



2019-2020

DISTRICT

Learning-at-Home and Summer Enrichment Plan

Revised May 4, 2020

Due May 15, 2020

Updated per Executive Order 1476

DISTRICT NAME

Claiborne County School District



MISSISSIPPI
DEPARTMENT OF
EDUCATION

Carey M. Wright, Ed.D.

STATE SUPERINTENDENT OF EDUCATION

INTRODUCTION

The Mississippi Department of Education (MDE) is committed to providing **essential technical guidance and support mechanisms** to assist districts during the time of extended school building closure as a result of COVID-19. The MDE recognizes and appreciates that districts are taking different approaches depending on their local capacity and infrastructure during this building closure. The State Board of Education (SBE) has provided **flexibility within existing laws and policies** regarding instructional time, graduation requirements, attendance, assessment and accountability.

In accordance with Governor Tate Reeves' **Executive Order 1476**, school districts shall operate with essential personnel to offer distance learning or other instructional means necessary for students to achieve completion of grade-level essential instruction for the 2019-2020 academic school year. Additionally, school districts shall submit to the SBE plans for summer learning and enrichment measures necessary to (a) mitigate disruption from the Spring 2020 school closure due to COVID-19 and (b) to enhance learning in preparation for the 2020-21 academic school year. Per **Executive Order 1476**, summer learning and enrichment measures are to be provided to all students in all schools.

The District Learning-at-Home and Summer Enrichment Plan is designed to ensure districts are taking deliberate and thoughtful actions to facilitate and individualize continued student learning and progress monitoring during closure.

Taking a traditional school environment online is not a simple task – nor is it one that should be attempted without serious consideration of the practicality and risk.

The MDE is not directing districts that they must transition to delivery of all content online, as we recognize that online access and remote support for rural students and students with disabilities will certainly pose equity issues across the state. Districts need to consider how they can help facilitate continued learning within homes across the state – either through online opportunities, by making grade-level instructional packets, Family Guides for Student Success, or other resources available for pick-up at school or various locations within the district, or through a combination of delivery systems.

RESOURCES

The MDE has compiled a variety of resources for districts to use during the extended school building closure, online at <https://www.mdek12.org/covid19/districtresources>. The materials and tools may be used to provide additional resources to parents or students. This information is only intended to be a general summary of information provided to the public. The MDE does not endorse or promote any commercial products or services. Please make sure that you choose the tool(s), resource(s) or material(s) that are developmentally appropriate and best fit the needs of your students, school, or district.

Resources have been divided into the following categories:

- [Internet Services](#)
- [Multiple Content Area Resources](#)
- [Arts \(Dance, Music, Theatre, Visual Arts\) Resources](#)
- [Career and Technical Education \(CTE\) Resources](#)
- [English Language Arts Resources](#)
- [Mathematics Resources](#)
- [Science Resources](#)
- [Social Studies Resources](#)
- [World Language Resources](#)
- [Counselor Resources](#)
- [English Learner Resources](#)
- [Intervention Resources](#)
- [Students with Special Needs Resources](#)
- [Virtual Learning Resources](#)

DISTRICT LEARNING-AT-HOME AND SUMMER ENRICHMENT PLAN REQUIREMENTS

- ✓ Consider individual students' needs, grade-level expectations, and district capacity.
- ✓ Communicate with key stakeholders, including staff, parents, students, and other community partners.
- ✓ Submit completed plan, including **SECTION I**, to rhoad@mdek12.org no later than **May 15, 2020**.

DISTRICT NAME	Claiborne County School District
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SECTION A	Instructional Delivery During School Building Closure
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Select all that apply. Note that Option C is a combination of Options A and B.

- Option A:** Distance/Virtual/e-Learning/Remote Method(s)
- Option B:** Packets/Assignments (portfolio, project-based, etc.)
- Option C:** Blended (**combination of Option A and Method B**)
- Option D:** Other (provide brief description):

SECTION B	Instructional Content During School Building Closure
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Select all that apply. Note that Option C is a combination of Options A and B.

- Option A:** MDE Resources
 - [Mississippi Online Course Approval \(MOCA\) Courses](#)
 - [Learning-at-Home Resources for Districts](#)
 - [Learning-at-Home Resources for Families](#)
- Option B:** Individual District Developed/Hosted
 - District-developed online/hybrid content
 - District-selected online/hybrid content
 - District make-and-take packets based on locally selected textbooks/instructional materials
 - Make-and-take packets from another district/vendor (provide brief description):
- Option C:** Other
 - Combination of Option A and Option B
 - Other (provide brief description):

SECTION C

Final Course Grade Calculation for 2019-2020 School Year

Indicate which of the following methods the district is using to calculate student grades, as well as specific grade bands for each method (for example: K-2, K-8, 6-8, 9-12).

NOTE: Grading policies are a local school district decision. This information is being collected per [Executive Order 1476](#).

