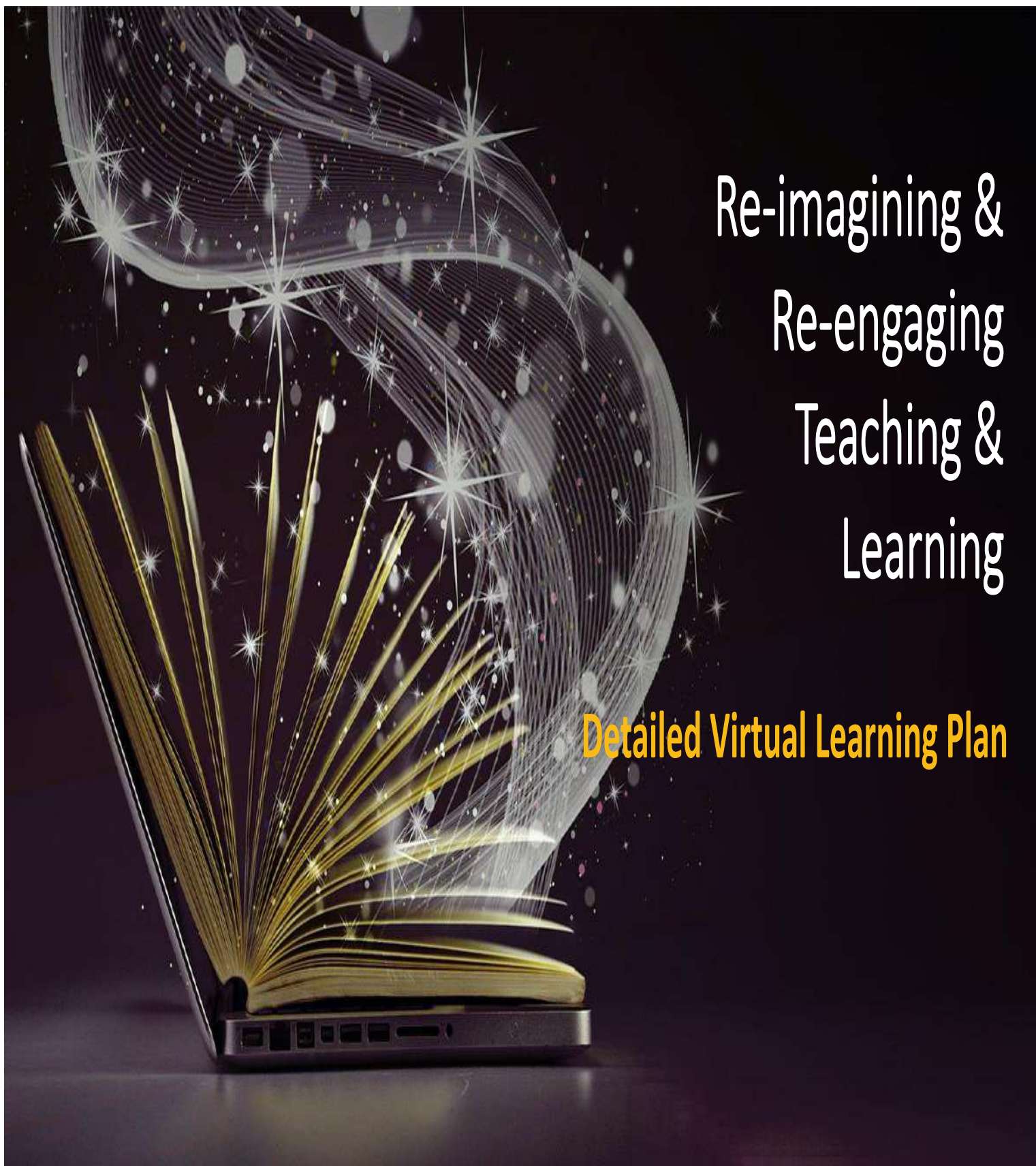


SOUTHAMPTON COUNTY PUBLIC SCHOOLS

Re-imagining & Re-engaging Teaching & Learning

Detailed Virtual Learning Plan



Southampton County Public Schools Mission

The mission of Southampton County Public Schools through the combined efforts of staff, students, families, and the community is to ensure a quality education in a safe environment that will prepare students to be successful learners and productive citizens in an ever-changing society.

Goals of SCPS 2020-2021 Curriculum & Instruction Plan

Continuity of Health and Wellness (Social *and* Emotional)

Continuity of Resources (Technology *and* Training)

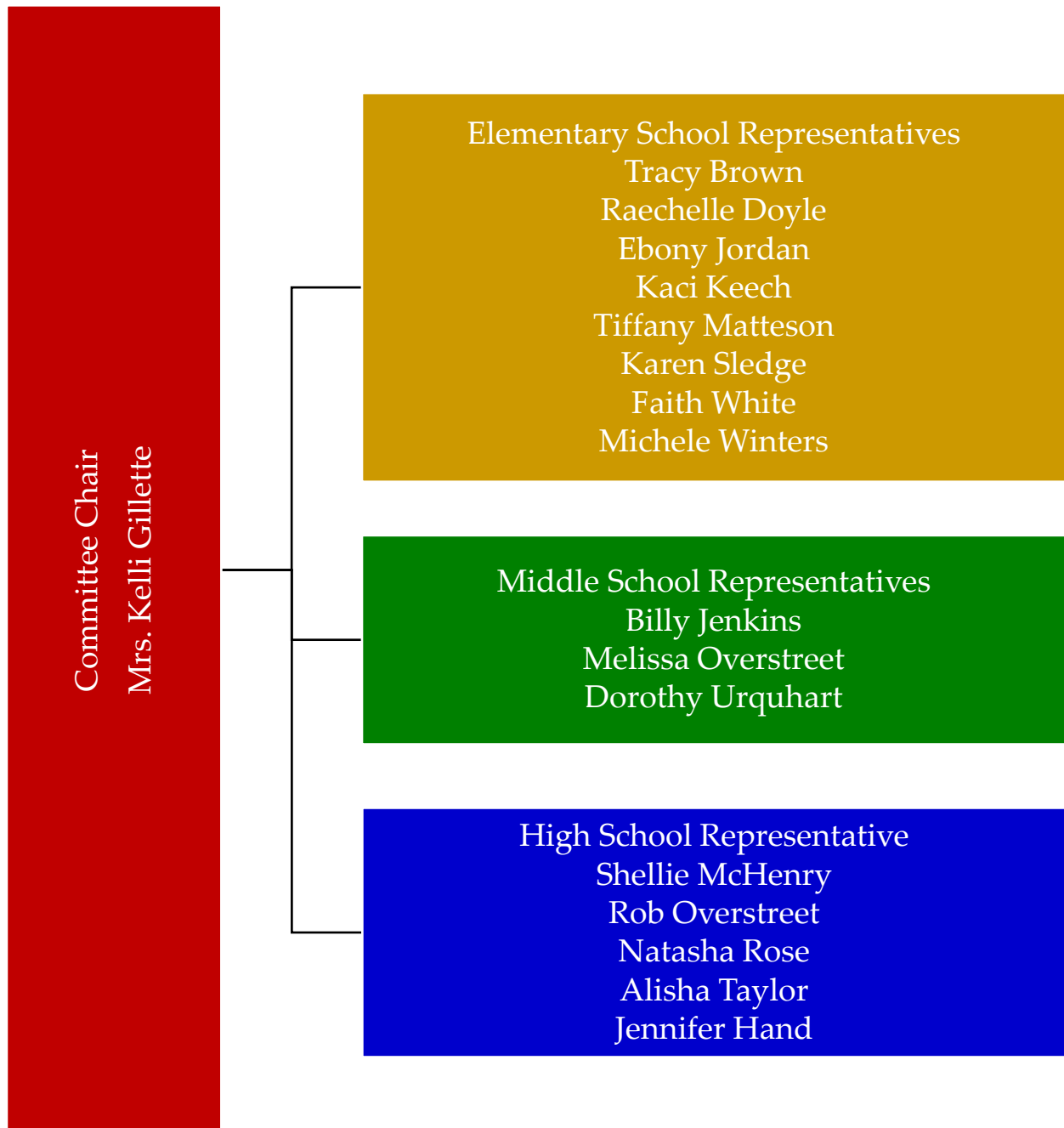
Continuity of Learning (BOE Adopted Model)

Continuity of Nutrition (Distribution)

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SCPS CURRICULUM & INSTRUCTION COMMITTEE



SOUTHAMPTON COUNTY PUBLIC SCHOOL DIVISION

2020-2021 Instructional Plan for School Resumption

Overview

Southampton County Public School Division will focus on delivering highly effective teaching through our 2020-2021 Instructional Plan for School Resumption that will utilize all information and guidance from the state, the Virginia Department of Education, the Virginia Department of Health, the Centers for Disease Control, and local government.

