



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

South Panola 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	South Panola 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: **9-12 (High School Block Schedule)**
- 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):
Students in grade band K-8 will receive a 100 for their fourth nine-weeks grade. The 100 will be averaged with the other three nine weeks to determine the student's final grade in the course and will coincide with the promotion/retention of the student as it relates to district policy.

Students in grade band 9-12- SPHS operates on a 4 x 4 block schedule. Students in grades 9-12 taking a full-credit course during the spring semester will receive a 100 for the fourth nine-week grade, which will be averaged with their third nine-week grade for the final grade of the course. Students taking year-long courses will receive a 100 for their fourth nine-weeks grade. Students enrolled in a fourth nine-weeks half-credit course are required to participate in distance learning work either through Edgenuity (online program), Google Classroom, or hard-copy work packets. This work should be fulfilled by May 15th.

Grade Band: **K-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.

For extended school building closure, SPSD provided educational opportunities; student participation was encouraged, but not required. Students who participated received teacher feedback through Google Classroom, Remind, email, text, and Google Meet.

For SPSD Summer Learning and Enrichment, distance learning will be offered for all students with virtual or packet participation encouraged, but not required. Students will receive teacher feedback through Google Classroom, Remind, email, text, and Google Meet.

A traditional summer school program will be offered, if possible, in July for remediation, promotion, and enrichment purposes and will take place on respective campuses. Selected students will receive daily in-person feedback on assignments given with students receiving grades for participation, daily grades, and weekly assessments. If the traditional summer school program is not allowable due to CDC guidelines, students who would attend for promotional purposes must participate in the SPSD Summer Distance Learning option. Students may choose to participate virtually or through the use of hard-copy packets. Chromebooks or hard-copy packets may be picked up using curbside pickup at respective campuses, or if necessary, Chromebooks or packets may be delivered by SPSD bus drivers. Hot spot (Internet obtainable) locations are school parking lots with other hot spot locations under review at this time. Teachers will provide daily feedback through Google Classroom, Google Meet, phone calls, and other approved means of communication. Students will receive grades for participation, daily grades and weekly assessments.

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).

All students may participate in SPSD the virtual summer learning program. Core subjects will be offered for three weeks, July 6-July 24, 2020, Monday-Friday for grades K-12. Students have the option of participating virtually, or by the use of hard-copy packets. Students who participate will receive teacher feedback through Google Classroom, Google Meet, phone calls, Remind, email, and/or text.

Summer school will also be offered for remediation and promotional purposes either as a traditional at-school option, or virtually for core subject areas to students who qualify per SPSD guidelines. For promotional purposes, students in grades 2-3 that failed math, students in grades 4-8 who failed one subject during the regular school year, and students in grades 9-12 needing credit recovery, will qualify to attend. For remedial purposes, all students in the bottom 25%, as well as students who were borderline of failing, will qualify to attend. EL students, as well as special education students, who fall within these categories will be invited to attend. In order to receive credit, participation is required. Classes will be held for three weeks, July 6-24, 2020, Monday-Friday, for grades K-12. For the traditional at-school classes, students will receive daily teacher in-person feedback. For virtual classes, students will receive feedback through Google Classroom, Goggle Meet, phone calls, Remind, email, and/or text. Chromebooks or hard copies will be distributed to students using curbside pick up or SPSD bus drivers, if necessary.

Enrichment programs will be offered on site at Batesville Elementary, Batesville Middle School and Pope Elementary should CDC guidelines allow traditional at-school learning. Batesville Elementary will offer two, one week programs. July 6-10 will be for introduction of Kindergarten to specific students, while July 13-17 will be for remediation and enrichment for kindergarten and first-grade students. Class will take place Monday-Friday, 7:45-11:45. Batesville Middle School and Pope Elementary will offer a one week enrichment camp July 6-

10, Monday-Friday 7:45-11:45. Batesville Middle School will focus on fourth grade science/stem activities while Pope Elementary will offer activities such as art, stem, physical activity, foreign languages to grades 4-8.

Traditional at-school extended School Year (ESY) will be provided for special education students who qualify. Some students will attend five days a week for four hours a day while others will attend three days a week, for three hours a day based on their qualification. IEP committee decision will determine the schedule for each student and the starting and ending date. Academic and behavioral support are areas of which students may qualify. Students will be working with teachers in specified areas with feedback being provided each day. Google Classroom, Google Meet, phone calls, or one-on-one teaching will be considered as options should CDC guidelines prevent the traditional at-school ESY services from taking place.

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):

Use of school website and mobile app.

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

Each homeroom teacher will track their students' participation during the extended building closure and summer enrichment programs. Participation will be compiled weekly by the building level principals. Principals will encourage teachers to make parental contact of all students while paying special attention to the students who are not participating regularly. Communication such as phone calls, emails, text messages, video conferencing, etc will be

utilitized. Online instruction, and hard copies made and distributed will be monitored. Principals will report weekly data to district level administration.

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.

South Panola High School will email each senior a transcript request form. All seniors will receive an AIMS Alert informing them that this email has been sent. This form requests: A) The name of the college where they would like their transcript sent, and B) a home address. SPHS will send all student's official transcript to the college of their choice. The student's final grades/report card will be mailed to the provided address.

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 **Tim Wilder**

District Superintendent's Name **Tim Wilder**

Date **May 8, 2020**

SECTION K MDE Approval

5/82020
Date Received

Nathan Oakley (for Carey M. Wright)
State Superintendent Acceptance