



2019-2020

DISTRICT

Learning-at-Home and Summer Enrichment Plan

Revised May 4, 2020

Due May 15, 2020

Updated per Executive Order 1476

DISTRICT NAME

Coffeeville School District



MISSISSIPPI
DEPARTMENT OF
EDUCATION

Carey M. Wright, Ed.D.

STATE SUPERINTENDENT OF EDUCATION

INTRODUCTION

The Mississippi Department of Education (MDE) is committed to providing **essential technical guidance and support mechanisms** to assist districts during the time of extended school building closure as a result of COVID-19. The MDE recognizes and appreciates that districts are taking different approaches depending on their local capacity and infrastructure during this building closure. The State Board of Education (SBE) has provided **flexibility within existing laws and policies** regarding instructional time, graduation requirements, attendance, assessment and accountability.

In accordance with Governor Tate Reeves' **Executive Order 1476**, school districts shall operate with essential personnel to offer distance learning or other instructional means necessary for students to achieve completion of grade-level essential instruction for the 2019-2020 academic school year. Additionally, school districts shall submit to the SBE plans for summer learning and enrichment measures necessary to (a) mitigate disruption from the Spring 2020 school closure due to COVID-19 and (b) to enhance learning in preparation for the 2020-21 academic school year. Per **Executive Order 1476**, summer learning and enrichment measures are to be provided to all students in all schools.

The District Learning-at-Home and Summer Enrichment Plan is designed to ensure districts are taking deliberate and thoughtful actions to facilitate and individualize continued student learning and progress monitoring during closure.

Taking a traditional school environment online is not a simple task – nor is it one that should be attempted without serious consideration of the practicality and risk.

The MDE is not directing districts that they must transition to delivery of all content online, as we recognize that online access and remote support for rural students and students with disabilities will certainly pose equity issues across the state. Districts need to consider how they can help facilitate continued learning within homes across the state – either through online opportunities, by making grade-level instructional packets, Family Guides for Student Success, or other resources available for pick-up at school or various locations within the district, or through a combination of delivery systems.

RESOURCES

The MDE has compiled a variety of resources for districts to use during the extended school building closure, online at <https://www.mdek12.org/covid19/districtresources>. The materials and tools may be used to provide additional resources to parents or students. This information is only intended to be a general summary of information provided to the public. The MDE does not endorse or promote any commercial products or services. Please make sure that you choose the tool(s), resource(s) or material(s) that are developmentally appropriate and best fit the needs of your students, school, or district.

Resources have been divided into the following categories:

- [Internet Services](#)
- [Multiple Content Area Resources](#)
- [Arts \(Dance, Music, Theatre, Visual Arts\) Resources](#)
- [Career and Technical Education \(CTE\) Resources](#)
- [English Language Arts Resources](#)
- [Mathematics Resources](#)
- [Science Resources](#)
- [Social Studies Resources](#)
- [World Language Resources](#)
- [Counselor Resources](#)
- [English Learner Resources](#)
- [Intervention Resources](#)
- [Students with Special Needs Resources](#)
- [Virtual Learning Resources](#)

DISTRICT LEARNING-AT-HOME AND SUMMER ENRICHMENT PLAN REQUIREMENTS

- ✓ Consider individual students' needs, grade-level expectations, and district capacity.
- ✓ Communicate with key stakeholders, including staff, parents, students, and other community partners.
- ✓ Submit completed plan, including **SECTION I**, to rhoood@mdek12.org no later than **May 15, 2020**.

DISTRICT NAME	Coffeeville
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SECTION A	Instructional Delivery During School Building Closure
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Select all that apply. Note that Option C is a combination of Options A and B.

- Option A:** Distance/Virtual/e-Learning/Remote Method(s)
- Option B:** Packets/Assignments (portfolio, project-based, etc.)
- Option C:** Blended (**combination of Option A and Method B**)
- Option D:** Other (provide brief description):

SECTION B	Instructional Content During School Building Closure
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Select all that apply. Note that Option C is a combination of Options A and B.

