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

- Continuity of Health and Wellness
- Continuity of Resources
- Continuity of Learning
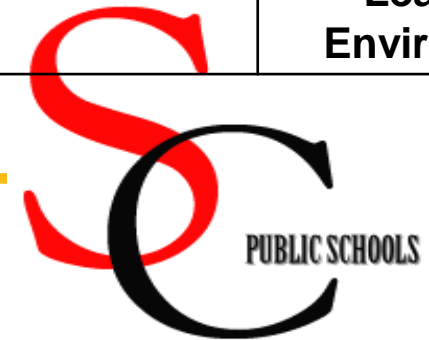- Continuity of Nutrition

Learning and Instructional Shift

Past

MARCH
- Crisis Learning
- Emergency Instruction

Method
- Blended Learning
- Some Online Learning
- Paper/Pencil Instruction/Packets

Present

SEPTEMBER
- Designated Virtual Learning for entire SCPS
- Planned Instruction and Training

Method
- Virtual Learning
- Online Learning: Schoology
- Supports as Needed
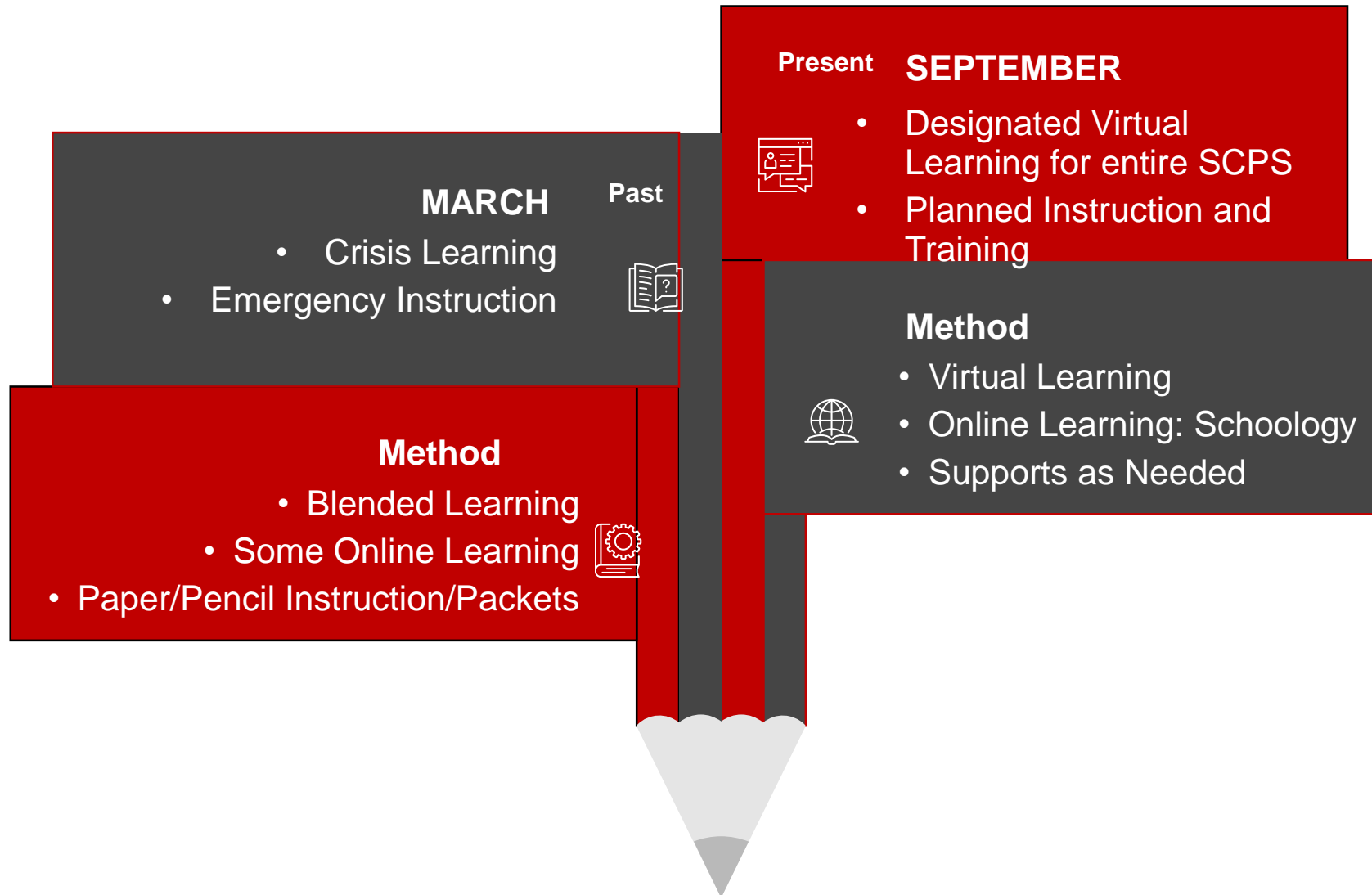
Agenda

01 Overview

The plan and process moving forward into the 2020-2021 academic year.

02 Components of Curriculum and Instruction

Infrastructure, support, technology, and distance learning model.

03 Expectations

Teachers/staff, students, parents, and school community.

04 Scheduling and New Instruction

Elementary, middle, high, rationale, and new instruction.

05 Vulnerable & Special Populations

Students with Disabilities; Economically Disadvantaged; English Language Learners; and Gifted Learners.

06 Supports

Identification of Instructional Gaps; Academic Progress and Measurements; Asynchronous vs. Synchronous; Professional Development and Training.

OVERVIEW

Southampton County Schools 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 Commonwealth of Virginia
- The Virginia Department of Education
- The Virginia Department of Health
- The Centers for Disease Control
- World Health Organization
- American Academy of Pediatrics

- The Division recognizes that students may have social and emotional needs during this time.
- 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.
- Counselors will continue to contact students who have received or need to receive counseling services during the school year.
- Southampton County Public School Division will frequently communicate with stakeholders through the district website and social media.
- Instruction will be student-focused, highly engaging, and relevant to students' lives.

