

**OFFICE OF CHIEF ACADEMIC OFFICER**  
**Summary of State Board of Education Agenda Items**  
**Consent Agenda**  
**September 24, 2020**

**OFFICE OF ACADEMIC EDUCATION**

H. Approval of Equity in Distance Learning Act (EDLA) applications and plans for special state schools

Background: Senate Bill 3044 from the 2020 Regular Session of the Mississippi Legislature allows for the purchase of laptop computers, tablets, assisted learning devices or other devices which can be used personally by a student or teacher in their home or in the classroom; the purchase of learning management systems, software and other online tools; the purchase and installation of hardware to provide for or enhance the internet connectivity of school's students, including the cost of establishing personal or centrally located hotspots; the enhancement of security related to devices or connectivity to comply with state and federal law, and to protect students, teachers and administrators and other staff working within the school; the delivery of professional development related to use of devices, connectivity or other relevant components of distance learning for teachers, students and the wider community, including parents or guardians of students enrolled in the school; and materials or equipment necessary to increase health and safety precautions in classrooms or other school facilities.

The Mississippi School of the Arts and the Mississippi Schools for the Deaf and the Blind completed applications for the use of EDLA funds as well as digital learning plans. These applications outline the planned use of funds for the purchase of technology and associated costs. The plan components describe specific technological, instructional, and supportive aspects of each school's approach to digital learning, professional development, and communication.

Recommendation: Approval

Back-up material included

**Mississippi  
School of the Arts**

# Equity in Distance Learning Act

**FY21**



MISSISSIPPI  
DEPARTMENT OF  
EDUCATION

Ensuring a bright *future* for every child

## Office of Technology and Strategic Services

**Release Date**

**August 10, 2020**

**Due Date**

**September 1, 2020**

## **Uses of Funds**

Senate Bill 3044 from the 2020 Regular Session of the Mississippi Legislature establishes that districts and schools receiving these funds may use them for any of the following:

- The purchase of laptop computers, tablets, assisted learning devices or other devices which can be used personally by a student or teacher in their home or in the classroom;
- The purchase of learning management systems, software and other online tools;
- The purchase and installation of hardware to provide for or enhance the internet connectivity of school's students, including the cost of establishing personal or centrally located hotspots;
- The enhancement of security related to devices or connectivity to comply with state and federal law, and to protect students, teachers and administrators and other staff working within the school;
- The delivery of professional development related to use of devices, connectivity or other relevant components of distance learning for teachers, students and the wider community, including parents or guardians of students enrolled in the school; and
- Materials or equipment necessary to increase health and safety precautions in classrooms or other school facilities.

Funds should be used to purchase items submitted in the Needs Assessment sent to MDE.

Funds will become available upon approval of a successful application, must be obligated by **September 11, 2020**, and liquidated by **December 1, 2020**.

## **Criteria for Funding**

### **Eligibility**

In order to be eligible to receive funding under this program, the school must prioritize first the purchase of laptop computers, tablets, assisted learning devices or other devices which can be used personally by a student or teacher in their home or in the classroom. Schools must equip every student with a grade-appropriate device, as recommended by the MDE before incurring the expense of learning management systems, software and other online tools or the purchase and installation of hardware to provide for or enhance the internet connectivity of school's students, including the cost of establishing personal or centrally located hotspots, which are the next priorities of spending.

The district or school must match twenty percent (20%) of the funds received through EDLA with funds from the Elementary and Secondary School Emergency Relief (ESSER) Fund or any funds made available to a school district or charter school for such purposes from any federal, state, public or private entity.

Funds under this program must be used to purchase products from vendors listed on the Express Products List (EPL) unless the school district or school can demonstrate to the MDE that the products purchased from vendors not listed on the EPL:

1. Meet or exceed the technological specifications and functionality required by the MDE; and
2. Can be purchased at a price that is less than any of the prices listed on the EPL for a comparable product.

### Funding

Applicants shall receive funding based on average daily membership, as defined in Mississippi Code Section 37-151-5 and as calculated in the 2019-2020 school year. For any school not funded under the Mississippi Adequate Education Program (MAEP), the MDE will calculate the average daily membership equivalent or fund the school based on enrollment. Additional funding will be provided to assist in meeting a portion of the needs assessment, if funding is available.

Any applicant that will not need the full amount based on the allocation prescribed above, will receive an allocation that matches their need. Any funds that remain after this review will be reallocated to districts/schools that need additional funding to meet their needs assessment.

### Reimbursement

Applicants will be able to seek reimbursement monthly by submission of a Request for Funds form to the Office of Technology and Strategic Services. Along with this request the applicant must attach:

- The original, itemized invoice of purchase or authentic copy;
- Proof of insurance for items purchased; and
- Monthly Expenditure/Budget Reports

### Applications

Applications for the Equity in Distance Learning program funds must be received **no later than 3:00 p.m. September 1, 2020. Please email applications to [grantapp@mdek12.org](mailto:grantapp@mdek12.org).**

Any questions regarding the application process should be addressed to Joshua Huwe, Infrastructure Engineer, Office of Technology and Strategic Services at (601-359-3487) or email [jhuwe@mdek12.org](mailto:jhuwe@mdek12.org).

### Application Requirements

A completed application includes all the following components in sequential order:




- A completed application cover page, including all required signatures,
- Signed assurances with original signatures,
- A Distance Learning Plan
- A Technology Sustainability Plan,
- A Responsible Use Policy
- Budget Summary (Form A),
- Budget Narrative (Form B), and
- Matching Budget Narrative (Form C)

## Form 1-Cover Page

### Equity in Distance Learning Act (EDLA) Program FY 21 (School Year 2020-2021) Application

<b>School District (School)Name:</b> Mississippi School of the Arts	<b>Address:</b> PO Box 229	<b>City, State, Zip:</b> Brookhaven, MS 39602-0229
<b>Phone:</b> 601-823-1300	<b>Fax:</b> 601-823-155	<b>E-mail:</b> Suzanne.hirsch@msabrookhaven.org
<b>Amount Allocated under EDLA Program</b>  \$51,165.00	<b>Required Match (Minimum 20%)</b>  \$10,233.00	<b>DUNS#</b> 022073097

**Required signatures/dates:**

 Superintendent	9/1/2020 Date	Suzanne Hirsch Typed Name
 Business Manager	9/1/2020 Date	Nicholas Bridge Typed Name
 Technology Coordinator	9/1/2020 Date	Patrick Brown Typed Name
601-823-1300		patrick.brown@msabrookhaven.org
Phone Number for Technology Coordinator		E-Mail Address for Technology Coordinator

**For MDE use only:** Mississippi Department of Education Approval

EDLA Reviewer \_\_\_\_\_

OTSS 2<sup>nd</sup> Level Reviewer \_\_\_\_\_

Grants Management Reviewer \_\_\_\_\_

Chief Information Officer \_\_\_\_\_

Approval Date: \_\_\_\_\_

**According to the Equity in Distance Learning Act:**

1. The grantee must prioritize first the purchase of laptop computers, tablets, assisted learning devices or other devices which can be used personally by a student or teacher in their home or in the classroom. The grantee must equip every student with a grade-appropriate device, as recommended by the MDE before incurring the expense of learning management systems, software and other online tools or the purchase and installation of hardware to provide for or enhance the internet connectivity of school's students, including the cost of establishing personal or centrally located hotspots, which are the next priorities of spending.
2. The grantee must match twenty percent (20%) of the funds received through EDLA with funds from the Elementary and Secondary School Emergency Relief (ESSER) Fund or any funds made available to a school district or charter school for such purposes from any federal, state, public or private entity.
3. The grantee funds under this program must be used to purchase products from vendors listed on the Express Products List (EPL) unless the school district or school can demonstrate to the MDE that the products purchased from vendors not listed on the EPL:
  - a) Meet or exceed the technological specifications and functionality required by the MDE; and
  - b) Can be purchased at a price that is less than any of the prices listed on the EPL for a comparable product.
4. The grantee must compile and maintain an inventory list of all devices purchased and issued to students, teachers and administrators and other staff, as well as any supporting technology or equipment used to support the school's distance learning plan.
5. The grantee must purchase the items (with specifications) that have been identified in the Needs Assessment that was submitted to the MDE.

**According to the Coronavirus Aid, Relief and Economic Security (CARES) Act:**

6. The grantee adheres to the applicable provisions of the CARES Act (Section 5001) and in compliance with subsection 601(d) of the Social Security Act, as amended, (42 U.S.C. 801(d)), which provides that payments made under this section may only be used to cover costs that –
  - a. Are necessary expenditures incurred due to the public health emergency with respect to the Coronavirus Disease 2019 (COVID-19);
  - b. Were not accounted for in the budget most recently approved as of March 27, 2020 (the date of enactment of the CARES Act) for the state or government; and
  - c. Were incurred during the period that begins on March 1, 2020 and ends on December 1, 2020.
7. The grantee adheres to maintaining records to support compliance with subsection 601(d) may include, but are not limited to, copies of the following:

- a. General ledger and subsidiary ledgers used to account for (a) the receipt of Coronavirus Relief Fund payments and (b) the disbursements from such payments to meet eligible expenses related to the public health emergency due to COVID-19;
- b. Budget records for Fiscal Year 2019 and 2020;
- c. Receipts of purchases made related to addressing the public health emergency due to COVID-19;
- d. Contracts and subcontracts entered into using Coronavirus Relief Fund payments and all documents related to such contracts;
- e. Grant agreements and grant subaward agreements entered into using Coronavirus Relief Fund payments and all documents related to such awards;
- f. All documentation of reports, audits, and other monitoring of contractors, including subcontractors, and grant recipient and subrecipients;
- g. All documentation supporting the performance outcomes of contracts, subcontracts, grant awards, and grant recipient subawards;
- h. All internal and external email/electronic communications related to use of Coronavirus Relief Fund payments; and
- i. All investigative files and inquiry reports involving Coronavirus Relief Fund payments.

Records shall be maintained for a period of five (5) years after final payments is made using Coronavirus Relief Fund monies. These record retention requirements are applicable to all prime recipients and their grantees and subgrant recipients, contractors, and other levels of government that received transfers of Coronavirus Relief Fund payments from prime recipients.

**According to Mississippi Department of Education (MDE) Policy:**

8. The grantee adheres to the applicable provisions of the Uniform Administrative Requirement, Cost Principles, and Audit Requirements for Federal Awards (2 C.F.R. Part 200). The grantee shall be an equal opportunity employee and shall perform to all applicable requirements; accordingly, the applicant shall neither discriminate nor permit discrimination in its operations or employment practices against any person or group of persons on the grounds of race, color, religion, national origin, handicap or sex in a manner prohibited by law. Further, the applicant agrees to comply with the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975 and the Americans with Disabilities Act.
9. All Non-Federal entities/grantees that expend \$750,000 or more in a year in Federal awards shall have a single or program-specific audit conducted for that year in accordance with provisions of OMB Uniform Guidance: Cost Principles, Audit, and Administrative Requirements for Federal Awards.
10. The grantee agrees that the MDE, or any of its duly authorized representatives, at any time during the term of this agreement, shall have access to, and the right to audit examine any pertinent books, documents, papers, and records of grantee related to grantee's charges and performance



- under this agreement. Such records shall be kept by grantee for a period of five years after final payment under this agreement, unless the MDE authorizes their earlier disposition. Grantee agrees to refund to the MDE any overpayments disclosed by any such audit. However, if any litigation, claim, negotiation, audit, or other action involving the records has been started before the expiration of the five-year period, the records shall be retained until completion of the action and resolution of all issues, which arise from it.
11. The grantee assures that it possesses legal authority to apply for and receive funds under this agreement.
  12. The grantee certifies they have not been barred from contracting or otherwise doing business with the State or Federal Governments.
  13. This agreement shall not be modified, altered, or changed except by mutual agreement by an authorized representative(s) of each party to this agreement, and must be confirmed in writing through MDE grant modification procedures.
  14. The grantee shall perform all services as an independent grantee and shall discharge all of its liabilities as such. No act performed or representation made, whether oral or written, by grantee with respect to third parties shall be binding on the MDE.
  15. The MDE, by written notice, may terminate the grant, in whole or in part, if funds supporting the grant are reduced or withdrawn. To the extent that the grant is for services, and if so terminated, the MDE shall be liable only for payment in accordance with payment provisions of the grant for services rendered prior to the effective date of termination. The MDE, by written notice, may terminate the grant for nonperformance by the grantee at any time during the term of the grant. The grantee agrees that work, data, etc. created under the auspices of the grant shall be turned over to the MDE upon such termination. The MDE, in whole or in part, may terminate the grant for cause by written notification. Furthermore, the MDE and the grantee may terminate the agreement, in whole or in part, upon mutual agreement. Either the MDE or the contractor may terminate this agreement at any time by giving written notice to the other party of such termination and specifying the effective date thereof. The contractor shall be paid an amount which bears the same ratio to the total compensation as the services actually performed bear to the total services of the contractor covered by the agreement, less payments of compensation previously made.
  16. This agreement, and all matters or issues collateral to it, shall be governed by, and construed in accordance with, the laws of the State of Mississippi.
  17. The grantee shall not assign or subcontract in whole or in part, its rights or obligations under this agreement without prior written consent of the MDE. Any attempted assignment without said consent shall be void and of no effect.

