



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

Philadelphia Public 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 no later than **May 15, 2020**.

DISTRICT NAME	Philadelphia Public School District
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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"/> Option A: Distance/Virtual/e-Learning/Remote Method(s)</p> <p><input type="checkbox"/> Option B: Packets/Assignments (portfolio, project-based, etc.)</p> <p><input checked="" type="checkbox"/> Option C: Blended (combination of Option A and Method B)</p> <p><input type="checkbox"/> Option D: 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 checked="" type="checkbox"/> Option A: MDE Resources</p> <p style="padding-left: 20px;"><input type="checkbox"/> Mississippi Online Course Approval (MOCA) Courses</p> <p style="padding-left: 20px;"><input checked="" type="checkbox"/> Learning-at-Home Resources for Districts</p> <p style="padding-left: 20px;"><input checked="" type="checkbox"/> Learning-at-Home Resources for Families</p> <p><input checked="" type="checkbox"/> Option B: Individual District Developed/Hosted</p> <p style="padding-left: 20px;"><input checked="" type="checkbox"/> District-developed online/hybrid content</p> <p style="padding-left: 20px;"><input checked="" type="checkbox"/> District-selected online/hybrid content</p> <p style="padding-left: 20px;"><input checked="" type="checkbox"/> District make-and-take packets based on locally selected textbooks/instructional materials</p> <p style="padding-left: 20px;"><input checked="" type="checkbox"/> Make-and-take packets from another district/vendor (provide brief description):</p> <p style="padding-left: 40px;">Materials provided through software programs to which the district currently subscribes.</p> <p><input checked="" type="checkbox"/> Option C: Other</p> <p style="padding-left: 20px;"><input checked="" type="checkbox"/> Combination of Option A and Option B</p> <p style="padding-left: 20px;"><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: **K-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.

Teachers are providing feedback on assignments to students through various communication techniques, including but not limited to, telephone, e-mail, text, and during virtual classroom instruction. As teachers are communicating with students and their parents, the teacher is assisting students with mastery of the assigned, essential skills.

Many teachers have been sensitive to our students' parents and their work schedules by communicating with parents during times outside of the normal school day, including early morning and at night.

Teachers are grading the work students are doing through the packets and the virtual class meetings. Each teacher is using his/her professional judgment for grade assignment. All circumstances surrounding the completion of the packets will be weighed to provide every advantage to the grades assigned to all packet work. Each teacher and administrator are keenly aware a student may not understand the concepts and will complete all of the packet work based on their understanding at the time. Students will not receive a zero or low grades for submitting work, even if it is incorrect.

A rubric for grades one through twelve was developed to assign final grades to all work a student completes during school building closure. The teacher will review all grades assigned to the student in conjunction with the rubric to determine the number of points awarded to the third nine weeks average.

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).

Each school identified students who did not master all requisite essential skills by the close of the 2019-2020 school year. Learning opportunities will be provided to general education students and special education students.

Each special education student's academic record was evaluated to determine his/her level of mastery of the individual learning goals established in his/her IEP. If the student's level of mastery met the criteria for ESY, the student's special education teacher completed the appropriate procedures to notify parents of the ESY program and to obtain the parent's consent for his/her child to attend the ESY program.

Academic Camps are designed to allow general education students learning opportunities to master essential skills. Additionally, special education students who do not qualify for ESY may join their general education peers in learning opportunities to strengthen their academic skills.

Two different plans for learning opportunities will be utilized to provide learning opportunities during June and July 2020. The plans are:

Plan A will provide face-to-face learning opportunities for children if the governor permits this type of gathering. Face-to-face learning will run from 8:00 a.m. to 12:00 p.m. each day for four weeks. Teachers and assistant teachers will provide instruction to students in groups of no more than 15 students. Essential standard gaps will be identified for each student. Individual and small group instruction will take place in each teacher's classroom with the goal of helping each student achieve mastery of the essential skills he/she has not mastered at the beginning of the summer learning opportunity.

Plan B will involve virtual instruction and paper/pencil packets if school buildings must remain closed. Instruction will take place five days a week for four weeks, based on the student's grade level and learning path. Teachers will provide virtual instruction to work with groups of students who need assistance mastering the same essential standards. For children who receive paper/pencil packets and are not able to participate in virtual instruction, teachers will make contact with the students to provide instruction over the telephone. A schedule will be planned prior to the beginning of implementation of summer learning opportunities to allow the parent and the student to know what day and at what time the teacher will call the student. Please note the quality of telephonic instruction will be impacted by the student's availability and the student's motivation to participate.

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 conversations with parents.

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

During school building closure, teachers have kept attendance of students participating in virtual classrooms and through paper/pencil packets. School building administrators have maintained a log of paper/pencil packets picked up. Paper/pencil packets were mailed to students who did not participate in virtual classrooms or for whom materials were not picked up.

During summer learning opportunities, each teacher will submit student attendance to the principal at each building daily. The principal will compile attendance of all students and submit this to the designated district-level administrator, who will, in turn, inform the superintendent.

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.

All final grades will be entered into the student level database by May 21, 2020. Report cards will be mailed to all students.

Seniors may call the school or email the counselor to request official and unofficial transcripts. Official transcripts will be mailed directly to the location specified by the student. Unofficial transcripts will be mailed to the student's home.

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 Lisa Hull

District Superintendent's Name Lisa Hull

Date May 15, 2020

SECTION K MDE Approval

5/15/2020

Date Received

Nathan Oakley (for Carey M. Wright)

State Superintendent Acceptance