SCPS Curriculum Focus

◆ **21st Century Instruction**

- Student Engagement and Connection
- Parent Involvement and Communication
- Technology Access and Supports

◆ **Strategies**

- Traditional Instructional Supports
- Social-Emotional Learning
- Student Centered Practices

◆ **Infusion**

- Plato/Edmentum
- Virtual Virginia
- Collaborative Work
- Project Based Learning
- Flexibility and Relativeness

◆ **Practices and Procedures**

- Research-based Practices
- Monitor and Adjust Pacing Guides
- Continuous Health and Safety Monitoring

Components of Curriculum and Instruction

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
II. Instruction for all students
III. Identification of instructional gaps and student needs
IV. Virtual/Distance Learning

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

Scheduling
Plan for school schedules:
- Days
- Times
- Hours
- Shifts
- Coverage

Transportation
- Home/Away
- Sanitization
- Meals
- Shifts
- Coverage

Technology/Processes/Systems
- Operation Systems
- Device/Access
- Training
- Supports

Communication
- Staff
- Students
- Parents
- Community

Education During the COVID-19 Pandemic

Instructional Quality
- Clear Expectations
- Scaffold Concepts
- Consistent Feedback
- Authentic Assessments

Teacher Direct
- Monitor Instructional Time
- Gauge Learners Screen Time (To Be Shared Later)

Collaboration and Engagement
- Opportunities for Peer Instruction
- Live discussions
- Modeling

School Home Balance
- Synchronous Work vs. Asynchronous Workload
- Reinforcement vs. Self-Teaching

MONITOR AND ADJUST
- Stay informed and prepare for the unexpected as we continue to plan based on current information.
- Learning during the pandemic requires flexibility and adjusting practices at a rapid pace.
- Infusing different techniques to meet the needs of a diverse learning population.
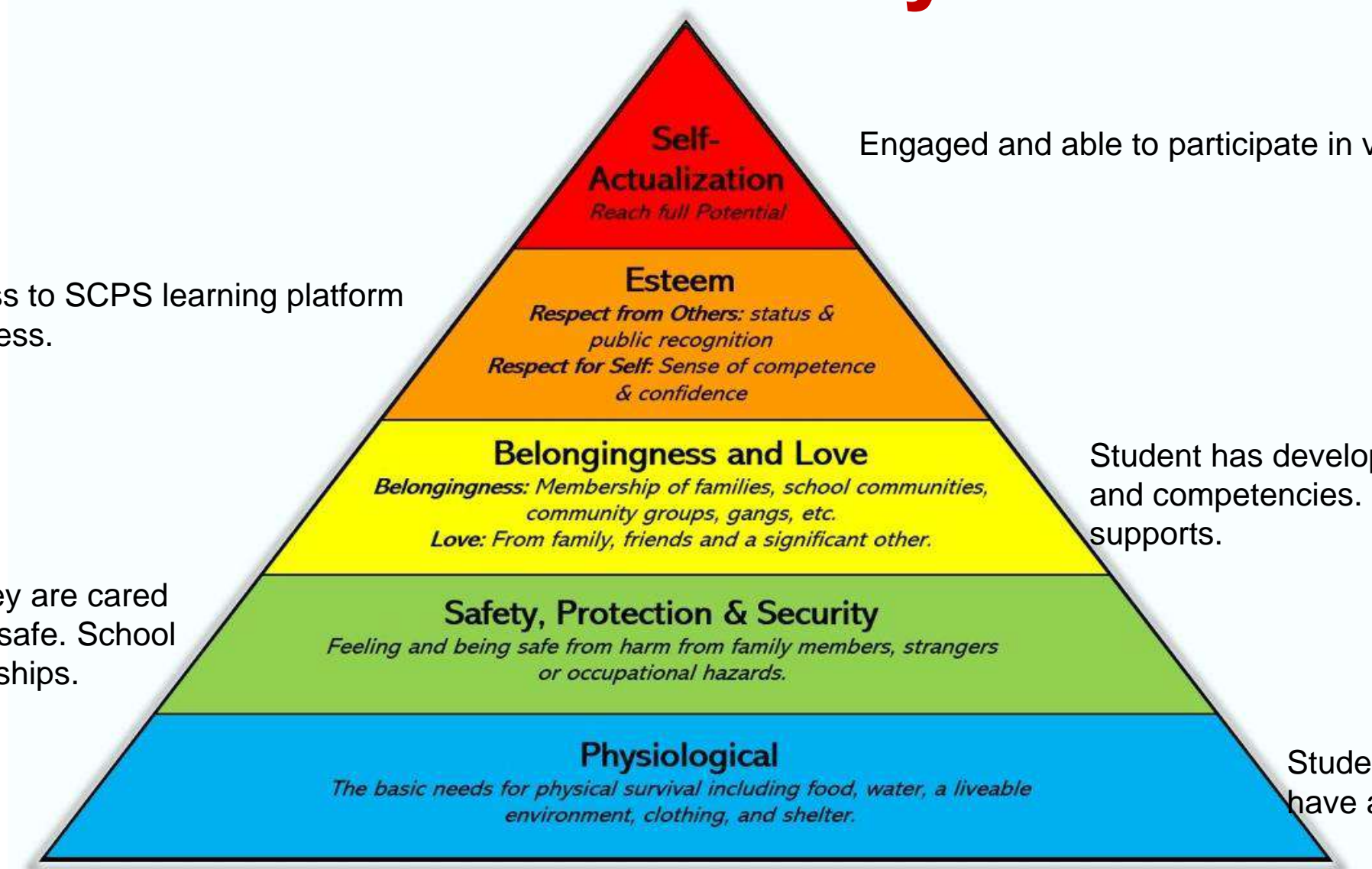- Focus on our students, families, and community.

Instruction for All Students

Comprehensive plan for providing new instruction to all students including

Students with Disabilities

Economically Disadvantaged

English Language Learners

Early/Young Learners

Gifted Learners

Maslow's Hierarchy of Needs

Engaged and able to participate in virtual learning.

Student has access to SCPS learning platform with tools for success.

Student has developed social skills and competencies. Social-emotional supports.

Students know they are cared for loved and feel safe. School and home partnerships.

Students are fed and have access to meals.

Self-Actualization
Reach full Potential

Esteem
Respect from Others: status & public recognition
Respect for Self: Sense of competence & confidence

Belongingness and Love
Belongingness: Membership of families, school communities, community groups, gangs, etc.
Love: From family, friends and a significant other.

Safety, Protection & Security
Feeling and being safe from harm from family members, strangers or occupational hazards.

Physiological
The basic needs for physical survival including food, water, a liveable environment, clothing, and shelter.

Identification of Instructional Gaps and Students' Needs

Plan for student identification and supports

❑ Formative Assessments

❑ Authentic Assessments

❑ Supports for Success

❑ Curriculum Updates and Revisions

❑ Instructional Delivery Methodology

❑ Review, Updates, and Modification of Pacing Guides

Virtual/Distance Learning

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.

Online and Distance Learning

Virtual Learning Platform

Communication

Training and Supports

LEARNING

In order to have a successful academic year it is crucial for all members of the Southampton County Public School Division Learning community to engage in a committed effort in working through the COVID-19 pandemic.

There are concrete expectations for:
- Teachers
- Students
- Parents
- Screen Time

Expectations of Teachers

Teachers are expected to engage in a learning culture that is positive, engaging, and supportive.