18. The LEA further assures that any and all technology purchases made with funds received from this grant meet the minimum technical specifications set forth by the MDE.

**Furthermore,**

19. The grantee assures that it meets the three certifications as specified in ED Forum 80-0013, regarding lobbying, debarment/suspension/responsibility status, and drug-free workplace.
20. The grantee assures that it meets as applicable, the assurances relating to legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood insurance; environmental standards; wild and scenic river systems; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and general agreement to comply with all Federal laws, executive orders, and regulation.

**In addition,**

21. The Applicant(s) hereby assures and agrees that, in accordance with statutes and regulations, submitting this proposal shall comply with the following:
22. Property acquired under the Equity in Distance Learning Act Program will remain within the appropriate facility for continued use by the grantee after the funding period has expired. If program ends, all property will remain with the district where students attend at the discretion of the MDE;
23. The grantee agrees to fully cooperate with all monitoring, audit, evaluation, and reporting requirements established by the MDE and/or authorized representatives;
24. The grantee will submit all required data and reports, as required and/or requested, to the State of Mississippi and the United States Department of Treasury;

## **MISSISSIPPI DEPARTMENT OF EDUCATION STANDARD GRANT TERMS AND CONDITIONS**

Certain terms and conditions are required for receiving grants from the Mississippi Department of Education (MDE); therefore, the grantee will agree to the items that follow.

### **Availability of Funds**

It is expressly understood and agreed that the obligation of MDE to proceed under this agreement is conditioned upon the congressional appropriation of funds and the receipt of federal funds. If the funds anticipated for the continuing fulfillment of the agreement are, at any time, not forthcoming or insufficient, either through the failure of the federal government to appropriate funds or the discontinuance or material alteration of the program under which funds were provided or if funds are not otherwise available to MDE, MDE shall have the right upon ten (10) working days written notice to the Grantee, to reduce the amount of funds payable to the Grantee or to terminate this agreement without damage, penalty, cost or expenses to MDE of any kind whatsoever. The effective date of reduction or termination shall be as specified in the notice of reduction or termination.

### **Changes**

This agreement shall not be modified, altered or changed, except by mutual agreement by an authorized representative(s) of each party to this agreement, and must be confirmed in writing through MDE grant modification procedures.

### **Independent Grantee**

The Grantee shall perform all services as an independent Grantee and shall discharge all of its liabilities as such. No act performed or representation made, whether oral or written, by Grantee with respect to third parties shall be binding on the MDE.

### **Termination**

The MDE, by written notice, may terminate this grant, in whole or in part, if funds supporting this grant are reduced or withdrawn. To the extent that this grant is for services, and if so terminated, the MDE shall be liable only for payment in accordance with payment provisions of this grant for services rendered prior to the effective date of termination.

The MDE, in whole or in part, may terminate this grant for cause by written notification. Furthermore, the MDE and the Grantee may terminate this grant, in whole or in part, upon mutual agreement.

Either the MDE or the Grantee may terminate this agreement at any time by giving 30 days written notice to the other party of such termination and specifying the effective date thereof. The Grantee shall be paid an amount which bears the same ratio to the total compensation as the services actually performed to the total services of the Grantee covered by the agreement, less payments of compensation previously made.

**Access to Records**

The Grantee agrees that the MDE, or any of its duly authorized representatives, at any time during the term of this agreement, shall have access to, and the right to audit and examine any pertinent books, documents, papers, and records of Grantee related to Grantee's charges and performance under this agreement. Such records shall be kept by Grantee for a period of five (5) years after final payment under this agreement, unless the MDE authorized their earlier disposition. Grantee agrees to refund to the MDE any overpayments disclosed by any such audit. However, if any litigation, claim, negotiation, audit or other action involving the records has been started before the expiration of the 5-year period, the records shall be retained until completion of the action and resolution off all issues which arise from it.

**Laws**

This agreement, and all matters or issues collateral to it, shall be governed by, and construed in accordance with, the laws of the State of Mississippi.

**Legal Authority**

The Grantee assures that it possesses legal authority to apply for and receive funds under this agreement.

**Equal Opportunity Employer**

The Grantee shall be an equal opportunity employer and shall perform to applicable requirements; accordingly, Grantee shall neither discriminate nor permit discrimination in its operations or employment practices against any person or group of persons on the grounds of race, color, religion, national origin, handicap or sex in any manner prohibited by law.

**Copyrights**

The Grantee: (i) agrees that the MDE shall determine the disposition to title to and the rights under any copyright by Grantee or employees on copyrightable material first produced or composed under this agreement; and, (ii) hereby grants to the MDE a royalty free, nonexclusive, irrevocable license to reproduce, translate, publish, use and dispose of, to authorize others to do so, all copyrighted or copyrightable work not first produced or composed by Grantee in the performance of this agreement, but which is incorporated in the material furnished under the agreement, provided that such license shall be only to the extent Grantee now has, or prior to the completion or full final settlements of agreement may acquire, the right to grant such license without becoming liable to pay compensation to other solely because of such grant.

Grantee further agrees that all material produced and/or delivered under this grant will not, to the best of the Grantee's knowledge, infringe upon the copyright or any other proprietary rights of any third party. Should any aspect of the materials become, or in the Grantee's opinion be likely to become, the subject of an infringement claim or suite, the Grantee shall procure the rights to such material or replace or modify the material to make it non-infringing.

**Personnel**

Grantee agrees that, at all times, the employees of Grantee furnishing or performing any of the services specified under this agreement shall do so in a proper, workmanlike and dignified manner.

**Surrender of Equipment**

Grantee and MDE shall jointly conduct a closing inventory and Grantee shall replace or repair all equipment lost, damaged or destroyed to make up any deficiency between the opening and closing inventories. Grantee shall transfer all equipment per MDE's guidance and written instructions.

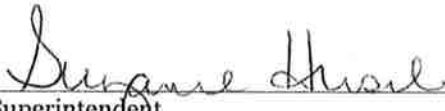
**Assignment**

Grantee shall not assign or subgrant in whole or in part, its rights or obligations under this agreement without prior written consent of the MDE. Any attempted assignment without said consent shall be void and of no effect.

**Mississippi Ethics**

It is the responsibility of the Grantee to ensure that subcontractors comply with the Mississippi Ethics Law in regard to conflict of interest. A statement attesting to said compliance shall be on file by the Grantee.

I have **read** and **agree** to comply with the standard terms and conditions **and** grant assurances. I certify that the contents of this proposal, if funded, will be followed for the implementation of the Equity in Distance Learning Act Program described herein. *The signature of the Superintendent on this page must match the signatures on the cover page.*

  
\_\_\_\_\_  
Superintendent

8/31/2020  
Date

Mississippi School of the Arts

\_\_\_\_\_  
Grantee Name

## Distance Learning Plan

Each applicant is required to submit a distance learning plan that is both appropriate and achievable. Please submit a plan that provides a detailed description of how your district/school will:

- Develop, implement and maintain distance learning capabilities with a focus on device procurement and connectivity to the internet for students and teachers;
- Make specific provisions for its students with special needs, including the purchase of appropriate devices and equipment; and
- Prioritize the use of funds.
- The following components should be addressed:
  - Devices and services: Laptops or tablets for all students who need one
  - Connectivity: Data plans with hotspots to connect to the internet
  - Digital curriculum and learning management systems: High-quality instructional materials and the best online platform(s) to deliver them
  - Professional development for teachers, parents, and school staff: Training teachers how to deliver instruction online and training parents how to support their children with technology at home
  - Computer security, planning, and support: Device management, software, network configuration and accessibility
  - Telehealth/Teletherapy: Devices, connectivity, curriculum and professional development will support student access to telehealth/teletherapy and social-emotional learning.

## Technology Sustainability Plan

With the understanding that this grant program is funded with limited time federal funding, each applicant must submit a technology sustainability plan. Please submit a plan to describe how devices and other technology purchased and used by the school, students, teachers, administrators and staff will be maintained throughout their usage and replaced before the expiration of the term of their expected useful life without additional state funds.

## Responsible Use Policy

Applicants must provide a copy of their local school board approved responsible use policy. This policy must address the use of devices and other technology purchased under this grant. The policy must include provisions:

- Requiring students, parents or guardians, teachers, administrators and other staff to agree in writing to the provision in the policy and may include fines for intentional loss or damage to devices; and
- Acknowledging that the district/school shall assume the control of ownership and liability for personal devices and other equipment purchased under the EDLA program until the personal device or other equipment:
  - No longer serves the school or related school purposes for which it was acquired and is sold by public auction under Section 17-25-25;
  - Is sold to students in Grade 12 under the provisions of Section 37-7-459; or
  - Is traded into a vendor as part of a subsequent purchase.



**FORM A**  
**BUDGET SUMMARY**  
 FY21 Equity in Distance Learning Act Funds

<b>Name of Institution/Organization:</b> Mississippi School of the Arts			Applicants must request funding by December 1, 2020. Please read all instructions before completing form. <b>The Total Column should calculate to match the Needs Assessment.</b>		
Budget Categories	EDLA - 80% Fund 2592	Matching Fund 2590	Matching Fund <u>General</u> <u>Funds</u>	Matching Fund Windows Supplemental Grant	Total
Salaries (Object 100s)					
Benefits (Object 200s)					
Contractual (Object 300s)					
Supplies (Object 600s)					
Equipment (Object 700s)	\$51,165.00		\$39,328.00	\$6,827.00	\$97,230.00
Other (Specify)					
Other (Specify)					
Other (Specify)					
<b>Total Costs</b>	<b>\$51,165.00</b>		<b>\$39,328.00</b>	<b>\$6,827.00</b>	<b>\$97,230.00</b>

## FORM B BUDGET NARRATIVE

### FY21 Equity in Distance Learning Act Funds (80%)

Use the Budget Narrative form to provide a complete budget narrative for the EDLA project. On this page, please provide a **brief** but **detailed** budget narrative that explains the basis for estimating the costs of materials and supplies, consultants, and any projected expenditures. This information should include a **detailed** description of the costs included, sufficient to document the **necessity and reasonableness** of all costs, and a **clear and concise description** of the computations used to arrive at the total amounts indicated.

