

# **Southampton County Public Schools**



## **VIRTUAL VIRGINIA INSTRUCTIONAL HANDBOOK**

### **Parent-Student Manual**

**2023-2024**

**SOUTHAMPTON COUNTY PUBLIC SCHOOL DIVISION  
2023-2024 VIRTUAL VIRGINIA HANDBOOK**

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Welcome to the Southampton County Public Schools Virtual Virginia Handbook. This comprehensive guide is designed to provide students, parents, teachers, and administrators participating in the Virtual Virginia classes program with a clear understanding of expectations and strategies for success. This handbook serves as a valuable resource to ensure effective communication, collaboration, and support within the Southampton County Schools Virtual community.

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## VISION

The vision of Southampton County Public Schools is that all students will be successful, productive, lifelong learners in an ever-changing world.

## 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.

## DIVISION GOALS

**GOAL 1:** *Expand Learning Opportunities and Increase Student Achievement*

**GOAL 2:** *Expand Our Safe and Healthy School Culture and Climate*

**GOAL 3:** *Expand Professional Training and Improved Employee Retention*

**GOAL 4:** *Expand Community and Parental Partnerships*

**GOAL 5:** *Expand Capital Improvement Efforts and Acquire More Fiscal Resources*

**GOAL 6:** *Expand Opportunities to Make them Equitable for All Students*

## PURPOSE OF THIS HANDBOOK

This handbook provides essential guidance and resources for students, parents, teachers, and administrators in Virtual Virginia tailored to the unique needs of students, parents, teachers, and administrators. It will inform students about virtual learning guidelines, time management, and effective communication. Parents will be empowered with a deeper understanding of virtual learning to support their children's education. Teachers will receive strategies and resources for planning, delivering, and assessing virtual instruction. Administrators will gain insights for informed decision-making and program improvement. The handbook will foster collaboration among all stakeholders, enhancing the virtual learning experience with confidence and success.

**Southampton Public School Division's Website**  
**[www.southampton.k12.va.us](http://www.southampton.k12.va.us)**

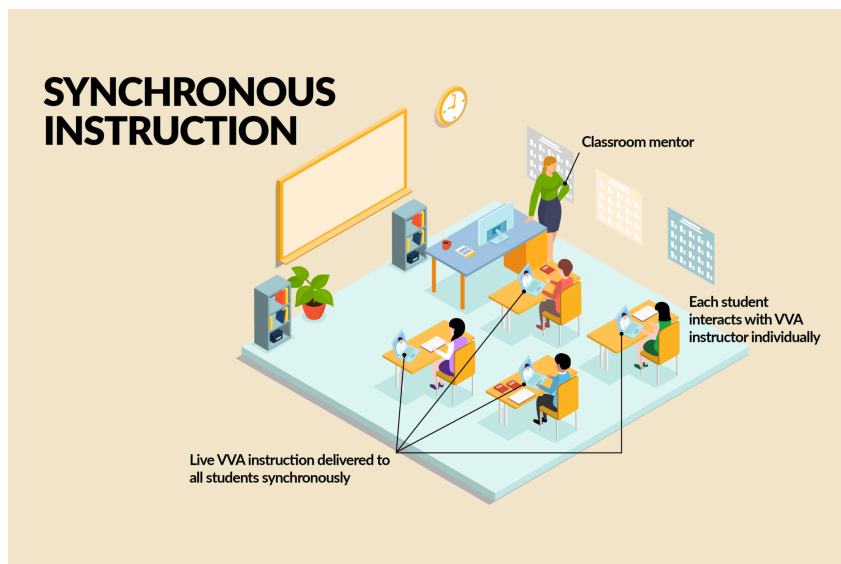
# OVERVIEW OF VIRTUAL VIRGINIA

Virtual Virginia is a partner to all Virginia public school divisions. Through these partnerships, VVA provides a variety of educational opportunities to K–12 students and educators throughout the Commonwealth of Virginia. Virtual Virginia offers full-time and part-time online instruction to K–12 students throughout the Commonwealth and nation. Each public school student enrolled in VVA retains membership with their enrolling school division. Instruction is available for students attending school in person and for homeschooled students.

## SYNCHRONOUS INSTRUCTION

### Synchronous Instruction

For synchronous instruction of VVA courses in a school setting, live instruction is delivered to all students simultaneously. Each student interacts with the VVA instructor individually, and a paraprofessional is present to support students and interact with the VVA instructor as needed.



