



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

Pascagoula-Gautier 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>	Pascagoula-Gautier School District
----------------------	------------------------------------

SECTION A	Instructional Delivery During School Building Closure
<p><i>Select all that apply. Note that Option C is a combination of Options A and B.</i></p> <p><input type="checkbox"/> <b>Option A:</b> Distance/Virtual/e-Learning/Remote Method(s)</p> <p><input type="checkbox"/> <b>Option B:</b> Packets/Assignments (portfolio, project-based, etc.)</p> <p><input checked="" type="checkbox"/> <b>Option C:</b> Blended (<b>combination of Option A and Method B</b>)</p> <p><input type="checkbox"/> <b>Option D:</b> Other (provide brief description):</p>	

SECTION B	Instructional Content During School Building Closure
<p><i>Select all that apply. Note that Option C is a combination of Options A and B.</i></p> <p><input type="checkbox"/> <b>Option A:</b> MDE Resources</p> <p style="padding-left: 20px;"> <input type="checkbox"/> <a href="#">Mississippi Online Course Approval (MOCA) Courses</a>  <input type="checkbox"/> <a href="#">Learning-at-Home Resources for Districts</a>  <input type="checkbox"/> <a href="#">Learning-at-Home Resources for Families</a> </p> <p><input checked="" type="checkbox"/> <b>Option B:</b> Individual District Developed/Hosted</p> <p style="padding-left: 20px;"> <input checked="" type="checkbox"/> District-developed online/hybrid content  <input type="checkbox"/> District-selected online/hybrid content  <input checked="" type="checkbox"/> District make-and-take packets based on locally selected textbooks/instructional materials  <input type="checkbox"/> Make-and-take packets from another district/vendor (provide brief description):         </p> <p><input type="checkbox"/> <b>Option C:</b> Other</p> <p style="padding-left: 20px;"> <input type="checkbox"/> Combination of Option A and Option B  <input type="checkbox"/> Other (provide brief description):         </p>	

**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):  
K - 8: Students who complete at home learning opportunities will be graded for completion. Students who do not complete any at home learning opportunities will carry the third nine weeks average into fourth nine weeks. No fourth nine weeks average may be lower than third nine weeks. Final grade will be an average of all four nine weeks.
- 9 - 12: Students who complete at home learning opportunities will be graded for completion. Students who do not complete any at home learning opportunities will carry the spring first term grade (4x4) into spring second term. Students who are taking a nine weeks course will have to complete at home learning opportunities to receive credit for the course. No spring second term grade may be lower than the spring first term. Final grades will be an average of spring first and second term.  
Grade Band: **K - 8, 9 - 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.

Teachers are communicating regularly with students and families. Google Classroom assignments are graded and returned through Google Classroom. Packets are graded and discussed during weekly communications. Grades are published in the gradebook. Teachers communicate grades and provide feedback through phone calls, text messages, emails, and Parent Gradebook Portal. Final report cards will be mailed the first week in June.

#### 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):

Extended School Y

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).

Each student (K - 6<sup>th</sup> grade) will receive a summer packet to complete throughout the summer. If possible, a select group of students (K - 6<sup>th</sup> grade) will participate in small group instruction (reading and math) during June for 2 - 4 weeks, 4 half days per week. Teachers will continue to provide virtual learning through Google Classroom. 7<sup>th</sup> and 8<sup>th</sup> grade students will receive packets and continue online instruction in ELA, Math and 8<sup>th</sup> grade science. High School students will receive an ACT prep packet or Edgenuity online coursework. High school students in tested subjects will receive packets or online instruction.

Extended School Year is being offered and provided in the district for students entitled to IDEA during the summer months at no cost to the parent. All ESY decisions are based on the MDE criteria for special education and related services per the 2019-2020 IEP. All students entitled to IDEA are considered, ages 3 - 20. Services are provided the month of June and July, one to five days per week based on individual needs of the student per the IEP goals and services. All services are provided by certified teachers and certified related service providers. The district is providing and offering ESY and enrichment virtually to all students enrolled in the district. Special education students are included in all academic and enrichment opportunities as their general education peers. All academics are included; reading, math, language, speech, occupational therapy, physical therapy, behavioral, and counseling.

## 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):  
Teacher and administration phone calls

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

Teachers communicate regularly with families and students through phone calls, texts, emails, and Google Classroom. This allows teachers to check on student progress and answer any questions or address concerns. Summer Packets will be returned in August.

#### 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.

Transcripts can be requested at any time through the school office. Final grades will be mailed to all students the first week of June.

#### 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>	
<p>District Superintendent's Digital Signature <u>Wayne V. Rodolfich</u></p>	
<p>District Superintendent's Name <u>Wayne V. Rodolfich</u></p>	
<p>Date <u>05/13/2020</u></p>	

SECTION K	MDE Approval
<p><u>5/14/2020</u></p> <p>Date Received</p>	<p><u>Nathan Oakley (for Carey M. Wright)</u></p> <p>State Superintendent Acceptance</p>