Monitor/Adjust Academic Procedures
- Communication
- Collaboration
- Feedback
- Grading

Instructional Practice
- Maintain high expectations
- Instructional delivery
- Project based learning

Availability
- Designated office hours
- Special populations

Authentic Assessments
- Grading practices
- Feedback
- Supports

Expectations for Students

SES
SMS
SHS
Enriched
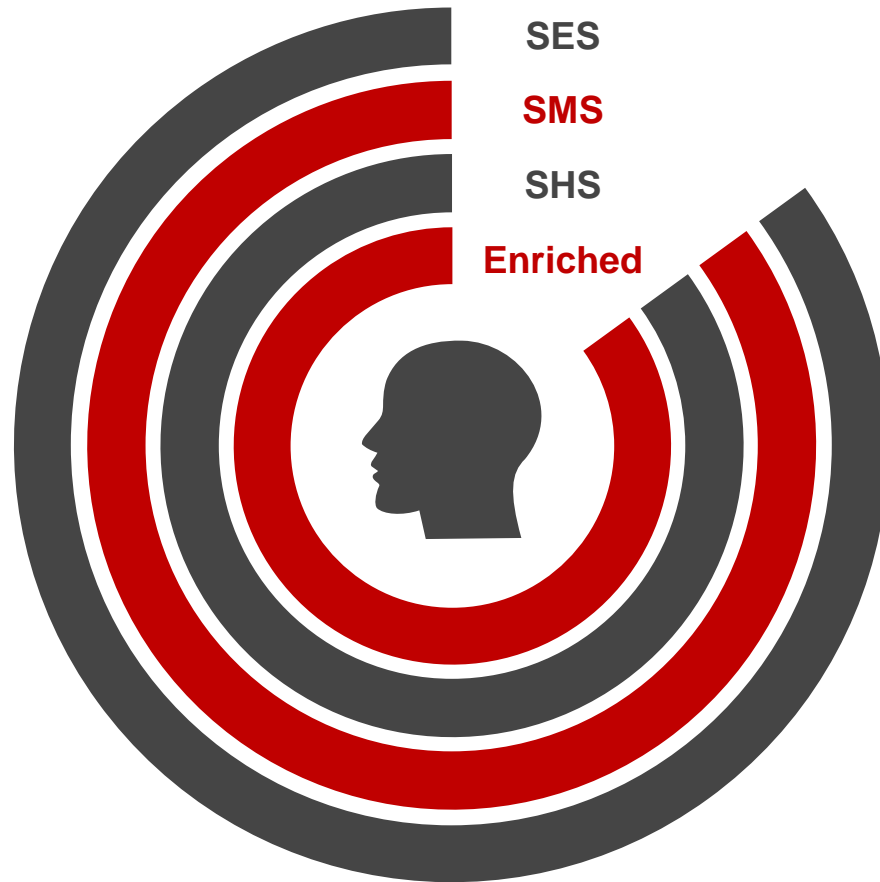
100% **Assignment Completion**
- All assignments completed through *Schoology*.
- Consistent attendance and participation.
- Identify your own workspace.

100% **Communication**
- Teachers
- Counselors
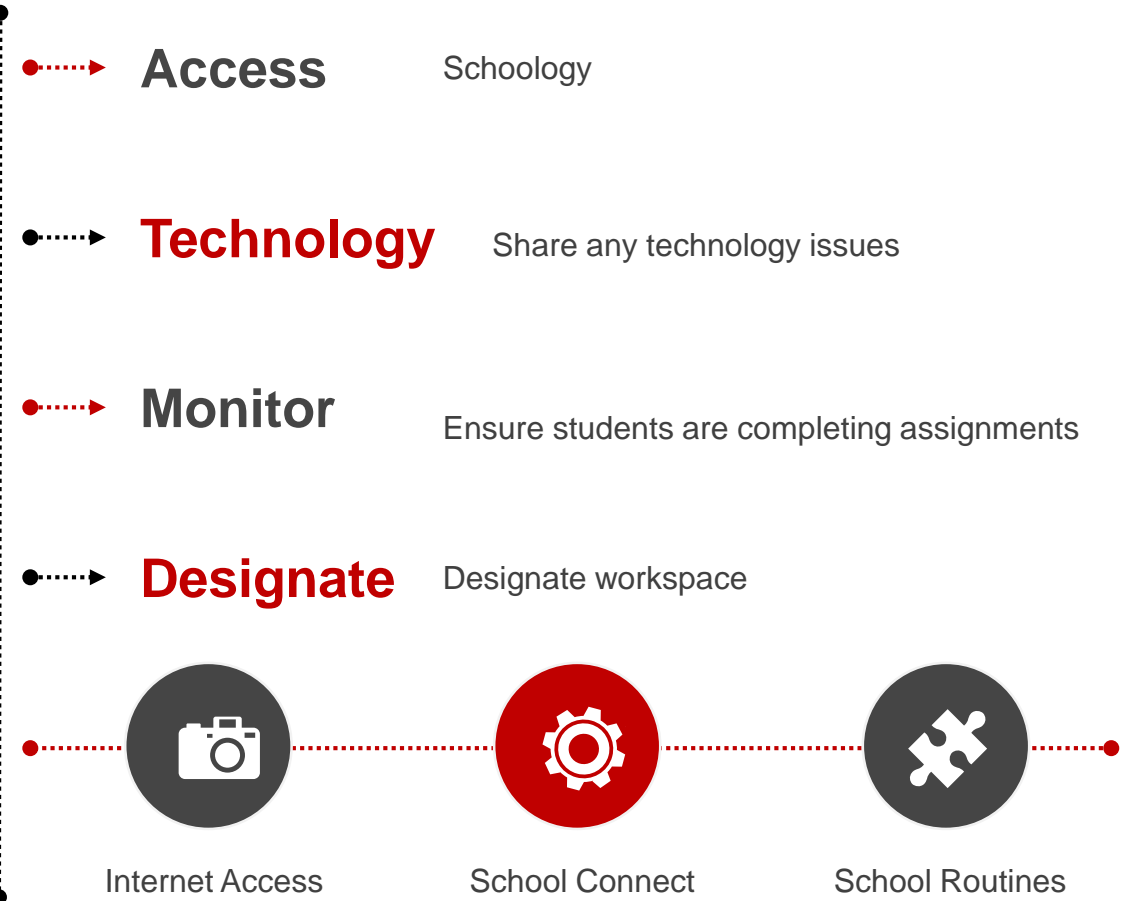- Administrators

100% **Supports**
- Seek assistance early and frequently.
- Social Emotional Learning supports.
- Academic enrichment supports.

100% **Academic Integrity**
- Adhere to academic expectations.
- Avoid academic dishonesty.
- Review student handbook.

Expectations for Parents

Access — Schoology

Technology — Share any technology issues

Monitor — Ensure students are completing assignments

Designate — Designate workspace

Internet Access

School Connect

School Routines

Screen Time/Attention Span

Childhood development experts suggests that reasonable attention span is usually two to three minutes of a child's age, up to five minutes of a child's age.

Attention Span by Age		Strategies for Extending a Child's Attention Span
AGE	**MINUTES**	
2 Years Old	4 - 6	• Include manipulatives and hands-on activities.
4 Years Old	8 - 12	
6 Years Old	12 - 18	• Set specific goals, foster dialog and open communication.
8 Years Old	16 - 24	
10 Years Old	20 - 30	• Instructional methods to include frequent check-ins.
12 Years Old	24 - 36	• Include frequent breaks.
14 Years Old	28 - 42	• Infuse creativity within instruction.
16 Years Old	32 - 48	• Engage in self-reflective practices.