CATEGORY / Activity	AMOUNT	GENERAL DESCRIPTION
Salaries		
Benefits		
Contractual		
Supplies		
Equipment	\$57,993.00	<b>Macbooks will be used for the Media Arts students and teacher (100% of their work uses a software most compatible with Apple products); Laptops will be provided to all students and teachers for use for virtual learning.</b>
Other (Specify)		
Other (Specify)		
<b>GRANT TOTAL</b>	<b>\$57,993.00</b>	



## FORM C

# MATCHING BUDGET NARRATIVE

### Matching with Other Funding Source(s) (Minimum of 20%)

Use the Budget Narrative form to provide a complete budget narrative for the project. On this page, please provide a **brief but detailed** budget narrative that explains the basis for estimating the costs of materials and supplies, consultants, and any projected expenditures. This information should include a **detailed** description of the costs included, sufficient to document the **necessity and reasonableness of all costs**, and a **clear and concise description** of the computations used to arrive at the total amounts indicated.

CATEGORY / Activity	AMOUNT	GENERAL DESCRIPTION
Salaries		
Benefits		
Contractual		
Supplies		
Equipment	<b>\$39,237.00</b>	<b>MSA funds will match the costs of the laptops and macbooks for all students and teachers to receive one to one devices.</b>
Other (Specify)		
Other (Specify)		
<b>GRANT TOTAL</b>	<b>\$39,237.00</b>	

EDLA Digital Learning Plan: Policy, Teaching and Content			
Local Education Agency:		Mississippi School of the Arts	
LEA Point of Contact:		Patrick Brown - patrick.brown@msabrookhaven.org	
#	Topic	Questions	Explain your Digital Learning Plan (if any answers are preliminary or otherwise not final, please indicate by when your plans will be finalized)
15	Responsible Use	<ul style="list-style-type: none"> <li>Describe how your district has updated your acceptable use policy to address the use of devices and other technology purchased under the EDLA Program. The policy shall include a provision requiring students, parents or guardians, teachers, administrators and other staff to agree in writing to the provisions in the policy, and may include fines for intentional loss or damage to devices. The policy shall also include a provision acknowledging that the school shall assume control of ownership and liability for devices and other equipment purchased under this grant program. Do your security and privacy policies reflect the needs and risks of students and teachers working from home?</li> </ul>	MSA is currently in the process of updating its Acceptable Use Policy to address remote learning. However, MSA has recently addressed the Acceptable Use Policy for devices, which assures MSA that the device will be in the care of the assigned student. Translated materials will be made available for any parents who may need them. Students without parental involvement have an advocate identified during the enrollment process in which all communication will be made.
16	Modality	<ul style="list-style-type: none"> <li>Describe your district's policies and expectations regarding attendance and student/teacher interactions in the traditional, synchronous, asynchronous, or hybrid settings.</li> </ul>	Students logging in virtually must login to the Moodle LMS every day and click a link to mark themselves present only during the assigned class session. Teachers can access a report for verification. This assists teachers in making sure students were 'present' during class if not in a video conferencing session. All other attendance policies remain in effect for on-campus students.
17	Continuity	<ul style="list-style-type: none"> <li>Explain your plan for instruction to continue -- whether you are starting the school year in a traditional, hybrid, or digital (synchronous or asynchronous) mode -- in the event that COVID-19 leads to school closures or groups of students are quarantined at home. Are you able to continue essential functions remotely, including instruction, technical operations, child nutrition, and leadership (including school board meetings)?</li> </ul>	Classes will begin in a hybrid approach. One group of students will remain on campus in a traditional setting while a second group are logged in at home through Zoom or Moodle LMS, or both. Students will transition to remote learning if quarantine is necessary.
18	Communications	<ul style="list-style-type: none"> <li>How has the district designed and deployed a robust digital communication system that is responsive to individual families, and that staff can use to communicate frequently with parents about their child's education?</li> </ul>	All MSA students receive access to Office 365 email and are required to check daily. MSA contacts parents through email and registered phone. Translated materials will be made available for any parents who may need them. Students without parental involvement have an advocate identified during the enrollment process in which all communication will be made.
19	Meta Data / Data Driven Decision Making	<ul style="list-style-type: none"> <li>Describe how your district will observe, guide and support the continuous improvement of teachers as they deliver digital learning.</li> </ul>	By monitoring LMS-based classes as they are happening, notes can be made by the Technology Coordinator and administrators to identify areas where teachers can improve instruction delivery.
20	Meta Data / Data Driven Decision Making	<ul style="list-style-type: none"> <li>Other than student grades, describe the measures your district will use to evaluate the effectiveness of technology-enhanced instruction and assessments?</li> </ul>	During the spring, when we transitioned to virtual learning, discussion boards gave us an opportunity to get insight with students on how they felt and we could improve services. We have encouraged teachers to utilize discussion forums in their lesson plans starting this fall.
21	Meta Data / Data Driven Decision Making	<ul style="list-style-type: none"> <li>Describe how your district will capture and report data on the performance/effectiveness of your digital learning program. How will your district ensure all students and teachers have the devices, connectivity, software and instructional content they need? How will you identify and address gaps to ensure teachers are able to teach and students able to learn in your digital learning program?</li> </ul>	MSA will continue to use surveys to gauge instructional needs. The data will be used to seek free or subscription based software/devices to assist teachers and students for ease of use throughout the campaign.

22	Teacher PD	<ul style="list-style-type: none"> <li>Describe the digital learning-related knowledge and skills of your teachers and administrators in the following areas:             <ol style="list-style-type: none"> <li>use of your district's learning management system (LMS)</li> <li>use of other online tools used by the district, including virtual conferencing tools and productivity tools</li> <li>planning and organizing a digital classroom</li> <li>planning digital lessons/units/modules</li> <li>creating and curating digital high quality instructional materials and content</li> <li>digitally assessing student learning and using data to inform instruction</li> <li>providing digital supports, accommodations, and modifications to ensure success of all learners</li> <li>maintaining student engagement and building relationships with students and parents in a digital setting</li> <li>maintaining integrity of student work</li> <li>other skills (if needed)</li> </ol> </li> </ul>	<p>(1) By default, all teachers have courses created in Moodle and all students are enrolled by our campus' Moodle Enrollment Administrator regardless whether or not the teacher uses the Moodle course for their particular class. (2) All teachers are fluent on video conferencing software used by the school. (3) Teachers have received recent access to training for creating digital content and lessons. (4) Some teachers have little knowledge in creating high-quality digital content. (5) Administrators use Renaissance Learning, ACT, and digital assessments for measuring comprehensive growth. (6) MSA, in conjunction with Brookhaven High School, assists students with necessary technology hardware and software for learners. (7) The use of discussion boards and video conferencing technology provides interactive engagement. (8) All students must participate in a plagiarism lesson and pass an assessment at 100%. Students are reminded of academic integrity while enrolled at MSA. MSA utilizes Turnitin integration with Moodle.</p>
23	Teacher PD	<ul style="list-style-type: none"> <li>Indicate how many of your teachers and administrators (number and percent) are ready based on the following levels of digital instruction readiness:             <ol style="list-style-type: none"> <li>Level 3: Trainer = ready to help others (advanced and sharing knowledge/skills with other teachers)                 <ol style="list-style-type: none"> <li>MS Innovative Educator</li> <li>Apple Distinguished Educator</li> <li>Google Certified Trainer</li> </ol> </li> <li>Level 2: Influencer = ready (advanced within their own classroom)</li> <li>Level 1: Beginner = minimally ready (basic within their own classroom)</li> <li>Level 0: Not Ready = lacking needed knowledge and skills (struggling)</li> </ol> </li> </ul>	<p>Level 2: 7 teachers, Level 1: 4, Level 0: 2</p>
24	Teacher PD	<ul style="list-style-type: none"> <li>Each district should be supporting all teachers to reach Level 2: Influencer and at least 1 teacher per 100 (or 1 in every site) to reach Level 3: Trainer. Please describe your district's plan to provide the training and professional development to help your teachers and administrators (including new hires) reach this goal.</li> </ul>	<p>Conduct consistent training in one-on-one setting; sometimes group.</p>
25	Teacher PD	<ul style="list-style-type: none"> <li>Will your district rely on MDE-provided professional development for your teachers and administrators, provide your own, or use both? [SEE ASSURANCES]</li> </ul>	<p>Both MDE and our own.</p>
26	Teacher PD	<ul style="list-style-type: none"> <li>How many hours per teacher and administrator will your district commit during each academic year so they can receive the training and professional development they need? List anticipated professional development topics, dates, provider, and the standards that will be followed during the professional development. [SEE ASSURANCES]</li> </ul>	<p>MSA has already implemented LMS for three years. The infrastructure included PD throughout that time. Each year, individual support is offered. Time spent together in sessions today is 2-4 hours each semester as needed. Topics Offered since March 2020 - webinars in digital learning; zoom sessions regarding effective methods used in classes; access to PD through community colleges for zoom, moodle, google classroom; individual support with the Tech Coordinator for Moodle assistance and integration of technical resources in classes</p>
27	Teacher PD	<ul style="list-style-type: none"> <li>Classroom instruction can be an isolating experience for teachers. Please describe how your district will ensure teachers remain connected to each other, the administration, the support systems and professional development opportunities.</li> </ul>	<p>Teachers will engage in online meetings and interact with available resources for training. We will utilize the school's licensed psychologist/academic counselor to provide additional support.</p>

28	Teacher PD	<ul style="list-style-type: none"> <li>Beyond digital learning instruction, please describe what other responsibilities your district will expect teachers and administrators to manage, and whether they have received the training they need to carry out those responsibilities.</li> </ul>	In person instruction and administrative tasks related to grading/attendance/events are also expected. Teachers at MSA are master teachers. Their expertise is used in PD for their colleagues as new information is acquired every year. Membership with the Arts School Network, National Association of Schools of Music, and the National Dance Education Organization offers resources to our arts teachers for managing the COVID-19 classroom and social/emotional resources.
29	Assessment	<ul style="list-style-type: none"> <li>Do your district's existing assessments and platforms work in digital learning? How are formative and summative assessments, in addition to other instructional activities, to be distributed, collected, graded and recorded?</li> </ul>	Assessments are given through Moodle LMS. Peer editing can be done through discussion forums, as was during the spring. Video uploads and zoom meetings for artistic progress are conducted through Moodle. Discussion boards are utilized for formative understanding.
30	Assessment	<ul style="list-style-type: none"> <li>Describe how your district will transition to a system of digital and online assessment (diagnostic, formative, adaptive, and summative) to support continuous feedback loops that drive data-driven decision making. How will your district provide opportunities for all schools to use digital and online assessment systems that provide all students and teachers with real-time feedback in ways that increase the rate and depth of learning, and that enable data-informed instructional decision making?</li> </ul>	MSA will continue to use online tools to collect information and respond by giving teachers a visual representation of success or failure of a student through the delivery channels of instruction. Daily checkins are conducted through Moodle using discussion boards, uploaded assignments, and data driven feedback through turnitin.com for written assignments. Zoom sessions for individual feedback are utilized in performing arts. After school tutorials are available for students needing further assistance with their day's lecture.
31	Curriculum	<ul style="list-style-type: none"> <li>Detail which digital high-quality instructional materials (curriculum and interventions) are available at each grade level and content area for teachers to use in their digital classrooms. Please list these materials by publisher, title, grade level and content area. If the content available is not on the approved state textbook list or is not high-quality based on EdReports reviews, state why this instructional material is being utilized.</li> </ul>	Textbooks from approved textbook list from MDE are used for all courses as appropriate. These are checked out for use with the Moodle and Zoom methods of delivery. E-books are used for dual credit courses according to the community college requirements. National standards and state standards are utilized for all arts instruction. Additional supplemental materials are used to augment the learning needs including videos, recordings, and books appropriate to the learning.
32	Curriculum	<ul style="list-style-type: none"> <li>Describe how your district will manage and maintain the necessary licenses for all digital content for teachers and students that are not open source through June 2023.</li> </ul>	MSA will continue to budget the software licenses the same amount of licenses as were prior to the EDLA program. Additional software licenses will be contingent upon legislative funding.
33	Curriculum	<ul style="list-style-type: none"> <li>Describe how your districts will train teachers and administrators to review digital materials and online tools to determine if they are high-quality and aligned to state standards.</li> </ul>	MSA will use MDE guidance on curriculum and university level resources to continue making quality decisions. Review of the digital assignments will be aligned with in-person assignments with the same rubrics with modifications for technical submission.
34	Curriculum	<ul style="list-style-type: none"> <li>Describe the feedback loop that allows teachers to collaborate with each other and strengthen their ability to identify and utilize high-quality instructional materials.</li> </ul>	Teachers meet regularly (approximately twice a month and informally) and discuss strategic goals. These goals include access to high-quality instructional materials. MSA is a member of the national and state organizations for arts education (Arts School Network, National Association of Schools of Music, National Dance Education Organization, Mississippi Alliance for Arts Education, Mississippi Association of Educators in the Arts, and Mississippi Gifted Teachers Association). The instructional materials used augment the state recommended guidelines.

