



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

Mississippi School of the Arts



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**.

**DISTRICT NAME**

Mississippi School of the Arts

**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):
- Students who did not have internet access were mailed packets of information with modifications for submission throughout the nine weeks.
- ☒ **Option C:** Other
- ☒ Combination of Option A and Option B
- ☒ Other (provide brief description):
- Some students were enrolled in MOCA courses prior to COVID-19. They completed their courses online at home. Proctored tests were modified with

collaboration from the vendor. All students received district developed work for the student completion of the remainder of their courses.

Each student received an individual assessment on their course needs. All students and families were provided appropriate assignments to meet course objectives and finish their coursework as planned.

MSA has been using Moodle as an online portal for course operations for more than two years. All courses were in the program by 2018-2019 school year making transition to online learning seamless. Students all have email accounts and log in credentials to Office 365 through the outlook software used for email. They have access to Moodle as an application on their smart phone or other device in addition to the web log in to the software.

Lesson plans for teachers are submitted weekly. Modifications for constraints with space, equipment, supplies, and internet were made for any student with a need. Zoom meetings were held regularly for all courses and lectures were recorded for upload to moodle as well as zoom interactive classes.

Students had access to all materials through online upload, email correspondence, and hard copy books/worksheets. Teachers were regularly available for tutorials and instructional guidance.

Administration, Technology Coordinator, and faculty all communicated weekly/daily as needed to insure instruction continued during the stay-at-home order for the fourth nine weeks of the school year.

**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):  
Students were provided with work and instruction to meet objectives to complete their course work for the fourth nine weeks. Students received grades for fourth term and completed their year.  
Grade Band: **11-12**

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.

Moodle, online portal; email; phone; mail; and zoom meetings. Students submitting work had deadlines prescribed in Moodle. Any students who were unresponsive would receive phone calls to encourage further participation. Grades are entered into Central Access SAM and are available to view through Active Parent.

Arts classes held critique with the instructor with weekly zoom meetings. Class critiques were held via zoom as well. Tests were administered in a timed manner with

instructions on any use of notes, when permissible. Written projects and presentations were made via Moodle or Zoom and grades were issued in accordance with normal procedures.

#### 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):

Students receive assignments for their preparation of their senior year major arts projects.  
Teachers connect via email or online portal regarding progress.

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).

Students are provided project assignments to do during the summer including journal assignments, creation of art, and conceptual planning for senior year portfolio work. This takes place over 8 weeks and check in with teachers is done at least twice during the summer.

There are no students who qualify for ESY.

## 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, Remind, Automated Instant Message (AIM)

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

A survey was conducted in early March to assess computer access and internet access. Modifications were made to those without access. Teachers are monitoring participation in course assignments by phone and internet. Any students who are unresponsive were contacted by the Principal and Counselor to insure participation. Moodle is used as the online course delivery mechanism, which has been in place for all classes since 2018. It

includes a log of when students have been in the system, how long they stayed in the program, and provides reports to the teachers for use in monitoring activity.

#### **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 fourth term grades will be entered and verified by the teachers. Class rank will be calculated upon entry of all final grades. Transcript request forms have been sent to all students by email. The forms are also posted on the school website. Transcripts will be mailed with diplomas to all seniors. Juniors will receive their transcripts with a final report card and information regarding enrollment for 2020-2021 school year.

Transcripts will be submitted to colleges per the students request within a 48 hour time frame of receipt. Online transcript requests and hard copy requests are accepted by MSA at all times.

<b>SECTION G</b>	<b>Assurances for Continued Learning for All Students</b>
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- ☒ 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.

<b>SECTION H</b>	<b>Assurances for Students with Disabilities</b>
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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   **Suzanne Hirsch**

District Superintendent's Name   **Suzanne Hirsch**

Date   **05/12/2020**

**SECTION K**   **MDE Approval**

**5/15/2020**

Date Received

**Nathan Oakley (for Carey M. Wright)**

State Superintendent Acceptance