Tentative Proposed Scheduling Options

- Southampton Elementary Schools
- Southampton Middle School
- Southampton High School

Specialized populations will receive additional supports and instruction
as deemed appropriate by their IEP, 504 Plan, ELL Plan, or individualized need.

Southampton Elementary Schools

OPTION 1

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Class Choice 1 8:30-11:30	Conference with Teacher via Schoology	Conference with Teacher via Schoology	Conference with Teacher via Schoology	Conference with Teacher via Schoology	Independent Study Time/Asynchronous Learning Time (Small Group if Needed)
Class Choice 2 12:30-3:30	Conference with Teacher via Schoology	Conference with Teacher via Schoology	Conference with Teacher via Schoology	Conference with Teacher via Schoology	Independent Study Time/Asynchronous Learning Time (Small Group if Needed)
Class Choice 3 5:30-8:30	Conference with Teacher via Schoology	Conference with Teacher via Schoology	Conference with Teacher via Schoology	Conference with Teacher via Schoology	Independent Study Time/Asynchronous Learning Time (Small Group if Needed)

Morning Elementary Class Choice 1 Schedule

Pre-Kindergarten	8:30-8:45: Social and Emotional Support and Growth 8:45-9:15: Calendar Time 9:15-9:45: Core Skill Focus 9:45-10:00: Independent Activity for Teacher Assessment of Learning 10:00-10:30: Group Time 10:30-10:45: Independent Activity for Teacher Assessment of Learning 10:45-11:15: STREAM 11:15-11:30: Story Time
Kindergarten - 1st Grade	8:30-8:45: Social and Emotional Support and Growth 8:45-9:15: Calendar Time 9:15-9:45: Whole Group Reading 9:45-10:00: Independent Activity for Teacher Assessment of Learning 10:00-10:30: Whole Group Math 10:30-10:45: Independent Activity for Teacher Assessment of Learning 10:45-11:15: Whole Group Science/Social Studies 11:15-11:30: Independent Activity for Teacher Assessment
2nd Grade	8:30-8:45: Social and Emotional Support and Growth 8:45-9:30: Whole Group Reading 9:30-9:45: Independent Activity for Teacher Assessment of Learning 9:45-10:30:: Whole Group Math 10:30-10:45: Independent Activity for Teacher Assessment of Learning 10:45-11:15: Whole Group Science/Social Studies 11:15-11:30: Independent Activity for Teacher Assessment
3rd/4th/5th Grade	8:30-8:45 Social and Emotional Support and Growth 8:45-9:45 Reading (whole group) 9:45-10:00 Brain Break 10:00-10:45 Math (whole group) 10:45-11:30 Social Studies or Virginia Studies / Science

Southampton Elementary Schools

Afternoon Elementary Class Choice 2 Schedule	
Pre-Kindergarten	12:30-12:45: Social and Emotional Support and Growth 12:45-1:15: Calendar Time 1:15-1:45: Core Skill Focus 1:45-2:00: Independent Activity for Teacher Assessment of Learning 2:00-2:30: Group Time 2:30-2:45: Independent Activity for Teacher Assessment of Learning 2:45-3:15: STREAM 3:15-3:30: Story Time
Kindergarten/ 1st Grade	12:30-12:45: Social and Emotional Support and Growth 12:45-1:15: Calendar Time 1:15-1:45: Whole Group Reading 1:45-2:00 Independent Activity for Teacher Assessment of Learning 2:00-2:30:: Whole Group Math 2:30-2:45: Independent Activity for Teacher Assessment of Learning 2:45-3:15: Whole Group Science/Social Studies 3:15-3:30: Independent Activity for Teacher Assessment
2nd Grade	12:30-12:45: Social and Emotional Support and Growth 12:45-1:30: Whole Group Reading 1:30-1:45: Independent Activity for Teacher Assessment of Learning 1:45-2:30:: Whole Group Math 2:30-2:45: Independent Activity for Teacher Assessment of Learning 2:45-3:15: Whole Group Science/Social Studies 3:15-3:30: Independent Activity for Teacher Assessment
3rd/4th/5th Grade	12:30-12:45 Social and Emotional Support and Growth 12:45-1:45 Reading (whole group) 1:45-2:00 Brain Break 2:00-2:45 Math (whole group) 2:45-3:30 Social Studies or Virginia Studies / Science

Evening Elementary Class Choice 3 Schedule	
Pre-Kindergarten	5:30-5:45: Social and Emotional Support and Growth 5:45-6:15: Calendar Time 6:15-6:45: Core Skill Focus 6:45-7:00: Independent Activity for Teacher Assessment of Learning 7:00-7:30: Group Time 7:30-7:45: Independent Activity for Teacher Assessment of Learning 7:45-8:15: STREAM 8:15-8:30: Story Time
Kindergarten/ 1st Grade	5:30-5:45: Social and Emotional Support and Growth 5:45-6:15: Calendar Time 6:15-6:45: Whole Group Reading 6:45-7:00: Independent Activity for Teacher Assessment of Learning 7:00-7:30: Whole Group Math 7:30-7:45: Independent Activity for Teacher Assessment of Learning 7:45-8:15: Whole Group Science/Social Studies 8:15-8:30: Independent Activity for Teacher Assessment
2nd Grade	5:30-5:45: Social and Emotional Support and Growth 5:45-6:30: Whole Group Reading 6:30-6:45: Independent Activity for Teacher Assessment of Learning 6:45-7:30: Whole Group Math 7:30-7:45: Independent Activity for Teacher Assessment of Learning 7:45-8:15: Whole Group Science/Social Studies 8:15-8:30: Independent Activity for Teacher Assessment
3rd/4th/5th Grade	5:30-5:45 Social and Emotional Support and Growth 5:45-6:45 Reading (whole group) 6:45-7:00 Brain Break 7:00-7:45 Math (whole group) 7:45-8:30 Social Studies or Virginia Studies / Science

Southampton Elementary School

Option 2: Students will choose Class Choice 1 or Class Choice 2 for Virtual distance learning. Teachers will choose 1 of the Class Choices: Morning or Afternoon

Morning Elementary Class Choice 1 Schedule

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/Recess 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/Independent Learning Act. 11:00-12:00: Lunch/Recess 12:00-12:30: Whole Group Math 12:30-1:30: Small Group Math/ Independent Learning Activities 1:30-2:00: Whole Group Virginia Studies/Science 2:00-2:30: Resource
2nd Grade	8:30-9 Social and Emotional Support and Growth 9:00-9:45 Whole Group Reading 9:45-10:45 Small Group Reading 10:45-11:45 Recess/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 Reading (whole group) 9:45-10:45 Small group Reading 10:45-11:30 Math (whole group) 11:30-12:15 Small group Math 12:15-1:00 Lunch 1:00-2:00 Virginia Studies / Science 2:00-2:30 Resource Classes

Morning Elementary Class Choice 2 Schedule

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/Recess 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/Independent Learning Act. 5:00-6:00 Dinner/Recess 6:00-6:30: Whole Group Math 6:30-7:30: Small Group Math/ Independent Learning Activities 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/Recess 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: Reading (whole group) 3:45-4:45: Small group Reading 4:45-5:30: Dinner/Recess Math 5:30-6:15: Math (whole group) 6:15-7S:00: Small Group Math 7:00-8:00: Virginia Studies / Science 8:00-8:30: Resource Classes

Southampton Middle School

Option 1: Students will choose Class Choice 1, Class Choice 2, or Class Choice 3 for Virtual Distance Learning.
Teachers will choose 2 of the Class Choices: Morning and Afternoon / Afternoon and Evening / Morning and Evening.