The Division recognizes that students may have social and emotional needs during this time. Therefore, schools will continue to provide school counseling services. School counselors will work collaboratively with all stakeholders to ensure equity, access, and success of all students. Counseling will be offered in-person, synchronously, or asynchronously. Counselors will continue to contact students who have received or need to receive counseling services during the school year.

Guidance Counselors have scheduled office hours for students and parents. Students and parents can set up individual meetings through the school. These meetings will be set up by corresponding through email or phone call to decide on a time that works for both parties. Counselors will provide lessons, pertinent videos, or links on a weekly basis on the distance learning page to help all students during this time. The Southampton County Public School Division 2020-2021 Instructional Plan for School Resumption will be posted on the school division's website for public viewing.

Communication

Communication will be key to successful implementation of our 2020-2021 Instructional Plan for School Resumption; Southampton County Public School Division will frequently communicate with stakeholders through the district website and social media. Parent and student communication will occur through in-person scheduled meetings, phone calls, Remind, emails, our learning management system (Schoology), chat, streaming, video, instant messaging, and web conferences.

Instructional Focus

Instruction will be student-focused, highly engaging, and relevant to students' lives. As a support to parents and guardians, our school division will focus on providing guidance on organizing a student's daily schedule and on instructional activities that will assist in continual thinking, learning, and inquiry of all students.

Creating an equitable educational plan that encompasses the academic achievement, continuity of instruction, and introduction of new instruction requires attention to the different needs of several groups within the Southampton County Public School Division learning community.

The Southampton County Public School Division will conduct small group instructional support sessions for students who receive services under section 504, Title I, or other identifiable groups, including those classified as English Language Learners or students with disabilities or vulnerable students.

Components of Curriculum and Instruction for School Resumption

There are four distinct components of the Southampton County Public School Division 2020-2021 Instructional Plan for School Resumption as prescribed by the VDOE, which is described below:

- I. Operational infrastructure to support learning
 - Plan for school schedules, transportation, technology, processes, systems, communication, etc.
- II. Instruction for all students
 - Plan for providing new instruction to all students including:
 - The equitable needs of a diverse student body
 - Attention to vulnerable and special populations
 - Students with disabilities
 - Economically disadvantaged
 - English Language Learners
 - Gifted learners
 - Communication with stakeholders
 - Preparing teachers through professional development
- III. Identification of instructional gaps and student needs
 - Plan for identification of learning needs through formative assessment, supports for student success and well-being, revisions to curriculum, pacing, and instructional delivery.
- IV. Distance learning
 - Online and distance learning based on health guidelines, health concerns, health and safety.
 - Contingency plan for ensuring continuity of new instruction should further closures be necessary.
 - Platform for virtual learning to include intensive training, professional development and support for staff, students, and families.

The plan created and adopted by the Southampton County Public School Division reflects the unique needs of the division and was developed to address the entire learning community.

Operational Infrastructure to Support Learning

The goal of the Southampton County Public School Division is to facilitate the reopening of all seven facilities within the division in a manner that is safe, cohesive, health conscious, and supportive of students, faculty, and staff through the use of research and trend data. Reopening the division for the 2020-2021 school year requires a concerted effort from all Southampton County School Division stakeholders.

The instructional format will be synchronous learning. Our online learning platform is Schoology. Personalization will be based on individual needs, grade level, and student access. Instructional materials may include books, textbooks, workbooks, worksheets, email, and internet content such as: Accelerated Reader, Star Reading, Heggerty Phonics, Star Math, IXL, Study Island, Reading Eggs, Virtual Virginia, Plato, Jason Learning, Project Based Learning, WHRO, Flocabulary, World Book Online, SeeSaw, websites, and games. Usernames and passwords will be given to students by teachers.

Technology

The Southampton County Public School Division technology department has worked diligently to distribute devices including iPads, MiFi hotspots, shared mobile internet services, as well as providing on-call technology assistance to students and staff.

The technology department continues to review student and staff needs, and offer support, sustainable solutions, maintenance, and sanitization as we move forward.

Families with no internet access may borrow a SCPS Division MiFi. Families may also access the internet from each SCPS's parking lot. A list of community areas offering free internet access may be found on the SCPS Division's website. Technology service personnel will be available for support during school hours.

The technology department will work with building leaders, staff, and students on training, to include: proper care, and effective use to minimize cost, enhance equity, and maximize health and safety.

In addition, while the need for distance learning during the COVID-19 pandemic continues to impact the traditional learning environment, the technology team continues to work to provide an online/virtual/distance learning experience for staff and students that is safe and secure in the remote environment, so as to mitigate potential issues that may arise from compromising confidentiality, privacy, and safety.

Virtual Distance Learning

Southampton County Public School Division recognizes the uncertainty of the COVID-19 Pandemic's resurgence and the possibility of schools in the Commonwealth being required to close during the 2020-2021 school year. The Southampton County Public School Division has prepared a distance learning model for instruction. This is done intentionally so as to provide a feasible instructional plan for the division that is

malleable and able to meet the needs of the Southampton County Public School Division students and the unique needs of the community should a rapid adjustment be required to the division's instructional planning, including extended school closure.

What is Distance Learning: Distance learning will be virtual live instruction with learning activities that can be completed independently, using online curriculum resources and instructional assignments by teachers.	Syncrounous live instruction
	Independent practice
	Collaborative interaction with peers
	Access to help when needed
	Opportunities to review previously taught material with differentiated instruction to strengthen understanding of concepts and skills

The Southampton County Public School Division will implement virtual distance learning for grades PK-12. The SCPS Division leadership, administrators, and teachers have developed and are updating a continuity of learning plan to include new instruction should further closures be necessary. The roles of the division leadership, administrators, and teachers include exposing students to standards-based skills and content and provide continuity of typical school experiences, in which students will be able to access grade-level and age-appropriate subject-matter content.

Virtual Distance learning in Southampton County Public School Division will include instruction for all students with technology. Online lessons and content for grades PK-12 will be available on Schoology, the Southampton County Public School Division online learning platform, that is accessed through the app or division website. Teachers will use Schoology to post their classroom materials online; provide a safe forum for students to discuss their ideas and collaborate on projects; and to assign and collect assignments electronically. It helps students stay organized and it keeps the class connected.

Complete Virtual Distance Learning Model.

- All lessons will be purposeful, specific, and focused on specific targeted goals as aligned to the VDOE standards and curriculum framework.
- Grading policies will reflect SCPS grading policies with clear expectations for each class, subject, and content.
- Teachers will have specific schedules to conduct virtual lessons with the amount of time for each lesson appropriate for age and ability (identification).
- Teachers in grades PK-12 will facilitate online instruction through Schoology.
- School administrators and teachers will work with students who are unable to access information using the online format.