- Option A:** MDE Resources
 - [Mississippi Online Course Approval \(MOCA\) Courses](#)
 - [Learning-at-Home Resources for Districts](#)
 - [Learning-at-Home Resources for Families](#)
- Option B:** Individual District Developed/Hosted
 - District-developed online/hybrid content
 - District-selected online/hybrid content
 - District make-and-take packets based on locally selected textbooks/instructional materials
 - Make-and-take packets from another district/vendor (provide brief description):
- Option C:** Other
 - Combination of Option A and Option B
 - Other (provide brief description):

SECTION C**Final Course Grade Calculation for 2019-2020 School Year**

Indicate which of the following methods the district is using to calculate student grades, as well as specific grade bands for each method (for example: K-2, K-8, 6-8, 9-12).

NOTE: Grading policies are a local school district decision. This information is being collected per [Executive Order 1476](#).

- Option A:** Third nine-week grades as final grades/completion for the year
Grade Band: **Pre-K and K**
- Option B:** Average first, second, and third nine-week grades with fourth nine-week assignments (digital, packets, blended, etc.) grade for End-of-Year Grade
Grade Band: **1-12**
- Option C:** Final exam grade averaged with first, second, and third nine-week report card grades for End-of-Year Final Grade
Grade Band:
- Option D:** “Credit by Examination” or “Credit by Advancement” through final exam or assignment to measure standards mastery
Grade Band:
- Option E:** Pass/Fail course grade
Grade Band:

NOTE: Districts should exercise caution regarding use of pass/fail grades for graduating seniors, as student eligibility for NCAA athletics may be impacted. More information is available through this [NCAA FAQ document](#).

- Option F:** Other (provide brief description):

Grade Band:

In accordance with [Executive Order 1476](#), describe how the district will provide students with feedback/grades on assignments completed during the extended school building closure and during summer learning and enrichment programs.

Each teacher has every parent and student in a "REMIND or CLASS DOJO group.

Teachers are required to messages every parent daily. Students in grades 1-12 also receive immediate feedback in Google Classroom. Principals have students in a Remind group to keep them encouraged and answer any questions. Teachers have generated mini-lessons for students that are posted on our FB page. We scheduled work submission and distribution days during the closure. We plan to hold hybrid summer schedules based on the last benchmark data administered in March 2020. Administrators will assess data and make a decision on which students (bottom 25%) will benefit most for summer learning. These students will be able to check out

chromebooks during the summer to access I-ready lessons and Google Classroom. We will provide packets for our other students for enrichment and sustainability for all other students not chosen for summer learning. We will again schedule work submission and distribution days throughout the summer. Teachers will actively participate in professional development opportunities throughout the summer as well as submitting one summer video for students prior to signing off for the summer. This video will not only be a lesson on content but it will also be an encouraging message to their students to remain positive, get out each day and walk, stay home unless it is just very imperative to be out, wash their hands often for 20 seconds and read a book each day. The teacher will end the video with confirmation that everything will be okay and we will return to the buildings soon.

Building principals will monitor all learning and teacher instruction each day. Principals are required to send out a morning message and directives at the beginning of the weekday. At the end of the work day, the principal must submit a narrative to the school superintendent giving a detailed timeline on what their day entailed. The superintendent ensures that she responds after receiving the narratives so that the principals can receive immediate feedback and realize the importance of this effective intervention strategy. These emails are available upon request. This has been the protocol since March 16, 2020 and will continue throughout the summer until we return to some sort of normalcy. This has been working for us so far.

SECTION D Summer Learning and Enrichment

In accordance with [Executive Order 1476](#), please indicate which of the following methods the district is using to offer summer learning, Extended School year (ESY) services, and enrichment to students. Note that ESY is not the same as summer learning.

Select all that apply. Note that Option C is a combination of Options A and B.

- Option A:** Distance/Virtual/e-Learning/Remote Method(s)
- Option B:** Packets/Assignments (portfolio, project-based, etc.)
- Option C:** Blended (**combination of Option A and Method B**)
- Option D:** Other (provide brief description):

Briefly describe the district's summer learning, Extended School year (ESY) services, and enrichment programming (frequency, content areas, and duration, including days per week and number of weeks).

Coffeeville School District ESY will be a culmination of packets and assignments as well as distance learning. Remediation packets for every student with an IEP in the district K-12 have been generated and mailed out to the families. There will be ongoing monitoring to ensure all the needs of these special needs students are being met. The due date to return these assignments will be at the start of the new school year. Each instructional and remediation packet will be based on the skill level within each individual IEP. ESY will also be offered to all students who receive OT and PT. Many of the high school students will enroll in online courses during ESY. This summer learning will be targeted for grades 3-8 and all high school students will participate in credit recovery or ACT prep via chromebook which they will be allowed to check out. Our K-2 students will receive packets to work on throughout the summer. We will again schedule work submission and distribution dates throughout the summer. Students will have access to I-Ready, Accelerated Reader and Google Classroom. This summer program will be Monday through Thursday and utilizing Friday to desaturate data and plan for Monday.

