



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

Pontotoc City 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 rhoood@mdek12.org no later than **May 15, 2020**.

DISTRICT NAME	Pontotoc City School District
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SECTION A	Instructional Delivery During School Building Closure
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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):

SECTION B	Instructional Content During School Building Closure
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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: **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.

All students and assignments were added to Google Classroom. For those who wished to complete assignments digitally, feedback and grades are posted weekly in that platform.

All students also received a hard copy packet with the same assignments or alternates for digital assignments. For those who wished to complete assignments paper/pencil, each school had drop-off tubs for each grade in a secure "catch area" each weekday 8:00-3:00. Tubs were brought into the office areas each day, remained for 48 hours, and then were sorted for pick up by teachers. Feedback and grades were provided via

Remind, School Status, or an already established communication method with the parents and/or students, depending on age of the student.

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).

ESY for IEP students will be held May 26th - July 31st. Some students are and will continue to be served at a day treatment facility, Students at the day treatment facility are served virtually 45 minutes/1x weekly via zoom with a speech pathologist. As per IEPs, a number of students will receive instruction 60minutes/1x weekly via zoom with a special education teacher. Further, special education teachers are conducting bi-weekly check-ins with students via School Status and conference calls. All special education students' parents have been given a teacher to contact with preferred hours in case of need for instructional help or other needs. The special education director and assistant director are available on Mondays and Wednesdays at the district office. Evaluations for IEP services or re-evals are still occurring based on parents willingness to bring students in. Of course, if they don't want to come in person, the district is holding a MET meeting to determine that we will complete the evaluation when we return to school. The special education and EL directors worked closely and those teachers are collaboratively designing the IEP/EL summer learning materials due to a significant student cross-over of those services in the district. With a large EL and a large IEP population, numerous students are served by both departments, and the directors believed it best to provide one set of instructional materials to meet those students' needs rather than separate assignments that might be confusing for parents to distinguish between teachers or work goals.

EL students are receiving both digital and paper/pencil assignments in the four domains of listening, speaking, reading, and writing based on grade and proficiency level. Rosetta Stone is being suggested for those with digital access; however, all are receiving assignments prepared by the EL teachers for each building in the district. Additionally, a calendar for June and July to focus on academic vocabulary, particularly that of science and math is being distributed to all EL students. EL teachers are conducting bi-weekly check-ins with students via Zoom, School Status, or phone calls, as needed by each family. Each EL teacher has provided each family with contact information should the family require instructional or other assistance. The EL director is available through e-mail Monday-Friday and in the office on Wednesdays currently, transitioning to four days a week by June 01.

All students will receive log-ins or reminder log-ins for current digital products as well as three new products: DreamBox (adapted mathematics), Membean (vocabulary), Smithsonian Tween (reading.) All teachers will be able to make assignments in Google Classroom as they tailor those to students' needs based on pacing gaps identified by the district in April using CASE data and teacher feedback. All teachers will be able to make project-based learning assignments via Defined STEM (science and career project-based learning) and any current vendor as well. Students will also receive a "Can you read 3 by August 1?" book challenge in a tic-tac-toe format with book genres or topics along with templates for choosing a book project based on one of their readings. Materials will be

available digitally as well as paper/pencil. School supplies, puzzles, games, and trade books are available at the district office (began in March and will continue throughout summer.) A district administrator is available each day 8:00-3:00, and typically until 5:00.

Intellectually gifted students are being provided calendars of challenges, as well as suggested games and activities for summer learning. The district had completed first grade mass screening and is completing testing for participation in gifted beginning in August 2020, as parents are comfortable. Testing has been set up in the district's alternate school which has a one-door entry/exit and is not being utilized this summer. Only the child and psychometrist are present for testing. All parents of students who qualified for IQ testing have been told that in no way does their choice to not attend testing at this time affect their child's status. The district psychometrist will test students when parents are comfortable bringing them.

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):

School Status and AIM messaging; Remind notices from individual teachers

Each elementary teacher personally texted or called each family represented by her students.

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

Principals and assistant principals sorted returned work packets for those completing paper/pencil and documented those turned in. Teachers are tracking those who are completing digitally. The MSIS/SAMS coordinator for the district is maintaining a count of participants.

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.

Teachers are grading work, posting grades, etc. from home and will come to their classroom one day on a staggered schedule to certify grades.

Counselors are working one day per week at the office to ensure transcripts, etc. are requested and processed.

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>	
District Superintendent’s Digital Signature	Michelle Bivens _____
District Superintendent’s Name	Dr. Michelle Bivens _____
Date	5/15/2020 _____

SECTION K	MDE Approval
<p>5/15/2020 _____</p> <p>Date Received</p>	<p>Nathan Oakley (for Carey M. Wright) _____</p> <p>State Superintendent Acceptance</p>