeting Standard, 4 - Exceeding Standard)
- These scores would be “averaged” to determine the overall “grade” for the students.
- All Students with score averages of  $>1.5$  (1.5-4) receive a G (Passing).
- Students with scores lower than  $<1.5$  will receive a U (Didn’t Meet Standard/Incomplete)
- The G and U designation does not count toward a student’s GPA and does not penalize students on their GPA.
- U = Incomplete (students would be permitted to take courses in subsequent trimesters to earn credit)
- Teachers will be encouraged to keep office hours in order to answer questions and to provide feedback or respond to student questions within 24 hours of receipt.

***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**

The Huron school District is committed to providing ongoing mental health supports to pupils affected by our state of emergency or state of disaster prompted by COVID-19. We will provide several modes of support to all students. Staff and Parents will be provided a variety of resources that can be used with students to help explain our current reality, while easing fear and anxiety where possible.

Other means of supporting students will include, but will not be limited to, the following:

Social and Emotional/Wellness Hotline – staffed by a social worker, counselor, and/or mental health therapist, etc.

Regular check-ins with students (telephone calls/virtual conferences by teachers, email communications, social workers, counselors, administrators, etc.)

The use of a Google Classroom Resource Page for Mental and Social Health. Staff is uploading mental health resources to the Google Classroom Site on a weekly basis

Host groups with students (virtual circles to allow opportunities for students to have voice with a trained professional and/or facilitator weekly).

- [COVID-19 Resources for School Staff and Parents](#)

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***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.***

**District /PSA Response**

The Huron School District stands ready to mobilize disaster relief child care centers by opening classrooms, when called upon for support, if necessary. We are aware of the coordinated efforts of Wayne RESA and are in contact regularly regarding the needs.

Wayne Regional Educational Service Agency (Wayne RESA) is working in cooperation with our local school districts, PSAs, and Community Based Organizations to coordinate emergency childcare for children birth-12 years old for the Essential Workforce that is working daily to support our community throughout the public health crisis. The Early Childhood Support Network (ECSN), United Way, 2-1-1, and the Great Start Collaborative are all working in concert with us to ensure childcare sites are open, safe, and following all DHHS licensing regulations as they provide care to the children of the Essential Workforce.

These efforts are being coordinated per Governor Whitmer's Executive Order on Expanded Child Care Access during the COVID-19 Emergency.

Essential Workers contact Wayne RESA using one of the options listed below:

Email a Wayne RESA Emergency Childcare Coordinator

- Lena Montgomery [montgol@resa.net](mailto:montgol@resa.net)
- Kaitlyn Carpen [carpenk@resa.net](mailto:carpenk@resa.net)

Members of the Essential Workforce may go to the Essential Worker Child Care Intake Form (<https://www.helpmegrow-mi.org/essential>) and enter their information, which routes to a Wayne RESA Emergency Childcare Coordinator. A robust list is compiled and updated daily to document centers that are open, closed, and those that may be willing to reopen. Ages of children, hours, and type of care the center provides is shared with Essential Workers when they reach out for childcare support. ECSN workers directly connect Essential Workers to open sites. Currently over 100 families have been linked to care.

An Essential Worker is defined as:

Health care workers, home health workers, direct care workers, emergency medical service providers, first responders, law enforcement

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personnel, sanitation workers, child care workers (including any employees acting as child care workers in essential workforce child care centers), personnel providing correctional services, postal workers, public health employees, key government employees, court personnel, and others providing critical infrastructure to Michiganders. Critical infrastructure includes utilities, manufacturing, mass transit, and groceries or other essential supplies, goods, or equipment. We stand committed to support the health and wellbeing of young children, their families and all who care for, educate, and work on their behalf.

**Optional Question**

*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?*

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**District /PSA Response**

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At this time, the Huron School District has a negotiated calendar for 2020-2021 that will allow the district to begin prior to labor day. Nonetheless, we plan to retain a school year with 180 school days for the 2020-2021 school year.

A collaborative team is researching the summer options for the summer of 2020, which includes examining extended summer school options for the summer of 2020.

\* Please forward completed forms to Wayne RESA Superintendent Dr. Randy Liepa by April 28, 2020.