35	Student Readiness	<ul style="list-style-type: none"> <li>What ongoing training and support are you providing to your students and their families to ensure they are ready for and fully engaged in digital learning? How will they navigate through their course materials (will your students know where to start, what to do next, and when the work is successfully completed/submitted)? How will you assist students in attitudes (motivation for learning), discipline (effective time management), academic integrity, learning expectations and accessibility features at all grade levels?</li> </ul>	<p>Prior to the start of school, students are trained through an online orientation regarding resources, email and Moodle activation. Portions of the orientation are reviewed again at the start of the second semester. Teachers have been advised to design Moodle course layout in a way that students will not have to ask questions about where to find assignments and materials. A student who is absent or digitally learning should be able to login to the LMS and know exactly where to start and finish, even without direct teacher interaction. Teachers are encouraged to implement graphics for motivating students and remind students about academic integrity (cheating and plagiarism). Parents and students engaged in zoom sessions regarding expectations prior to the start of school. Emails are utilized daily to inform students and staff. Course materials are provided prior to the start of the class. Weekly monitoring by the counselor, teachers, and administration results in calls to families for any consistent issue with logging in/participation. Senior and Junior seminars are conducted on time management, stress management, conflict management, and social media use which impact the attitudes of the students and how they function in a virtual environment. Translated materials will be made available for any parents who may need them. Students without parental involvement have an advocate identified during the enrollment process in which all communication will be made.</p>
36	Student Readiness	<ul style="list-style-type: none"> <li>Describe how your district will continue to provide all students digital citizenship instruction.</li> </ul>	<p>Upon enrolling at MSA, all students automatically receive a Moodle LMS account that is linked with their AD account and automatically enrolled in several course sites. This creates their digital 'passport' to citizenship that stays with them until graduation. Besides required online orientation in Moodle and a course site create specifically for student forms and documents, all students are subjected to some type of digital access through Moodle LMS. Additional instructions for course assignments are given by instructors. Junior and Senior Seminar sessions are dedicated to digital citizenship as part of the course requirements conducted once each year with the students.</p>
37	Student Readiness	<ul style="list-style-type: none"> <li>Describe how your district will support the social and emotional health of your students.</li> </ul>	<p>We will continue to provide support through our academic and psychological counseling services. Small group and individual sessions are provided as needed. Continuous adult mentorship is provided as we are in a residential environment.</p>
Additional Notes/Comments:			

EDLA Digital Learning Plan: Technical			
Local Education Agency:		Mississippi School of the Arts	
LEA Point of Contact:		Patrick Brown - patrick.brown@msabrookhaven.org	
#	Topic	Questions	Explain your Digital Learning Plan (if any answers are preliminary or otherwise not final, please indicate by when your plans will be finalized)
1	Devices	<ul style="list-style-type: none"> <li>Including the laptops/tablets you have in place today, and adding the new laptops/tablets you plan to purchase through the EDLA Program (based on your verified needs assessment), please provide assurance that all students and teachers will have a laptop/tablet beginning this fall through at least June 2023. If you do NOT plan to provide a laptop/tablet to ALL students and/or teachers, please explain which students/teachers will not get a laptop/tablet, why they do not need a such a device, and your plan to teach students via digital learning without a device.</li> </ul>	Under the EDLA Program, we are geared to provide students and teachers a laptop device capable for blended and virtual learning opportunities to meet criteria based on an updated strategic plan.
2	Configuration	<ul style="list-style-type: none"> <li>How will your laptops/tablets be configured so your technical staff can manage them remotely via the internet (versus working within your network)? Are all software packages up to date? How will you keep them up to date?</li> </ul>	Laptops will be managed using Windows Intune/JAMF MDM software.
3	Configuration	<ul style="list-style-type: none"> <li>How will your district ensure all district-owned devices will have web content filtering? Explain the policies and procedures for reviewing and testing to ensure that inappropriate content is blocked.</li> </ul>	All current devices have iboss cloud filtering. Devices purchased through the EDLA program will have additional licenses for CIPA cloud content filtering. The on-premise and cloud software is tested often to maintain federal guidelines.
4	Other Technology	<ul style="list-style-type: none"> <li>Beyond laptops/tablets, describe other technology and network equipment you are requesting to be purchased through the EDLA Program to support digital learning and the technology needs of students and/or teachers working from home.</li> </ul>	If funds are available for hot spots through the Mississippi Department of Education or other grants, we plan to purchase them for staff and students without reliable internet access.
5	Learning Management Systems (LMS)	<ul style="list-style-type: none"> <li>Including the LMS licenses you have in place today, and adding the new licenses you will purchase through the EDLA Program (based on your verified needs assessment), please provide assurance that all students and teachers will have an LMS license beginning this fall through at least June 2023. If you do NOT plan to provide an LMS (license) to all students and/or teachers, explain which students/teachers will not get an LMS license, why they do not need one, and your plan to teach students via digital learning without an LMS.</li> </ul>	Teachers and students currently use an on-premise Moodle LMS installation (free licensing) and will continue throughout June 2023. This has been in place successfully since 2018-19 school year.
6	Other Software	<ul style="list-style-type: none"> <li>Please detail your district's list of approved software and other online tools that support digital learning. How does your district vet such software tools and negotiate/set/approve terms and conditions? Do teachers know district policies for vetting and approving software tools and the process for proposing and approving such tools?</li> </ul>	Zoom and Teams is used for video conferencing. Select teachers also use YouTube and Vimeo content hosting services. MSA attempts to make every effort to host learning tools on our own servers. This limits the amount of student data in the hands of 3rd parties. Teachers must receive clearance for all sites and apps.
7	Connectivity	<ul style="list-style-type: none"> <li>Your district will receive funds provided by HB1788. Please describe your intended use for these funds. Do you know whether each of your students and teachers has internet access at home? If so, how many do not have access? If your plan includes hotspots with data plans, how many would you need to connect all students to the internet?</li> </ul>	There are approximately 3 teachers/administrators without internet access. There are approximately 10 students without reliable internet access. We have conducted surveys for juniors and seniors regarding internet access at home. Because our students are state-wide, it is much harder to map connectivity potential.
8	Technical Professional Development	<ul style="list-style-type: none"> <li>Describe the technical resources or capabilities you need to augment your team (e.g., more engineers, vendor support). Please describe your district's plans to acquire such additional resources.</li> </ul>	Self-professional development through the use of online video tutorials and documentation. Annually, MSA finds resources available through professional memberships for teachers in specialized areas. Community colleges also offer free resources from time to time. MSA brings in professionals to teach our staff annually on various topics relevant to the schoolwide mission. Due to the nature of current issues, more technological training will be identified as needed.

9	Technical Professional Development	<ul style="list-style-type: none"> <li>Describe the new/enhanced skills your technical staff need to support digital learning. What training and professional development will your district provide to help them acquire those skills?</li> </ul>	The Technology Coordinator has, and continues to provide one-on-one training with teachers regarding the use of online tools. Additional resources are available through our local Copiah-Lincoln Community College.
10	Technical Professional Development	<ul style="list-style-type: none"> <li>Beyond supporting digital learning instruction, describe other responsibilities your district will expect technical staff to manage and if those staff members have received the training they need to carry out those responsibilities.</li> </ul>	Current technical staff already have the knowledge and experience on products and services necessary to conduct blended and/or remote learning.
11	On Demand Support	<ul style="list-style-type: none"> <li>Explain how your staff/vendors will support teachers and student learning when their laptops/tablets, software or internet connection do not work as expected. Who will your students or families call when they have a question or need support?</li> </ul>	Students and parents will be able to contact the Technology Coordinator's office for support.
12	Sustainability	<ul style="list-style-type: none"> <li>Describe the laptops/tablets you have in place today that you will continue to use. Will they need to be refreshed prior to June 2023? Describe your district's device refresh plan/schedule and whether refresh costs are accounted for in your budget.</li> </ul>	Laptops in place consist of chromebooks, which will expire in June 2021. Through potential funding increase by legislature, MSA's goal is to refresh chromebooks at that time. If additional state funds are unavailable, grants will be sought to purchase new technology.
13	Sustainability	<ul style="list-style-type: none"> <li>Please explain your sustainability plan through June 2023. How will your district maintain the devices purchased through EDLA throughout the next three years without additional state funds? How will your district prepare to retire and replace these devices after June 2023 before the expiration of the term of their expected useful life?</li> </ul>	Without additional state funds by legislature, MSA will have to cut other services or attempt to apply for any and all available grants. Unlike local schools, MSA does not receive an Ad Valorem tax and cannot carry a fund balance into the next year in order to save budget funds for technology.
14	Sustainability	<ul style="list-style-type: none"> <li>Please explain whether your district allows graduating 12th graders to purchase devices and, if so, how your districts plans to replace these devices.</li> </ul>	We do not anticipate allowing 12th graders the opportunity to purchase devices due to the state inventory procedures.
<b>Additional Notes/Comments:</b>			This plan is contingent upon additional funding for the school by legislature.