- Schoology is Southampton County Public School Division's online learning platform.
 - Schoology Enterprise is the official Learning Management System for Southampton County Public Schools. This will be the virtual platform utilized by all teachers for virtual distance learning, as well as for future blended learning to assure a seamless shift from in-person to virtual instruction as health and safety needs may dictate throughout the academic year.
 - The benefit of this program will be to provide a centralized on-line location for all resources to be provided to students, for face-to-face interaction to take place between student-teacher, for additional recorded instructional material to be provided, for students to complete and submit all assignments as well as receive timely feedback and assessment, and provide a method of communication for teacher-student and teacher-parent. Although multiple additional instructional and assessment tools will be used, Schoology will be the source to conveniently curate the needed information for students to access all academic resources and programs in one centralized location.
 - Students will be able to access Schoology on provided devices through the Schoology app and may log into their Schoology account on any computer via schoology.com. Parents will also be encouraged to download the Schoology app to their mobile device for a simplified method to check student assignments/progress and communicate with the teacher. Division technology staff will be available to provide training and assist students, parents, and teachers in the use of the Schoology platform.
- Teachers will have specific schedules to conduct virtual lessons with students.
- Teachers will collaborate with colleagues, participate in staff meetings with their administrator, and engage in division professional development.
- Teachers will report to their assigned locations to provide instruction, as determined.

Expectations

Teachers

Academic Procedures

- Collaborate weekly with colleagues.
- Frequent communication with families.
- Develop instructional plans based on pacing guides and individual student needs.
- Create updated *Pacing Guides* and *Calendars* using the VDOE Curriculum Framework and SCPS Division template.

- Utilize Schoology as the primary method of instruction.
- Provide meaningful, interactive live classes daily during the assigned time periods.
- Grade assignments and provide feedback in a timely manner.
- Assess student progress with a variety of formative and summative assessment tools.
- Adhere to specified instructional schedule for each assigned period, block, and class.
- Submit weekly lesson plans using the Southampton County Public School approved lesson plan template.

Instructional Practice

- Have expectations for students, which should be expressed both verbally and in print. Teachers may need to review expectations until students are comfortable with virtual learning.
- Teachers will communicate with students and parents weekly or more as needed.
- Teachers will post all assignments and objectives on Schoology before each week begins.
- Teachers will deliver a minimum of thirty-minutes of daily instruction, for each block, which should involve active instruction as a “live” (synchronous) Schoology Conference.
 - This may include presenting new information, reviewing concepts, or checking for understanding/formative assessments.
 - This further may be structured as whole group or small group instruction.
 - The additional instructional time should include an opportunity to practice course objectives and demonstrate an understanding/mastering of material.
- Lessons will be creative and engaging for all students.
- Teachers will encourage discussions, questions and opinions.
- Teachers will allow time for students to collaborate during virtual learning.
- Teacher will work in interdisciplinary teams to create thematic units and Project Based Learning opportunities.

Availability, Monitoring, and Special Populations

- Teachers will be available to answer or return phone calls and emails from students and parents during specified office hours.

- Teachers will monitor student progress and provide appropriate feedback or assistance when needed.
- Teachers will monitor student attendance in Schoology Conferences and PowerSchool.
- Teachers may choose 1 day per week to provide additional office hours in the evening.
- Office hours should be maintained.
- Teachers will remain active and available to students during the full scheduled block on Schoology Conferences for student assistance and feedback.
 - Teachers may choose to move into a break-away room with individual or small groups of students for more targeted remediation and assistance.
- Teachers will provide students with assignments that are reflective of the program, course requirements, and ability.
 - Students should typically be able to be complete daily assignments within the same day.
 - Students enrolled in *Academic, Advanced Placement, Dual Credit, Honors, Special Education, or Career and Technical Education* should expect additional time beyond the specified class schedule for assignment completion.

Grading Procedures

- All assignments will be graded for accuracy.
- A minimum of one (1) grades and a maximum of three (3) grades will be recorded and posted each week.
- Assignments will be turned by due dates.
- Grading scale:
 - A: 90-100
 - B: 80-89
 - C: 70-79
 - D: 60-69
 - F: 59 and below

Expectations

Students

- Complete all assignments.
- Submit all assignments through Schoology only.
- Actively participate in all class meetings daily for both core classes and electives.

- Attendance is required and will be documented.
- Log in at the scheduled time for each virtual class.
- Maintain SCPS standards in regards to respect when speaking, writing, communication with teachers and peers, as well as in appearance and attire.
- All assignments must be turned in by the due date and time.
- Please click the raise hand button if you would like to contribute
- Video needs to remain on to promote focus. Eye contact should be maintained.
- Students will communicate with teachers as needed when not live in the virtual classroom.
- Find a quiet work space, free from or with minimal distractions.
- Students must complete all assignments independently unless specified as an accommodation in a student's IEP.
- Students are strongly encouraged to be proactive in seeking additional help when needed from their teacher.
- Students may message teachers directly in Schoology and further request individual live conferencing, as needed, for further assistance.
- Students are expected to maintain academic integrity in the completion of all assignments.
- Plagiarized work will not be accepted; all students are expected to follow the *SCPS Student Handbook*.
- While opportunities for project based learning and group activities will be encouraged, each student is expected to produce their own work.
- Students should not share work or complete work for others, or submit work that is not their own.
- Students should notify their teachers immediately if they are experiencing any technology related issues. Students are also encouraged to contact the *Technology Hotline*.

Attendance Procedures

- Students are expected to be physically present during the designated class time for each virtual class.
 - Present is defined as logged into Schoology Conferences with the webcam and microphone turned on before the start time of each class and remain active for the complete synchronous lesson.

Expectations

Parents

- Parents will be strongly encouraged to register for a Schoology Parent account to monitor the assignments and progress of their child, as well as to communicate directly with teachers. An instructional video has been provided to help parents with this process.
 - Parents should notify the school of any technology issues that prevent students from attending virtual classes or submitting electronic work within twenty-four hours of the missed class/assignment.
 - Parents should ensure students are attending class and completing assignments daily.
 - Should the need arise for students to miss class due to illness/etc., parents should promptly communicate with the school.
 - Establish routines and support student expectations.
 - Assist your child in creating a location that is dedicated to virtual lessons and classwork. The space should be quiet and free from distractions.
 - Parents are encouraged to maintain regular communication with teachers, administrators, and counselors as needed.
 - Communicate with your child daily discussing lessons, assessments, and any possible concerns.
 - Praise students for engaging and participating in daily lessons.
 - Encourage collaboration with friend after class.
- Determination of 9 weeks grades will be based on category weights for each content area/class.

Southampton County Public Schools

Elementary Virtual Schedule Options for the 2020-2021 School Year

Schedule 1: Students will choose Class Option 1, Class Option 2, or Class Option 3 for Virtual Distance Learning.