## COLLABORATING FOR SUCCESS

The success of the Virtual Virginia program relies heavily on collaboration among teachers, students, parents, and administrators. Effective communication, shared responsibilities, and a supportive learning environment are all fostered through collaboration. Teachers collaborate with students, parents, and administrators to align goals, provide guidance, and monitor progress. Students gain valuable benefits from collaborative opportunities, enhanced learning experiences, and timely support. Parents actively support their child's learning journey, while administrators ensure program effectiveness and facilitate continuous improvement. By fostering collaboration, all stakeholders contribute to a cohesive and enriching virtual learning community.

## ACCESSING VIRTUAL VIRGINIA

The Paraprofessional is responsible for providing students with their Virtual Virginia usernames and passwords.

Once a course begins, students can access Virtual Virginia courses by following these steps:

- ❖ Go to <https://www.virtualvirginia.org>
  - ❖ Click the Login button at the top right.
  - ❖ Under "Choose your program," click the dropdown menu and select "Virtual Virginia Program (K–12)." Click Login.
  - ❖ On the Dashboard that appears, click "Launch" on a course title to enter that course in the Canvas learning management system.

Note that each Virtual Virginia student is required to complete all orientation activities before beginning each Virtual Virginia course in which they are enrolled.



## ROLES AND EXPECTATIONS

### ➤ Teachers:

- Facilitating virtual classes effectively
- Providing clear instructions and expectations
- Engaging students through interactive methods
- Providing timely feedback and assessments
- Supporting students' academic progress

### ➤ Paraprofessionals:

- Collaborating with teachers to facilitate virtual classroom sessions
- Assisting students in navigating the online platform and accessing course materials
- Establishing and enforcing virtual classroom rules and expectations
- Managing student behavior during virtual sessions to ensure a productive atmosphere
- Providing additional explanations, examples, and resources as needed
- Supporting students' understanding and application of course content
- Communicating effectively with students, teachers, and parents/guardians
- Maintaining accurate records of student attendance and participation

### ➤ Students:

- Active participation and engagement in virtual classes
- Meeting assignment deadlines
- Accessing and submitting assignments
- Practicing effective time management
- Utilizing available resources and seeking help when needed

- Demonstrating academic integrity

➤ **Parents:**

- Supporting students' virtual learning journey
- Establishing regular/open communication with teachers
- Monitoring students' progress and providing guidance
- Encouraging self-motivation and independent learning
- Monitoring student progress and attendance
- Participating in parent-teacher conferences

➤ **Administrators:**

- Providing leadership and support for the virtual program
- Establishing policies and guidelines for virtual learning
- Ensuring equitable access to resources and technology
- Monitoring program effectiveness and student outcomes
- Collaborating with teachers, paraprofessionals, students, and parents for continuous improvement

## **VIRTUAL CLASSROOM EXPECTATIONS**

### **Participating in live sessions and discussions**

Participating in live sessions and discussions in Virtual Virginia is vital as it promotes active learning, collaboration, and critical thinking. It allows for immediate clarification of concepts, engagement with peers, and the opportunity to contribute ideas, fostering a dynamic and enriching virtual learning experience that deepens understanding and knowledge retention.

### **Collaborating with peers in group projects**

Collaborating with peers in group projects in Virtual Virginia is important as it encourages teamwork, enhances problem-solving skills, and promotes diverse perspectives. Working together fosters creativity, effective communication, and a deeper understanding of the subject matter, preparing students for real-world collaboration and fostering a sense of community in the virtual learning environment.

### **Seeking clarification and asking questions**

Seeking clarification and asking questions in Virtual Virginia is crucial as it enhances understanding, addresses doubts, and promotes active engagement. Students can deepen their knowledge, receive personalized guidance, and overcome challenges. It fosters a supportive learning environment, ensures comprehension, and maximizes the benefits of online education.

### **Developing strong study habits:**

Strong study habits in Virtual Virginia is vital as it cultivates self-discipline, focus, and academic achievement. It empowers students to take ownership of their learning, manage time effectively, and adapt to the virtual learning environment. Strong study habits enable success, engagement, and growth in the virtual education setting and leads to improved performance and future success.

## **UNDERSTANDING THE LEARNING MANAGEMENT SYSTEM (LMS)**

All Virtual Virginia students, including those working outside of the local school setting, must have access to the required hardware and software listed in the Virtual Virginia Technology Handbook.