EDLA Digital Learning Plan: Special Education and Populations			
Local Education Agency:		Mississippi School of the Arts	
LEA Point of Contact:		Patrick Brown - patrick.brown@msabrookhaven.org	
#	Topic	Questions	Explain your Digital Learning Plan (if any answers are preliminary or otherwise not final, please indicate by when your plans will be finalized)
<b>Student needs vary by population; districts need to address the needs of all populations – students with disabilities, students from poverty, English Learners, homeless students, migrant students and students in foster care – learning from home through digital learning.</b>			
38	Supporting Parents	<ul style="list-style-type: none"> <li>Describe how your district will provide training and supports to parents and external providers to ensure that students with special needs are provided the services required. How can you assist parents with collecting data to track student progress? How will you work with parents to help increase student performance?</li> </ul>	MSA has 4 students with an IEP who are serviced through the Brookhaven High School interlocal agreement for special services. For the classes these students take at MSA, parental communication is done through email and phone. We have active parent with grades and progress. Weekly monitoring for all students is communicated to parents and accommodations are increased as needed for support. Translated materials will be made available for any parents who may need them. Students without parental involvement have an advocate identified during the enrollment process in which all communication will be made.
39	Providing Services	<ul style="list-style-type: none"> <li>Describe how your district will provide appropriate services at home to ALL students receiving special services in school. What access and support issues require special attention or accommodation? How will the student's learning environment in a digital learning program ensure that all required special education and related services are provided?</li> </ul>	Each teacher offers individual attention and meetings as needed for student learning. Accommodations are provided in the same manner as in person classes according to the IEP. Tutoring is provided after school for students who need additional support beyond the school day. Translated materials will be made available for any parents who may need them. Students without parental involvement have an advocate identified during the enrollment process in which all communication will be made.
40	Accessibility	<ul style="list-style-type: none"> <li>Describe your district's capacity to provide students access to accessibility features such as audiobooks, closed captioned hearing, and access to enlarged print on computer.</li> </ul>	MSA does not have any students with V/I accommodations for 2020-2021. When there is a student with a need, accommodations have been made for large print materials, specific color paper or device background. If needed, MSA will seek an ASL interpreter for any translation of electronic lecture/conference. For students with dyslexia, MSA has reading pens available for students to assist with auditory accommodations. Translated materials will be made available for any parents who may need them. Students without parental involvement have an advocate identified during the enrollment process in which all communication will be made.
Additional Notes/Comments:			



**Mississippi  
Schools for the Deaf  
and the Blind**

# Equity in Distance Learning Act

**FY21**



**MISSISSIPPI  
DEPARTMENT OF  
EDUCATION**

*Ensuring a bright future for every child*

## **Office of Technology and Strategic Services**

**Release Date**

**August 10, 2020**

**Due Date**

**September 1, 2020**

## Uses of Funds

Senate Bill 3044 from the 2020 Regular Session of the Mississippi Legislature establishes that districts and schools receiving these funds may use them for any of the following:

- The purchase of laptop computers, tablets, assisted learning devices or other devices which can be used personally by a student or teacher in their home or in the classroom;
- The purchase of learning management systems, software and other online tools;
- The purchase and installation of hardware to provide for or enhance the internet connectivity of school's students, including the cost of establishing personal or centrally located hotspots;
- The enhancement of security related to devices or connectivity to comply with state and federal law, and to protect students, teachers and administrators and other staff working within the school;
- The delivery of professional development related to use of devices, connectivity or other relevant components of distance learning for teachers, students and the wider community, including parents or guardians of students enrolled in the school; and
- Materials or equipment necessary to increase health and safety precautions in classrooms or other school facilities.

Funds should be used to purchase items submitted in the Needs Assessment sent to MDE.

Funds will become available upon approval of a successful application, must be obligated by **September 11, 2020**, and liquidated by **December 1, 2020**.

## Criteria for Funding

### Eligibility

In order to be eligible to receive funding under this program, the school must prioritize first the purchase of laptop computers, tablets, assisted learning devices or other devices which can be used personally by a student or teacher in their home or in the classroom. Schools must equip every student with a grade-appropriate device, as recommended by the MDE before incurring the expense of learning management systems, software and other online tools or the purchase and installation of hardware to provide for or enhance the internet connectivity of school's students, including the cost of establishing personal or centrally located hotspots, which are the next priorities of spending.

The district or school must match twenty percent (20%) of the funds received through EDLA with funds from the Elementary and Secondary School Emergency Relief (ESSER) Fund or any funds made available to a school district or charter school for such purposes from any federal, state, public or private entity.

Funds under this program must be used to purchase products from vendors listed on the Express Products List (EPL) unless the school district or school can demonstrate to the MDE that the products purchased from vendors not listed on the EPL:

1. Meet or exceed the technological specifications and functionality required by the MDE; and
2. Can be purchased at a price that is less than any of the prices listed on the EPL for a comparable product.

### Funding

Applicants shall receive funding based on average daily membership, as defined in Mississippi Code Section 37-151-5 and as calculated in the 2019-2020 school year. For any school not funded under the Mississippi Adequate Education Program (MAEP), the MDE will calculate the average daily membership equivalent or fund the school based on enrollment. Additional funding will be provided to assist in meeting a portion of the needs assessment, if funding is available.

Any applicant that will not need the full amount based on the allocation prescribed above, will receive an allocation that matches their need. Any funds that remain after this review will be reallocated to districts/schools that need additional funding to meet their needs assessment.

### Reimbursement

Applicants will be able to seek reimbursement monthly by submission of a Request for Funds form to the Office of Technology and Strategic Services. Along with this request the applicant must attach:

- The original, itemized invoice of purchase or authentic copy;
- Proof of insurance for items purchased; and
- Monthly Expenditure/Budget Reports

### Applications

Applications for the Equity in Distance Learning program funds must be received **no later than 3:00 p.m. September 1, 2020. Please email applications to [grantapp@mdek12.org](mailto:grantapp@mdek12.org).**

Any questions regarding the application process should be addressed to Joshua Huwe, Infrastructure Engineer, Office of Technology and Strategic Services at (601-359-3487) or email [jhuwe@mdek12.org](mailto:jhuwe@mdek12.org).

### Application Requirements

A completed application includes all the following components in sequential order:

- A completed application cover page, including all required signatures,
- Signed assurances with original signatures,
- A Distance Learning Plan
- A Technology Sustainability Plan,
- A Responsible Use Policy
- Budget Summary (Form A),
- Budget Narrative (Form B), and
- Matching Budget Narrative (Form C)

## Form 1-Cover Page

### Equity in Distance Learning Act (EDLA) Program FY 21 (School Year 2020-2021) Application

<b>School District (School) Name:</b> Mississippi Schools for the Deaf and the Blind	<b>Address:</b> 1253 Eastover Dr	<b>City, State, Zip:</b> Jackson, MS 39211
<b>Phone:</b> 601-984-8000	<b>Fax:</b>	<b>E-mail:</b> dsorensen@mdek12.org
<b>Amount Allocated under EDLA Program</b>  \$ <u>76,207</u>	<b>Required Match (Minimum 20%)</b>  \$ <u>69,858</u>	<b>DUNS#</b> <b>809399694</b>

**Required signatures/dates:**

Donna E Sorensen \_\_\_\_\_ 8/31/2020 \_\_\_\_\_ Donna E Sorensen \_\_\_\_\_  
 Superintendent Date Typed Name

Alison Bradford \_\_\_\_\_ 8/31/2020 \_\_\_\_\_ Alison Bradford \_\_\_\_\_  
 Business Manager Date Typed Name

Joey Dickerson \_\_\_\_\_ 8/31/2020 \_\_\_\_\_ Joey Dickerson \_\_\_\_\_  
 Technology Coordinator Date Typed Name

769-257-3968 \_\_\_\_\_ jdickerson@mdek12.org \_\_\_\_\_  
 Phone Number for Technology Coordinator E-Mail Address for Technology Coordinator

<b>For MDE use only:</b>	<b>Mississippi Department of Education Approval</b>
EDLA Reviewer	_____
OTSS 2 <sup>nd</sup> Level Reviewer	_____
Grants Management Reviewer	_____
Chief Information Officer	_____
Approval Date:	_____

## **PROGRAM SPECIFIC ASSURANCES**

***Please read carefully before signing.***

The grantee hereby assures that, in accordance with the statute, the agency or consortium of agencies submitting this proposal shall comply with the following:

### **According to the Equity in Distance Learning Act:**

1. The grantee must prioritize first the purchase of laptop computers, tablets, assisted learning devices or other devices which can be used personally by a student or teacher in their home or in the classroom. The grantee must equip every student with a grade-appropriate device, as recommended by the MDE before incurring the expense of learning management systems, software and other online tools or the purchase and installation of hardware to provide for or enhance the internet connectivity of school's students, including the cost of establishing personal or centrally located hotspots, which are the next priorities of spending.
2. The grantee must match twenty percent (20%) of the funds received through EDLA with funds from the Elementary and Secondary School Emergency Relief (ESSER) Fund or any funds made available to a school district or charter school for such purposes from any federal, state, public or private entity.
3. The grantee funds under this program must be used to purchase products from vendors listed on the Express Products List (EPL) unless the school district or school can demonstrate to the MDE that the products purchased from vendors not listed on the EPL:
  - a) Meet or exceed the technological specifications and functionality required by the MDE; and
  - b) Can be purchased at a price that is less than any of the prices listed on the EPL for a comparable product.
4. The grantee must compile and maintain an inventory list of all devices purchased and issued to students, teachers and administrators and other staff, as well as any supporting technology or equipment used to support the school's distance learning plan.
5. The grantee must purchase the items (with specifications) that have been identified in the Needs Assessment that was submitted to the MDE.

### **According to the Coronavirus Aid, Relief and Economic Security (CARES) Act:**

6. The grantee adheres to the applicable provisions of the CARES Act (Section 5001) and in compliance with subsection 601(d) of the Social Security Act, as amended, (42

U.S.C. 801(d)), which provides that payments made under this section may only be used to cover costs that –

- a. Are necessary expenditures incurred due to the public health emergency with respect to the Coronavirus Disease 2019 (COVID-19);
  - b. Were not accounted for in the budget most recently approved as of March 27, 2020 (the date of enactment of the CARES Act) for the state or government; and
  - c. Were incurred during the period that begins on March 1, 2020 and ends on December 1, 2020.
7. The grantee adheres to maintaining records to support compliance with subsection 601(d) may include, but are not limited to, copies of the following:
- a. General ledger and subsidiary ledgers used to account for (a) the receipt of Coronavirus Relief Fund payments and (b) the disbursements from such payments to meet eligible expenses related to the public health emergency due to COVID-19;
  - b. Budget records for Fiscal Year 2019 and 2020;
  - c. Receipts of purchases made related to addressing the public health emergency due to COVID-19;
  - d. Contracts and subcontracts entered into using Coronavirus Relief Fund payments and all documents related to such contracts;
  - e. Grant agreements and grant subaward agreements entered into using Coronavirus Relief Fund payments and all documents related to such awards;
  - f. All documentation of reports, audits, and other monitoring of contractors, including subcontractors, and grant recipient and subrecipients;
  - g. All documentation supporting the performance outcomes of contracts, subcontracts, grant awards, and grant recipient subawards;
  - h. All internal and external email/electronic communications related to use of Coronavirus Relief Fund payments; and
  - i. All investigative files and inquiry reports involving Coronavirus Relief Fund payments.

Records shall be maintained for a period of five (5) years after final payments is made using Coronavirus Relief Fund monies. These record retention requirements are applicable to all prime recipients and their grantees and subgrant recipients, contractors, and other levels of government that received transfers of Coronavirus Relief Fund payments from prime recipients.

**According to Mississippi Department of Education (MDE) Policy:**

8. The grantee adheres to the applicable provisions of the Uniform Administrative Requirement, Cost Principles, and Audit Requirements for Federal Awards (2 C.F.R. Part 200). The grantee shall be an equal opportunity employee and shall perform to all applicable requirements; accordingly, the applicant shall neither discriminate nor permit discrimination in its operations or employment practices against any person or group of persons on the grounds of race, color, religion, national origin, handicap or sex in a manner prohibited by law. Further, the applicant agrees to comply with the Civil Rights

Act of 1964, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975 and the Americans with Disabilities Act.