Teachers will choose 2 of the Class Options:

- Morning and Afternoon
- Afternoon and Evening
- Morning and Evening

Scheduling

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Class Option 1 8:30-11:30 180 Minutes	Virtual Synchronous Face-to-Face Instruction	Virtual Synchronous Face-to-Face Instruction	Virtual Synchronous Face-to-Face Instruction	Virtual Synchronous Face-to-Face Instruction	Independent Study Time/ Asynchronous Learning Time (Small Group if Needed)
Class Option 2 12:30-3:30 180 Minutes	Virtual Synchronous Face-to-Face Instruction	Virtual Synchronous Face-to-Face Instruction	Virtual Synchronous Face-to-Face Instruction	Virtual Synchronous Face-to-Face Instruction	Independent Study Time/ Asynchronous Learning Time (Small Group if Needed)
Class Option 3 5:30-8:30 180 Minutes	Virtual Synchronous Face-to-Face Instruction	Virtual Synchronous Face-to-Face Instruction	Virtual Synchronous Face-to-Face Instruction	Virtual Synchronous Face-to-Face Instruction	Independent Study Time/ Asynchronous Learning Time (Small Group if Needed)
	Synchronous Live Instruction Monday-Thursday				
Resources are Physical Education, Art, Music, and Library					

Morning Elementary Class Option 1 Schedule Brain breaks will occur through each class choice.		
Pre-Kindergarten 180 Minutes	8:30-9:00: Calendar Time 9:00-9:45: Core Skill Focus 9:45-10:15: Resource 10:15-10:45: Group Time 10:45-11:15: STREAM 11:15-11:30: Story Time	
Kindergarten/ 1st Grade 180 Minutes	8:30-9:00: Calendar Time 9:00-9:30: Whole Group Reading 9:30-10:00: Small Group Reading 10:00-10:30: Resource 10:30-11:00: Whole Group Math 11:00-11:30: Whole Group Science/Social Studies	
2nd Grade 180 Minutes	8:30-9:00: Whole Group Reading 9:00-9:45: Small Group Reading 9:45-10:15: Resource 10:15-11:00: Whole Group Math 11:00-11:30: Whole Group Science/Social Studies	
3rd/4th/5th Grade 180 Minutes	8:30-9:15: Whole Group Reading 9:15-10:00: Small Group Reading 10:00-10:30: Resource 10:30-11:00: Whole Group Math 11:00-11:30 Social Studies or Virginia Studies / Science	
180 minutes of Teacher Instruction 60 minutes Independent Work After Teacher Instruction Daily Total Minutes = 240 minutes		30 Minutes Daily Independent Work 20 Minutes of Reading 10 Minutes of Math and Literacy Fluency

Afternoon Elementary Class Option 2 Schedule Brain breaks will occur through each class choice.		
Pre-Kindergarten	12:30-1:00: Calendar Time 1:00-1:45: Core Skill Focus 1:45-2:15: Resource 2:15-2:45: Group Time 2:45-3:15: STREAM 3:15-3:30: Story Time	
Kindergarten/ 1st Grade	12:30-1:00: Calendar Time 1:00-1:30: Whole Group Reading 1:30-2:00: Small Group Reading 2:00-2:30: Resource 2:30-3:00: Whole Group Math 3:00-3:30: Whole Group Science/Social Studies	
2nd Grade	12:30-1:00: Whole Group Reading 1:00-1:45: Small Group Reading 1:45-2:15: Resource 2:15-3:00: Whole Group Math 3:00-3:30: Whole Group Science/Social Studies	
3rd/4th/5th Grade	12:30-1:00: Whole Group Reading 1:15-1:45: Small Group Reading 1:45-2:15: Resource 2:15-3:00: Whole Group Math 3:00-3:30: Social Studies or Virginia Studies / Science	
180 minutes of Teacher Instruction 60 minutes Independent Work After Teacher Instruction Daily Total Minutes = 240 minutes		30 Minutes Daily Independent Work 20 Minutes of Reading 10 Minutes of Math and Literacy Fluency

Evening Elementary Class Option 3 Schedule Brain breaks will occur through each class choice.		
Pre-Kindergarten	5:30-6:00: Calendar Time 6:00-6:30: Core Skill Focus 6:30-7:00: Resource 7:00-7:30: Group Time 7:30-8:15: STREAM 8:15-8:30: Story Time	
Kindergarten/ 1st Grade	5:30-6:00: Calendar Time 6:00-6:30: Whole Group Reading 6:30-7:00: Small Group Reading 7:00-7:30: Resource 7:30-8:00: Whole Group Math 8:00-8:30: Whole Group Science/Social Studies	
2nd Grade	5:30-6:00: Whole Group Reading 6:00-6:45: Small Group Reading 6:45-7:15: Resource 7:15-8:00: Whole Group Math 8:00-8:30: Whole Group Science/Social Studies	
3rd/4th/5th Grade	5:30-6:00: Whole Group Reading 6:00-6:45: Small Group Reading 6:45-7:15: Resource 7:00-7:45: Whole Group Math 7:45-8:30: Social Studies or Virginia Studies / Science	
180 minutes of Teacher Instruction 60 minutes Independent Work After Teacher Instruction Daily Total Minutes = 240 minutes		30 Minutes Daily Independent Work 20 Minutes of Reading 10 Minutes of Math and Literacy Fluency

Schedule 2: Students will choose Class Option 1 or Class Option 2 for Virtual Distance Learning. Teachers will choose 1 of the Class Options:

- **Morning or Afternoon**

Scheduling

Morning Elementary Class Option 1 Schedule Brain breaks will occur through each class option. 300 Minutes Daily Instruction	
Pre-Kindergarten	8:30-9:00: Social and Emotional Support and Growth 9:00-9:30: Calendar 9:30-10:00: Core Skill Focus 10:00-11:00: Group Time 11:00-12:00: Lunch 12:00-1:00: STREAM 1:00-1:30: Group Time 1:30-2:00: Story Time 2:00-2:30: Resource
Kindergarten/ 1st Grade	8:30-9:00: Social and Emotional Support and Growth 9:00-9:30: Calendar 9:30-10:00: Whole Group Reading 10:00-11:00: Small Group Reading 11:00-12:00: Lunch 12:00-12:30: Whole Group Math 12:30-1:30: Small Group Math 1:30-2:00: Whole Group Virginia Studies/Science 2:00-2:30: Resource
2nd Grade	8:30-9:00: Social and Emotional Support and Growth 9:00-9:45: Whole Group Reading 9:45-10:45: Small Group Reading 10:45-11:45: Lunch 11:45-12:30: Whole Group Math 12:30-1:30: Small Group Math 1:30-2:00: Social Studies/Science 2:00-2:30: Resource
3rd/4th/5th Grade	8:30-9:00: Social and Emotional Support and Growth 9:00-9:45: Whole Group Reading 9:45-10:45: Small group Reading 10:45-11:30: Whole Group Math 11:30-12:00: Small group Math 12:00-1:00: Lunch 1:00-2:00: Virginia Studies/Science 2:00-2:30: Resource

Scheduling

Morning Elementary Class Choice 2 Schedule Brain breaks will occur through each class choice. 300 Minutes Daily Instruction	
Pre-Kindergarten	2:30-3:00: Social and Emotional Support and Growth 3:00-3:30: Calendar 3:30-4:00: Core Skill Focus 4:00-5:00: Group Time 5:00-6:00: Dinner 6:00-7:00: STREAM 7:00-7:30: Group Time 7:30-8:00: Story Time 8:00-8:30: Resource
Kindergarten/ 1st Grade	2:30-3:00: Social and Emotional Support and Growth 3:00-3:30: Calendar 3:30-4:00: Whole Group Reading 4:00-5:00: Small Group Reading 5:00-6:00: Dinner 6:00-6:30: Whole Group Math 6:30-7:30: Small Group Math 7:30-8:00: Whole Group Virginia Studies/Science 8:00-8:30: Resource
2nd Grade	2:30-3:00: Social and Emotional Support and Growth 3:00-3:45: Whole Group Reading 3:45-4:45: Small Group Reading 4:45-5:45: Dinner 5:45-6:30: Whole Group Math 6:30-7:30: Small Group Math 7:30-8:00: Social Studies/Science 8:00-8:30: Resource
3rd/4th/5th Grade	2:30-3:00: Social and Emotional Support and Growth 3:00-3:45: Whole Group Reading 3:45-4:45: Small group Reading 4:45-5:30: Dinner 5:30-6:15: Whole Group Math 6:15-7:00: Small Group Math 7:00-8:00: Virginia Studies / Science 8:00-8:30: Resource Classes

Southampton County Public Schools
Southampton Middle School Virtual Schedule Options for the 2020-2021 School Year

Schedule 1: Students will choose Class Option 1, Class Option 2, or Class Option 3 for Virtual Distance Learning.

