



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

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

DISTRICT NAME

GRENADA SCHOOL DISTRICT

SECTION A

Instructional Delivery During School Building Closure

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

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):  
The Grenada School District historically has seen an improvement of student academics during the fourth nine weeks; however, due to COVID-19 traditional instruction has been interrupted. Due to the interruption, students are not afforded the opportunity for remediation nor an opportunity to review previous material covered in the classroom.

Due to Grenada being a rural community, the district has faced several challenges:

1. Our district does not have a one to one computer initiative.
2. The vast majority of our students do not have access to computers in their homes.
3. Majority of our students do not have access to the internet. We have found that only 45%-50% have internet access – about 50% do not have access because they did not purchase it, or it is not accessible in their area due to infrastructure deficiencies.

For the future, to help provide the best services in our rural community, we are in the process of setting up internet accessible sites. These sites will be set up in parking lots

throughout the community at our four schools and several local businesses which will allow parents and students internet access.

Pending board approval, the district plans to implement a one to one computer initiative for students in grades 1 -12. The distribution of computers will help us continue to assist parents and students with online instruction.

The Grenada School District plans to offer summer learning and enrichment in June if COVID-19 guidelines allow. This time will be used to assess student proficiency and growth in the Mississippi College and Career Readiness Standards. This time will also be used to provide instruction and remediation to manage the negative impact of lost instructional time during the fourth nine weeks.

The Grenada School District has adopted a blended approach to option B and F. The District has realized that all students are not afforded the same opportunities in forms of transportation, technology, access to internet, and parental instructional assistance while attempting to participate in the Educational Opportunity Plan. Therefore, the school board approved on April 14, 2020, that all Grenada School District students in grades K-12 will receive a grade of one hundred for the fourth nine weeks and grades 6-12 will receive a grade of one hundred for the final exam. One hundred points is the maximum amount of points that can be awarded during a grading period. By awarding each student one hundred points for the final grading period, the extended school closure will not have a negative impact on promotion/retention when averaged in with the previous grading periods. The fourth nine weeks grades will be averaged with the other three nine weeks to determine the student's final grade in the course and will coincide with the promotion/retention of the student as it relates to district policy.

According to their final grades, some students may pass numerically, but the student may be retained through a mutual agreement of the principal, teacher, and parent. This agreement will be reached after the review of the student's first, second, and third nine weeks' grades and after several conversations between parent, teachers, and principal to determine what is in the best interest of the student.

Grade Band: **K-12**

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.

Students have received feedback by using multiple methods during the school closure. In some cases, the students received personal phone calls to check on student progress. Students with disabilities have received instructional phone calls from their special education teacher and/or special education provider such as speech therapist, etc. on a weekly basis. Every student with a disability has received an individualized instructional packet. Progress toward goals and objectives on the IEP will be mailed home to students with disabilities at the interval specified in the IEP. Students who

have a Section 504 plan received phone calls from Dr. Carla Rogers, 504 specialist and interventionist, to check on progress. ELL students received phone calls and emails from the counselors and their ELL tutor to check on their progress. Teachers provide feedback and report progress by a variety of methods such as, but not limited to, emails, phone calls, and/or video conferences. A final report card will be mailed home to each student at the end of the school year reporting the final average.

The summer learning and enrichment program will provide multiple methods of giving feedback and grades. Students with disabilities and at-risk students will have an opportunity to have face to face (if possible) and/or distance learning. During these learning opportunities, the students will receive feedback directly from the teacher verbally (in person, via phone or video conferencing) and/or in writing such as grades, progress reports, diagnostic testing results, and/or progress monitoring data.

All students will receive an instructional summer packet targeting the areas of English and Math. Some students may also receive an instructional packet in the area of science. All students will have opportunities for some enrichment opportunities that will allow them to expand their educational exposure during the summer. These assignments will be graded and averaged into the 1st nine weeks average of 2020-2021 school year for each student.

#### 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).

Grenada School District

Extended School Year Program

At-Risk Students

**Student Selection-** Students who failed the regular school year will have the first opportunity to enroll in a summer school program. In grades 3-8, students who are on the borderline of failing will have the second opportunity of enrolling in the summer school program. English Language Learners (ELL) will have the opportunity to attend. The principal of the school will determine which students will be eligible to attend summer school.