9. All Non-Federal entities/grantees that expend \$750,000 or more in a year in Federal awards shall have a single or program-specific audit conducted for that year in accordance with provisions of OMB Uniform Guidance: Cost Principles, Audit, and Administrative Requirements for Federal Awards.
10. The grantee agrees that the MDE, or any of its duly authorized representatives, at any time during the term of this agreement, shall have access to, and the right to audit examine any pertinent books, documents, papers, and records of grantee related to grantee's charges and performance under this agreement. Such records shall be kept by grantee for a period of five years after final payment under this agreement, unless the MDE authorizes their earlier disposition. Grantee agrees to refund to the MDE any overpayments disclosed by any such audit. However, if any litigation, claim, negotiation, audit, or other action involving the records has been started before the expiration of the five-year period, the records shall be retained until completion of the action and resolution of all issues, which arise from it.
11. The grantee assures that it possesses legal authority to apply for and receive funds under this agreement.
12. The grantee certifies they have not been barred from contracting or otherwise doing business with the State or Federal Governments.
13. This agreement shall not be modified, altered, or changed except by mutual agreement by an authorized representative(s) of each party to this agreement, and must be confirmed in writing through MDE grant modification procedures.
14. The grantee shall perform all services as an independent grantee and shall discharge all of its liabilities as such. No act performed or representation made, whether oral or written, by grantee with respect to third parties shall be binding on the MDE.
15. The MDE, by written notice, may terminate the grant, in whole or in part, if funds supporting the grant are reduced or withdrawn. To the extent that the grant is for services, and if so terminated, the MDE shall be liable only for payment in accordance with payment provisions of the grant for services rendered prior to the effective date of termination. The MDE, by written notice, may terminate the grant for nonperformance by the grantee at any time during the term of the grant. The grantee agrees that work, data, etc. created under the auspices of the grant shall be turned over to the MDE upon such termination. The MDE, in whole or in part, may terminate the grant for cause by written notification. Furthermore, the MDE and the grantee may terminate the agreement, in whole or in part, upon mutual agreement. Either the MDE or the contractor may terminate this



agreement at any time by giving written notice to the other party of such termination and specifying the effective date thereof. The contractor shall be paid an amount which bears the same ratio to the total compensation as the services actually performed bear to the total services of the contractor covered by the agreement, less payments of compensation previously made.

16. This agreement, and all matters or issues collateral to it, shall be governed by, and construed in accordance with, the laws of the State of Mississippi.
17. The grantee shall not assign or subcontract in whole or in part, its rights or obligations under this agreement without prior written consent of the MDE. Any attempted assignment without said consent shall be void and of no effect.
18. The LEA further assures that any and all technology purchases made with funds received from this grant meet the minimum technical specifications set forth by the MDE.

**Furthermore,**

19. The grantee assures that it meets the three certifications as specified in ED Forum 80-0013, regarding lobbying, debarment/suspension/responsibility status, and drug-free workplace.
20. The grantee assures that it meets as applicable, the assurances relating to legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood insurance; environmental standards; wild and scenic river systems; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and general agreement to comply with all Federal laws, executive orders, and regulation.

**In addition,**

21. The Applicant(s) hereby assures and agrees that, in accordance with statutes and regulations, submitting this proposal shall comply with the following:
22. Property acquired under the Equity in Distance Learning Act Program will remain within the appropriate facility for continued use by the grantee after the funding period has expired. If program ends, all property will remain with the district where students attend at the discretion of the MDE;
23. The grantee agrees to fully cooperate with all monitoring, audit, evaluation, and reporting requirements established by the MDE and/or authorized representatives;
24. The grantee will submit all required data and reports, as required and/or requested, to the State of Mississippi and the United States Department of Treasury;

## **MISSISSIPPI DEPARTMENT OF EDUCATION STANDARD GRANT TERMS AND CONDITIONS**

Certain terms and conditions are required for receiving grants from the Mississippi Department of Education (MDE); therefore, the grantee will agree to the terms that follow.

### **Availability of Funds**

It is expressly understood and agreed that the obligation of MDE to proceed under this agreement is conditioned upon the congressional appropriation of funds and the receipt of federal funds. If the funds anticipated for the continuing fulfillment of the agreement are, at any time, not forthcoming or insufficient, either through the failure of the federal government to appropriate funds or the discontinuance or material alteration of the program under which funds were provided or if funds are not otherwise available to MDE, MDE shall have the right upon ten (10) working days written notice to the Grantee, to reduce the amount of funds payable to the Grantee or to terminate this agreement without damage, penalty, cost or expenses to MDE of any kind whatsoever. The effective date of reduction or termination shall be as specified in the notice of reduction or termination.

### **Changes**

This agreement shall not be modified, altered or changed, except by mutual agreement by an authorized representative(s) of each party to this agreement, and must be confirmed in writing through MDE grant modification procedures.

### **Independent Grantee**

The Grantee shall perform all services as an independent Grantee and shall discharge all of its liabilities as such. No act performed or representation made, whether oral or written, by Grantee with respect to third parties shall be binding on the MDE.

### **Termination**

The MDE, by written notice, may terminate this grant, in whole or in part, if funds supporting this grant are reduced or withdrawn. To the extent that this grant is for services, and if so terminated, the MDE shall be liable only for payment in accordance with payment provisions of this grant for services rendered prior to the effective date of termination.

The MDE, in whole or in part, may terminate this grant for cause by written notification. Furthermore, the MDE and the Grantee may terminate this grant, in whole or in part, upon mutual agreement.

Either the MDE or the Grantee may terminate this agreement at any time by giving 30 days written notice to the other party of such termination and specifying the effective date thereof. The Grantee shall be paid an amount which bears the same ratio to the total compensation as the services actually performed to the total services of the Grantee covered by the agreement, less payments of compensation previously made.

**Access to Records**

The Grantee agrees that the MDE, or any of its duly authorized representatives, at any time during the term of this agreement, shall have access to, and the right to audit and examine any pertinent books, documents, papers, and records of Grantee related to Grantee's charges and performance under this agreement. Such records shall be kept by Grantee for a period of five (5) years after final payment under this agreement, unless the MDE authorized their earlier disposition. Grantee agrees to refund to the MDE any overpayments disclosed by any such audit. However, if any litigation, claim, negotiation, audit or other action involving the records has been started before the expiration of the 5-year period, the records shall be retained until completion of the action and resolution of all issues which arise from it.

**Laws**

This agreement, and all matters or issues collateral to it, shall be governed by, and construed in accordance with, the laws of the State of Mississippi.

**Legal Authority**

The Grantee assures that it possesses legal authority to apply for and receive funds under this agreement.

**Equal Opportunity Employer**

The Grantee shall be an equal opportunity employer and shall perform to applicable requirements; accordingly, Grantee shall neither discriminate nor permit discrimination in its operations or employment practices against any person or group of persons on the grounds of race, color, religion, national origin, handicap or sex in any manner prohibited by law.

**Copyrights**

The Grantee: (i) agrees that the MDE shall determine the disposition to title to and the rights under any copyright by Grantee or employees on copyrightable material first produced or composed under this agreement; and, (ii) hereby grants to the MDE a royalty free, nonexclusive, irrevocable license to reproduce, translate, publish, use and dispose of, to authorize others to do so, all copyrighted or copyrightable work not first produced or composed by Grantee in the performance of this agreement, but which is incorporated in the material furnished under the agreement, provided that such license shall be only to the extent Grantee now has, or prior to the completion or full final settlements of agreement may acquire, the right to grant such license without becoming liable to pay compensation to other solely because of such grant.

Grantee further agrees that all material produced and/or delivered under this grant will not, to the best of the Grantee's knowledge, infringe upon the copyright or any other proprietary rights of any third party. Should any aspect of the materials become, or in the Grantee's opinion be likely to become, the subject of an infringement claim or suite, the Grantee shall procure the rights to such material or replace or modify the material to make it non-infringing.

**Personnel**

Grantee agrees that, at all times, the employees of Grantee furnishing or performing any of the services specified under this agreement shall do so in a proper, workmanlike and dignified manner.

**Surrender of Equipment**

Grantee and MDE shall jointly conduct a closing inventory and Grantee shall replace or repair all equipment lost, damaged or destroyed to make up any deficiency between the opening and closing inventories. Grantee shall transfer all equipment per MDE's guidance and written instructions.

**Assignment**

Grantee shall not assign or subgrant in whole or in part, its rights or obligations under this agreement without prior written consent of the MDE. Any attempted assignment without said consent shall be void and of no effect.

**Mississippi Ethics**

It is the responsibility of the Grantee to ensure that subcontractors comply with the Mississippi Ethics Law in regard to conflict of interest. A statement attesting to said compliance shall be on file by the Grantee.

I have **read** and **agree** to comply with the standard terms and conditions **and** grant assurances. I certify that the contents of this proposal, if funded, will be followed for the implementation of the Equity in Distance Learning Act Program described herein. *The signature of the Superintendent on this page must match the signatures on the cover page.*

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
Date

\_\_\_\_\_  
Grantee Name

## Distance Learning Plan

Each applicant is required to submit a distance learning plan that is both appropriate and achievable. Please submit a plan that provides a detailed description of how your district/school will:

- Develop, implement and maintain distance learning capabilities with a focus on device procurement and connectivity to the internet for students and teachers;
- Make specific provisions for its students with special needs, including the purchase of appropriate devices and equipment; and
- Prioritize the use of funds.
- The following components should be addressed:
  - Devices and services: Laptops or tablets for all students who need one
  - Connectivity: Data plans with hotspots to connect to the internet
  - Digital curriculum and learning management systems: High-quality instructional materials and the best online platform(s) to deliver them
  - Professional development for teachers, parents, and school staff: Training teachers how to deliver instruction online and training parents how to support their children with technology at home
  - Computer security, planning, and support: Device management, software, network configuration and accessibility
  - Telehealth/Teletherapy: Devices, connectivity, curriculum and professional development will support student access to telehealth/teletherapy and social-emotional learning.

## Technology Sustainability Plan

With the understanding that this grant program is funded with limited time federal funding, each applicant must submit a technology sustainability plan. Please submit a plan to describe how devices and other technology purchased and used by the school, students, teachers, administrators and staff will be maintained throughout their usage and replaced before the expiration of the term of their expected useful life without additional state funds.

## Responsible Use Policy

Applicants must provide a copy of their local school board approved responsible use policy. This policy must address the use of devices and other technology purchased under this grant. The policy must include provisions:

- Requiring students, parents or guardians, teachers, administrators and other staff to agree in writing to the provision in the policy and may include fines for intentional loss or damage to devices; and
- Acknowledging that the district/school shall assume the control of ownership and liability for personal devices and other equipment purchased under the EDLA program until the personal device or other equipment:
  - No longer serves the school or related school purposes for which it was acquired and is sold by public auction under Section 17-25-25;
  - Is sold to students in Grade 12 under the provisions of Section 37-7-459; or
  - Is traded into a vendor as part of a subsequent purch.



**FORM A**  
**BUDGET SUMMARY**  
**FY21 Equity in Distance Learning Act Funds**

<b>Name of Institution/Organization:</b>			Applicants must request funding by December 1, 2020. Please read all instructions before completing form. The Total Column should calculate to match the Needs Assessment.		
<b>Budget Categories</b>	<b>EDLA - 80% Fund 2592</b>	<b>Matching Fund 2590</b>	<b>Matching Fund _2294_</b>	<b>Matching Fund _____</b>	<b>Total</b>
<b>Salaries (Object 100s)</b>					
<b>Benefits (Object 200s)</b>					
<b>Contractual (Object 300s)</b>					
<b>Supplies (Object 600s)</b>					
<b>Equipment (Object 700s)</b>	\$ 76,207		\$69,858		\$146,065
<b>Other (Specify)</b>					
<b>Other (Specify)</b>					
<b>Other (Specify)</b>					
<b>Total Costs</b>	\$ 76,207		\$69,858		\$146,065

## FORM B BUDGET NARRATIVE

### FY21 Equity in Distance Learning Act Funds (80%)

Use the Budget Narrative form to provide a complete budget narrative for the EDLA project. On this page, please provide a **brief** but **detailed** budget narrative that explains the basis for estimating the costs of materials and supplies, consultants, and any projected expenditures. This information should include a **detailed** description of the costs included, sufficient to document the **necessity and reasonableness** of **all** costs, and a **clear and concise description** of the computations used to arrive at the total amounts indicated.

