



Re-Engaging & Re-Imagining Teaching & Learning

August 10, 2020
School Board Meeting

Southampton County Public Schools

Dr. Gwendolyn Shannon, Division Superintendent



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



Southampton County Public Schools



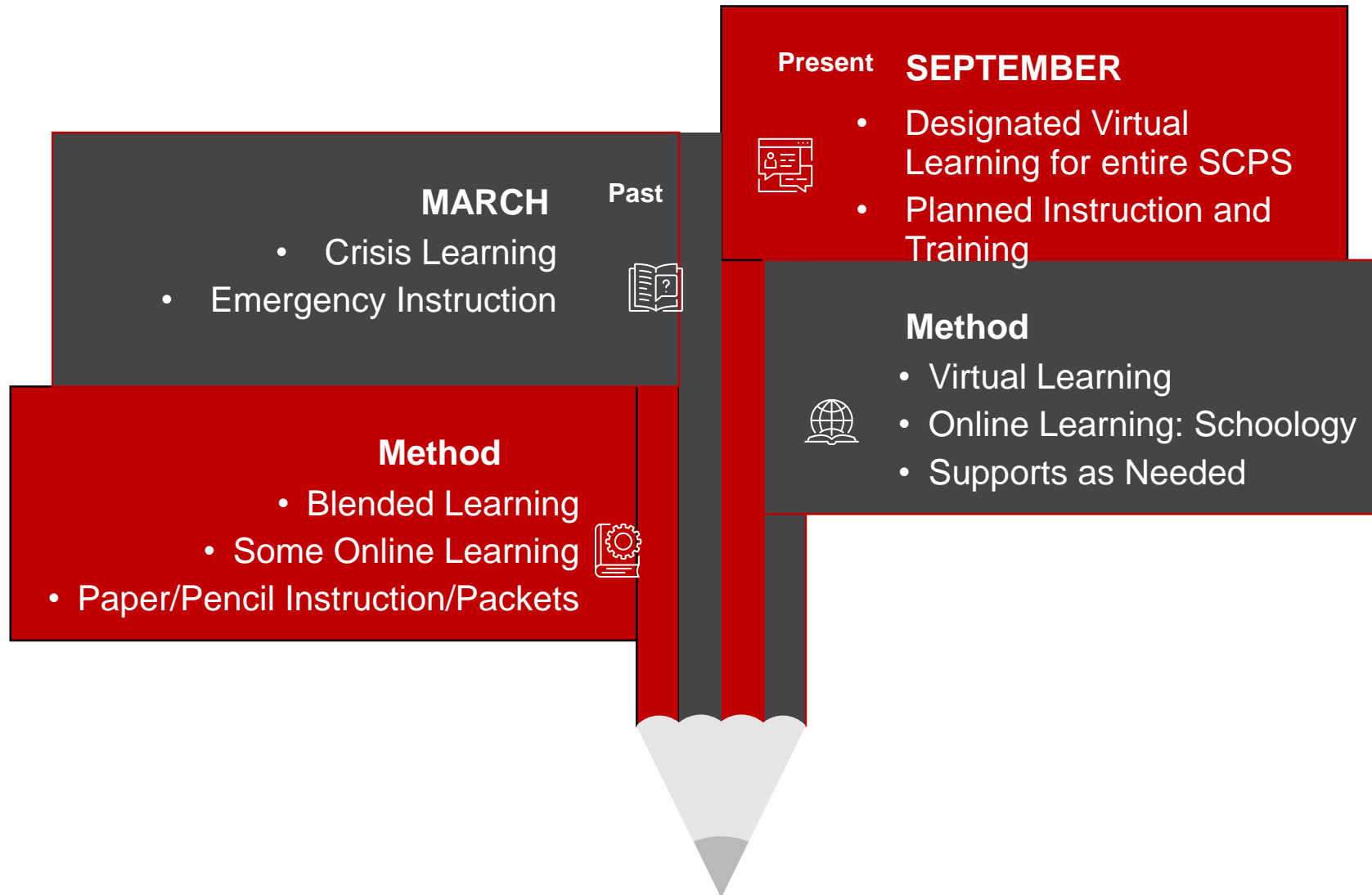
SCPS Goals & Priorities

1	2	3	4	5	6
Expand Learning Opportunities and Increase Student Achievement	Ensure a Safe and Healthy School Culture and Climate	Expand Professional Training and Employee Retention	Expand Community and Parental Partnerships	Expand Capital Improvements and Acquisition of More External Fiscal Resources	Facilitate Awareness and Action Towards Cultural Diversity and Equity in the Learning Environment

Expanding Excellence



Learning and Instructional Shift



Virtual Teaching

REQUIREMENTS FOR SUCCESSFUL VIRTUAL LEARNING





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.