**Teacher Selection-** Teachers will be selected by the principals. In grades 3-8, math and language or reading teachers will be selected. In grades 6 – 12, 21st century will cover the cost for teachers (5 GMS, 3 GHS). Twenty first century covers the cost of supplies (paper, usb drive, etc.). Teachers will need training in online platforms and using video instruction before summer session begins. Title Funding is an option for paying for staff.

**Possible Dates-** June 1-26 (4 weeks- 4 hours of instruction required per day), June 15- July 13 (holiday July 3), or July 6-31. The session will last four weeks for four hours a day. These three options will be studied by GSD's administration to determine the best solution for our students during this pandemic. A decision will be reached as soon as possible considering all available information.

**Resources:** In grades 3-8, students will use an on-line platform. Students will be issued a Chromebook and be held responsible for the Chromebook. The parent and student will be required to sign a device agreement. Distance learning will use components such as an on-line platform, Zoom, Instructional Videos, iready, Edgenuity, instructional packets, etc. Free Wifi will be available in the Grenada High School parking lot for any student who does not have Internet access at home. Community access points are being explored. Edgenuity is the program used for high school credit recovery.

**Training:** Teachers will need training in health and safety issues related to COVID-19. In addition, teachers will need training in the use of technology, online platforms, and providing online instruction.

**Attendance:** In grades 3-8, students will not be allowed to miss more than 2 days but must make work up. In credit recovery, students can not miss more than one absence for every nine weeks of objectives needed to master to receive credit. Teachers will monitor attendance. Parents and school administration will be contacted by the teacher regarding each absence.



**Discipline:** Discipline will be left to the discretion of the principal. If a student is going to be removed from the summer program, Dr. Herrington, Administrative Programs Officer, will be contacted.

**Grades:** In grades 3-8, students will take the iready diagnostic test at the end of the summer school session. If the student scores at least mid-level on the current grade, the student will be promoted and receive a 65 for this course. For credit recovery, the maximum grade a student can receive is a 65.

**Safety precautions:** The custodial department will clean and sanitize classrooms daily. District will consider whether students and staff should wear masks. The district will try to practice social distancing for students and staff. On days students are in the building, the maximum number of students allowed in the classroom will be 9.

**Transportation:** In options one and three, bus transportation will be provided in order to transport students to and from school.

**Instructional Format:**

**Option 1:** Students will come to school every day. The students will come to school and work in computer labs and classrooms on the same days. Each student will receive a combination of face to face instruction and computer instruction in a computer lab in order to provide students with academic instruction. If additional staff are needed to ensure social distancing practices, assistant teachers will be utilized. In option 1, the skills classes will be offered. The skill classes will have 20 face to face classes. The skills classes offered are:

- 1) Auto mechanics / Firefighting
- 2) Welding / Brazing
- 3) Archery / Agriculture
- 4) Building Trades
- 5) Pottery / Ceramics
- 6) Culinary Arts
- 7) PodCasting / Music Production
- 8) Photoshop / Media Design
- 9) Law Enforcement / Weightlifting
- 10) Driver's Education

**Option 2:** In grades 3-8, the teachers will have two groups of students, and the students will rotate coming to the school building every other day. The smaller class size will help with social distancing. These students will come to class 10 days for face to face instruction. For

the other ten days, the students will be required to watch and complete assignments using distance learning. Students in grades 9-12 will complete class work on Edgenuity in computer labs. Students will be provided assistance as needed. In Option 2, the skill classes will be offered.

Option 3: This option will be used if students are not allowed to come back to the school building. The skills classes will not be offered. Academic classes will be offered using distance learning. In grades 3-8, students will be required to come to school to take iready tests during an appointed time. Students will use Chromebooks or home computers to complete assignments in Edgenuity for Carnegie units.

Grenada School District

Extended School Year Plan

Special Education

Student Selection: Students were identified by the Individualized Education Program (IEP) committee for eligibility for Extended School Year Plan (ESY) under three categories: critical point of instruction, regression-recoupment, or extenuating circumstances. 72 students were determined to be eligible for ESY services by IEP committees.

Teacher Selection: Teachers and Speech-Language Pathologists were selected based on area of certification and the type of disability being served. Teachers were selected to maintain the intent of a summer program to work on skills in a small group setting. Assistant teachers were selected based on the needs of the students. Staff will need training in the use of online platforms and using video instruction before the summer session begins.