CATEGORY / Activity	AMOUNT	GENERAL DESCRIPTION
Salaries		
Benefits		
Contractual		
Supplies		
Equipment	\$76,207	<b>Procurement of MacBook laptops and iPads for 1:1 device deployment for each teacher and student for use in Distance Learning. MAC 113 x \$1057.19=\$119,462; iPads 50 x \$422.19=\$21,110; Canvas \$5493</b>
Other (Specify)		
Other (Specify)		
<b>GRANT TOTAL</b>	<b>\$76,207</b>	

## FORM C

# MATCHING BUDGET NARRATIVE

### Matching with Other Funding Source(s) (Minimum of 20%)

Use the Budget Narrative form to provide a complete budget narrative for the project. On this page, please provide a **brief but detailed** budget narrative that explains the basis for estimating the costs of materials and supplies, consultants, and any projected expenditures. This information should include a **detailed** description of the costs included, sufficient to document the **necessity and reasonableness of all costs**, and a **clear and concise description** of the computations used to arrive at the total amounts indicated.

CATEGORY / Activity	AMOUNT	GENERAL DESCRIPTION
Salaries		
Benefits		
Contractual		
Supplies		
Equipment	\$69,858	Further purchase of devices for 1:1 device deployment for each student and teacher.
Other (Specify)		
Other (Specify)		
<b>GRANT TOTAL</b>	<b>\$69,858</b>	



**EDLA Digital Learning Plan: Policy, Teaching and Content**

Local Education Agency:		Mississippi Schools for the Deaf and the Blind	
LEA Point of Contact:		Donna E Sorensen dsorensen@mdek12.org 769-257-3493	
#	Topic	Questions	Explain your Digital Learning Plan (if any answers are preliminary or otherwise not final, please indicate by when your plans will be finalized)
15	Responsible Use	<ul style="list-style-type: none"> <li>Describe how your district has updated your acceptable use policy to address the use of devices and other technology purchased under the EDLA Program. The policy shall include a provision requiring students, parents or guardians, teachers, administrators and other staff to agree in writing to the provisions in the policy, and may include fines for intentional loss or damage to devices. The policy shall also include a provision acknowledging that the school shall assume control of ownership and liability for devices and other equipment purchased under this grant program. Do your security and privacy policies reflect the needs and risks of students and teachers working from home?</li> </ul>	MSDB's Acceptable Use Policy was developed in collaboration with the Mississippi School for Math and Science and with the Mississippi School for the Arts. The policy was vetted by the three Superintendents, the Technology Coordinators at the three schools, by Dr. Nathan Oakley, Legal Counsel, and the policy was approved by the State Board of Education. MSDB's policy and practice addresses CIPA regulations, proper use of state equipment, and clarifies ownership and liability.
16	Modality	<ul style="list-style-type: none"> <li>Describe your district's policies and expectations regarding attendance and student/teacher interactions in the traditional, synchronous, asynchronous, or hybrid settings.</li> </ul>	Students on campus are expected to attend all classes during the 180-day calendar. Students online are expected to "call in" to their live classes and be in attendance according to current MDE regulations. Once MSDB has a Learning Management System, that system will track attendance.
17	Continuity	<ul style="list-style-type: none"> <li>Explain your plan for instruction to continue -- whether you are starting the school year in a traditional, hybrid, or digital (synchronous or asynchronous) mode -- in the event that COVID-19 leads to school closures or groups of students are quarantined at home. Are you able to continue essential functions remotely, including instruction, technical operations, child nutrition, and leadership (including school board meetings)?</li> </ul>	In the event of quarantine or closure, all classes will be virtual. MSDB Administrators are working with our contracted food service providers to send packaged food home through weekend transportation on Sundays and Fridays for virtual students.
18	Communications	<ul style="list-style-type: none"> <li>How has the district designed and deployed a robust digital communication system that is responsive to individual families, and that staff can use to communicate frequently with parents about their child's education?</li> </ul>	MSDB Schools have excellent relationships with parents. The Principals and Counselors are in touch with each family at their respective schools. Each Teacher of Record is in communication with families through phone calls, videophone calls, text messages, and email. Communication is sent through our website and each school's Facebook page.
19	Meta Data / Data Driven Decision Making	<ul style="list-style-type: none"> <li>Describe how your district will observe, guide and support the continuous improvement of teachers as they deliver digital learning.</li> </ul>	Each Principal will have access to on-campus classes and access to each Zoom link for virtual education. Once the Learning Management System is in place, the Principals will have access to classes through the LMS as well.
20	Meta Data / Data Driven Decision Making	<ul style="list-style-type: none"> <li>Other than student grades, describe the measures your district will use to evaluate the effectiveness of technology-enhanced instruction and assessments?</li> </ul>	All of MSDB's students qualify for Special Education and have Individual Education Plans (IEPs). Progress Monitoring on IEP goals is completed each reporting period along with grades.
21	Meta Data / Data Driven Decision Making	<ul style="list-style-type: none"> <li>Describe how your district will capture and report data on the performance/effectiveness of your digital learning program. How will your district ensure all students and teachers have the devices, connectivity, software and instructional content they need? How will you identify and address gaps to ensure teachers are able to teach and students able to learn in your digital learning program?</li> </ul>	MSDB will capture and report data by report cards, IEP goal progress, classroom-based assessments, and state testing requirements. MSDB will keep an inventory of devices and who each device is assigned to. Both MSB and MSD have lists of all students and their current status as to access to personal devices and Internet. 1:1 Deployment will begin with students who have no access to devices and continue until each student and each teacher has a school device. Identifying gaps in digital learning will be conducting using classroom-based assessments, report cards, and progress monitoring on IEP goals.

22	Teacher PD	<ul style="list-style-type: none"> <li>Describe the digital learning-related knowledge and skills of your teachers and administrators in the following areas:             <ol style="list-style-type: none"> <li>use of your district's learning management system (LMS)</li> <li>use of other online tools used by the district, including virtual conferencing tools and productivity tools</li> <li>planning and organizing a digital classroom</li> <li>planning digital lessons/units/modules</li> <li>creating and curating digital high quality instructional materials and content</li> <li>digitally assessing student learning and using data to inform instruction</li> <li>providing digital supports, accommodations, and modifications to ensure success of all learners</li> <li>maintaining student engagement and building relationships with students and parents in a digital setting</li> <li>maintaining integrity of student work</li> <li>other skills (if needed)</li> </ol> </li> </ul>	<p>1. MSDB does not have a current Learning Management System. All students and staff will need to be trained in using the procured LMS. 2. Most teachers and students are now familiar with Zoom as that is how virtual learning has happened since school building closure in March. 3. Principals have been working with teachers to develop consistent lesson planning templates to ensure learning through digital access. 4. Principals and teachers are reviewing their school's access to digital resources and curricula to ensure the materials are accessible for our students and are of high quality content. 5. Principals are working with teachers to ensure assessment through digital learning is accessible and a true measure of student knowledge and performance. 6. Principals and the Special Education Director along with the Teacher of Records are working together to ensure all IEP supports and accommodations are implemented. If changes are needed, IEP meetings are being held to address further accommodations through digital learning. 7. Both MSB and MSD have long histories of having close relationships with students and families. Some of our families are former students. Staff from both schools have been communicating with families through digital means for many years. 8. Through Professional Development and with training in the LMS system, Teachers will learn to ensure authenticity and integrity of student work. 9. Other professional development will consider the unique learning needs of our students - deaf, hard of hearing, blind, visually impaired, or deafblind, as digital learning is implemented. Staff will participate in trainings offered by other Schools for the Blind and Schools for the Deaf.</p>
23	Teacher PD	<ul style="list-style-type: none"> <li>Indicate how many of your teachers and administrators (number and percent) are ready based on the following levels of digital instruction readiness:             <ol style="list-style-type: none"> <li>Level 3: Trainer = ready to help others (advanced and sharing knowledge/skills with other teachers)                 <ol style="list-style-type: none"> <li>MS Innovative Educator</li> <li>Apple Distinguished Educator</li> <li>Google Certified Trainer</li> </ol> </li> <li>Level 2: Influencer = ready (advanced within their own classroom)</li> <li>Level 1: Beginner = minimally ready (basic within their own classroom)</li> <li>Level 0: Not Ready = lacking needed knowledge and skills (struggling)</li> </ol> </li> </ul>	<p>For official training, all Teachers and Administrators could be considered at Level Zero. However, many Teachers and Administrators are fluent technology users. Some staff have had training in Zoom, Canvas, etc from other employment and bring a wealth of knowledge to assist colleagues.</p>
24	Teacher PD	<ul style="list-style-type: none"> <li>Each district should be supporting all teachers to reach Level 2: Influencer and at least 1 teacher per 100 (or 1 in every site) to reach Level 3: Trainer. Please describe your district's plan to provide the training and professional development to help your teachers and administrators (including new hires) reach this goal.</li> </ul>	<p>MSDB will be providing training to every Teacher and Staff member working with students both on-campus and through digital learning. Because our learners are unique, MSDB spends time each year ensuring Teachers have access to the professional development, training, resources, and materials they need to support student learning.</p>
25	Teacher PD	<ul style="list-style-type: none"> <li>Will your district rely on MDE-provided professional development for your teachers and administrators, provide your own, or use both? [SEE ASSURANCES]</li> </ul>	<p>MSDB will use MDE-provided training, in-house training, and training from others Schools for the Blind and Schools for the Deaf.</p>
26	Teacher PD	<ul style="list-style-type: none"> <li>How many hours per teacher and administrator will your district commit during each academic year so they can receive the training and professional development they need? List anticipated professional development topics, dates, provider, and the standards that will be followed during the professional development. [SEE ASSURANCES]</li> </ul>	<p>MSDB Staff will require training in Canvas, Zoom (if possible), and other training specifically designed from other Schools for the Blind and Schools for the Deaf. Staff members will be engaged in SpedTrack and SAM/Central Access Training, IEP On Demand training, and other training related to digital learning for our unique students.</p>

