



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

Covington 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](mailto:rhoad@mdek12.org) no later than **May 15, 2020**.

|                      |                                  |
|----------------------|----------------------------------|
| <b>DISTRICT NAME</b> | Covington County School District |
|----------------------|----------------------------------|

|                  |  |
|------------------|--|
| <b>SECTION A</b> | <b>Instructional Delivery During School Building Closure</b> |
|------------------|--|

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):

|                  |   |
|------------------|---|
| <b>SECTION B</b> | <b>Instructional Content During School Building Closure</b> |
|------------------|---|

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):

Many student's families and teachers in Covington County do not have internet; this limits our efforts to provide online learning options due to the inequity that

would result from all students not having access. The need for access to internet has to be addressed before we can provide online learning.

**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: **K-8**
- 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:
- 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):  
9-12  
Grade Band: **Students will receive maximum credit for Term 4; students enrolled in 1/2 credit courses will receive a grade for work completed during the school closure that covered the objectives of the elective course in which they were enrolled.**

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.

Teachers have evaluated and provided feedback to students about their completed packets during the school closure; teachers contact students and provide support as students work through the packets that have been provided.

**SECTION D Summer Learning and Enrichment**

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):

K-12

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).

The Covington County School District will provide summer learning opportunities for all students through the distribution of enrichment packets that are tailored by grade to address the grade level standards identified by teachers and the needs of students based on benchmark assessment data. Based on parent feedback, the enrichment packets have been designed to require students to work approximately one hour per day on academics - ELA, math, and science - with emphasis on informational text. Students are encouraged to keep a journal during the month of June with the plan being for all students to participate in a project once school begins in the fall. The journal entries will serve as inspiration for students when they are asked to help decorate a "wall of understanding." The enrichment packets will be returned June 30, 2020. Certified teachers will evaluate the work and use the information as anecdotal data for planning instruction for SY 2020-2021.

In order to meet the needs of the students who are served under IDEA, the district will be or already has provided the following services.

- ESY determinations were held at each student's annual IEP meeting. Students who qualified for services at the time of the annual IEP meeting will be provided ESY services.
- Enrichment packets were designed for individual students based on each student's IEP goals. These packets have been given on two separate occasions. Packets were distributed during the month of April and again at the beginning of June. Special education teachers have been in contact via phone, zoom, google classroom, or some other virtual means in order to provide supports and encouragement to the students on their caseload rosters.
- Grades 9-12 special education students who needed assistance with attaining a credit from a course that was affected by the CO-VID 19 closures are being offered the opportunity to participate in the district Credit Recovery program at no cost to the student.
- Students who are placed in Millcreek and CARES – Hattiesburg, who qualified for ESY will be receiving ESY services at the facility in which he/she is placed.
- Students were allowed the option of taking home sped issued electronic devices which would allow them to access on-line learning sites and supports.

Credit Recovery will be provided via online for students in grades 9-12 who qualify. If restrictions are not lifted for on campus learning, students who do not have internet access will be allowed to park on campus and complete the work from their vehicle. Those select students will be given a device on which to complete the online lessons.

If the restrictions are lifted in time to host students on campus, the bottom 20 students in each grade K-8 will be transported to their respective campuses. Certified teachers will use the formative assessment data to provide remediation and enrichment for those students.

Eleventh grade students will be provided with sessions on campus that focus on ACT objectives. Certified teachers will deliver the instruction.

**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):

K-12

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

The week of May 25, 2020, teachers will contact their students and encourage them to complete the packets that have been prepared for them. All students who return the completed packet will have the opportunity to receive extra points on the first graded assignment of SY 2020-2021. Logs will be kept that confirm which students picked up and



received a packet; those that are not picked up will be delivered to students. The special education students' packets will be mailed to them.

**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.

The standard procedures will be followed to ensure that all transcripts are sent to the appropriate IHL's or employers as requested by each student. Counselors will keep a log of all additional requests for transcripts that occur after the initial upload. Counselors will also continue to use transcripts whenever possible.

**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.

|                  |  |
|------------------|--|
| <b>SECTION H</b> | <b>Assurances for Students with Disabilities</b> |
|------------------|--|

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](#).

|                  |   |
|------------------|---|
| <b>SECTION I</b> | <b>Assurances for English Language Learners</b> |
|------------------|---|

- 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 |
|--|--------------------------------------|
| <p>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.</p> |                                      |
| District Superintendent's Digital Signature  | <b>Babette Duty</b><br>_____         |
| District Superintendent's Name   | Babette Duty<br>_____                |
| Date   | 5-14-2020<br>_____                   |

| SECTION K          | MDE Approval                                 |
|--------------------|--|
| 5/14/2020<br>_____ | Nathan Oakley (for Carey M. Wright)<br>_____ |
| Date Received      | State Superintendent Acceptance              |