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

	Monday			Tuesday			Wednesday			Thursday		Friday
1st	12:30-1:15 Live Instruction (45 minutes)	Independent Instruction (30 minutes) 75 minutes total (Afternoon Block 5)	5th	12:30-1:15 Live Instruction (45 minutes)	Independent Instruction (30 minutes) 75 minutes total (Afternoon Block 5)	1st	12:30-1:15 Live Instruction (45 minutes)	Independent Instruction (30 minutes) 75 minutes total (Afternoon Block 5)	5th	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)
2nd	1:15-2:00 Live Instruction (45 minutes	Independent Instruction (30 minutes) 75 minutes total (Afternoon Block 5)	6th	1:15-2:00 Live Instruction (45 minutes)	Independent Instruction (30 minutes) 75 minutes total (Afternoon Block 5)	2nd	1:15-2:00 Live Instruction (45 minutes)	Independent Instruction (30 minutes) 75 minutes total (Afternoon Block 5)	6th	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)
3rd	2:00-2:45 Live Instruction (45 minutes	Independent Instruction (30 minutes) 75 minutes total (Afternoon Block 5)	7th	2:00-2:45 Live Instruction (45 minutes)	Independent Instruction (30 minutes) 75 minutes total (Afternoon Block 5)	3rd	2:00-2:45 Live Instruction (45 minutes)	Independent Instruction (30 minutes) 75 minutes total (Afternoon Block 5)	7th	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)
4th	2:45-3:30 Live Instruction (45 minutes	Independent Instruction (30 minutes) 75 minutes total (Afternoon Block 5)	8th	2:45-3:30 Live Instruction (45 minutes)	Independent Instruction (30 minutes) 75 minutes total (Afternoon Block 5)	4th	2:45-3:30 Live Instruction (45 minutes)	Independent Instruction (30 minutes) 75 minutes total (Afternoon Block 5)	8th	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)
	A-Day			**B-Day**			**A-Day**			**B-Day**		
	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 Schedule

	Monday			Tuesday			Wednesday			Thursday		Friday
1st	5:30-6:15 Live Instruction (45 minutes)	Independent Instruction (30 minutes) 75 minutes total (Afternoon Block 5)	5th	5:30-6:15 Live Instruction (45 minutes)	Independent Instruction (30 minutes) 75 minutes total (Afternoon Block 5)	1st	5:30-6:15 Live Instruction (45 minutes)	Independent Instruction (30 minutes) 75 minutes total (Afternoon Block 5)	5th	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)
2nd	6:15-7:00 Live Instruction (45 minutes	Independent Instruction (30 minutes) 75 minutes total (Afternoon Block 5)	6th	6:15-7:00 Live Instruction (45 minutes)	Independent Instruction (30 minutes) 75 minutes total (Afternoon Block 5)	2nd	6:15-7:00 Live Instruction (45 minutes)	Independent Instruction (30 minutes) 75 minutes total (Afternoon Block 5)	6th	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)
3rd	7:00-7:45 Live Instruction (45 minutes	Independent Instruction (30 minutes) 75 minutes total (Afternoon Block 5)	7th	7:00-7:45 Live Instruction (45 minutes)	Independent Instruction (30 minutes) 75 minutes total (Afternoon Block 5)	3rd	7:00-7:45 Live Instruction (45 minutes)	Independent Instruction (30 minutes) 75 minutes total (Afternoon Block 5)	7th	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)
4th	7:45-8:30 Live Instruction (45 minutes	Independent Instruction (30 minutes) 75 minutes total (Afternoon Block 5) **A-Day**	8th	7:45-8:30 Live Instruction (45 minutes)	Independent Instruction (30 minutes) 75 minutes total (Afternoon Block 5) **B-Day**	4th	7:45-8:30 Live Instruction (45 minutes)	Independent Instruction (30 minutes) 75 minutes total (Afternoon Block 5) **A-Day**	8th	7:45-8:30 Live Instruction (45 minutes)	Independent Instruction (30 minutes) 75 minutes total (Afternoon Block 5) **B-Day**	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		

Southampton High School

Option 1: Students will choose Class Choice 1, Class Choice 2, or Class Choice 3 for Virtual Distance Learning.
Teachers will choose 2 of the Class Choices: Morning and Afternoon / Afternoon and Evening / Morning and Evening.

HIGH SCHOOL MORNING

1st	8:30-9:15 Live Instruction (45 minutes)	Independent Instruction (30 minutes) 75 minutes total (Afternoon Block 5)
2nd	9:15-10:00 Live Instruction (45 minutes)	Independent Instruction (30 minutes) 75 minutes total (Afternoon Block 5)
3rd	10:00-10:45 Live Instruction (45 minutes)	Independent Instruction (30 minutes) 75 minutes total (Afternoon Block 5)
4th	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**		
1st	12:30-1:15 Live Instruction (45 minutes)	Independent Instruction (30 minutes) 75 minutes total (Afternoon Block 5)
2nd	1:15-2:00 Live Instruction (45 minutes)	Independent Instruction (30 minutes) 75 minutes total (Afternoon Block 5)
3rd	2:00-2:45 Live Instruction (45 minutes)	Independent Instruction (30 minutes) 75 minutes total (Afternoon Block 5)
4th	2:45-3:30 Live Instruction (45 minutes)	Independent Instruction (30 minutes) 75 minutes total (Afternoon Block 5)
Total Time 300 minutes		

Southampton High School

Option 1: Students will choose Class Choice 1, Class Choice 2, or Class Choice 3 for Virtual Distance Learning.
Teachers will choose 2 of the Class Choices: Morning and Afternoon / Afternoon and Evening / Morning and Evening.