Teachers will choose 2 of the Class Options:

- Morning and Afternoon
- Afternoon and Evening
- Morning and Evening

Southampton Middle School Morning A/B Schedule

Monday A			Tuesday B			Wednesday A			Thursday B			Friday
1 st	8:30-9:15 Live Instruction (45 minutes)	Independent Instruction (30 minutes) 75 minutes total (Afternoon Block 5)	5 th	8:30-9:15 Live Instruction (45 minutes)	Independent Instruction (30 minutes) 75 minutes total (Afternoon Block 5)	1 st	8:30-9:15 Live Instruction (45 minutes)	Independent Instruction (30 minutes) 75 minutes total (Afternoon Block 5)	5 th	8:30-9:15 Live Instruction (45 minutes)	Independent Instruction (30 minutes) 75 minutes total (Afternoon Block 5)	Independent Study Time/Asynchron- ous Learning Time (Small Group if Needed)
2 nd	9:15-10:00 Live Instruction (45 minutes)	Independent Instruction (30 minutes) 75 minutes total (Afternoon Block 5)	6 th	9:15-10:00 Live Instruction (45 minutes)	Independent Instruction (30 minutes) 75 minutes total (Afternoon Block 5)	2 nd	9:15-10:00 Live Instruction (45 minutes)	Independent Instruction (30 minutes) 75 minutes total (Afternoon Block 5)	6 th	9:15-10:00 Live Instruction (45 minutes)	Independent Instruction (30 minutes) 75 minutes total (Afternoon Block 5)	Independent Study Time/Asynchron- ous Learning Time (Small Group if Needed)
3 rd	10:00-10:45 Live Instruction (45 minutes)	Independent Instruction (30 minutes) 75 minutes total (Afternoon Block 5)	7 th	10:00-10:45 Live Instruction (45 minutes)	Independent Instruction (30 minutes) 75 minutes total (Afternoon Block 5)	3 rd	10:00-10:45 Live Instruction (45 minutes)	Independent Instruction (30 minutes) 75 minutes total (Afternoon Block 5)	7 th	10:00-10:45 Live Instruction (45 minutes)	Independent Instruction (30 minutes) 75 minutes total (Afternoon Block 5)	Independent Study Time/Asynchron- ous Learning Time (Small Group if Needed)
4 th	10:45-11:30 Live Instruction (45 minutes)	Independent Instruction (30 minutes) 75 minutes total (Afternoon Block 5)	8 th	10:45-11:30 Live Instruction (45 minutes)	Independent Instruction (30 minutes) 75 minutes total (Afternoon Block 5)	4 th	10:45-11:30 Live Instruction (45 minutes)	Independent Instruction (30 minutes) 75 minutes total (Afternoon Block 5)	8 th	10:45-11:30 Live Instruction (45 minutes)	Independent Instruction (30 minutes) 75 minutes total (Afternoon Block 5)	Independent Study Time/Asynchron- ous Learning Time (Small Group if Needed)
Block 5 Independent Study Time/Asynchronous Learning Time 120 minutes			Block 5 Independent Study Time/Asynchronous Learning Time 120 minutes			Block 5 Independent Study Time/Asynchronous Learning Time 120 minutes			Block 5 Independent Study Time/Asynchronous Learning Time 120 minutes			
Total Time 300 minutes			Total Time 300 minutes			Total Time 300 minutes			Total Time 300 minutes			

Southampton Middle School Afternoon A/B Schedule

Monday A			Tuesday B			Wednesday A			Thursday B			Friday
1 st	12:30-1:15 Live Instruction (45 minutes)	Independent Instruction (30 minutes) 75 minutes total (Afternoon Block 5)	5 th	12:30-1:15 Live Instruction (45 minutes)	Independent Instruction (30 minutes) 75 minutes total (Afternoon Block 5)	1 st	12:30-1:15 Live Instruction (45 minutes)	Independent Instruction (30 minutes) 75 minutes total (Afternoon Block 5)	5 th	12:30-1:15 Live Instruction (45 minutes)	Independent Instruction (30 minutes) 75 minutes total (Afternoon Block 5)	Independent Study Time/Asynchronous Learning Time (Small Group if Needed)
2 nd	1:15-2:00 Live Instruction (45 minutes)	Independent Instruction (30 minutes) 75 minutes total (Afternoon Block 5)	6 th	1:15-2:00 Live Instruction (45 minutes)	Independent Instruction (30 minutes) 75 minutes total (Afternoon Block 5)	2 nd	1:15-2:00 Live Instruction (45 minutes)	Independent Instruction (30 minutes) 75 minutes total (Afternoon Block 5)	6 th	1:15-2:00 Live Instruction (45 minutes)	Independent Instruction (30 minutes) 75 minutes total (Afternoon Block 5)	Independent Study Time/Asynchronous Learning Time (Small Group if Needed)
3 rd	2:00-2:45 Live Instruction (45 minutes)	Independent Instruction (30 minutes) 75 minutes total (Afternoon Block 5)	7 th	2:00-2:45 Live Instruction (45 minutes)	Independent Instruction (30 minutes) 75 minutes total (Afternoon Block 5)	3 rd	2:00-2:45 Live Instruction (45 minutes)	Independent Instruction (30 minutes) 75 minutes total (Afternoon Block 5)	7 th	2:00-2:45 Live Instruction (45 minutes)	Independent Instruction (30 minutes) 75 minutes total (Afternoon Block 5)	Independent Study Time/Asynchronous Learning Time (Small Group if Needed)
4 th	2:45-3:30 Live Instruction (45 minutes)	Independent Instruction (30 minutes) 75 minutes total (Afternoon Block 5)	8 th	2:45-3:30 Live Instruction (45 minutes)	Independent Instruction (30 minutes) 75 minutes total (Afternoon Block 5)	4 th	2:45-3:30 Live Instruction (45 minutes)	Independent Instruction (30 minutes) 75 minutes total (Afternoon Block 5)	8 th	2:45-3:30 Live Instruction (45 minutes)	Independent Instruction (30 minutes) 75 minutes total (Afternoon Block 5)	Independent Study Time/Asynchronous Learning Time (Small Group if Needed)
Block 5 Independent Study Time/Asynchronous Learning Time 120 minutes			Block 5 Independent Study Time/Asynchronous Learning Time 120 minutes			Block 5 Independent Study Time/Asynchronous Learning Time 120 minutes			Block 5 Independent Study Time/Asynchronous Learning Time 120 minutes			
Total Time 300 minutes			Total Time 300 minutes			Total Time 300 minutes			Total Time 300 minutes			

