



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

Rankin County 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**.

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| DISTRICT NAME | Rankin County 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):

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| 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.

On Wednesday, April 8, 2020, the RCSD Board of Trustees approved the RCSD 2019-2020 School Closures Related to COVID-19 Accreditation/Board Policy Suspensions and Revisions, which include the grading and promotion procedures suspended and revised for final grade course calculations for the 2019-2020 school year. Link to Board Approved revisions letter to parents:

<https://resources.finalsite.net/images/v1586467152/rcsdms/pg944frolaokqo4giqtm/COVIDParentLetterGradingandPromotions-2-2.pdf>

All students are provided feedback via email, Canvas Courses, Zoom, Google Classroom/documents, safe text message and/or phone call platforms, etc. Assignment grades are posted in PowerSchool and/or Canvas - COMPLETE/INCOMPLETE or SUBMITTED/NOT SUBMITTED - in comporment with the RCSD board approved grading revisions.

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):

In extenuating circumstances, homebound services will be considered during ESY, for students who cannot receive services through distance learning. These students may need in-person services. In such cases, all safety precautions as advised by the CDC, MSDH, and MDE will be followed.

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).

Elementary Summer Learning and Enrichment Plan 2020

Content Areas: English/Language Arts and Math

Grades: Kindergarten through Sixth Grades

Method of Delivery: Online; Technology free option: workbooks/packets; Small group instruction through Zoom

Dates/Times: June 1-26, 2020 (4 weeks)

Locations: One teacher from each building will monitor online and technology free work and will provide feedback to students; Teachers from each site will provide Leveled Literacy Intervention lessons to students via Zoom including a phone-in/hard copy option.

Teacher Selection Criteria: Analysis of teacher data/performance evaluations; Review of teacher certification/endorsements.

Instructional Resources: iReady Reading; iReady Math; Fountas and Pinnell Leveled Literacy Intervention (LLI)

| Summer Journey Learning and Enrichment Plan For All K-6 Students | | |
|---|---|---|
| | Students will work on lessons weekly | Teacher (15 hours a week) One teacher per building (16 teachers) |
| Week 1 June 1-5 | ELA: District assigned lessons using iReady/Ready Math: District assigned lessons using iReady/Ready | Monitor usage and make contact with students |
| Week 2 June 8-12 | ELA: District assigned lessons using iReady/Ready Math: District assigned lessons using iReady/Ready | Monitor usage and make contact with students |
| Week 3 June 15-19 | ELA: District assigned lessons using iReady/Ready Math: District assigned lessons using iReady/Ready | Monitor usage and make contact with students |
| Week 4 June 22-26 | ELA: District assigned lessons using iReady/Ready Math: District assigned lessons using iReady/Ready | Monitor usage and make contact with students |

| Summer Learning and Enrichment Plan Tier III Students | |
|--|--|
| Delivery Method | Online via Zoom with a phone-in/ hard copy option |
| Teachers | Highly Skilled Recruited (29 teachers) |
| Students | Tier 3 (466 students) |
| Daily Time | Mon-Thurs. 3 hours (small group sessions) Friday 3 hours planning and office hours |
| Daily Schedule Monday-Thursday Friday- planning | Zoom Session 1 - 40 minutes Zoom Session 2 - 40 minutes Zoom Session 3 - 40 minutes Zoom Session 4 - 40 minutes Transition time - 20 minutes |
| Duration | June 1-June 26 |
| Instructional Resources | Teachers will use Fountas and Pinnell LLI Using Zoom to host LLI lessons with phone and hard copy access for non-technology students |
| Teacher Requirements | Daily (Mon-Fri) office hours and communication with students to monitor progress plan for future lessons |

Special Education Support (Extended School Year, ESY):

For all general education programs for students preschool through grade 6: Special Education support will be provided to Elementary students who have IEPs based on the individual needs of the student. A full description of the supports are on page 12.

English Learner (EL) supports:

Supports for EL Elementary students are described on page 12.

