



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

Hollandale 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>	Hollandale 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: **PK-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.

The Hollandale School District will provide students and parents with feedback and grades on assignments completed in a structured manner during the extended school building closures and during summer learning and enrichment programs. Specifically, teachers will work with students and parents via Zoom, Google Classroom, and phone calls twice a week. Teacher's outreach for feedback will be tracked within the district through a district's resource.

Assignments will not reflect negatively on the student's academic record but will be used to provide continuous educational opportunities and practice for students. Online assignments will be monitored and recorded weekly. For the online assignments, timely feedback will also be given on any assignment completed, but grades will not be assigned or recorded.

COMPLETE or INCOMPLETE will be assigned.

Credit Recovery will be offered through the online platform, Edgenuity. This will be used for secondary students who did not meet the necessary academic requirements prior to the 3rd 9 Weeks grading period.

**Extended School Closure for Special Services:** The IEP Report of progress will be completed as outlined by the district's reporting period. The following procedures must be implemented:

**Reporting:** The teachers will continue to report IEP Report of progress in IEP management software and as well as update weekly progress monitoring data sheets. The IEP Report of Progress entered into the IEP management software will include all required information in the progress statement (condition, behavior, and current performance)

**Data Collection for the 4th 9 weeks:** The special education teachers started collecting weekly data effective the week of March 30 for any assignments or data received from packets and/or on-line learning instruction. The IEP report of progress will be distributed along with the end of the year report card.

**Extended School Year and Summer Learning:** The IEP Report of progress will be completed and provided notification at the end of the student's ESY. The following procedures must be implemented:

**Reporting:** The teachers will continue to report IEP Report of progress in IEP management software and as well as update weekly progress monitoring data sheets. The IEP Report of Progress entered into the IEP management software will include all required information in the progress statement (condition, behavior, and current performance).

**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).

The Hollandale School District's summer learning, ESY services, and enrichment programming has different components that were considered.

Frequency: The teachers will provide distance-learning assignments created by classroom teachers, school level curriculum coaches, and the District Curriculum Director through both online and technology-free access. Lessons will be assigned weekly. Lessons will be provided through Google Classroom and/or Zoom for those with technology access. Technology-free alternative lessons/assignments will be available through each school site with telephone support from the teacher as needed. Students will be provided ample time to complete assignments. All technology free assignments (paper copies) will be collected based upon a district schedule and checked for completion. Again, please keep all completed assignments to be turned in when school resumes or on a date designated by the principal. For summer learning, Special Education staff will provide services for 30 minutes two days per week in each content area provided to students with disabilities. The special education teacher will be available an additional day to provide individual/small group support services. Special Education Extended School Year Services will be provided for students with disabilities for approximately six weeks (6) for 4 hours per day in the special education setting.

Content Areas: English/Reading, Mathematics, Science and History are the content areas that will be explored. The district will use an online platform – STEMScopes to explore STEM and Science for students in Grades, 5, 8, and 9. iReady will be used to deliver instructional lessons, activities and games in Reading and Mathematics. IXL will be used to infuse instructional lessons and activities in the four content areas. For summer learning, the special education teacher will provide one

assignment per IEP goal (2019-2020) per week through at home learning packs and provide online instruction aligned with at home learning packs. Services will be provided in the areas recommended by the IEP Committee that are aligned with IEP goals and objectives (reading, math, behavior/social, communication). The services will be provided through online instruction and at home learning packs.

Duration: Programs will begin in June and continue throughout July. This will constitute a maximum of five to six weeks.

#### 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.

The district will monitor participation by students during the extended building closure and summer enrichment programs. Attendance from the Zoom virtual classroom sessions will be taken utilizing the district's resource – Schoorck. The special education teachers will utilize the individual student distance learning log to monitor participation during the summer learning program. The special education



teacher will provide date/time of service, method of service delivery, target goal/specific skill deficit, details of specific lesson or activity covered, and description of a student demonstrating learning. Special education staff will communicate with parents weekly to discuss updates regarding participation, progress, and well-being of students and parents.

#### 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 district will ensure students receive transcripts and final grades upon graduation. Every senior submitted the two colleges/universities they want their official transcript sent to into a Google Spreadsheet. Seniors will also receive their two (2) complimentary official transcripts within their diploma. Unofficial transcripts will be given to seniors when they pick up their cap and gowns.

#### 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).

<b>SECTION J</b>	<b>District Certification of Assurances</b>
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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 Dr. Mario Willis

District Superintendent's Name Dr. Mario Willis

Date 05/14/20

<b>SECTION K</b>	<b>MDE Approval</b>
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5/14/2020

Date Received

Nathan Oakley (for Carey M. Wright)

State Superintendent Acceptance