



DESOTO COUNTY SCHOOLS

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"EXCELLENCE IS A COMMITMENT"

To: Sarah Doss-Thomas
Michele Henley
Ann Jolley
Milton Nichols
Shelia Riley

From: Lucy Hasselman

Date: July 15, 2020

RE: Revision DCS Board Policy JFA - Carnegie Unit
Mastery of Content Learning Plan



The Mississippi Department of Education suspended the seat time requirement of a minimum of 140 hours of instruction required for each Carnegie unit and 70 hours for each one-half (.5) Carnegie unit offered for the 2020-2021 school year. Districts are required to develop a plan to ensure mastery of content for each Carnegie unit awarded.

We are asking for the board to waive the requirement of 140 hours and 70 hours outlined in Board Policy JFA – Carnegie Unit and to approve the attached Mastery of Content Learning Plan in lieu of that policy. Upon approval, the plan will be posted on the district website as required by the Mississippi Department of Education.

This waiver is for the 2020-2021 school year only to allow schools flexibility within their re-entry plans/scheduling options in an effort to comply with MSDH and CDC guidelines as a result of the ongoing impact of the COVID-19 epidemic.

Thank you for your consideration in this matter. If you have any questions, please feel free to contact me.

DCS Board Policy JFA - Carnegie Unit 2020-2021 Revision

Mastery of Content Learning Plan

Students who are part of the *Traditional Model* will abide by operating procedures and preventative measures outlined in the DeSoto County Schools Return-To-Learn Plan.

Students who are part of the *Distance Learning Model* will abide by descriptions, expectations, and considerations outlined in the DeSoto County Schools Virtual Instructional Program (VIP).

<https://content.schoolinsites.com/api/documents/40c61141e7d246eb9148378750975932.pdf>

Students who are part of a *Hybrid or Short-Term Closure Model* will abide by the following protocol.

Hybrid Instructional Model Protocol:

The hybrid instructional model will be utilized if a student or group of students in a traditional classroom setting are quarantined due to COVID-19. In such cases, students will be able to return to the traditional classroom setting once the allotted quarantine time expires.

The hybrid instructional model is a combination of distance learning and face-to-face instruction. Students will follow the same guidelines and protocol set within a traditional school setting. Rigor, pace, and assessments will continue through the DCS LMS system (Schoology).

Additionally, the following apply to *all students* enrolled in DeSoto County Schools:

- The DCS Board approved school calendar will be followed.
- An academic baseline will be determined:
 - GAP assessments and screeners will be administered at the start of the school year
 - School teams will identify students' academic progress and revise existing plans as needed (includes IEP, 504, MTSS, etc.)
- Additional instructional supports will be provided for:
 - Students identified by GAP assessment, screeners, and formative assessments as at-risk academically
 - Students who teachers determine based on student work and observation are in need
 - Students who are two or more years behind
 - Students at risk of not graduating
- Any learning lost during the spring semester will be addressed through a variety of methods including, but not limited to, front loading of prior year skills, incorporation of related pre-requisite standards with grade level standards, and/or individualized learning paths to assist small groups and individuals in standards/skill mastery.
- All meetings (parent-teacher conferences, special education, etc.) will be held remotely when possible.

Elementary Plan

Traditional Model Kindergarten:

- Kindergarten Readiness Assessments and required screeners will be administered in accordance with MDE guidelines.

- Additional screeners and diagnostic assessments will be administered to determine baseline data, adjust essential standards, and adapt instruction to best meet the instructional needs of students.
- Students will be exposed daily to a minimum of 240 minutes in academic tasks including, but not limited to, direct instruction, independent learning tasks, socially distanced small group instruction, and/or one-on-one instruction. DCS's Learning Management System (LMS), Schoology, will be incorporated in daily instruction.
- Student grades and promotion will be determined by DeSoto County Schools (DCS) policy.
- Parents will be kept up to date on student progress through a variety of communication methods (i.e. parent/teacher conferences, progress reports, SchoolStatus, report cards, etc.).
- Remediation and intervention will occur based on student progress/need and will be monitored in accordance with state and federal guidelines.
- English Language Proficiency Test (ELPT) will be administered in accordance with MDE guidelines.