Southampton Middle School Evening A/B Schedule

Monday A			Tuesday B			Wednesday A			Thursday B			Friday
1 st	5:30-6:15 Live Instruction (45 minutes)	Independent Instruction (30 minutes) 75 minutes total (Afternoon Block 5)	5 th	5:30-6:15 Live Instruction (45 minutes)	Independent Instruction (30 minutes) 75 minutes total (Afternoon Block 5)	1 st	5:30-6:15 Live Instruction (45 minutes)	Independent Instruction (30 minutes) 75 minutes total (Afternoon Block 5)	5 th	5:30-6:15 Live Instruction (45 minutes)	Independent Instruction (30 minutes) 75 minutes total (Afternoon Block 5)	Independent Study Time/Asynchronous Learning Time (Small Group if Needed)
2 nd	6:15-7:00 Live Instruction (45 minutes)	Independent Instruction (30 minutes) 75 minutes total (Afternoon Block 5)	6 th	6:15-7:00 Live Instruction (45 minutes)	Independent Instruction (30 minutes) 75 minutes total (Afternoon Block 5)	2 nd	6:15-7:00 Live Instruction (45 minutes)	Independent Instruction (30 minutes) 75 minutes total (Afternoon Block 5)	6 th	6:15-7:00 Live Instruction (45 minutes)	Independent Instruction (30 minutes) 75 minutes total (Afternoon Block 5)	Independent Study Time/Asynchronous Learning Time (Small Group if Needed)
3 rd	7:00-7:45 Live Instruction (45 minutes)	Independent Instruction (30 minutes) 75 minutes total (Afternoon Block 5)	7 th	7:00-7:45 Live Instruction (45 minutes)	Independent Instruction (30 minutes) 75 minutes total (Afternoon Block 5)	3 rd	7:00-7:45 Live Instruction (45 minutes)	Independent Instruction (30 minutes) 75 minutes total (Afternoon Block 5)	7 th	7:00-7:45 Live Instruction (45 minutes)	Independent Instruction (30 minutes) 75 minutes total (Afternoon Block 5)	Independent Study Time/Asynchronous Learning Time (Small Group if Needed)
4 th	7:45-8:30 Live Instruction (45 minutes)	Independent Instruction (30 minutes) 75 minutes total (Afternoon Block 5)	8 th	7:45-8:30 Live Instruction (45 minutes)	Independent Instruction (30 minutes) 75 minutes total (Afternoon Block 5)	4 th	7:45-8:30 Live Instruction (45 minutes)	Independent Instruction (30 minutes) 75 minutes total (Afternoon Block 5)	8 th	7:45-8:30 Live Instruction (45 minutes)	Independent Instruction (30 minutes) 75 minutes total (Afternoon Block 5)	Independent Study Time/Asynchronous Learning Time (Small Group if Needed)
Block 5 Independent Study Time/Asynchronous Learning Time 120 minutes			Block 5 Independent Study Time/Asynchronous Learning Time 120 minutes			Block 5 Independent Study Time/Asynchronous Learning Time 120 minutes			Block 5 Independent Study Time/Asynchronous Learning Time 120 minutes			
Total Time 300 minutes 5hrs			Total Time 300 minutes 5hrs			Total Time 300 minutes 5hrs			Total Time 300 minutes 5hrs			

Schedule 2: Students will have seven 40 minute Periods a day for Virtual Distance Learning.

280 Minutes of Instruction Daily	
7:45-8:00	Teacher Preparation
8:00-8:40	1st Period
8:55-9:35	2nd Period
9:50-10:30	3rd period
10:45-11:25	4th Period
11:25-12:00	Lunch
12:00-12:40	5th Period
12:55-1:35	6th Period
1:50-2:30	7th Period

Schedule 3: Students will have an A/B Block Schedule for Virtual Distance Learning.

300 Minutes of Instruction Daily		
Time	A Days	B Days
7:45-8:00	Teacher Preparation	Teacher Preparation
8:00-9:15	Block I	Block II
9:30-10:45	Block III	Block IV
11:00-12:15	Block V	Block VI
12:15-1:00	Lunch	Lunch
1:00-2:15	Block VII	Block VIII
2:30-3:00	Teacher Interventions	Teacher Interventions

Southampton County Public Schools
Southampton High School Virtual Schedule Options for the 2020-2021 School Year

Schedule 1: Students will choose Class Option 1, Class Option 2, or Class Option 3 for Virtual Distance Learning.

Teachers will choose 2 of the Class Options:

- **Morning and Afternoon**
- **Afternoon and Evening**
- **Morning and Evening**

High School Morning

1 st	8:30-9:15 Live Instruction (45 minutes)	Independent Instruction (30 minutes) 75 minutes total (Afternoon Block 5)
2 nd	9:15-10:00 Live Instruction (45 minutes)	Independent Instruction (30 minutes) 75 minutes total (Afternoon Block 5)
3 rd	10:00-10:45 Live Instruction (45 minutes)	Independent Instruction (30 minutes) 75 minutes total (Afternoon Block 5)
4 th	10:45-11:30 Live Instruction (45 minutes)	Independent Instruction (30 minutes) 75 minutes total (Afternoon Block 5)
Block 5 Independent Study Time/Asynchronous Learning Time 120 minutes		
Total Time 300 minutes		

High School Afternoon

Block 5 Independent Study Time/Asynchronous Learning Time 120 minutes		
1 st	12:30-1:15 Live Instruction (45 minutes)	Independent Instruction (30 minutes) 75 minutes total (Afternoon Block 5)
2 nd	1:15-2:00 Live Instruction (45 minutes)	Independent Instruction (30 minutes) 75 minutes total (Afternoon Block 5)
3 rd	2:00-2:45 Live Instruction (45 minutes)	Independent Instruction (30 minutes) 75 minutes total (Afternoon Block 5)
4 th	2:45-3:30 Live Instruction (45 minutes)	Independent Instruction (30 minutes) 75 minutes total (Afternoon Block 5)
Total Time 300 minutes		

High School Evening

Block 5 Independent Study Time/Asynchronous Learning Time 120 minutes		
1 st	5:30-6:15 Live Instruction (45 minutes)	Independent Instruction (30 minutes) 75 minutes total (Afternoon Block 5)
2 nd	6:15-7:00 Live Instruction (45 minutes)	Independent Instruction (30 minutes) 75 minutes total (Afternoon Block 5)
3 rd	7:00-7:45 Live Instruction (45 minutes)	Independent Instruction (30 minutes) 75 minutes total (Afternoon Block 5)
4 th	7:45-8:30 Live Instruction (45 minutes)	Independent Instruction (30 minutes) 75 minutes total (Afternoon Block 5)
Total Time 300 minutes		

Schedule 2: Students will choose Class Option 1, Class Option 2, or Class Option 3 for an A/B Block Schedule of Virtual Distance Learning.

Teachers will choose 2 of the Class Option:

- Morning and Afternoon
- Afternoon and Evening
- Morning and Evening

High School Morning

Monday A		Tuesday B		Wednesday A		Thursday B	
1 st	8:30-10:15 Live 60 Independent 45 105 minutes	2 nd	8:30-10:15 Live 60 Independent 45 105 minutes	1 st	8:30-10:15 Live 60 Independent 45 105 minutes	2 nd	8:30-10:15 Live 60 Independent 45 105 minutes
3 rd	10:15-11:45 Live 60 Independent 45 105 minutes	4 th	10:15-11:45 Live 60 Independent 45 105 minutes	3 rd	10:15-11:45 Live 60 Independent 45 105 minutes	4 th	10:15-11:45 Live 60 Independent 45 105 minutes
210 minutes		210 minutes		210 minutes		210 minutes	
Friday							
Independent Study							

High School Afternoon

Monday A		Tuesday B		Wednesday A		Thursday B	
1 st	12:30-2:15 Live 60 Independent 45 105 minutes	2 nd	12:30-2:15 Live 60 Independent 45 105 minutes	1 st	12:30-2:15 Live 60 Independent 45 105 minutes	2 nd	12:30-2:15 Live 60 Independent 45 105 minutes
3 rd	2:15-3:45 Live 60 Independent 45 105 minutes	4 th	2:15-3:45 Live 60 Independent 45 105 minutes	3 rd	2:15-3:45 Live 60 Independent 45 105 minutes	4 th	2:15-3:45 Live 60 Independent 45 105 minutes
210 minutes		210 minutes		210 minutes		210 minutes	
Friday Independent Study							

High School Evening (1)

Monday A		Tuesday B		Wednesday A		Thursday B	
1 st	4:30-6:15 Live 60 Independent 45 105 minutes	2 nd	4:30-6:15 Live 60 Independent 45 105 minutes	1 st	4:30-6:15 Live 60 Independent 45 105 minutes	2 nd	4:30-6:15 Live 60 Independent 45 105 minutes
3 rd	6:15-8:00 Live 60 Independent 45 105 minutes	4 th	6:15-8:00 Live 60 Independent 45 105 minutes	3 rd	6:15-8:00 Live 60 Independent 45 105 minutes	4 th	6:15-8:00 Live 60 Independent 45 105 minutes
210 minutes		210 minutes		210 minutes		210 minutes	
Friday Independent Study							

High School Evening (2)

Monday A		Tuesday B		Wednesday A		Thursday B	
1 st	5:30-7:15 Live 60 Independent 45 105 minutes	2 nd	5:30-7:15 Live 60 Independent 45 105 minutes	1 st	5:30-7:15 Live 60 Independent 45 105 minutes	2 nd	5:30-7:15 Live 60 Independent 45 105 minutes
3 rd	7:15-9:00 Live 60 Independent 45 105 minutes	4 th	7:15-9:00 Live 60 Independent 45 105 minutes	3 rd	7:15-9:00 Live 60 Independent 45 105 minutes	4 th	7:15-9:00 Live 60 Independent 45 105 minutes
210 minutes		210 minutes		210 minutes		210 minutes	
Friday Independent Study							

Schedule 3: Students will have 75 minute Four Block Schedule of Virtual Distance Learning Monday-Thursday.