- Option A:** Third nine-week grades as final grades/completion for the year
Grade Band:
- Option B:** Average first, second, and third nine-week grades with fourth nine-week assignments (digital, packets, blended, etc.) grade for End-of-Year Grade
Grade Band: **K-12**
- Option C:** Final exam grade averaged with first, second, and third nine-week report card grades for End-of-Year Final Grade
Grade Band:
- Option D:** "Credit by Examination" or "Credit by Advancement" through final exam or assignment to measure standards mastery
Grade Band:
- Option E:** Pass/Fail course grade
Grade Band:
- NOTE:** Districts should exercise caution regarding use of pass/fail grades for graduating seniors, as student eligibility for NCAA athletics may be impacted. More information is available through this [NCAA FAQ document](#).
- Option F:** Other (provide brief description):

Grade Band:

In accordance with [Executive Order 1476](#), describe how the district will provide students with feedback/grades on assignments completed during the extended school building closure and during summer learning and enrichment programs.

During the extended school building closure, the district has provided feedback and grades on completed assignments for students through two methods. Students whose households had internet accessibility were provided written feedback and teachers assigned grades to weekly assignments within the Google Classroom portal.

Students whose households did not have internet accessibility were provided paper instructional packets. Packets # 1-3 included two (2) weeks of instructional material. Work packet #4 included three (3) weeks of instructional material. Students returned their completed instructional packets to their school site every two weeks and received

feedback from the teacher of record.

During summer learning, students will receive instructional packets. The packets will be available to all students with an assigned collection date. School leadership will collect the aforementioned packets for teacher review at the close of the summer break. Teachers will review submitted instructional packets to assess student progress. Written feedback will be issued to students on the completed work. Points will be assigned to students who complete the summer instructional packet and will be applied to the first nine weeks grade.

The substantive summer learning enrichment activity will be the completion of Capstone Projects that are aligned to the College and Career Readiness Standards in each content area. Listed below are the specific content areas that will be addressed for each grade band for the study and completion of all Capstone Projects:

Grades K-2: Reading/Language Arts, Math, Science and Music

Grades 3-5: Reading/Language Arts, Math, Science and Music

Grades 6-8: English Language Arts, Math, Science, Social Studies, Physical Education/Health and Music

Grades 9-12: English Language Arts, Math, Science, Social Studies, Physical Education/Health and Music

The Capstone project will be submitted on the return to school. A rubric will be developed to assess the submitted Capstone Projects with points counting toward the First Nine Weeks grade during the 2020-2021 school year.

In accordance with [Executive Order 1476](#), please indicate which of the following methods the district is using to offer summer learning, Extended School year (ESY) services, and enrichment to students. Note that ESY is not the same as summer learning.

Select all that apply. Note that Option C is a combination of Options A and B.

- Option A:** Distance/Virtual/e-Learning/Remote Method(s)
- Option B:** Packets/Assignments (portfolio, project-based, etc.)
- Option C:** Blended (**combination of Option A and Method B**)
- Option D:** Other (provide brief description):

Briefly describe the district's summer learning, Extended School year (ESY) services, and enrichment programming (frequency, content areas, and duration, including days per week and number of weeks).

Though digital and printed instructional packs will be provided to all students for daily and weekly practice, the substantive summer learning enrichment activity will be the completion of Capstone Projects that are aligned to the College and Career Readiness Standards in each content area.

Teachers will have designated office hours on alternate days to accept phone calls and meet virtually to address any challenges as well as to monitor students' progress on the completion of the activities. Additional instructional support will be provided to students of special education and English Language Learners.

Capstone Projects

Listed below are the specific content areas that will be addressed for each grade band for the study and completion of all Capstone Projects:

Grades K-2: Reading/Language Arts, Math, Science and Music

Grades 3-5: Reading/Language Arts, Math, Science and Music

Grades 6-8: English Language Arts, Math, Science, Social Studies, Physical Education/Health and Music

Grades 9-12: English Language Arts, Math, Science, Social Studies, Physical Education/Health and Music

The Capstone project will be submitted on the return to school. A rubric will be developed to assess the submitted Capstone Projects with points counting toward the First Nine Weeks grade during the 2020-2021 school year.

Extended School Year (ESY) services are based on the decision of the IEP committees. Decisions are made in accordance with regulations and unique needs of each individual student with a disability. Documentation supporting decisions are maintained on file in the district. Extended School Year services will be provided virtually for 22 days during the month of June (June 1st -June 30th). The services will be provided Monday through Friday from 8:00 a.m. - 12:00 p.m. in the area of reading. Special education teachers and teacher assistants will provide services to the students who qualified for Extended School Year services.

SECTION E **Communication and Participation**

In order to effectively serve all students within a district, communication is essential. Please note below how the district has communicated its Learning-at-Home and Summer Enrichment Plan with families.

Select all that apply.