The Virtual Virginia Technology Handbook can be found on the [Virtual Virginia website](#)

Internet access is required to take any Virtual Virginia course. To take full advantage of the interactivity of the courses, regular broadband access is strongly recommended. Students working within a school setting will have access to the internet.

## **ESTABLISHING A CONDUCTIVE LEARNING ENVIRONMENT**

In the Virtual Virginia setting, establishing a conducive learning environment becomes an essential element for paraprofessionals. Such an environment not only fosters focus and productivity but also drives student engagement, laying the groundwork for academic success. Paraprofessionals must diligently structure the virtual classroom to be free from distractions, ensuring that students can immerse themselves fully in the online learning experience.

To achieve a well-structured virtual learning environment, paraprofessionals need to prioritize the availability of necessary resources and technology. Students must have easy access to course materials, online tools, and relevant learning aids. Adequate technical support should be in place to promptly address any technological challenges that students may encounter, allowing them to navigate the virtual space with confidence.

Moreover, facilitating a comfortable space for students within the online classroom can make a significant difference in their learning outcomes. Encouraging open communication, respect, and inclusivity helps to create a supportive and positive atmosphere. When students feel comfortable and valued, they are more likely to actively participate, collaborate with peers, and seek assistance when needed.

By methodically implementing these strategies and paying close attention to the details, facilitators can set the stage for a thriving virtual learning experience in Virtual Virginia. Empowered with an ideal learning environment, students can maximize their potential and succeed academically in the dynamic online landscape.

## SCPS POLICY ON VIRTUAL ENROLLMENT

### **Students in Courses with Synchronous Meeting Times (Grades 6–12)**

For students in grades 6–12 who are enrolled in courses with synchronous meeting times, attendance is reported based on students' presence in daily synchronous instruction sessions, Monday through Friday. A student is reported as present when their camera is on, showing them engaged in the instructional session. (A student with an approved, camera-related exception recorded in their learning plan is not subject to the "camera-on" requirement.) If a student is unable to attend a synchronous session, they are responsible for watching the session recording in the Course Video Library.

## VIRTUAL VIRGINIA ACADEMIC CALENDAR

Students are expected to follow the Virtual Virginia due dates in the course calendar. Students and local school mentors are responsible for notifying the Virtual Virginia instructors about any calendar conflicts (for example, a school-sponsored field trip, a school-related sports event, etc.) well in advance and should make sure that assignments are completed in a timely manner. Virtual Virginia course pacing calendars are located in each course homepage. Keeping pace and submitting assignments on time are essential for a successful online student.

## GRADING

Local school division calendars and grading policies vary widely throughout the state; therefore, the local school mentor and/or counselor/coordinator will retrieve the student grades as needed and determine the letter grade according to the local school grading scale. The local school will convert the numerical grade provided by Virtual Virginia to a letter grade based on the local school's grading scale.

## Late Work Policy

Timely submission of assignments is the hallmark of a successful Virtual Virginia student. All assignments will have a due date published in the course calendar. If a student does not complete the assignment by the due date, a grade of zero will be recorded for that assignment.

- **Grades 6–12:** Late assignment submissions are accepted at the discretion of the individual instructor. The student may request the opportunity to complete a late assignment up to two weeks after the original due date at a grade penalty of up to 15% for the first week late and up to 30% for the second week late. If there are extenuating circumstances that can be verified by a mentor, counselor, or principal the grade penalty may not be applied. This policy is intended to help students recover if they fall behind in a course and is not intended to allow repeated late work submission.
- Virtual Virginia policy requires that any request to submit late work over two weeks past the original due date must be made by the local school mentor, counselor or principal. The student's parent/family must work with the local school mentor, counselor or principal to request an extension for assignments over two weeks late. The counselor/mentor must document the steps the local school will take to support this student as he or she completes the work.
- In addition, assignments due during the week before course end dates will not be given the normal two-week grace period. If these assignments are not submitted on time and no extenuating circumstance is verified by the local school counselor, the student will receive a grade of zero for these late assignments.
- Occasionally, an extenuating circumstance prevents a student from completing a semester or a course by the assigned end date. To grant semester or course extensions, Virtual Virginia administrators must receive a written request from the local school counselor or principal explaining why the student was unable to complete the work on time, and the counselor/mentor must document the steps the local school will take to support this student as he or she completes the work. The written request must be received fourteen days prior to the end of the Virtual Virginia term.