300 Minutes of Instruction Daily	
7:45-8:00	Teacher Preparation
8:00-9:15	Block I
9:30-10:45	Block II
11:00-12:15	Block III
12:15-1:00	Lunch
1:00-2:15	Block IV
2:30-3:00	Teacher Interventions

New Instruction for All Students

Southampton County Public School Division serves over 2,800 students and recognizes the importance of delivering an equitable education for all students. Providing an equitable education for each student requires collaboration, intentional planning, a commitment to the learning and growth for all students, as well as, consistent communication amongst the learning community.

Equity as identified by Southampton County Public School Division includes providing each student with access, opportunities, and supports they need to reach their fullest potential. This endeavor includes removing barriers to success; professional development and training for teachers and staff; and the communication, support, and involvement of families, and community stakeholders.

The Southampton County Public School Division will adopt a virtual distance learning educational model that will include virtual distance learning with synchronous and asynchronous learning, and integrated support through different modes of communication.

Vulnerable and Special Populations

Students with Disabilities

The individual needs of children who receive special education services continue to be part of all discussions related to continuity of learning. The school division is mindful of federal and state requirements, as well as legal requirements related to supporting students with Individualized Education Programs.

Special Education teachers will work with families and collaborate with general education teachers to provide support and assure accommodations and requirements of the individualized education program are communicated, measured, and followed.

Special education services for students with disabilities will include additional supports as needed. Instructional delivery will be designed to ensure the least restrictive environment as required by law and the individualized education program of each learner. Special education students will continue to receive access to instructional materials for use at home, as needed, including assistive technology tools.

Teachers/Case Managers will review each student's IEP to determine the needs for compensatory education to adjust for lost instructional time as well as other related services. We will work to identify where each student is and support them in their learning. The extent to which a student may require additional services must be an individualized determination made by the IEP team.

Students who are in private day schools, specifically BREC Academy, SECEP and Plan Bee Academy, will resume services there. An IEP review will still be conducted to ensure quality of services and need for compensatory education. For eligibility purposes, new referrals will be prioritized as opposed to re-evaluations.

Economically Disadvantaged

The Southampton County Public School Division recognizes that economically disadvantaged students may need additional support and services in order to achieve their full academic potential. Therefore, teachers will provide scaffolding, meaningful communication and feedback, tiered assignments and activities, as well as, frequent check-ins to ensure the needs of students are being met.

Students will receive supplemental support from the Southampton County Public School Division reading specialists and math coaches. Supplemental support will be delivered through lessons and interventions to those students who have been identified. Parents and students will be contacted frequently to provide additional support. Students will receive continued remediation and support for reading and math.

English Language Learners

Students who receive services through the Southampton County Public School Division English Language Learners program will continue to receive instruction and support. ELL teachers will develop, modify, and adjust schedules to ensure all students with an Individual Language Plan receive instruction as required.

The teacher will communicate with each ELL student and their families to address individual supports necessary. The teacher will work to ensure equity and access through intentionally scaffolded content materials, amplifying language, and literacy. In addition, translation services shall be provided to ELL families, as needed.

Gifted Learners

Students who have been identified as gifted will continue to receive enrichment and support by Southampton County Public School Division teachers. Teachers who work with students identified as gifted will develop instructional plans and expand resources to support the gifted learner.

Teachers will develop learning objectives that infuse project-based learning, independent investigations, and collaborative work through group initiatives. Teachers will develop and engage gifted learners in a manner that is challenging and provides ongoing learning experiences to cultivate and inspire independent learning, critical thinking, and problem solving.

Identification of Instructional Gaps and Student Needs

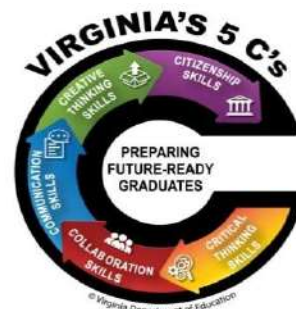
Southampton County Public School Division recognizes students may have different levels of learning loss due to Governor Ralph Northam issuing an Executive Order requiring school facilities in Virginia to remain closed to students for the remainder of the 2019-2020 school year due to the COVID-19 pandemic. School resumption in the Southampton County Public School Division will require a collaborative and comprehensive approach from all stakeholders.

In planning for student success during the 2020-2021 academic year, specific areas of student growth and development will need to be addressed including formative assessments to determine where students are academically so as to address individual needs and enhance strengths; continued supports for student success and well-being; revisions to curriculum, pacing, and instructional delivery, and assessments.

The planned instructional method will be virtual distance learning as the division continues to monitor and adjust academic plans based on the most recent data and directives, while ensuring a continuity of learning.

Recognizing the challenges and limitations many students may have experienced with learning during spring 2020, Southampton County Public School Division will revise the curriculum and pacing guides for elementary, middle, and high school levels to align with the Virginia Standards of Learning and Curriculum Framework. Prerequisite knowledge and skills for each grade level or course students need to be successful with new content will be assessed. Integrating essential knowledge and Virginia's 5 C's – critical thinking, creative thinking, communication, collaboration, and citizenship will assist in planning, instruction, and assessments.

Southampton County Public School Division teachers will create and administer formative assessments through vertical planning and horizontal planning with standards of learning from the second semester of the 2019-2020 school



year. Teachers will use Standards Of Learning from the first semester of the 2020-2021 school year based on pacing guides from each grade level to inform planning and appropriate remediation as required. The assessment results will inform and guide teachers in identifying learning loss and the need for individualized enhancement as new content is taught.

Teachers will utilize the Phonological Awareness Literacy Screening for Kindergarten, first, second, and third grade students. Once the assessments are administered, teachers will evaluate students' prior knowledge and skills in an effort to determine a baseline of each student's strengths, areas in need of remediation, and weaknesses.

Assessment results will help to make decisions for allocating time and resources for all students. Students will receive equitable instruction based on need including special education students, English language learners, gifted learners, early learners, minority students, economically and otherwise disadvantaged students, and students in need of remediation.

Southampton County Public School Division will utilize synchronous and asynchronous instruction, by maximizing the strengths and talents of Southampton County Public School division personnel in order to engage students through varied instructional methods including one-to-one, small group, and project based learning, independent instruction through distance learning.

Students will benefit from instruction that is segmented into modules, supported with frequent communication between teachers, staff, students, and parents in an effort to encourage understanding, and a commitment to education, planning, and assessment for student growth.

