



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

Hinds 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>	Hinds County School District
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<b>SECTION A</b>	<b>Instructional Delivery During School Building Closure</b>
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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):

<b>SECTION B</b>	<b>Instructional Content During School Building Closure</b>
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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; \*NOTE: Students began with the average of T1/T2/T3 as their base grade for T4. Students were provided "Study at Home" lessons which were supported by teachers via Zoom sessions and Google Classroom. If students completed and submitted these lessons (whether online via Google Classroom or in the paper packet version), then 6 points were added to their T4 base grade. An additional 4 points were added for participation in the Zoom or Google Classroom arenas. Therefore, students could earn up to 10 points added to their T4 base grade for completion and participation. The final grade for the course was an average of the 4 terms.**
- 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):  
.5 Credit Bearing Courses which were a single 9-week course that was taken 4th Term received the grade earned on work completed during the Learning-at-Home period as it encompassed the entire course time; However, if the student did not earn a passing grade, he/she received an "incomplete" and be allowed to take the course in the fall  
Grade Band: **8-12**

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.

Feedback has been provided during the "Learning at Home" extended school building closure and will be provided during summer learning and enrichment programs utilizing the following tools/methods:

- 1.) Google Classroom;
- 2.) Remind Messaging;
- 3.) Zoom Sessions (collectively in class sessions and customized to students' needs in individual sessions);
- 4.) FlipGrid Videos;
- 5.) HCSD Website for Announcements;
- 6.) School Websites;
- 7.) Mailouts;
- 8.) Note: Summer feedback will also include face-to-face with small numbers of students in adherence with the Social Distancing Guidelines at that time

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 & ENRICHMENT (8 total weeks)

Phase I: JUNE 1 - JUNE 26, 2020:

Kindergarten - 8<sup>th</sup> grade students will continue to work on their Individualized Instructional Paths inside the computer assisted instructional tools for reading and math for 30 minutes twice each week per subject. (Kindergarten- Waterford; 1<sup>st</sup>- 8<sup>th</sup> grades -i-Ready.)

6<sup>th</sup> - High School students who failed a course will work a customized path inside Edgenuity which is crafted to provide instruction on the standards on which they have not demonstrated mastery. This will be offered as part of a credit recovery for credit bearing courses.

Phase II: JULY 6 - JULY 31, 2020:

The work began in June will continue through July. Additionally, for this 4-week period in July, students will receive differentiated instruction based on their academic and behavioral needs as indicated in the school environment prior to the start of the extended school closure.

Differentiated Academic Instruction:

1.) Enrichment for Students Exiting K - 8<sup>th</sup> Grade Who Met or Exceeded Grade Level ELA and/or Math Expectations - This includes students whose MOY (Waterford for Kindergarten and i-Ready for 1<sup>st</sup> - 8<sup>th</sup> grades) and/or Term 3 ELS Assessment (2<sup>nd</sup> - 8<sup>th</sup> grades) indicated performance within 1 year of grade level and/or a predicted MAAP Performance Level of 3, 4, or 5. These students will be provided with ongoing project based learning activities which connect the real world to the power standards in both ELA and math. These ELA activities will relate to the impact of COVID-19 on the students and primarily address comprehension and writing standards. These will be presented to students in a packet form. Students will present their portfolios upon re-entry to school in August.

2.) Extended Learning for Students Exiting K - 8th Grade Who Partially Met Grade Level ELA and/or Math Expectations - This includes students whose MOY (Waterford for Kindergarten and i-Ready for 1st - 8th grades) and/or Term 3 ELS Assessment (2nd - 8th grades) indicated performance 2 years below grade level and/or a predicted MAAP Performance Level of 2 (Basic). These students will receive Study at Home lessons to complete as assigned on Monday and Tuesday. These will be housed either inside Google Classroom or via a paper packet if technologically challenged. Students will participate in small group "Step up to Success" Zoom sessions with a teacher on Wednesday of each week for discussion and feedback of the lessons and submissions students make. Students will complete their i-Ready online individualized pathway lessons each Thursday. (Monday & Tuesday - Assigned work @ home; Wednesday - "Step up to Success" Zoom session with teacher; Thursday - i-Ready online pathway)

3.) Intervention for Students Exiting K - 8<sup>th</sup> Grade Who Failed to Meet Grade Level ELA and/or Math Expectations - This includes students whose MOY (Waterford for Kindergarten and iReady for 1<sup>st</sup> - 8<sup>th</sup> grades) and/or Term 3 ELS Assessment (2<sup>nd</sup> - 8<sup>th</sup> grades) indicated performance greater than 2 years below grade level and /or a predicted MAAP Performance Level of 1 (minimal). It also includes students who were retained for the 2019-2020 year. These students will attend "Step up to Success" classes each Monday & Wednesday. (8:00 - 10:30 ELA; 11:30 - 2:00 Math). They will receive customized lessons to address skills deficits necessary to become successful and their grade level power standards. They will also complete two weekly assignments per subject in provided packet at home and return them to classes. (Monday - Direct Instruction @ school; Tuesday- Assigned work @ home; Wednesday - Direct Instruction @ school; Thursday - Assigned work @ home; Friday - i-Ready online individualized lessons.)

