



2019-2020

**DISTRICT**

# Learning-at-Home and Summer Enrichment Plan

**Revised May 4, 2020 Due May 15, 2020**

**Updated per Executive Order 1476**

<b>DISTRICT NAME</b>	Meridian Public School District
----------------------	---------------------------------



**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>	Meridian Public 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):

## 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):  
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.

- Teachers are communicating via Class DoJo, Google Classroom, Remind 101, personal phone calls, Zoom sessions, and emails. Feedback and grades for completed assignments are communicated to parents through these means as well.
- Teachers have a schedule and office hours where they are available to parents and students as a part of our district At-Home Learning Plan.

**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).

- Regarding summer programming provided for all students, the district will follow all CDC guidelines to ensure students and staff operate in a safe environment.
- Elementary Summer Learning
  - June 8 - July 16
  - Virtual Learning with educators using Zoom
  - Enrichment bags will be passed out in a variety of locations
  - Focus is on ELA and Math foundational skills
  - Zoom will be used by teachers
  - Saxon Phonics, Heggety will be used
- Secondary Summer Learning
  - Middle School
    - Summer Book Clubs will run through Google Classroom June 8 - July 1
    - Open to anyone in grades 6th - 8th grade
  - High School
    - Focus on Cohort 2021 who are behind in credits.
    - Offering credit acquisition through Edgenuity
- In order to ensure FAPE, Extended School Year (ESY) services will be provided to students who have an IEP or 504 plan separately, but simultaneously from the district summer enrichment program.

- ESY services will be provided over the course of six weeks beginning June 8, and will end on July 31, 2020; the week of June 29-July 3, 2020 will be inactive for July 4th holiday. The frequency and duration of services will vary from student to student based on IEP team recommendations; however, the instruction should average between 1 1/2 - 2 hours per day, Monday -Thursday. Some students may receive more or less than that based on his/her individual needs and IEP team recommendations.
- In order to serve the 67 students eligible for ESY, the district will employ 8 teachers, 1 teacher assistant, 2 speech therapists, 1 physical therapist, 1 occupational therapist, 1 bus driver and 1 administrator; 4 students will be provided ESY in a private placement.
- Students will receive reading and math academic instruction, as well as therapy (behavior, speech, occupational and/or physical) instruction related to mastery of individual goals primarily in a virtual format. All sessions that can be completed remotely will be conducted in that way. All related materials will be provided electronically and/or hand delivered to students' homes if needed.
- Google Classroom and Zoom will be the primary tools used for virtual instruction.
- The academic instructional materials to be utilized will include Amira and iReady software and companion "Lumos Learning" practice books for remediation of skills.
- Students without electronic devices will be issued one by the district for the duration of ESY. Students without internet access will be contacted by a teacher via phone to receive instruction and follow up each week. These students will be provided paper-pencil packets and supplemental practice books. The instructional materials will also be delivered to homes if needed.
- Each individual therapist (occupational therapist, physical therapist and speech therapist) will provide one-on-one, in person therapy to specifically identified students. These sessions will follow social distancing guidelines and the other CDC recommendations for sanitization and personal protection.
- Teachers and therapists will provide a weekly schedule of group and individual instructional time.
- Phone calls, emails and group reminders will be used as methods of communicating with parents.

**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.*

- X **Option A:** Letters mailed to families
- X **Option B:** Emails to families
- X **Option C:** Social media posts
- X **Option D:** Text messages to families
- X **Option E:** Local print media
- X **Option F:** Other (provide brief description): Instructional and support staff make frequent phone calls to parents and students

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

- Monitor usage reports from various instructional and online programs
- Monitor contact logs (Zoom, Class DoJo, Remind 101, Google Classroom, etc)
- Monitoring Distance Learning documentation
- Weekly check-in with district team every Friday
- Weekly monitoring of student attendance and participation.

**SECTION F** Transcripts and



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 report cards are mailed to the parent. They can also be accessed via PowerSchool Parent Portal
- Transcript requests are made to the registrar's office

**SECTION G** Assurances for Continued Learning for All Students

X 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

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.

X 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</b>
<p>X The district is working collaboratively to:</p> <ul style="list-style-type: none"> <li>✓ Provide effective two-way communication with families in a language that they understand.</li> <li>✓ Tailor instruction and assessments to students’ English Language proficiency needs in all four language domains (Listening, Speaking, Reading, and Writing).</li> </ul>	

<b>SECTION J</b>	<b>District Certification of Assurances</b>
<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>Dr. Amy J. Carter</b> <hr style="width: 80%; margin: 0 auto;"/>
District Superintendent’s Name	<b>Dr. Amy Jemison Carter</b> <hr style="width: 80%; margin: 0 auto;"/>

Date 5/11/2020

SECTION K	MDE Approval
5/11/2020	Nathan Oakley (for Carey M. Wright)
Date Received	State Superintendent Acceptance