HIGH SCHOOL EVENING

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

Option 3: Students will have 75-minute four Block Schedules of Virtual Distance Learning Monday-Thursday.

|	
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

Grading Procedures

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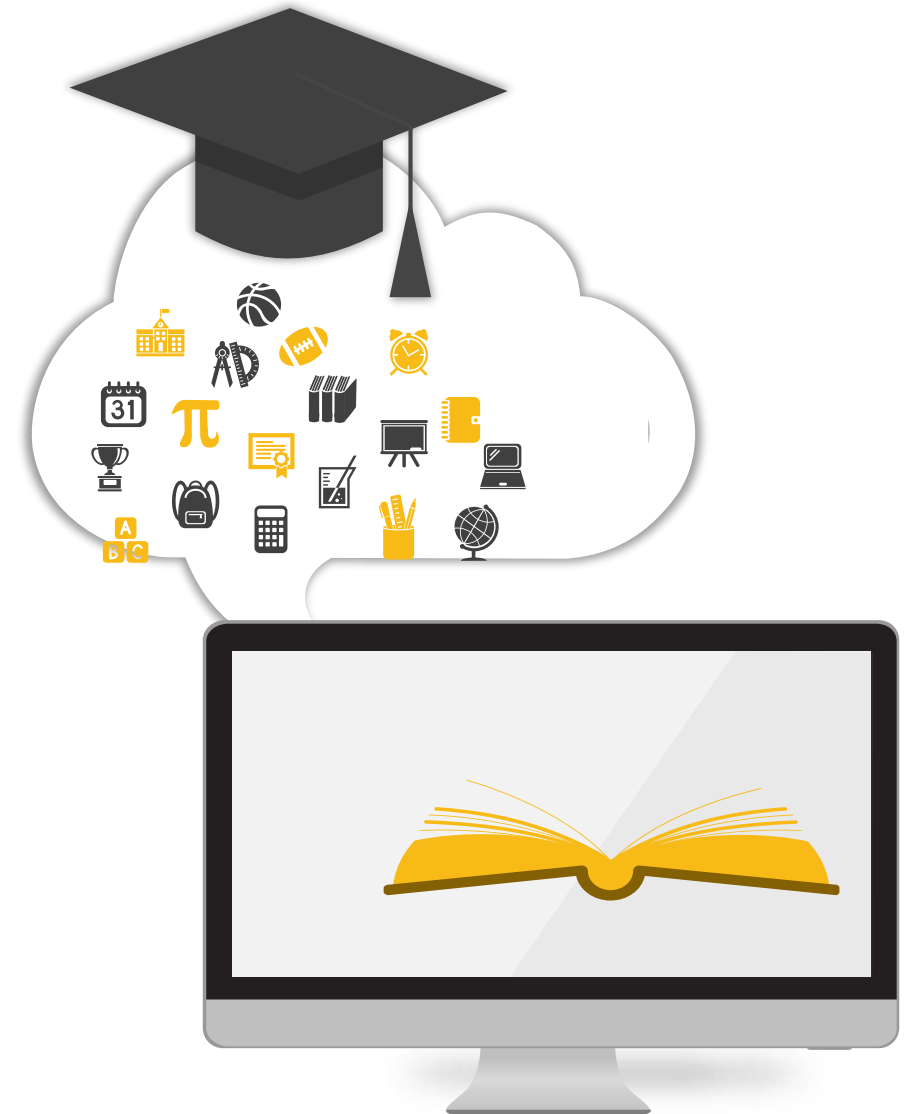
Attendance Procedures

- 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 turned on before the start time of each class and remain active for the complete synchronous lesson.
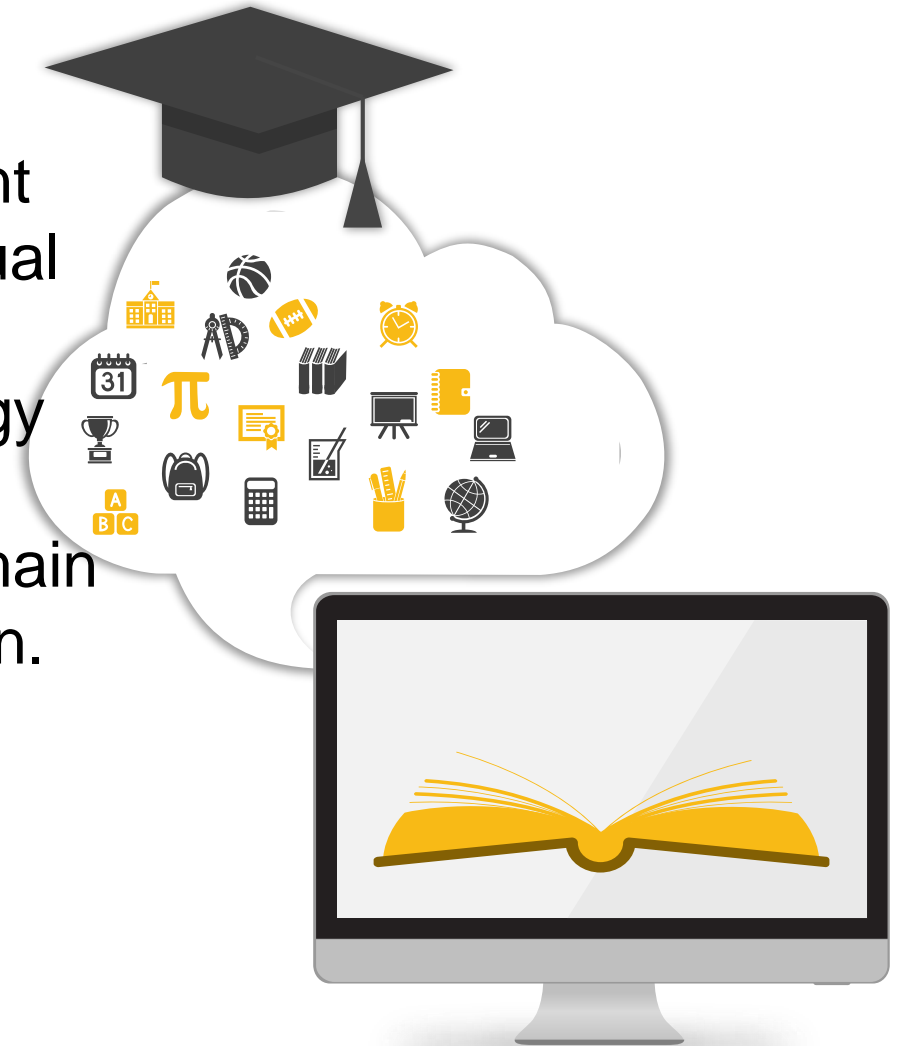
Vulnerable and Special Populations

Southampton County Public School division serves over 2,800 students and recognizes the importance of delivering an equitable education for all students.

Southampton County Public Schools will work to ensure Vulnerable and Specialized Populations, has a quality educational experience.
- Students with Disabilities
- Economically Disadvantaged
- English Language Learners
- Gifted Learners
- 504 Learners

PUBLIC SCHOOLS

Students with Disabilities

Federal and State Requirements

- Mindful of federal and state requirements.
- IEP review to determine students' needs.
- Determine recovery or compensatory services.

Compliance

Collaboration

Teachers/Families/Supports

- Home school partnerships.
- Collaboration amongst teachers.
- General and Special Education partnerships.