PreKindergarten programming for incoming PreK students and students entering Kindergarten:

MDE is making available a free online summer kindergarten readiness program and is looking for participants in Mississippi, and RCSD will share the information below with RCSD parents to encourage participation. MDE, HeadStart, and Waterford are partnering to present the Waterford UPSTART program, which is an at-home, kindergarten readiness project that teaches children the skills needed for preK and kindergarten, including basic reading, mathematics, science, and social-emotional learning. Parents may visit <https://www.waterfordupstart.org/register/> for more information or to register.

Secondary Summer Learning and Enrichment Plan 2020

Secondary Summer School will be a blend of three different purposes/audiences: Enrichment, Credit Recovery, and Summer School. All programming will run June 1-26, 2020.

MIDDLE SCHOOL - Grades 6th Grade (FMS & BMS) - 8th Grade

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|---------------------------|--|----------------------------|
| CONTENT AREAS | 6 ELA 7 ELA 8 ELA | 6 Math 7 Math 8 Math |
| METHOD OF DELIVERY | Zoom Canvas | |
| DATES/TIMES | <p>June 1 - 26, 2020</p> <p>4 Weeks M-TH w/ F as a planning day for teachers</p> <p>M/W - ELA T/TH - Math F - Teacher Planning w/ Curriculum Specialists</p> <p>3 sessions a day (students would register to attend one of the 3 sessions each day - Session 1, 2, 3 will be the identical lessons):</p> <ul style="list-style-type: none"> • Session 1 - 8:00 -10:00 • Session 2 - 2:00 - 4:00 • Session 3 - 5:00 - 7:00 <p>These sessions would be recorded and put on a thumb drive on a weekly basis in addition to a packet that goes along with each session. These would be a week's worth of lessons that could be picked up for those students WITHOUT internet access at the end of the week or the beginning of the next week. These students would be a week behind with their lessons. We would need to pre-record the last week in order to end the program by the end of June.</p> <p>Teacher Office Hours will be set for students who need additional support. This support would be for ALL students.</p> <p>Tutorial Session for Sped will be offered for those that need it.</p> | |
| LOCATIONS | <p>Scenario 1 - Offer this in each zone in order for students to have teachers they are familiar with teaching them and to keep the numbers low (MAX 20 students in each session)</p> <hr/> <p>Scenario 2 - Offer sessions across the district if the numbers do not make w/ Scenario 1. (MAX 20 students in each session).</p> | |
| AUDIENCE | ALL RCSD Middle School Students | |
| RESOURCES | <p>Can utilize the resources we currently have available (ex. Newsela, Math XL, USA TestPrep, etc.) as part of the lesson.</p> <p>Teachers in the areas listed to teach these sessions. The number of teachers needed would depend on how many register. Ideally, we would like 6th, 7th, and 8th ELA and Math possible one for each zone (can combine some smaller zones if needed).</p> <p>Thumb Drives for students without internet Paper Packet for students without internet</p> | |
| REGISTRATION | Develop Registration Form Zoom Consent for each participant | |
| SPECIAL EDUCATION | Special Education support will be provided for students who have IEPs based on the individual needs of the student. The support will be scheduled on an individual basis at a time convenient for the teachers, students, and parents around the students class time. | |