- Option A:** Letters mailed to families
- Option B:** Emails to families
- Option C:** Social media posts
- Option D:** Text messages to families
- Option E:** Local print media
- Option F:** Other (provide brief description):

Briefly describe how the district will monitor participation by students during the extended building closure and summer enrichment programs.

During the extended building closure, the administration and teachers at each school site have monitored participation by students through two methods. Students with internet accessibility met with their core subject teachers weekly via Zoom. Additionally, teachers monitored the progress of their students on a weekly basis, provided written feedback, assigned grades and completed telephone conferences with parents and students.

Students without internet accessibility were provided paper instructional packets. Packets # 1-3 included two (2) weeks of instructional material. Work packet #4 included three (3) weeks of instructional material. Students returned their completed packets to each school site bi-weekly, teachers provided written feedback, assigned grades and completed telephone conferences with parents and students.

Students who are English Learners were provided 60 minutes of language acquisition services weekly through the Imagine Learning portal. Student progress was monitored weekly, written feedback and weekly telephone logs were completed by the English Language facilitator at each school site.

During the summer enrichment programs, the district will send out weekly robocalls, remind notices and emails to help parents and students remain on task. Teachers will have designated office hours on alternate days to accept phone calls and meet virtually to address any challenges as well as to monitor students' progress on the completion of the activities.

SECTION F Transcripts and Senior Transitions

District supports for graduating seniors may look different during an extended school building closure. High schools must ensure students have the necessary documents to continue their academic pursuits or transition into the work force.

Briefly describe how the district will ensure students receive transcripts and final grades upon graduation.

All high school students may obtain their final grades and transcripts by submitting a student request for transcripts and other counselor services. The request must be submitted to the counselor's email address so that a record of requests may be kept. Transcripts may also be requested via the quick link that has been established on Port Gibson High School's webpage. Students will still be asked to allow two days for processing as we are not consistently in the building.

At the time of graduation, senior graduates will receive their high school diploma and two copies of their transcript (one official and one unofficial). Also, if senior graduates require additional copies of their transcript they will be allowed to pick up 3 additional copies (two official and one unofficial) according to the dates and times specified below as this will safeguard the health of both students and staff and allow the practice of social distancing. Only one student at a time will be allowed in the counselor suite to receive their transcripts. Each senior's signature will be required to verify acceptance of their transcripts.

Time	Tuesday, June 2	Wednesday, June 3	Thursday, June 4
10:00 – 11:00	A – B	J-K	T -V
11:00 – 12:00	C – D	L-O	W
12:00 – 1:00	E – H	P – S	

*Students will report according to the first letter of their LAST name.

SECTION G Assurances for Continued Learning for All Students

In accordance with [Executive Order 1476](#), the school district is offering distance learning or other instructional means necessary for students to achieve completion of grade-level essential instruction for the 2019-2020 academic school year. Additionally, the school district is offering summer learning and enrichment measures necessary to (a) mitigate disruption from the Spring 2020 school closure due to COVID-19 and (b) to enhance learning in preparation for the 2020-21 academic school year.

SECTION H Assurances for Students with Disabilities

It is clear the United States Department of Education (ED) does not want school districts to consider the provision of services to students with disabilities under the Individuals with Disabilities Education Act (IDEA) as a barrier or a reason not to offer educational services to any of their students through distance instruction or otherwise.

- In compliance with COVID-19 guidance, the following assurances have been discussed and are included in planning efforts for students with disabilities, including students with 504 plans.
 - ✓ Assure that services are provided for all students with disabilities, including students with 504 plans, and **maintain appropriate documentation** to support all efforts;
 - ✓ Assure that services, materials, assignments, and instruction, are

individualized and aligned to student IEP goals;

- ✓ Assure that district plans address how progress or lack of progress will be collected and documented in anticipation of considering the need for ESY and/or compensatory services;
- ✓ Assure that students with disabilities will not be excluded from participating in courses;
- ✓ Comply with all state and federal regulations;
- ✓ Ensure educators and administrators collaborate and utilize creative options to meet the individual needs of the students; and
- ✓ Consider the impact of the district’s final course grade calculation method selected in Section C as it relates to IEP review and development for each student. The most recent USDOE guidance can be found [here](#).

SECTION I Assurances for English Language Learners

- The district is working collaboratively to:
 - ✓ Provide effective two-way communication with families in a language that they understand.
 - ✓ Tailor instruction and assessments to students’ English Language proficiency needs in all four language domains (Listening, Speaking, Reading, and Writing).

SECTION J District Certification of Assurances

By providing a digital signature or typing my name below and submitting this document, I certify that the school district is providing continued learning experiences, including summer learning and enrichment measures, as outlined in this plan.

District Superintendent’s Digital Signature **Annie Kilcrease, Ph.D.**

District Superintendent’s Name **Annie Kilcrease, Ph.D.**

Date **5/15/2020**

SECTION K	MDE Approval
<u>5/15/2020</u> Date Received	<u>Nathann Oakley (for Carey M. Wright)</u> State Superintendent Acceptance