**Behavioral Supports:**

Students who were receiving Tier 3 behavior interventions and supports prior to and during the extended school closure will continue to do so via Zoom sessions with designated school counselors and other mental health support staff.

**Extended School Year:**

ESY will be offered to students with disabilities according to the areas that the students qualify as specified in their IEP. Services will be based on of the students' individual needs. The duration and frequency will reflect the individual needs as determined by the IEP committees. The date range for ESY services will be from June 8 through June 26 and will be offered during the hours of 8 am to 2 pm Monday through Thursday. The students will be provided with opportunities to participate in option C: Blended learning.



**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):

Phone calls recorded and sent via a call out system;

Phone calls made personally to families of students who were not engaging as expected in the virtual learning arena;

Phone calls made to EL and SPED families to continue with SLP and IEP services;

Translator called parents of EL students to ensure they received clear communication regarding the Learning-at-Home and Summer Enrichment Plans.

For ESY, the special education teachers and/or related service providers who will be providing the services to the students will contact the families for each individual student they are assigned to via phone.

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

**EXTENDED BUILDING CLOSURE:**

Mission #1 – March 16-20: Reach the students and families! This was accomplished through the use of the district’s Remind system. Messages were sent directly to the phone which was listed as each student’s primary contact. The parent / student interaction is captured in the Remind system database.

Mission #2 –March 16 -26: Engage the students with the teacher and the content! 1.) We developed lessons and mailed approximately 5,600 Study at Home packets to bring the content to the students. 2.) Teachers also utilized the Google Classroom app which became our physical space for class notes/ information. 3.) Students were instructed to work in their online individualized instructional learning paths on Waterford Reading and Math (PK and K) and i-Ready Reading and Math (1<sup>st</sup> - 8<sup>th</sup> grades). The HCSD District Data Coach pulled weekly

usage reports for these online learning tools and shared with leadership. \*\*Teachers were opened each day with 8:00 - 9:00 devoted to checking student participation in their online instructional paths and communicating with parents regarding their findings.

Mission # 3 – March 30: Teach the students! By the end of March, our teachers were conducting Zoom sessions with their students. These classes are offered Monday - Thursday at the top of each hour 9:00 - 2:00. Students meet their teachers inside the Zoom classrooms for instruction and feedback which centers around the Study at Home packets the students received earlier. This continues through May 8th with entire classes, May 15<sup>th</sup> with intervention students, and May 20<sup>th</sup> with certain SPED students as warranted by the nature of the related services they receive. \*\*Attendance is taken during each Zoom session in order to monitor participation.

Mission #4 – April 14: Increase engagement with students who face technology challenges! These are students on a "low tech" path. Many students lack Wifi access. Others either have no device or must share one with siblings. Teachers began sending a Flipgrid short video via Remind each day so that all students who face these technology challenges can see / hear the teachers.

STUDENT PERFORMANCE REVIEWS: These were conducted April 8 - 14 in order for teachers to determine the following information for each student: Average of T1,T2, & T3 to establish a mastery level at the point of school closure; Participation rate in Zoom Sessions; Participation rate in Google Classroom; Time spent working online on individual paths of instruction in Waterford (PK and K) and i-Ready 1<sup>st</sup> -8<sup>th</sup> grades; Participation with Remind messaging; Teachers made calls/ sent emails to parents of students at risk of failing regarding their intent to return the instructional packets that were mailed out. These packets add value to the Term 4 grade.

Summer Enrichment: We plan to continue the same types of monitoring participation in the Summer Learning.

Extended School Year: ESY will be monitored by submission of special education teacher and/or related service provider daily agendas, student attendance logs, employee time sheets, and special education individual student distance learning logs. Case managers will also be assigned to monitor the virtual learning sessions as well as completion of required ESY documentation in each student's IEP.

**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.

Final grades and transcripts will be mailed to seniors on or before May 29, 2020.

#### 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    **Delesicia Martin**  
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District Superintendent’s Name    **Delesicia Martin**  
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Date    **May 8, 2020**  
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**SECTION K**    **MDE Approval**

<u>5/8/2020</u> Date Received	<u>Nathan Oakley (for Carey M. Wright)</u> State Superintendent Acceptance
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