Academic Progress and Measurement

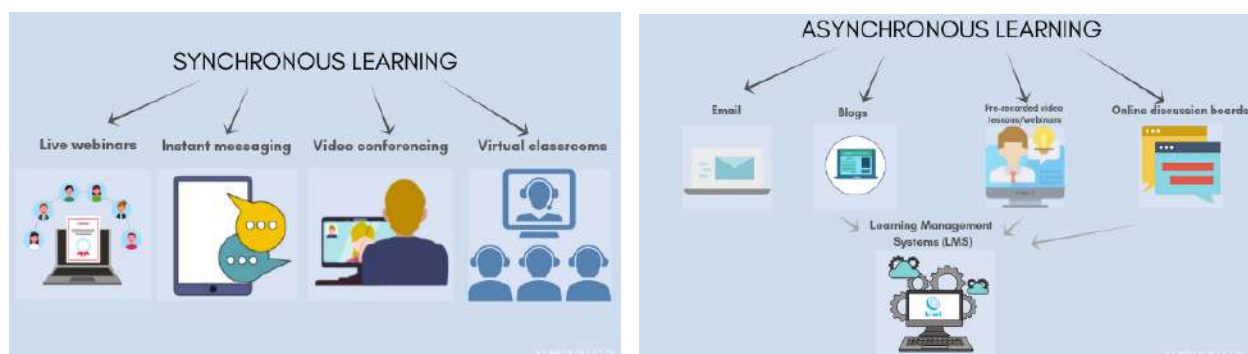
Student's academic progress will be monitored including adapting adequate progress monitoring and provisions for instructional support, which includes assessments and evaluation of work. Teachers will utilize the mechanisms in place for assessing students and assigning grades in continuation of Southampton County Public School Division's grading policies.

Communication is key to successful virtual distance learning, Southampton County Public School Division will convey with stakeholders weekly or more frequently, if needed, through the district website and social media. Parent and student communication will consist of synchronous online learning including email or learning management systems that delivers, tracks, and manages classes or projects, and asynchronous methods which may include: chat, streaming, video, instant messaging, web conferences.

Staff members will have weekly communication with division leadership and administration to monitor well-being and instructional progress. Students will be able

to access grade-level and subject-matter content. Instructional support is provided, including assessment and evaluation of work. Measurable student progress is expected. Materials and instructional methods used might include all those listed above.

Access to stable technology is at the heart of a comprehensive virtual distance learning strategy. Southampton County Public School Division will make every effort to ensure all students are provided with access to internet, computer devices, and the division's online learning platform, Schoology. Students in grades PK-12 will be provided with division owned iPads. Southampton High School, Southampton Middle School, and all Southampton Elementary Schools students receive instruction that includes a combination of synchronous and asynchronous online learning for all students in grades PK-12.



Professional Development

Professional development is critical to sustaining and maintaining our 2020-2021 Instructional Plan for School Resumption. Professional development for teachers and staff will include Project Based Learning, guidance for measuring student goals, interventions, and assessments, practicing personal distancing measures, technology training including Schoology, and virtual teaching. Professional development for students will involve online learning, student expectations for virtual learning, Schoology, and expectations for returning to the school environment. Parents will receive professional development for online and virtual learning, technology, Schoology, and supporting students during the new school year. All stakeholders will receive professional development for understanding social emotional needs for themselves and others.

- Schoology Training for teachers, students, and parents:
 - Schoology Enterprise is the official Learning Management System for Southampton County Public Schools. This will be the virtual platform utilized by all teachers for remote learning, as well as for blended learning to ensure a seamless shift from in-person to virtual instruction as health and safety needs may dictate throughout the academic year.
 - The benefit of this program will be to provide a centralized on-line location for all resources to be provided to students, for face-to-face interaction to take

- place between student and teacher, for additional recorded instructional material to be provided, for students to complete and submit all assignments as well as receive timely feedback and assessment, and well as provide a method of communication between teachers and both, students and parents. Although multiple additional instructional activities and assessments will be used, Schoology will be the source to conveniently curate the needed information for students to access all academic resources and programs in one centralized location.
- Students will be able to access Schoology on school-issued devices through the Schoology app and may log into their Schoology account on any computer via schoology.com. Parents will also be encouraged to download the Schoology app to their mobile device for a simplified method to check student assignments/progress and communicate with the teacher.
 - Virtual Distance Learning Teaching Professional Development for Teachers:
 - Virtual Virginia - A self-paced course of an introductory exploration of the instructional strategies and technology needed for successful online and blended delivery through Virtual Virginia using the Outreach Program which includes a solid toolkit of strategies and practices you can use when teaching with Virtual Virginia's Outreach resources
 - Master Teacher - Online Teacher Courses for Virtual Teaching
 - Creating the Environment for Online Learning
 - Formative Assessment in an Online World
 - Building and Maintaining Relationships With Students
 - Creating and Maintaining Student Engagement
 - Gaining Student Buy-In and Participation
 - Utilizing Video Conferencing in the Age of Distance Learning
 - Online Discussion Boards: Setting a Place at the Table for All Students
 - Forming and Maintaining the Trust Bond Between Teacher, Student, and Now Parents in the Online Learning Environment
 - Getting Down to Basics and Cutting Out the Fluff
 - To Grade or Not to Grade
 - Managing Your Family While Teaching Technology
 - Online Safety and Data Privacy
 - Tools that Reveal the Information You Share When You Browse
 - Manage Your Digital Footprint
 - Keeping Student Data Private
 - Information Literacy on the Web

Social Emotional Professional Development for teachers, students, and parents:

- CASEL:
 - CASEL's mission is to help make evidence-based social and emotional learning (SEL) an integral part of education from preschool through high school. This work is critical at a time when educators, parents, students, and employers increasingly recognize the value of SEL.
 - As the country and the world absorb the impact of the coronavirus (COVID-19), our interconnectedness has never been more clearly on display. SEL offers a powerful means to support one another – children and adults – during this challenging time. Now, more than ever, Casel understands how important it is to demonstrate empathy and resilience, build relationships across distance, and call upon the collective resolve to strengthen our schools and our communities.
 - Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.
 - Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.
 - Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.
 - Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.
 - Responsible decision-making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.
- The Leader in Me
 - Leader in Me® is a whole-school transformation model and process developed in partnership with educators that empowers students with the leadership and life skills they need to thrive in the 21st century. It is based on principles and practices of personal, interpersonal and organizational

- effectiveness, and upon the powerful premise that every child possesses unique strengths and has the ability to be a leader.
- Leader in Me helps students learn how to become self-reliant, take initiative, plan ahead, set and track goals, do their homework, prioritize their time, manage their emotions, be considerate of others, express their viewpoint persuasively, resolve conflicts, find creative solutions, value differences, and live a balanced life. The process helps students develop the skills and self-confidence they need to lead their lives and succeed in school and beyond. Leader in Me utilizes and integrates several leadership, social-emotional learning, quality, and educational models and processes from past and current thought leaders.
 - Overcoming Obstacles Curriculum:
 - The Overcoming Obstacles life skills curriculum is organized into elementary, middle, and high school levels, each beginning with the three fundamental skills on which all other skills can be built: communication, decision making, and goal setting.
 - Through lessons, activities, and role-playing, students will learn valuable skills and discover how they are relevant to their lives. Because of its modular format, you can either choose to teach the curriculum from beginning to end or select specific lessons that best meet the needs of your students.
 - In addition to the three levels of the curriculum, Overcoming Obstacles also provides additional resources including life skills lessons for remote learning, training guides, standards alignments, peer mentoring materials, pre and post surveys, and lessons parents can teach at home. The entire curriculum is available in Spanish, French, and English, and the student activity sheets have been translated into 20 languages.
 - All of these—the curricula, translations, and resources—are available free, now and forever. 230,000 educators from 160 countries have taught more than 55 million young people life skills through Overcoming Obstacles.

All teachers and staff will receive professional development and training on the intended learning platform of the division moving into the 2020-2021 academic year. It is the expectation that teachers will hold students to the same high levels of excellence while being mindful of the experience of students and their families during and as a result of the COVID-19 pandemic.