

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

Forrest 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 rhoood@mdek12.org no later than **May 15, 2020**.

DISTRICT NAME	Forrest 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:
- 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):
The Approved Revised Grading Formulas for 2019-2020

For Grades PreK-8th grades (non Carnegie Bearing Courses)

- a. 1st-3rd nine weeks term grades will remain the same
- b. If there was a student who did not complete the 3rd nine weeks exam, the student will not complete the exam and an “X” will be placed in the system. (An “X” means the system will not include this assignment in the calculation) Any incomplete work will be given an “X”. The grades acquired during the 3rd nine weeks will be used to determine the 3rd nine weeks final grade.
- c. For the 4th nine weeks final average, the 3rd nine weeks final average will be used. If the student has participated in any distance learning, 10 points will be added to the final 3rd nine weeks grade and that grade will be used for the 4th nine weeks final average.
- d. The 3rd and 4th Nine Weeks Final grades will be averaged together for the 2nd semester average.

- e. The 1st and 2nd semesters will be averaged for a final grade.
2. If for any reason the above recommendations were to create a punitive result for the student, the following procedure will be used.
 - a. First three nine weeks final averages will be added together and divided equally for a final grade for the year.

Grading recommendation for all Carnegie unit credit bearing classes (8th - 12th)

9 week courses:

1. The student will receive the grade that is earned the 4th nine week time period.
2. If the student has participated 100% with distance learning, 5 additional points will be added to his/her 4th nine weeks average. (Pending completion of all assignments during the teacher's established time frame.)
3. If the student has not participated in distance learning, the class shall be dropped from his/her 2019-2020 schedule to be repeated at a later date.

All year courses:

1. The first three nine weeks grades will be averaged together to compile a 4th nine weeks grade.
2. If the student has participated in distance learning, and the grade he/she earned is higher than the compiled grade, they will be awarded the higher grade.
3. If the student has participated 100% in distance learning, 5 additional points will be added to their grade. (Pending completion of all assignments during the teacher's established time frame.)

Semester Courses:

1. The student will receive the higher grade between what they earned 4th nine weeks or the 3rd nine weeks grade. (For example, if the student earned a 73 3rd 9 weeks and makes an 85 distance learning 4th 9 weeks, they will receive the 85. Should the student earn an 85 3rd 9 weeks, and a 73 distance learning. The students will receive an 85 as the grade for 4th 9 weeks.)
2. If the student has participated 100% in distance learning, 5 additional points will be added to his/her 4th nine weeks average. (Pending completion of all assignments during the teacher's established time frame.)

**No zeros will be added to a student's grade for not completing an assignment. The grade will be replaced with an X.

**The extra points award (5) is only if the student completed all assignments and did so in the given timeline established by the teacher.

Grade Band: **Pre-K - 8th Non Carnegie Credit & 8th - 12th Carnegie Credit**

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.

Parents can access student grades through Active Parent Grade Portal; School Status phone calls, text messages, and emails;

Students receive immediate feedback and track completion of packet work through Google Docs

Teachers use Zoom Meeting and Canvas to hold conferences, teach mini lessons, remediate and access student participation and involvement

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):

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).

Summer learning and ESY instructional Activities will include remediation and enrichments activities on an as needed bases two to four days per week. Each week will vary based on instructional services needed by individuals and/or based on IEP, 504, and SLPs. Math and English Language Arts will be from 180 to 240 minutes per week for approximately a six week period. Teachers will provide instructional mini lessons using a variety of platforms to include Face-to-face, Zoom, SchoolStatus, Canvas and Facebook Live with the incorporation of packet materials.

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.

Student participation will continue to be monitored through online participation review, student packet submissions- to include hardcopies and email documentation. Teacher will contact students to provide instructional assessment. Non-participating student’s parents will be contacted through SchoolStatus phone call, text messages, and emails to encourage instructional participation.

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.

Report cards will be mailed to each student's home address.

Transcripts of grades will be mailed to requesting school for each student.

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](#).

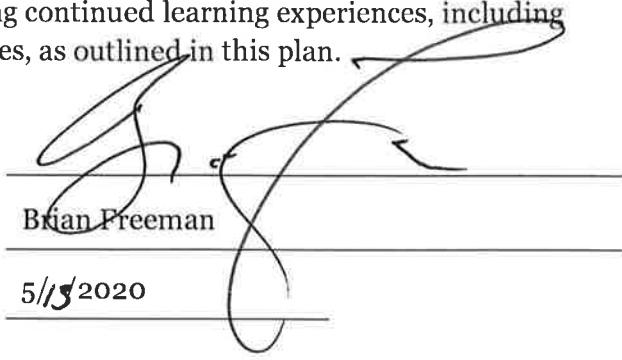
SECTION I Assurances for English Language Learners

- ☒ 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



District Superintendent's Name Brian Freeman

Date 5/13/2020

SECTION K MDE Approval

5/13/2020

Date Received

Nathan Oakley (for Carey M. Wright)

State Superintendent Acceptance