



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

Starkville Oktibbeha Consolidated School District



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](mailto:rhoood@mdek12.org) no later than **May 15, 2020**.

<b>DISTRICT NAME</b>	Starkville Oktibbeha Consolidated School District
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<b>SECTION A</b>	<b>Instructional Delivery During School Building Closure</b>
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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):

<b>SECTION B</b>	<b>Instructional Content During School Building Closure</b>
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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: **K-8<sup>th</sup> , extra credit for assignments to support at-risk students**
- 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<sup>th</sup>-12<sup>th</sup> , 8<sup>th</sup> Carnegie Unit courses. AP and Dual Enrollment continued grading throughout 4<sup>th</sup> 9 weeks. Assignments were allowed for at-risk students in an effort to demonstrate mastery on standards. Extra Credit was awarded, not to exceed 5 points.**
- Option C:** Final exam grade averaged with first, second, and third nine-week report card grades for End-of-Year Final Grade  
Grade Band: **End of Course Assessment is offered, not required, to 9<sup>th</sup> - 12<sup>th</sup> grade students in year long courses that would like the opporutnity to improve their EOY average. This grade will not penalize a student.**
- 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: **K-8; Once average has been determined, it will be recorded as Promoted, Not Promoted.**

**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):  
K/1 Before a student is retained, a reading screener will be administred at the onset of the school year, to determine if adequate growth has taken place for promotion.  
Grade Band: **K - 1**

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 have been and will continue to use their Learning Management System, Canvas, Zoom, email, and phone conferences to communicate and provide feedback to students. Students have been asked to submit their work in the easiest way possible for them. This ranges from retraining paper packets to the school, scanning assignments, to Canvas submission.

#### 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):

K-12 Summer Learning Programs are being developed for a blended learning opportunity in June and July. We hope to provide face to face, but we are working to be prepared for a fully virtual summer program if needed.

Using evidence based resources, teachers have planned instruction that aligns to the standards needing the most support. The schedule will run 4 hours daily, with students in A day and B day groups, attending alternating days. On the two staggered days, they will

complete assignments that align with the instruction they received the previous day. This blended model will allow for more students to have "face time" with the teacher and also help the district remain compliant to CDC guidelines. The instructional day will begin with a quick write that focuses on the SEL needs of our students. Lesson will align to the standard for the day and writing each day that aligns with the reading. Each school that offers summer program will also offer summer feeding. Hours each day will be 8:30 - 12:30. Feedback will be given virtually and in writing on assignments that are completed. Dates we are planning for run from June 15 until July 25.

For those students determined by their IEP Committee to meet criteria for Extended School Year, 4 weeks of blended (as determined safe by the Covid-19 precautions) instruction will address the identified IEP goals through the efforts of certified SPED teachers and related service providers. All efforts and instruction will be individualized and documented accordingly.

Students in High School will be given the opportunity to participate in Credit Recovery in the month of June, and additional summer support programs are being planned for July in order to fill gaps for upcoming courses in August.

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-8 A day/B day blended; 4 days a week for 6 weeks. Additionally, tutors will be working in small groups with the most struggling SPED and EL learners that need additional supports on alternate days from in person summer enrichment.

9 - 12 Credit Recovery 10 days, additionally support will be provided in summer learning opportunities in July for several Carnegie unit courses. This will be an effort to support students in mastery of standards necessary for success in upcoming courses

**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):  
 Website, Surveys, Phone Calls

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

We will monitor participation through virtual platforms, feedback through the LMS, completion of projects and activities. Additionally, parents will be asked to sign a participation form that is a commitment to time/effort in the summer program.

**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.

Students, in early spring, complete forms that provide transcript information to counselors. Using this, but also our social workers and graduation coach, the district will make every effort to ensure students have all necessary documents. Communication will take place through email, phone, and home visits to provide and gather essential information.



**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    **Eddie Peasant**  
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District Superintendent’s Name    **Eddie Peasant**  
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Date    **05/15/2020**  
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**SECTION K**    **MDE Approval**

5/15/2020

Date Received

**Nathan Oakley (for Carey M. Wright)**

State Superintendent Acceptance