Southampton County Public School Division

Special Education Programs
Related Services

Instruction

Placements

Synchronous Instruction

- Increased time.
- Increased time for instruction.
- Least restrictive and supportive.

Private Day Programs

- Continued services.
- Review guidelines.
- Monitor programs.

Economically Disadvantaged

Will receive:

- Additional supports as needed
- Meaningful communication and feedback
- Tiered assignments and activities
- Scaffolding supports
- Frequent check-ins
- Supplemental supports
  - SCPS Reading Specialists
  - Math Coaches

PUBLIC SCHOOLS

English Language Learners

SCPS English Language Learners (ELL)

English Language Learners will continue to receive instructional supports and services.

- The teacher will communicate with each ELL student and their families to address individual supports necessary.
- Translation services shall be provided to ELL families, as needed.

Gifted Learners

Students will continue to receive enrichment and support.

Teachers will develop instructional plans to support the gifted learner.

Teachers will expand resources to support and supplement gifted instruction.
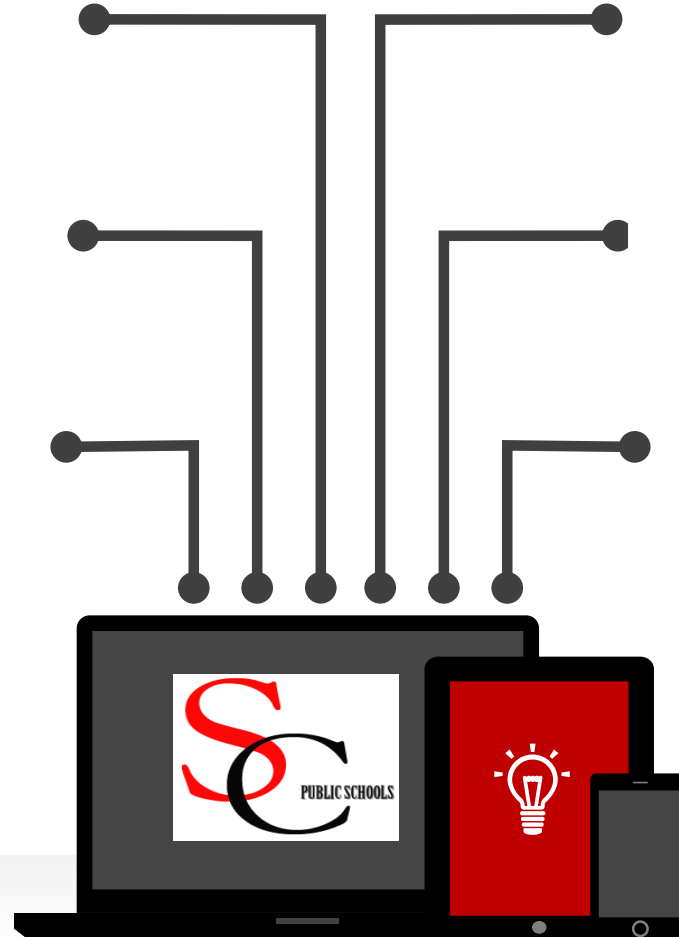
Teachers will infuse project-based learning, independent inquiry, and collaborative group initiatives.

Teachers will continue to engage gifted learners in a manner that is challenging.

Teachers will provide ongoing learning experiences to cultivate and inspire independent learning.

504 Learners

Students will be provided accommodations, related aids, and services as identified in their written 504 Plan.

The 504 Committee will meet with parents to discuss accommodations and modifications needed to optimize learning.

Teachers will work with students to ensure equal access to the educational environment.

A review of each plan will occur to determine if other accommodations are needed in the virtual learning environment.