## Early Warning System

- The early warning system (EWS) provides advance notification to the student, mentors, parents/families, counselors, and instructor in situations where a student's current cumulative average is below 70% or 50%. Automated emails for

students who meet this criteria will be generated by the Student Information System (SIS), Genius. A student's current course grade may be accessed via the VVA SIS.

- When a student course average falls below a 70% in a VVA course, the student, parent/family, counselor, mentor, and VVA teacher are sent an early warning system notification about the current course performance. The notification will encourage the student to engage, and share tips for supporting students with the counselor, mentor, and parent/family.
- If a student is identified with a course average consistently below 50% by the early warning system in a VVA course, the Virtual Education Specialist and VVA will conduct a conference with the student's parent/family to discuss how to support and assist the learner. The conference will focus on strategies to improve performance, learning mastery, and student success. The local school counselor or mentor must document the steps the local school will take to support this student.

### **Administrative Withdrawals**

A student with a consistently low course average may be administratively withdrawn from the VVA course according to the following course average thresholds and timeframes:

- 20% withdrawal near the start of each semester
- 40% withdrawal before the end of each quarter
- Students with an average under 20% who are withdrawn after the first month of a semester are not eligible for reinstatement. Students with an average under 40% who are withdrawn at the end of a quarter are eligible for reinstatement. To be reinstated in a course, a student will be required to participate in an academic conference involving the student, parent/family, counselor, and VVA administrator. The student will need to demonstrate adequate progress on goals established during the academic conference. Reinstatement conferences must be held within two weeks of the withdrawal date.
- If the student does not demonstrate adequate progress by the designated check-in date, they may be withdrawn from the course. A reinstatement conference involving the student, parent/family, school-designated personnel,

and VVA administrator is required to reinstate students in a Virtual Virginia course, and the student may be placed on a Pace Recovery Plan (PRP) (see Appendix D). The PRP is designed to support learners as they demonstrate progress on current assignments, complete missing coursework, and catch up with their cohort. Students who do not adhere to the PRP in its entirety will be administratively withdrawn from VVA courses.

### **End-of-Course Assessments**

- All students enrolled in Virtual Virginia courses are required to complete end-of-course final assessments and do not follow local school final exam exemption policies.
- Students enrolled in Virtual Virginia courses that have Standards of Learning (SOL) assessments must take the test at the local school during the testing window indicated by the local school counselor.

## **SUPPORT AND COMMUNICATION**

### **ADA and ELL Compliance**

Students who are enrolled in and attending a Virginia public school may enroll in a Virtual Virginia course with prior approval of the local school, and must be enrolled by a local school counselor or other school assigned designee. The local school agrees to provide all appropriate services to students enrolled in Virtual Virginia courses, including those with documented disabilities or those receiving ELL services. The local school agrees to provide a local school counselor, a local mentor, all student services, and all counseling services for each student enrolled in a Virtual Virginia course. Virtual Virginia does not assume the local school responsibility to provide Section 504, IEP, ELL, or other documented services for students enrolled in Virtual Virginia courses. The



local school may require the student's local school mentor to have an appropriate certified endorsement to provide any documented student services.

In the Virtual Virginia registration process, school counselors are asked to identify qualified students with documented disabilities in the Virtual Virginia Student Information System (SIS) by indicating if the student has a Section 504, IEP, ELL, or other documented services. For students with Section 504, IEP, or other documented services the school counselor and local mentor must develop a plan for the local school to address the documented student services, and share any appropriate accommodations needed in the Virtual Virginia learning management system prior to the course start date. Local school counselors and mentors are required to provide all students services to ensure student success in the Virtual Virginia course, and in the event of any complaint the local school will assume the recipient responsibilities.

## **DIGITAL CITIZENSHIP AND ONLINE ETIQUETTE**

### **Responsible Use of Technology and Online Resources**

All students will be required to agree to abide by the SCPS and Virtual Virginia Student Code of Conduct. The code outlines expectations for appropriate student behavior and the consequences associated with failure to adhere to the code.

### **Upholding academic integrity**

At Virtual Virginia the students, faculty, and staff join together in a unique learning community. Creating a community of trust is an essential part of this process. Maintaining high standards for academic integrity and honesty significantly contributes to the creation of our community of trust.