Hybrid/Short-term Closure Model Kindergarten:

- Kindergarten Readiness Assessments and required screeners will be administered in accordance with MDE guidelines. Arrangements will be made for assessments to be given online and/or in person.
- Additional screeners and diagnostic assessments will be administered using the Schoology platform to determine baseline data, adjust essential standards, and adapt instruction to best meet the instructional needs of students.
- Students will be exposed daily to a minimum of 240 minutes in academic tasks including, but not limited to, recorded and/or live online direct instruction, independent learning tasks, remote small group instruction, and/or remote one-on-one instruction.
- Student grades and promotion will be determined by DeSoto County Schools (DCS) policy.
- Parents will be kept up to date on student progress through a variety of communication methods (i.e. Schoology updates, remote parent/teacher conferences, progress reports, SchoolStatus, report cards, etc.).
- Remediation and intervention will occur based on student progress/need and will be designed based on student progress and online formative assessments.
- English Language Proficiency Test (ELPT) will be administered in accordance with MDE guidelines.

Traditional Model First – Fifth Grades:

- Screeners and diagnostic assessments will be administered in accordance with MDE guidelines.
- Additional assessments will be administered to determine baseline data, adjust essential standards, and adapt instruction to best meet the instructional needs of students.
- Students will be exposed daily to a minimum of 240 minutes in academic tasks including, but not limited to, direct instruction, independent learning tasks, socially distanced small group instruction, and/or one-on-one instruction. DCS's Learning Management System (LMS), Schoology, will be incorporated in daily instruction.
- Student grades and promotion will be determined by DCS policy. Student promotion in grade 3 will also abide by Literacy Based Promotion Act guidelines.
- Parents will be kept up to date on student progress through a variety of communication methods (i.e. parent/teacher conferences, progress reports, SchoolStatus, report cards, etc.).
- Remediation and intervention will occur based on student progress/need and will be monitored in accordance with state and federal guidelines.
- The Mississippi Academic Assessment Program (MAAP) and MAAP-Alternate will be administered to students in grades 3 – 5 in accordance with MDE guidelines.
- The English Language Proficiency Test (ELPT) will be administered in accordance with MDE guidelines.

Hybrid/Short-term Closure Model First – Fifth Grades:

- Screeners and diagnostic assessments will be administered in accordance with MDE guidelines.
- Additional assessments will be administered using the Schoology platform to determine baseline data, adjust essential standards, and adapt instruction to best meet the instructional needs of students.
- Students will be exposed daily to a minimum of 240 minutes in academic tasks including, but not limited to, recorded and/or live online direct instruction, independent learning tasks, remote small group instruction, and/or remote one-on-one instruction.
- Student grades and promotion will be determined by DCS policy. Student promotion in grade 3 will also abide by Literacy Based Promotion Act guidelines.
- Parents will be kept up to date on student progress through a variety of communication methods (i.e. Schoology updates, remote parent/teacher conferences, progress reports, SchoolStatus, report cards, etc.).
- Remediation and intervention will occur based on student progress/need and will be designed based on student progress and online formative assessments.
- The Mississippi Academic Assessment Program (MAAP) and MAAP-Alternate will be administered to students in grades 3 – 5 in accordance with MDE guidelines.

- The English Language Proficiency Test (ELPT) will be administered in accordance with MDE guidelines.

Secondary Plan

Traditional Model Sixth- Eighth Grades:

- Screeners and diagnostic assessments will be administered in accordance with MDE guidelines.
- Additional assessments will be administered to determine baseline data, adjust essential standards, and adapt instruction to best meet the instructional needs of students.
- Students will be exposed daily to a minimum of 240 minutes in academic tasks including, but not limited to, direct instruction, independent learning tasks, socially distanced small group instruction, and/or one-on-one instruction. DCS's Learning Management System (LMS), Schoology, will be incorporated in daily instruction.
- Student grades and promotion will be determined by DCS policy. Student promotion in grade 3 will also abide by Literacy Based Promotion Act guidelines.
- Parents will be kept up to date on student progress through a variety of communication methods (i.e. parent/teacher conferences, progress reports, etc.).
- Remediation and intervention will occur based on student progress/need and will be monitored in accordance with state and federal guidelines.
- The Mississippi Academic Assessment Program (MAAP) and MAAP-Alternate will be administered to students in grades 6-8 in accordance with MDE guidelines.
- The English Language Proficiency Test (ELPT) will be administered in accordance with MDE guidelines.

Hybrid/Short-term Closure Model Sixth – Eighth Grades:

- Screeners and diagnostic assessments will be administered in accordance with MDE guidelines.
- Additional assessments will be administered using the Schoology platform to determine baseline data, adjust essential standards, and adapt instruction to best meet the instructional needs of students.
- Students will be exposed daily to a minimum of 240 minutes in academic tasks including, but not limited to, recorded and/or live online direct instruction, independent learning tasks, remote small group instruction, and/or remote one-on-one instruction.

