



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

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

DISTRICT NAME	Walthall 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):

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: **K-12**
- 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:
- 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.

Since we cannot equitably provide instruction to students K-12 for Term 4 (T4), we also cannot hold students accountable for having mastered T4 material. As a result, we will enter no typical grades (daily grades, homework, quizzes, tests, etc.) in the gradebook for T4. Instead, teachers at all schools will work with any student(s) to improve any grade(s) in Term 3 (T3) and/or remediate any needed skills. Essentially, we are all still working in T3, as it is only through the end of T3 that students received instruction. At the end of the school year, students will receive a report card reflecting a final average for T3, which will be duplicated for T4. T3 and T4 will average to determine S2 (Semester 2), and S1 (Semester 1) and S2 will average to determine Y (Yearly average.)

Students' progress is communicated to parents utilizing ActiveParent/ActiveStudent and texts/phonecalls using SchoolStatus.

For summer learning, teachers will be available for feedback to students/parents via contact through SchoolStatus (texts/phonecalls) and email. Teachers may also provide feedback through monitoring of online platforms, such as i-Ready and Accelerated Reader.

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).

WCSD will provide four weeks of enrichment learning in the month of June (June 1st - 26th). Content areas included in the enrichment program are: Math for K-Alg I, ELA for K-Eng II, Sci for 4th- Biology. Learning materials will be available for download from the WCSD website on June 1st and paper packets will be available for pickup on June 2nd and 16th. Students are expected to engage with each subject area a minimum of one hour per week and three days per week (eg. Monday 1-hr of ELA, Tuesday, 1-hr of Math, and Wednesday 1-hr of Science.)

Student access to i-Ready will remain available, with individual learning plans in place for each student K-8. WCSD is also pairing Renaissance Learning's Accelerated Reader with our Summer Reading List. Students will be able to take AR tests from home, or wherever they have a compatible device/browser.

Additionally, ESY services will be offered from July 6 to July 24 with time frames based on student's individual IEPs. Services will be provided through packets with phone calls by service providers and School Status correspondence.

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):
Robocalling using SAM AIM Notification System.

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

For online instruction/utilization, students' progress is monitored by the teachers via their online dashboards in whatever instructional program being utilized (e.g., i-Ready, USA Testprep, Google Classroom, etc.) For paper packets, parents are returning pictures of student work samples via scanning/taking photos of work and texting/emailing that evidence to teachers. Others are also delivering paper packets to school for pickup by teachers in a manner approved by the building principal(s).

During summer enrichment, digital participation will mostly be monitored by teachers via their online dashboards in whatever instructional program being utilized (e.g., i-Ready, Accelerated Reader.) For paper packets, participation will be gauged by number of packets picked up by parents.

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.

The counselor and principal will meet with each senior as they came in to pick up their cap and gown. Seniors will pick up any items left in their locker, review averages, and receive any assignments they need to complete to clear them for graduation. The day of graduation seniors will receive their transcripts in an envelope which will include their final grades. They will also have an opportunity to request transcripts be sent to two institutions that they indicate. Report cards will be mailed as well.

We have stayed in contact with seniors and families through SchoolStatus by creating a broadcast just for seniors. We answer questions and send out updates usually more than once per week. The counselor and principal have called seniors individually that needed to come in and receive remediation or help completing assignments.

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.

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
<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
<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>	
<p>District Superintendent's Digital Signature Wade L. Carney</p> <p style="text-align: right;">_____</p>	
<p>District Superintendent's Name Wade L. Carney</p> <p style="text-align: right;">_____</p>	
<p>Date 5/13/2020</p> <p style="text-align: right;">_____</p>	

SECTION K	MDE Approval
<p>5/14/2020</p> <p>_____</p> <p>Date Received</p>	<p>Nathan Oakley (for Carey M. Wright)</p> <p>_____</p> <p>State Superintendent Acceptance</p>