The faculty and staff of Virtual Virginia expect students to maintain a high standard of academic integrity.

A commitment to submit original work for evaluation and to neither give nor receive aid on course quizzes, tests, or projects when prohibited by the instructor is evidence of the academic integrity expected of our students. In the event that guidelines are unclear, our students assume the responsibility for communicating with the instructor as to not compromise the integrity of the work they submit.

The faculty and staff of Virtual Virginia expect students to maintain high standards of academic honesty.

Virtual Virginia student academic honesty is demonstrated through submitting original work that provides appropriate credit to all sources used. Academic dishonesty involves attempts by students to show possession of knowledge and skills they do not possess through cheating or plagiarizing. Examples of academic dishonesty include cutting or copying and pasting the work of others without properly attributing the work to the owner; collaborating with other students on an assignment without prior approval from the instructor; altering or misusing documents; impersonating, misrepresenting, or knowingly providing false information as to one's identity; cheating on examinations (receiving help not specifically approved by the instructor); and plagiarism.

STUDENTS MUST ACCEPT THE TERMS OF THIS ACADEMIC INTEGRITY AND HONOR STATEMENT BY CLICKING AN AGREEMENT WHEN THEY ACCESS THEIR COURSE CONTENT FOR THE FIRST TIME.

### **Demonstrating respectful online behavior**

Virtual Virginia recognizes that appropriate use of technology resources is the responsibility of all individuals involved in the educational process. To this end Virtual Virginia:

Recognizes that parents/families are ultimately responsible for setting and conveying the standards students should follow when using media and information sources

Provides Virtual Virginia students access to a learning management system with the expectation that they will exercise appropriate usage

Sharing links to personal social media pages of any social media information is not permitted within Virtual Virginia's learning management system.

Virtual Virginia resources are valuable educational tools for students. Their use and access are a privilege. They must be used in a responsible, safe, ethical, and legal manner. Use of technology resources in an inappropriate manner may result in removal from Virtual Virginia courses, disciplinary action(s) in accordance with relevant Virtual Virginia and local school division policies, and/or legal action.

Communications via Virtual Virginia software and resources should not be considered private. This includes, but is not limited to, the email, discussion board, and messaging tools in the learning management system and other Virtual Virginia resources. Students who have the privilege to use Virtual Virginia online resources are expected to do so in accordance with the following rules:

- Use the online resources only for school-related, educational activities.
- Be polite and use appropriate language.
- Do not engage in the use of profanity, obscenities, or sexually explicit material.
- Do not use expressions of bigotry, racism, and/or hate.
- Do not intimidate, bully, harass or embarrass.
- Maintain individual anonymity and privacy.
- Do not reveal personal addresses, phone numbers, social networking identities, or other personal information.
- Use resources appropriately.
- Do not engage in acts of vandalism (malicious attempts to harm or destroy files, material, software, or equipment of others).
- Do not use course software or network resources to display or convey personal, political, or commercial messages.
- Do not use the accounts of others.
- Do not trespass in the work, files, or folders of others.
- Retain privacy of individual passwords.

- Do not exploit the technology for dishonest purposes (cheating, plagiarism, etc.). Any collaboration on class work with others must have prior instructor approval.
- Do not store coursework on public or shared network drive.
- Do not use the technology for illegal purposes.

Adhere to copyright laws and restrictions. Do not transmit material in violation of federal or state law or regulation. (Such material includes, but is not limited to, commercial software, copyrighted material, threatening or obscene material, or material protected by trade secret.)

CYBERBULLYING WILL NOT BE TOLERATED BY VIRTUAL VIRGINIA.

Virtual Virginia administrators will cooperate fully with local, state, or federal officials in any investigation related to any illegal activities conducted through Internet access.

STUDENTS MUST ACCEPT THE TERMS OF THIS ACCEPTABLE USE POLICY BY CLICKING AN AGREEMENT WHEN THEY ACCESS THEIR COURSE CONTENT FOR THE FIRST TIME.

### **Student Communication Policy**

Communication between students and Virtual Virginia instructors is key to student success in a Virtual Virginia course. Students enrolled in a Virtual Virginia course will be required to regularly communicate with Virtual Virginia instructors. Students will be able to contact instructors through the (LMS). Virtual Virginia instructors will contact students by web conferencing software or email

# TROUBLESHOOTING AND FAQ'S

## Technical Support And Troubleshooting Assistance

Virtual Virginia HelpDesk

Virtual Virginia operates a toll-free technology support line for students and local school personnel to use for assistance with any technology issues related to Virtual Virginia courses.