- Parents will be kept up to date on student progress through a variety of communication methods (i.e. Schoology updates, remote parent/teacher conferences, progress reports, SchoolStatus, report cards, etc.).
- Remediation and intervention will occur based on student progress/need and will be designed based on student progress and online formative assessments.
- The Mississippi Academic Assessment Program (MAAP) and MAAP-Alternate will be administered to students in grades 6-8 in accordance with MDE guidelines.
- The English Language Proficiency Test (ELPT) will be administered in accordance with MDE guidelines.

Traditional Model Ninth-Twelfth Grades:

- Screeners and diagnostic assessments will be administered in accordance with MDE guidelines.
- Additional assessments will be administered to determine baseline data, adjust essential standards, and adapt instruction to best meet the instructional needs of students.
- Students will be exposed daily to a minimum of 240 minutes in academic tasks including, but not limited to, direct instruction, independent learning tasks, socially distanced small group instruction, and/or one-on-one instruction. DCS's Learning Management System (LMS), Schoology, will be incorporated in daily instruction.
- Student grades and promotion will be determined by DCS policy.
- Parents will be kept up to date on student progress through a variety of communication methods (i.e. parent/teacher conferences, progress reports, SchoolStatus, report cards, etc.).
- Remediation and intervention will occur based on student progress/need and will be monitored in accordance with state and federal guidelines.
- The Mississippi Academic Assessment Program (MAAP) and MAAP-Alternate will be administered to students in accordance with MDE guidelines.
- The English Language Proficiency Test (ELPT) will be administered in accordance with MDE guidelines.

Hybrid/Short-term Closure Model Ninth- Twelfth Grades:

- Screeners and diagnostic assessments will be administered in accordance with MDE guidelines.
- Additional assessments will be administered using the Schoology platform to determine baseline data, adjust essential standards, and adapt instruction to best meet the instructional needs of students.

- Students will be exposed daily to a minimum of 240 minutes in academic tasks including, but not limited to, recorded and/or live online direct instruction, independent learning tasks, remote small group instruction, and/or remote one-on-one instruction.
- Parents will be kept up to date on student progress through a variety of communication methods (i.e. Schoology updates, remote parent/teacher conferences, progress reports, SchoolStatus, report cards, etc.).
- Remediation and intervention will occur based on student progress/need and will be designed based on student progress and online formative assessments.
- The Mississippi Academic Assessment Program (MAAP) and MAAP-Alternate will be administered to students in accordance with MDE guidelines.
- The English Language Proficiency Test (ELPT) will be administered in accordance with MDE guidelines.

Process Standard 13.2

(Rule)

Districts must ensure that during the academic school year a minimum of 140 hours of instruction is provided for each Carnegie unit of credit offered and 70 hours for each one-half (1/2) unit offered.

(Proposed Suspension and/or Revision of Rules)

The MDE approved an additional one-year suspension of the minimum of 140 hours of instruction required for each Carnegie unit of credit and 70 hours for each (1/2) unit offered for the 2020-2021 school year. The suspension will allow districts flexibility within their reentry plans/scheduling options in an effort to comply with MSDH and CDC guidelines as a result of COVID-19 during the 2020-2021 school year.

Each district will develop a plan to ensure mastery of content for each Carnegie unit awarded in lieu of meeting the 140-hour requirement for (1) Carnegie unit awarded and 70 hours for each (1/2) unit awarded. The plan shall be approved by the local school board and posted on the district's website no later than September 30, 2020.

(Proposed One-year Suspension and/or Revision)

DeSoto County Schools will ensure that during the academic year a minimum of 90 hours of instruction is provided for each Carnegie unit of credit offered and 45 hours for each one-half (1/2) unit offered.

Grading for students in the traditional classroom setting and/or online environment will follow the same DeSoto County Schools grading policies. Students who have an average of 60 or higher in a course receive a Carnegie Unit for the course.

The curriculum and instruction department, instructional specialist, instructional coaches, and teachers restructured pacing guides for the 2020-2021 school year to include standards not taught last year. Standards will be scaffolded into classroom instruction where they best fit during the 2020-2021 school year. DCS has prioritized content standards for all state tested courses. By prioritizing standards teachers will have more time to teach the most important standards to depth. Remediation of standards not mastered by students during the 2019-2020 school year will

be retaught in classroom instruction as well as supported through the Multi-Tier System of Supports (MTSS) process.

Assessments play an important role for all students of DeSoto County Schools. Whether learning online or in a traditional classroom setting students will be assessed through observation, academic tasks, and assessments. Students will be assessed both in formative and summative fashion. Formative assessment practices will drive the adaptation of instruction based on student academic needs.