Possible Dates- June 1-26 (4 weeks- 4 hours of instruction required per day), June 15- July 13 (holiday July 3), or July 6-31. The session will last 4 weeks for four hours a day. These three options will be studied by GSD's administration to determine the best solution for our students during this pandemic. A decision will be reached as soon as possible.

Extended School Times: Individualized to the needs of the child

Resources: Instruction will be face to face. Teachers will use Iready, Reading to Read, Accelerated Reader, Reading to Read, Copy Cover Compare, Instructional Videos, Fold-in method, Owl Curriculum, social stories, and touch math. Teachers will need supplies such as paper, ink, dry erase markers, pencils, etc. Students will be provided a daily snack. Postage will be needed for communication with parents and students.

**Training:** Teachers will need training in health and safety issues related to COVID-19. In addition, teachers will need training in the use of technology, online platforms, and in providing online instruction.

**Health and Safety:** Teachers will be provided with cleaning supplies for use while students are present. Hand sanitizer will be provided in each classroom. Gloves, wipes, and bags for disposal of diapers will be provided to those teachers who are changing diapers. Custodial staff will clean rooms daily. Social distancing will be practiced in the classroom. There will be no more than 7 students with a teacher and as needed an assistant teacher. Consideration will be given to usage of masks during ESY sessions.

**Attendance:** Students will attend ESY sessions as specified in the IEP. Teachers will monitor attendance. Parents and school administration will be contacted by the teacher when students are absent.

**Discipline:** The classroom teacher and the principal will collaborate on any discipline issue.

**Transportation:** Transportation to and from ESY sessions will be provided by special transportation, regular bus transportation, or by private automobile.

**Option 1:** Students will attend ESY sessions as specified in the IEP utilizing face to face instruction in a small group setting.

**Option 2:** Students will attend 2 hours of face to face academic instruction daily for 20 days during the month of June. Instructional packets will be provided for work at home. This option may require, as appropriate, the issuance of a laptop computer to the student with the appropriate paperwork completed for the student to further his/her education remotely. All speech therapy sessions will be provided in a face to face setting as specified on the IEP. This option will require reconvening the IEP committees for students receiving academic services

**Option 3:** Distance Learning will be utilized to provide ESY services to eligible students. This option will require reconvening the IEP committee to make decisions regarding ESY. This option may require, as appropriate, the issuance of a laptop computer to the student with the appropriate paperwork completed in order to participate in classroom instruction and

progress monitoring. This option may include instructional packets with instructional phone calls and/or tele-therapy. All instruction and progress monitoring will occur remotely.

Grenada School District

Extended School Year Plan

All Students

All students in Grenada School District will receive an instructional packet that will provide enrichment activities. In PreK -10th grade, the students will receive packets on math and reading or language. Science packets will go out for students currently in 5th, 8th, 9th, and 10th grade. ACT packets will be given to students in the 11th and 12th grades. The summer packets will go out on the week of May 26. The students will have over nine weeks, five days a week to complete these packets. The students will be required to finish the packets before the first day of school (August 6,2020). The teachers will grade these packets and the grades will be recorded in the first nine weeks grades for 2020-2021 school year.

**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.

Students are assigned to a teacher. The teacher will be responsible for monitoring participation of the student during the extended school closure and the summer enrichment program. When the student has a problem, the students or parent will contact the teacher for assistance. If a teacher becomes concerned about a student's participation, the teacher first contacts the parent and then contact the administration. The students, teachers, and/or parents will utilize phone calls, emails, text messages, video conferencing, etc. to monitor student 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.

GSD will use social media (GHS Facebook page) to notify students and parents of procedures or processes for requesting final transcripts and grades. Also, an AIMS has been sent out describing the process for Seniors to request final transcript and grades. The students will complete a Google form selecting the colleges or universities for which they want their transcript and grades sent. Transcripts and final grades will be emailed or faxed to the requested schools. Final grades/ report cards will be mailed to students.

**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
<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>David Daigneault</b> _____
District Superintendent's Name	Dr. David Daigneault _____
Date	05/07/2020 _____

SECTION K	MDE Approval
<p>5/15/2020 _____</p> <p>Date Received</p>	<p><b>Nathan Oakley (for Carey M. Wright)</b> _____</p> <p>State Superintendent Acceptance</p>