| HIGH SCHOOL - Grades 9th Grade - 11th Grade | |
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| CONTENT AREAS | High School (9-12) - ACT - Reading, ELA, Math, Science |
| METHOD OF DELIVERY | Zoom Canvas |
| DATES/TIMES | <p>June 1 - 26, 2020</p> <p>Month of June - 4 weeks - M/W/F</p> <p>M - ELA W - Math F - Reading/Science</p> <p>3 sessions a day (students would need to register but could attend whichever session they choose for the day. LARGE numbers in each session would be OK - Session 1, 2, 3 will be identical lessons):</p> <ul style="list-style-type: none"> ● Session 1 - 9:00 -11:00 led by Montgomery w/ ACT teacher* ● Session 2 - 1:00 - 3:00 led by Montgomery w/ ACT teacher* ● Session 3 - 5:00 - 7:00 led by ACT teachers <p><i>*ACT teacher could co-teach w/Montgomery Hinton for Session 1 and/or 2 then lead</i></p> |
| | <p><i>Session 3 on their own</i></p> <p>These sessions would be recorded and put on a thumb drive on a weekly basis in addition to a packet that goes along with each session. These would be a week's worth of lessons that could be picked up for those students WITHOUT internet access at the end of the week or the beginning of the next week. These students would be a week behind with their lessons. We would need to pre-record the last week in order to end the program by the end of June.</p> <p>Teacher Office Hours will be set for students who need additional support. This support would be for ALL students.</p> <p>Tutorial Session for Sped will be offered for those that need it. Possible one in the morning and one in the evening.</p> |
| LOCATIONS | Offer sessions across the district led by Montgomery Hinton and an ACT Teacher |
| AUDIENCE | ALL RCSD High School Students |
| RESOURCES | <p><u>ACT Materials</u></p> <ul style="list-style-type: none"> ● ALL online resources are free until June 30 ● PDF can be sent through each school's listserv per grade level (can be downloaded as a PDF on their laptop if they do not have access to LIVE session) <p>Thumb Drives for students without internet Paper Packet for students without internet</p> |
| REGISTRATION | Develop Registration Form Zoom Consent for each participant |
| SPECIAL EDUCATION | Special Education support will be provided for students who have IEPs based on the individual needs of the student. The support will be scheduled on an individual basis at a time convenient for the teachers, students, and parents around the students class time. |

Credit Recovery
ONLINE

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|---------------------------|---|
| CONTENT AREAS | All Carnegie Unit courses Failure Range of 50 - 59 AFTER the distance learning points added to the Y1 grad |
| METHOD OF DELIVERY | Edgenuity |
| DATES/TIME | Start Date - June 1, 2020 End Date - June 26, 2020 |
| LOCATION | Online Platform - Edgenuity Teacher Office Hours will be set for students who need additional support. This support would be for ALL students. |
| AUDIENCE | Failures between 50-59 AFTER the distance learning points added to the Y1 grade. |
| SUPPORT NEEDED | Edgenuity courses would need to be tailored based off of the results of the survey. Teachers to facilitate and document daily progress of student work. Administrator overseeing program. Possible additional Edgenuity licenses |
| SPECIAL EDUCATION | Special Education support will be provided for students who have IEPs based on the individual needs of the student. The support will be scheduled on an individual basis at a time convenient for the teachers, students, and parents around the students class time. |

Summer School
ONLINE

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| CONTENT AREAS | All Carnegie Unit courses Failure Range of 0 - 49 AFTER the distance learning points added to the Y1 grade |
| METHOD OF DELIVERY | Edgenuity |
| DATES/TIME | Must be Completed by June 26, 2020 |
| LOCATION | Online Platform - Edgenuity Teacher Office Hours will be set for students who need additional support. This support would be for ALL students. |
| AUDIENCE | Failures between 0-49 AFTER the distance learning points added to the Y1 grade. |
| SUPPORT NEEDED | Students would need to complete the ENTIRE course w/ a passing grade Teachers to facilitate and document daily progress of student work. Teachers have available office hours to assist students w/ needs. A set date/time for each student to check in w/ a teacher. Maybe every other day. Administrator overseeing program. Possible additional Edgenuity licenses |
| SPECIAL EDUCATION | Special Education support will be provided for students who have IEPs based on the individual needs of the student. The support will be scheduled on an individual basis at a time convenient for the teachers, students, and parents around the students class time. |

Special Education Support (Extended School Year, ESY):

For all general education programs for students preschool through grade 12: Special Education support will be provided to students who have IEPs based on the individual needs of the student. The support will be scheduled on an individual basis at a time convenient for the teachers, students, and parents around the student's class or instructional time. The tutorial support provided will be consistent with the support students receive in the general setting as specified in the students' IEPs.