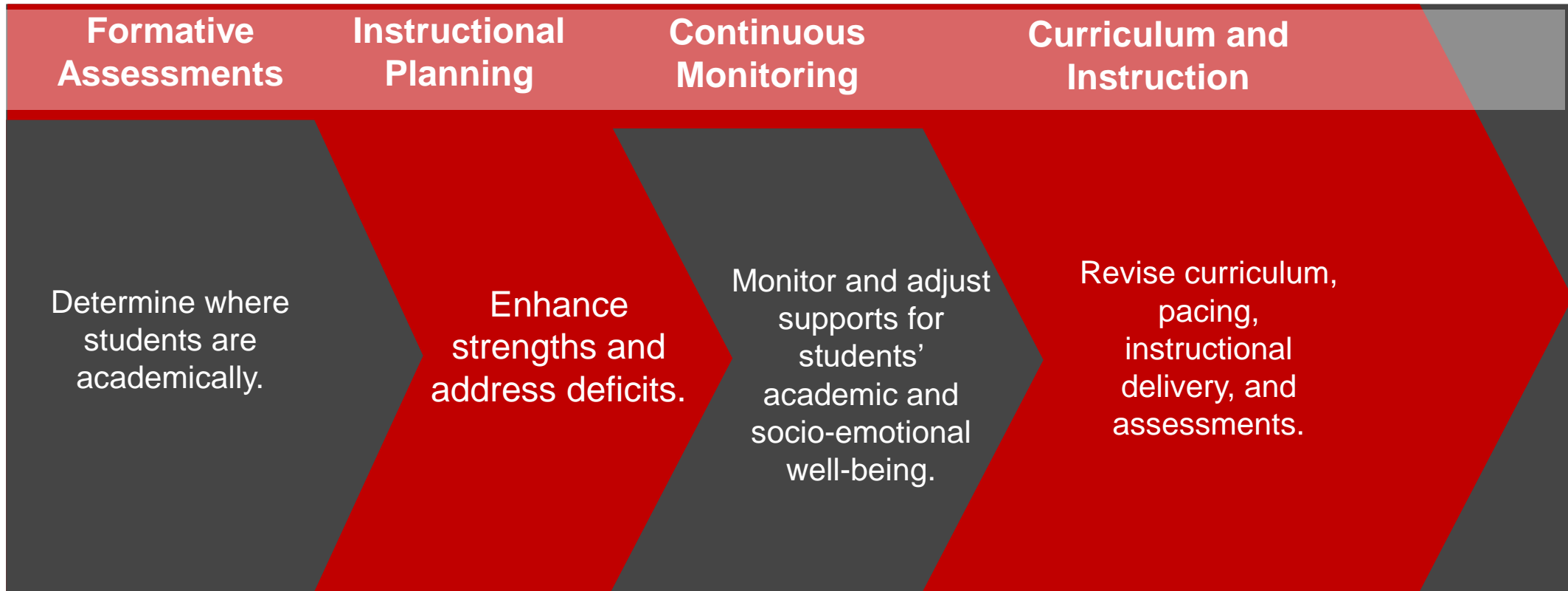Teachers will work with families to meet the needs of our students.
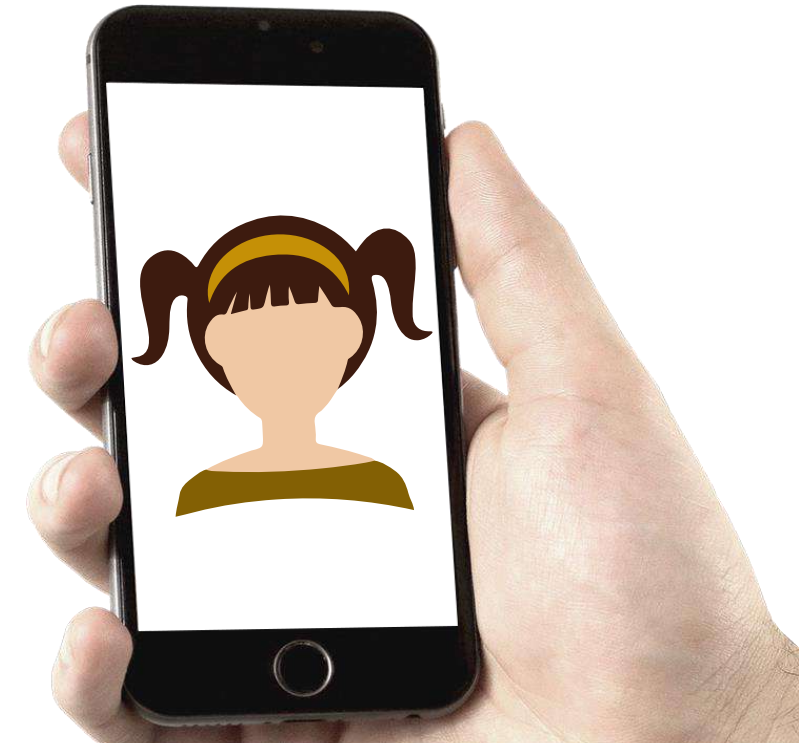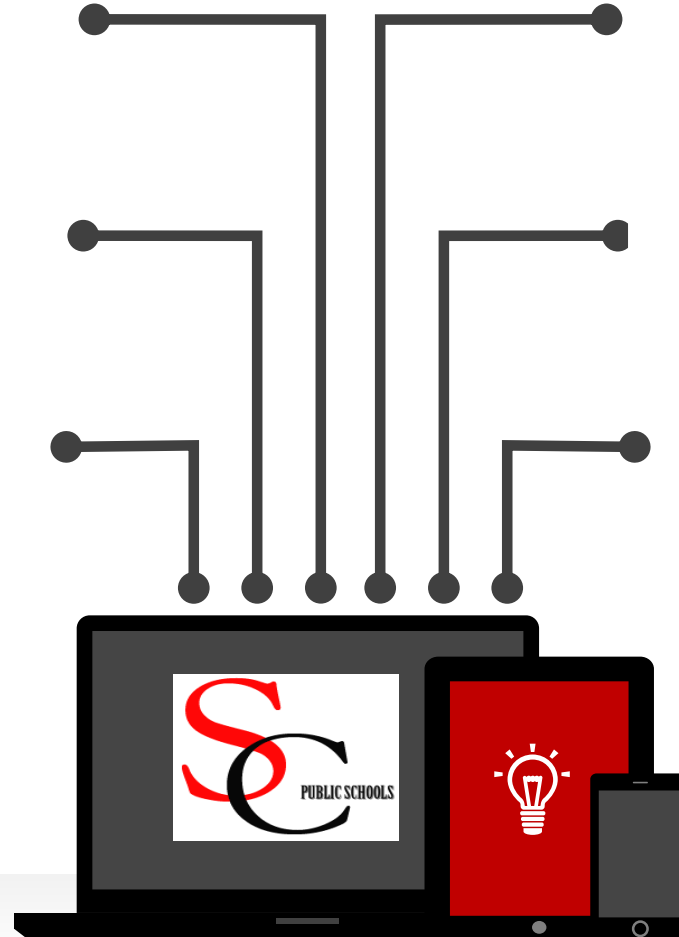
Supports

The Southampton County Public School Division will continue to monitor, assess, and adjust supports for students, staff, and parents as information is gathered and disseminated from federal, state, and local data and systems.

Identification of Instructional Gaps and Students' Needs

Formative Assessments	Instructional Planning	Continuous Monitoring	Curriculum and Instruction
Determine where students are academically.	Enhance strengths and address deficits.	Monitor and adjust supports for students' academic and socio-emotional well-being.	Revise curriculum, pacing, instructional delivery, and assessments.

Academic Progress and Measurement

100%

Progress Monitoring
Student's academic progress will be monitored.

100%

Provisions
Provisions will be made for instructional support, which includes assessment and evaluation of work.

100%

Assessment Tools
Teachers will utilize the mechanisms in place for assessing students and assigning grades.

100%

Communication
Teachers will engage in continuous communication with students and parents about their progress.

100%

Internal Communication
Staff members will have weekly communication with division leadership and administration.

100%

Technology Access
Every effort will be made to ensure SCPS students' have access to Schoology through internet, computer devices, and hotspots as available.

Asynchronous vs.Synchronous

Asynchronous – *Not happening or existing at the same time.*

Synchronous – Occurring or existing at the same time.

Suggested Guide for Use

Asynchronous	Synchronous
One-way Communication	**Two-way Communication**
• Short instructional lessons.	• Closest to traditional instruction.
• Feedback provided after the fact or not required.	• Requires student and teacher simultaneous engagement.
• Short presentations that can be viewed at a later time.	• Affords group work and engagement, breakout sessions.
• Posted assignments to be completed at a later date.	• Flexible scheduling allows for students to engage at a time that is beneficial.

Professional Development

AREAS

- Project based learning
- Measuring goals and objectives
- Interventions and assessments
- Social-emotional supports
- Schoology and technology training

TEACHERS

AREAS

- Project based learning
- Schoology and technology training
- Virtual learning expectations
- Academic integrity
- Social-emotional supports

STUDENTS

AREAS

- Schoology and technology training
- Virtual learning expectations
- Academic integrity
- Social-emotional supports

PARENTS

AREAS

- Virtual learning expectations
- Academic integrity
- Social-emotional supports

ALL

SPECIAL POPULATIONS
- Meet with child's program manager, counselor, or advisor.
- Collaborate with your child's teacher to identify and minimize barriers.
- Maintain communication with your child's teacher to determine if modifications are required.

PRIORITIZE EDUCATION
- Engage in open discussions with children as age appropriate, about school.
- Designate a school-space with minimal distractions.
- Infuse brain breaks and set home-school boundaries.
- Develop a time management plan for school/non-school activities.

CAREGIVER SUPPORT
- These are challenging times for us all, engage to share how you are managing.
- Create your own support groups network with other parents.
- Maintain communication with your child's teacher to share if your family is experiencing changes.

FIRST NINE WEEKS
- Engage with school and teachers.
- Provide feedback about your child's progress or needs.
- Assist students in maintaining their connections and friendships.
- Seek assistance early and often if your child is in need of assistance.

SCPS Parent Partnerships