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	Quitman 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 **rhood@mdek12.org** no later than **May 15, 2020.**

DISTRICT NAME	Quitman School District

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):

☑**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: 9-12

☐ **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): Average 1st, 2nd, and 3rd 9 week grade for End-of-Year Grade.
  Grade Band: K-8

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.

K-2nd: Teachers work with parents to develop individualized learning plans based on the student's learning needs and digital access capabilities. Work can be returned electronically, by mail, or by dropoff at the school. Teachers remain in contact with parents on a weekly or biweekly basis to give feedback and keep students on their learning track.

3rd-5th: Feedback on assignments during building closure is sent through Google Classroom, Remind 101, and phone calls to students' parents/guardians. Grades are entered

into SAM. If there are concerns regarding grades, contact with the students' parents/guardians are made. During summer school, feedback and progress on standards are given through weekly progress checks that are given to students' parents/guardians.

6th-8th: Currently, only students that were failing at the end of T3 are receiving grades for work completed. These students received hard copies of assignments last month and again this month. These grades will be entered under T3 grades. In addition, all students are receiving assignments in the core subjects and some electives in Google Classroom and iReady on their individual pathway.

9th-12th: Each teacher contacted students to determine how students would like to receive assignments (online or paper). Teachers maintained contact with students and parents regarding assignments and grading. Teachers communicated with students that the failure to complete assignments would not affect the students negatively and that all assignments that were completed would result in the award of extra credit. The grade the student received for the 3rd nine weeks would be the same grade they received for the 4th nine weeks. The only exception to this would be those classes that began at the end of March (4th 9 weeks classes). The fourth nine weeks classes assignments were graded for credit. Feedback during the summer enrichment program, benchmark data will guide the instruction. Teachers will provide feedback to students and parents via phone calls, email, and documentation that is mailed home.

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):

See below for Option D. If schools are not opened during the summer learning due to Covid-19, we will use Option C.

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):

K-2nd: We plan to offer summer school the last three weeks of July, Monday-Thursday from 8:00 am - 12:00 pm.   Kindergarten, first grade and second grade students who receive special education services in reading and/or math, were in intensive intervention for reading and/or math, and/or have a yearly average below 70 in reading, and/or math will be invited to attend. Teachers will plan lessons using power standards and gap learning plans to provide dynamic lessons on the most necessary learning targets.

3rd-5th: Summer school will be held 4 days a week for 4 hours each day (Monday-Thursday from 8:00-12:00). During that time frame, equal time will be given to the main subject areas (ELA and math). Students will be instructed with ELA and Math for 90 minutes each. The remaining 30 minutes is used for transitions and breaks. Summer school is held for 3 weeks.

6th-8th: The summer program will run the last three weeks of July. At this time, the program will run Mon.-Thur., 8:00-12:00. The curriculum is for ELA, math, social studies, and science. This is a remediation program for failing students, boarder-line students, SPED and Tier students.

9th-12th: The summer enrichment program will take place the last three weeks of July (July 13, 2020 to July 31, 2020). The hours will be 8:00am to 12:00pm daily. The summer enrichment program will include English and Math courses. The students that participate in the program will include those students that met ESY and those that were retained.

ESY: We will provide services to students this summer through extended School Year, this includes academic, as well as Speech.

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):

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

Participation is being monitored via iReady and Edgenuity programs. Each principal communicates with the district office on progress of students. Summer enrichment programs will be the last 3 weeks in July. Students will be monitored via iReady, Edgenuity and letters, phone calls and emails with parents. In the event students will be able to be in the buildings for the summer enrichment programs, their work in the classroom will be used to monitor participation.

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.

QHS will mail the final report cards to parents. Graduating students can request final transcripts to be sent to a college through Career Cruising until June 30, 2020. Beginning July 1, 2020, all transcript requests will be processed by completing a transcript request in Office A.

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   *Dr. Toriano Holloway*

District Superintendent's Name   Dr. Toriano Holloway

Date   May 15, 2020

SECTION K	MDE Approval

5/15/2020	Nathan Oakley (for Carey M. Wright)
Date Received	State Superintendent Acceptance