SECTION E Communication and Participation

In order to effectively serve all students within a district, communication is essential. Please note below how the district has communicated its Learning-at-Home and Summer Enrichment Plan with families.

Select all that apply.

- Option A:** Letters mailed to families
- Option B:** Emails to families
- Option C:** Social media posts
- Option D:** Text messages to families
- Option E:** Local print media
- Option F:** Other (provide brief description):

Each teacher and administrator has students and parents in a REMIND or CLASS DOJO group to ensure that an encouraging message was going out each day in addition to providing announcements and addressing any questions or concerns of both the parent and the student

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

Coffeeville is a rural area. However, we will be able to look at I-ready and Accelerated Reader data, we will also send home packets for students to complete and schedule work submission days. This summer learning will be targeted for grades 3-8 and all high school students will participate in credit recovery or ACT prep via chromebook which they will be allowed to check out. Our K-2 students will receive packets to work on throughout the summer. We will again schedule work submission and distribution dates throughout the summer. Students will have access to I-ready, Accelerated Reader and Google Classroom. This summer program will be Monday through Thursday and utilizing Friday to desaggrate data and plan for Monday. Nation to get a jumpstart on learning for our rising algebra I and 8th grade Math students.

SECTION F Transcripts and Senior Transitions

District supports for graduating seniors may look different during an extended school building closure. High schools must ensure students have the necessary documents to continue their academic pursuits or transition into the work force.

Briefly describe how the district will ensure students receive transcripts and final grades upon graduation.

We have scheduled pick up days for students to grab and go transcripts and final grades. Although students can view their report cards in SAMS, we have been mailing out all report cards and progress reports. We will follow this same protocol if there are extended closures.

SECTION G Assurances for Continued Learning for All Students

- In accordance with [Executive Order 1476](#), the school district is offering distance learning or other instructional means necessary for students to achieve completion of grade-level essential instruction for the 2019-2020 academic school year. Additionally, the school district is offering summer learning and enrichment measures necessary to (a) mitigate disruption from the Spring 2020 school closure due to COVID-19 and (b) to enhance learning in preparation for the 2020-21 academic school year.

SECTION H Assurances for Students with Disabilities

It is clear the United States Department of Education (ED) does not want school districts to consider the provision of services to students with disabilities under the Individuals with Disabilities Education Act (IDEA) as a barrier or a reason not to offer educational services to any of their students through distance instruction or otherwise.

- In compliance with COVID-19 guidance, the following assurances have been discussed and are included in planning efforts for students with disabilities, including students with 504 plans.
- ✓ Assure that services are provided for all students with disabilities, including students with 504 plans, and **maintain appropriate documentation** to support all efforts;
 - ✓ Assure that services, materials, assignments, and instruction, are individualized and aligned to student IEP goals;
 - ✓ Assure that district plans address how progress or lack of progress will be collected and documented in anticipation of considering the need for ESY and/or compensatory services;
 - ✓ Assure that students with disabilities will not be excluded from participating in courses;
 - ✓ Comply with all state and federal regulations;
 - ✓ Ensure educators and administrators collaborate and utilize creative options to meet the individual needs of the students; and
 - ✓ Consider the impact of the district's final course grade calculation method selected in Section C as it relates to IEP review and development for each student. The most recent USDOE guidance can be found [here](#).

SECTION I Assurances for English Language Learners

The district is working collaboratively to:

- ✓ Provide effective two-way communication with families in a language that they understand.
- ✓ Tailor instruction and assessments to students’ English Language proficiency needs in all four language domains (Listening, Speaking, Reading, and Writing).

SECTION J	District Certification of Assurances
<p>By providing a digital signature or typing my name below and submitting this document, I certify that the school district is providing continued learning experiences, including summer learning and enrichment measures, as outlined in this plan.</p>	
District Superintendent’s Digital Signature	Dr. Vivian McLean-Robinson _____
District Superintendent’s Name	Dr. Vivian McLean-Robinson _____
Date	May 14, 2020 _____

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