HelpDesk Hours: **8 a.m. to 4 p.m. (M–F)**

Phone the HelpDesk (toll-free): **866-650-0027**

Email the HelpDesk: [support@virtualva.org](mailto:support@virtualva.org)

Alger Nichols email [anichols@southampton.k12.va.us](mailto:anichols@southampton.k12.va.us)

## Frequently asked questions about Virtual Virginia

What is Virtual Virginia?

Virtual Virginia is an online educational program that offers a wide range of courses to students in Virginia. It provides opportunities for students to take courses that may not be available at their local schools or to supplement their existing curriculum with online learning.

How does Virtual Virginia work?

Virtual Virginia uses an online learning management system to deliver courses to students. Students access their course materials, complete assignments, and communicate with teachers and classmates through the online platform. The courses are structured with modules or units that students can work through at their own pace, within the given timeline.

What types of courses are offered by Virtual Virginia?

Virtual Virginia offers a wide variety of courses across different subjects, including core subjects like English, math, science, and social studies, as well as elective courses like foreign languages, fine arts, computer science, and more. The course offerings may vary each semester.

Is Virtual Virginia accredited?

Yes, Virtual Virginia courses are accredited by the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI). This accreditation ensures that the courses meet high-quality standards in education.

How are Virtual Virginia courses taught?

Virtual Virginia courses are taught by certified teachers who specialize in online instruction. These teachers provide guidance, instruction, and support to students through various means, such as synchronous teaching, online discussions, virtual meetings, and feedback on assignments.

Can Virtual Virginia courses be used for credit?

Yes, Virtual Virginia courses can be used for credit. The credits earned through Virtual Virginia are recognized by Virginia public schools and many colleges and universities. However, it's always recommended to check with your school or district to ensure the transferability of credits.

Who do I contact about an issue with my child's grades in the Virtual Virginia class?

Contact your child's Virtual Virginia teacher first through the LMS. If no response, next, contact the classroom teacher/facilitator. If the issue is not resolved, then contact the Virtual Education Specialist.

Remember to consult the official Virtual Virginia website or contact Virtual Virginia directly for the most up-to-date and accurate information regarding their programs and offerings.

## CONCLUSION

The Southampton County Public Schools Virtual Virginia Handbook serves as a valuable guide for students, parents, teachers, and administrators involved in the Virtual Virginia classes program. By understanding and meeting the outlined expectations, engaging in effective communication and collaboration, and utilizing available resources, all stakeholders can contribute to a successful virtual learning experience. Together, let's create a supportive and enriching environment for students to thrive in their educational journey.



## **SOUTHAMPTON COUNTY SCHOOLS**

Post Office Box 96 · Courtland, Virginia 23837  
Phone (757) 653-2692 · Fax (757) 653-9422

Dr. Gwendolyn P. Shannon, Division Superintendent

Dr. Deborah Goodwyn, Chair  
Christopher Smith, Sr., Vice-Chair

### **Appendix E: Student & Parent/Family Participation Agreements**

The Student & Parent/Family acknowledgments below must be signed by both student and parent/family. The local school counselor is required to obtain signatures prior to each Virtual Virginia course start date, and keep this documentation on file in the school counseling office for the remainder of the academic year.

Through continuous communication and effective time management can students be successful in a Virtual Virginia course. To ensure that local school counselors, students, and parents/families are aware of the policies and procedures that accompany this commitment, please complete the Student and Parent/Family acknowledgments below.

#### **Student Acknowledgment**

I understand that for each online course, there are a minimum number of assignments that must be completed each week. Failure to submit the minimum number of assignments on a weekly basis may result in my removal from the course and may result in a failing grade being reported on my academic transcript.

I also acknowledge that I will follow all policies and procedures outlined in the Virtual Virginia Student and Family handbook.

Parent Signature: \_\_\_\_\_

Student Signature: \_\_\_\_\_

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

#### **Board of Education**

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Orris Lane





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### **Parent/Family Acknowledgement**

**I acknowledge that I must coordinate with the Virtual Education Specialist when the performance of my child in a Virtual Virginia course needs to be addressed.**

**Parent/Responsible Family Member Email Address:**

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**Parent/Responsible Family Member Signature:**

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**Date:** \_\_\_\_\_

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