27	Teacher PD	<ul style="list-style-type: none"> <li>Classroom instruction can be an isolating experience for teachers. Please describe how your district will ensure teachers remain connected to each other, the administration, the support systems and professional development opportunities.</li> </ul>	MSDB Administration will continue to connect with teachers and staff using Office 365 Suite, Email, Zoom. In person check-ins will be conducted as appropriate. Observations in classrooms and in virtual education sessions will occur.
28	Teacher PD	<ul style="list-style-type: none"> <li>Beyond digital learning instruction, please describe what other responsibilities your district will expect teachers and administrators to manage, and whether they have received the training they need to carry out those responsibilities.</li> </ul>	Because all students at MSB and MSD are in Special Education, Teacher and Staff are trained in sensory-specific topics, the Expanded Core Curriculum and/or Bilingual Education, and in developing and implementing IEPs.
29	Assessment	<ul style="list-style-type: none"> <li>Do your district's existing assessments and platforms work in digital learning? How are formative and summative assessments, in addition to other instructional activities, to be distributed, collected, graded and recorded?</li> </ul>	MSDB has SAM/Central Access which provides information for the LMS that will be procured and other platforms needed such as Clever.
30	Assessment	<ul style="list-style-type: none"> <li>Describe how your district will transition to a system of digital and online assessment (diagnostic, formative, adaptive, and summative) to support continuous feedback loops that drive data-driven decision making. How will your district provide opportunities for all schools to use digital and online assessment systems that provide all students and teachers with real-time feedback in ways that increase the rate and depth of learning, and that enable data-informed instructional decision making?</li> </ul>	MSDB has been transitioning to a system of digital and online assessment since before the school building closures in March. Many of the state assessments were already digital. MSDB prepares student to participate in those assessments using the necessary accommodation features. Digital and online assessments provide real-time feedback in ways that in person grading cannot. Principals will work with teachers and staff to ensure instruction is based on data.
31	Curriculum	<ul style="list-style-type: none"> <li>Detail which digital high-quality instructional materials (curriculum and interventions) are available at each grade level and content area for teachers to use in their digital classrooms. Please list these materials by publisher, title, grade level and content area. If the content available is not on the approved state textbook list or is not high-quality based on EdReports reviews, state why this instructional material is being utilized.</li> </ul>	Neither MSB nor MSD has systemic digital curricula. This is a goal in our Strategic Plan and systemic implementation is not consistent. Additional materials will be vetted for high-quality, alignment to state standards, and accessible to our staff and students.
32	Curriculum	<ul style="list-style-type: none"> <li>Describe how your district will manage and maintain the necessary licenses for all digital content for teachers and students that are not open source through June 2023.</li> </ul>	Well that all depends on whether or not MDE Procurement Dept. will cooperate in getting things ordered in a timely manner. We will renew licenses/quotes yearly to keep this ongoing.
33	Curriculum	<ul style="list-style-type: none"> <li>Describe how your districts will train teachers and administrators to review digital materials and online tools to determine if they are high-quality and aligned to state standards.</li> </ul>	MSDB Teachers and Administrators are well-versed in finding and using high-quality and accessible materials. As our procurement process entails vetting from staff, Principals, Superintendent, MDE OTSS, and MDE Procurement, all materials are high quality and are aligned with state standards.
34	Curriculum	<ul style="list-style-type: none"> <li>Describe the feedback loop that allows teachers to collaborate with each other and strengthen their ability to identify and utilize high-quality instructional materials.</li> </ul>	MSDB Teachers participate in Professional Learning Communities and staff meetings to collaborate with each other.
35	Student Readiness	<ul style="list-style-type: none"> <li>What ongoing training and support are you providing to your students and their families to ensure they are ready for and fully engaged in digital learning? How will they navigate through their course materials (will your students know where to start, what to do next, and when the work is successfully completed/submitted)? How will you assist students in attitudes (motivation for learning), discipline (effective time management), academic integrity, learning expectations and accessibility features at all grade levels?</li> </ul>	Once Teachers and Staff are trained in the LMS, they will train students and families. MSDB is also implementing a new program - Regional Education Support Providers who will visit homes to assist with digital learning. The school will provide training on other areas of device usability.
36	Student Readiness	<ul style="list-style-type: none"> <li>Describe how your district will continue to provide all students digital citizenship instruction.</li> </ul>	MSDB will continue to look for accessible resources for our students. Other digital citizenship instruction happens on a case by case and "in the moment" learning experiences.
37	Student Readiness	<ul style="list-style-type: none"> <li>Describe how your district will support the social and emotional health of your students.</li> </ul>	Both MSB and MSD have counselors available for student support. Because of our student population and school cultures, staff have close trusted relationships with students and their families.

Additional Notes/Comments:

**EDLA Digital Learning Plan: Technical**

Local Education Agency: Mississippi Schools for the Deaf and the Blind		Explain your Digital Learning Plan (if any answers are preliminary or otherwise not final, please indicate by when your plans will be finalized)
LEA Point of Contact: Donna E Sorensen dsorensen@mdek12.org 769-257-3493		
#	Topic	Questions
1	Devices	<ul style="list-style-type: none"> <li>Including the laptops/tablets you have in place today, and adding the new laptops/tablets you plan to purchase through the EDLA Program (based on your verified needs assessment), please provide assurance that all students and teachers will have a laptop/tablet beginning this fall through at least June 2023. If you do NOT plan to provide a laptop/tablet to ALL students and/or teachers, please explain which students/teachers will not get a laptop/tablet, why they do not need a such a device, and your plan to teach students via digital learning without a device.</li> </ul>
		MSDB provides 1:1 devices on campus currently. MSDB and MSA have worked with the State Auditor to allow these devices to be used at home. MSDB's devices are 8+ years old. The devices procured through the EDLA will provide each student and each teacher with a device to access Distance Learning through June 2023. MSDB's plan is to identify students without personal devices and deploy until all students have access.
2	Configuration	<ul style="list-style-type: none"> <li>How will your laptops/tablets be configured so your technical staff can manage them remotely via the internet (versus working within your network)? Are all software packages up to date? How will you keep them up to date?</li> </ul>
		Devices are configured through our MDM and will be remotely as such and Packages are updated through the Mobile Device Management (MDM), Content Delivery Network (CDN), and App store.
3	Configuration	<ul style="list-style-type: none"> <li>How will your district ensure all district-owned devices will have web content filtering? Explain the policies and procedures for reviewing and testing to ensure that inappropriate content is blocked.</li> </ul>
		We have Securly (cloud based filtering) that is pushed through the machines remotely and audits will be performed monthly by staff. Other policies and procedures are defined in our Handbook.
4	Other Technology	<ul style="list-style-type: none"> <li>Beyond laptops/tablets, describe other technology and network equipment you are requesting to be purchased through the EDLA Program to support digital learning and the technology needs of students and/or teachers working from home.</li> </ul>
		Because MSDB students are deaf, hard of hearing, blind, visually impaired, or deafblind, the students require sensory-specific devices. Many students are rural and access to the Internet is limited or unavailable. MSDB asked for devices to meeting the needs of students with visual impairments and for hotspots.
5	Learning Management Systems (LMS)	<ul style="list-style-type: none"> <li>Including the LMS licenses you have in place today, and adding the new licenses you will purchase through the EDLA Program (based on your verified needs assessment), please provide assurance that all students and teachers will have an LMS license beginning this fall through at least June 2023. If you do NOT plan to provide an LMS (license) to all students and/or teachers, explain which students/teachers will not get an LMS license, why they do not need one, and your plan to teach students via digital learning without an LMS.</li> </ul>
		MSDB has no Learning Management System in place. Through the EDLA and dependent upon meeting MDE's first priority of devices, MSDB hopes procure the LMS needed for all staff and students. Should the Procurement process prohibit MSDB from getting an LMS, teachers will be using Microsoft Teams and Zoom to provide education. If MSDB is unable to procure hotspots, some students may only have the ability to access their education through the postal system.
6	Other Software	<ul style="list-style-type: none"> <li>Please detail your district's list of approved software and other online tools that support digital learning. How does your district vet such software tools and negotiate/set/approve terms and conditions? Do teachers know district policies for vetting and approving software tools and the process for proposing and approving such tools?</li> </ul>
		MSDB offers Office 365, Zoom, Clever, and hoping to procure Canvas. OTSS negotiates and approves all software. MSDB Technology Services staff will train teachers on the process.
7	Connectivity	<ul style="list-style-type: none"> <li>Your district will receive funds provided by HB1788. Please describe your intended use for these funds. Do you know whether each of your students and teachers has internet access at home? If so, how many do not have access? If your plan includes hotspots with data plans, how many would you need to connect all students to the internet?</li> </ul>
		MSDB would need 25 hotspots with data plans.
8	Technical Professional Development	<ul style="list-style-type: none"> <li>Describe the technical resources or capabilities you need to augment your team (e.g., more engineers, vendor support). Please describe your district's plans to acquire such additional resources.</li> </ul>
		MSDB needs a Property Officer to focus on the inventory and deployment of EDLA devices in addition to all assets on campus. MSDB believes there is a PIN for this position through MDE. In addition, MSDB needs a Junior Technician for paperwork and minor technical support. Software and device vendors would need to provide training to Technical staff, teachers, students, and families.
9	Technical Professional Development	<ul style="list-style-type: none"> <li>Describe the new/enhanced skills your technical staff need to support digital learning. What training and professional development will your district provide to help them acquire those skills?</li> </ul>
		MSDB Technical staff would need training in having these platforms "communicate" with each other and with other MDE and MSDB programs such as MSIS, SAM, etc as appropriate.

0	Technical Professional Development	<ul style="list-style-type: none"> <li>Beyond supporting digital learning instruction, describe other responsibilities your district will expect technical staff to manage and if those staff members have received the training they need to carry out those responsibilities.</li> </ul>	<p>Oftentimes, MSDB Technical staff do not have the appropriate access or rights to carry out necessary tasks. They are often waiting for MDE/OTSS staff to complete their processes before MSDB Staff can complete their simple tasks. MSDB Technical staff are often denied rights that are necessary to serve our teachers and students.</p>
11	On Demand Support	<ul style="list-style-type: none"> <li>Explain how your staff/vendors will support teachers and student learning when their laptops/tablets, software or internet connection do not work as expected. Who will your students or families call when they have a question or need support?</li> </ul>	<p>When technology isn't working, teachers will troubleshoot first along with students and parents. Some of MSDB's teachers are tech-savvy and if given the appropriate permissions, could remote in to student devices, especially for our younger learners, for simple troubleshooting. Principals may need to be involved. MSDB Technical staff if the issue cannot be resolved.</p>
12	Sustainability	<ul style="list-style-type: none"> <li>Describe the laptops/tablets you have in place today that you will continue to use. Will they need to be refreshed prior to June 2023? Describe your district's device refresh plan/schedule and whether refresh costs are accounted for in your budget.</li> </ul>	<p>MSDB devices are 8+ years old. Technology devices should be refreshed or replaced on 5-year cycles. Other schools have the ability for students to purchase their devices at graduation. MSDB does not have this option. MSDB relies on funding from the legislature funneled through MDE.</p>
13	Sustainability	<ul style="list-style-type: none"> <li>Please explain your sustainability plan through June 2023. How will your district maintain the devices purchased through EDLA throughout the next three years without additional state funds? How will your district prepare to retire and replace these devices after June 2023 before the expiration of the term of their expected useful life?</li> </ul>	<p>MSDB will continue to prioritize keeping technology updated; however, this is dependent upon funding and procurement processes.</p>
14	Sustainability	<ul style="list-style-type: none"> <li>Please explain whether your district allows graduating 12th graders to purchase devices and, if so, how your districts plans to replace these devices.</li> </ul>	<p>MSDB does not have this option available.</p>
<b>Additional Notes/Comments:</b>			<p>Given the correct access and rights, the funding, and the staff necessary, MSDB would be able to provide a world class education to students who are deaf, hard of hearing, blind, visually impaired, or deafblind as MSDB is the only school in the state with highly qualified staff and access to knowledge and resources to address these students' unique educational needs.</p>

EDLA Digital Learning Plan: Special Education and Populations			
Local Education Agency:		Mississippi Schools for the Deaf and the Blind	
LEA Point of Contact:		Donna E Sorensen dsorensen@mdek12.org 769-257-3493	
#	Topic	Questions	Explain your Digital Learning Plan (if any answers are preliminary or otherwise not final, please indicate by when your plans will be finalized)
<b>Student needs vary by population; districts need to address the needs of all populations – students with disabilities, students from poverty, English Learners, homeless students, migrant students and students in foster care – learning from home through digital learning.</b>			
38	Supporting Parents	<ul style="list-style-type: none"> <li>Describe how your district will provide training and supports to parents and external providers to ensure that students with special needs are provided the services required. How can you assist parents with collecting data to track student progress? How will you work with parents to help increase student performance?</li> </ul>	Staff at MSDB have close professional relationships with parents. MSDB will utilize phone calls, videoconferencing tools, and emails to work with parents and family members to collect and report data if needed. Once MSDB has an LMS in place, training can be provided to parents and students.
39	Providing Services	<ul style="list-style-type: none"> <li>Describe how your district will provide appropriate services at home to ALL students receiving special services in school. What access and support issues require special attention or accommodation? How will the student's learning environment in a digital learning program ensure that all required special education and related services are provided?</li> </ul>	All of the students attending MSDB are in Special Education. MSDB will follow each student's IEP including all specially designed instruction, related services, supplemental services, and all accommodations. If amendments are needed, IEP meetings will be held to make changes to the IEP.
40	Accessibility	<ul style="list-style-type: none"> <li>Describe your district's capacity to provide students access to accessibility features such as audiobooks, closed captioned hearing, and access to enlarged print on computer.</li> </ul>	MSDB is well versed in providing accommodations to our students who are deaf, hard of hearing, blind, visually impaired, or deafblind. MSDB is constantly working to improve accessibility for our teachers and students.
Additional Notes/Comments:			

If students are in a virtual learning environment, what accommodations will they need to support instruction?