Extended School Year (ESY) Services will be provided up to 3 times a week for 6 weeks as dictated in the students' IEPs. (Duration and frequency of services will be totaled and divided into 1, 2, or 3 sessions weekly for up to 6 weeks.) A schedule for the provision of services will be established prior to June 8, 2020 for each student. Student sessions will be scheduled at a mutually agreed upon time convenient for parent, teacher, and student.

ESY Services will be provided in two windows with a week break in between:

- * June 8, 2020 - June 26, 2020 (3 weeks);
- * June 29, 2020 - July 3, 2020 (No ESY services will be provided for this week.);
- * July 6, 2020 - July 24, 2020 (3 weeks).

ESY Direct instruction will be provided via Distance Learning platforms. If it is determined that a student does not have access to online platforms, or technology, and paper copies are not appropriate, homebound services will be considered for extenuating circumstances.

English Learner (EL) programming:

For EL students at any grade level K-12, direct instruction will be provided via Distance Learning platforms. For an EL student who does not have access to online platforms or technology and paper copies are not appropriate, the district's EL teachers will provide support, while adhering to appropriate grade-level learning as determined by the classroom teacher. In addition, EL teachers are available and will continue to translate summer learning/distance learning materials in the following languages: Spanish, Chinese, and Vietnamese.

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 calls to parents of Tier 3 students

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

RCSD is routinely surveying teachers and administrators to gauge student participation in distance learning. According to our latest data, 16.7% of students across the district are choosing paper packets over technology:

* Secondary Schools (1:1 devices): Average 8% paper packets (with the low being 2% and the high being 15%).

* Elementary Schools: Average 21.9% paper packets (with the low being 7% and the high being 68% in one rural school) **We are aware of a number of factors influencing the use of paper packets, including limited devices at home, poor or no internet connection, and/or parent preference for paper copies, which is a trend for K-2 students across the district, even if the family has technology access.

Administrators have been monitoring teacher grade books through PowerSchool and student progress through Canvas/Google Classroom, as well as through paper copies for students without internet access.

RCSD has required all teachers to contact ALL students during the Spring 2020 distance learning process, through a variety of methods, including email, Zoom class meetings, safe texts/phone, and even home visits.

During summer programming, all participating teachers will have regular office hours for students who need additional support. Email and/or safe text/phone contact with parents

and students will occur, as needed. Tutorial sessions for special education students will be offered for those who need additional support.

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.

Our high school counseling departments use Canvas, SwiftK12 messaging system, RCSD student/parent email, and social media/school website to deliver announcements to students and parents regarding postsecondary information and transcript request instructions. RCSD utilizes Parchment and also the e-script platform in Major Clarity to send transcripts for students to post-secondary institutions. Each student has a PowerSchool student login to be able to access their grades via the PowerSchool student portal and parents also have this access. Those without access are supplied paper copies of grades upon request. Counselors are available at "drive thru" cap and gown pick up events and laptop drop off times for Seniors as well as through email and call forwarding from the local schools.

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| SECTION G | Assurances for Continued Learning for All Students |
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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.

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| SECTION H | Assurances for Students with Disabilities |
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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 |
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| <p><input checked="" type="checkbox"/> The district is working collaboratively to:</p> <ul style="list-style-type: none"> ✓ 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 |
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| <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 |  <hr style="width: 100%;"/> |
| District Superintendent's Name | Sue Townsend, Ph.D. <hr style="width: 100%;"/> |
| Date | May 15, 2020 <hr style="width: 100%;"/> |

| SECTION K | MDE Approval |
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| <p>5/15/2020</p> <hr style="width: 100%;"/> <p>Date Received</p> | <p>Nathan Oakley (for Carey M. Wright)</p> <hr style="width: 100%;"/> <p>State Superintendent Acceptance</p> |