The image displays three distinct circular clusters of icons, each centered around a unique red icon. The top cluster is anchored by a glowing red lightbulb, surrounded by various symbols like a smartphone, clock, puzzle pieces, and social media icons. The middle cluster centers on a red globe, with surrounding icons including a microscope, atom symbol, and communication tools. The bottom cluster features a red DNA double helix, accompanied by icons such as a laptop, bar chart, and gears. All peripheral icons are rendered in a uniform gray color, creating a cohesive visual theme of interconnectedness and innovation.

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

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

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

- 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)

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.

Collaboration and Engagement

- Opportunities for Peer Instruction
- Live discussions
- Modeling

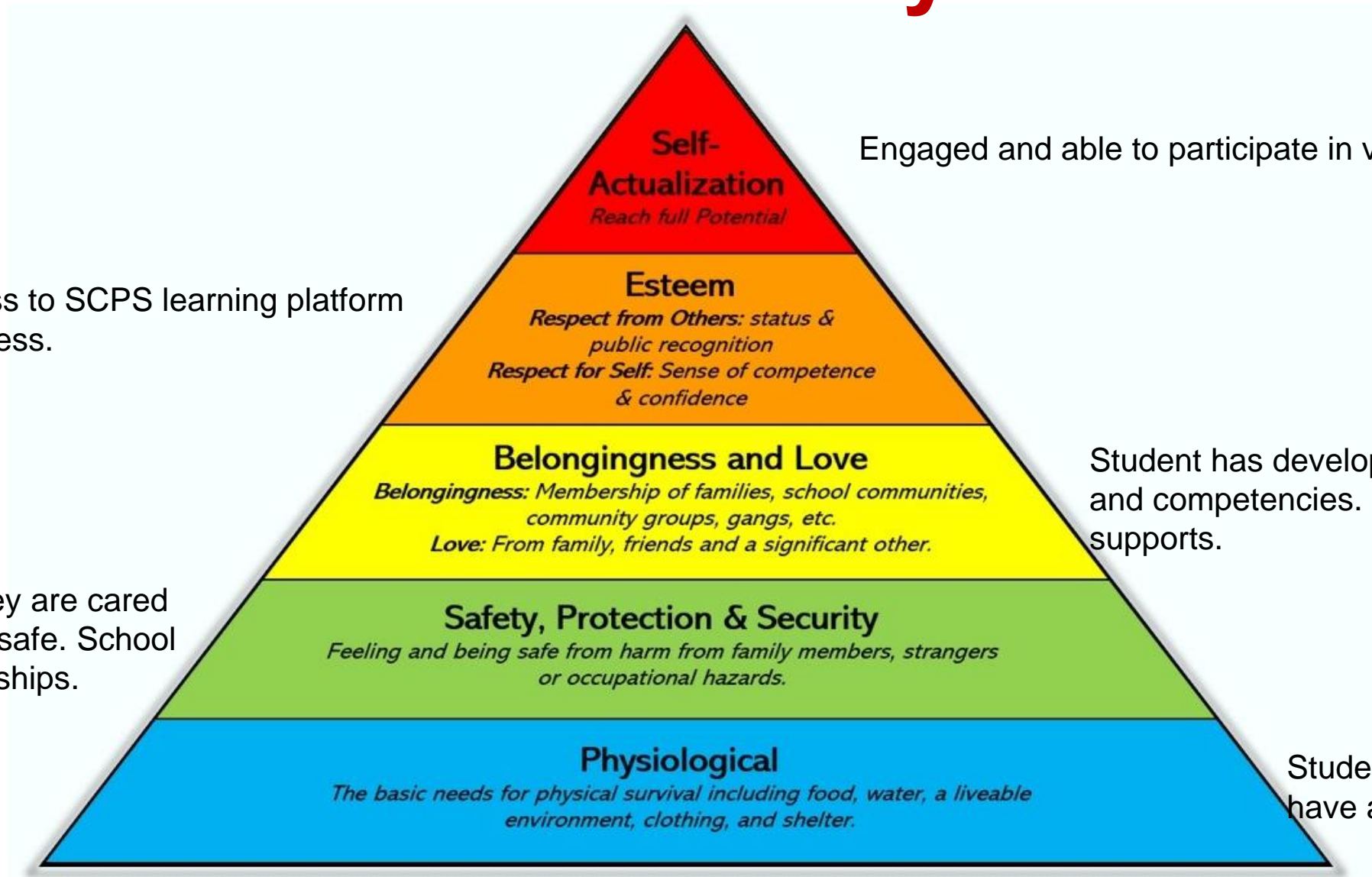


Instruction for All Students

Comprehensive plan for providing new instruction to all students including



Maslow's Hierarchy of Needs



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

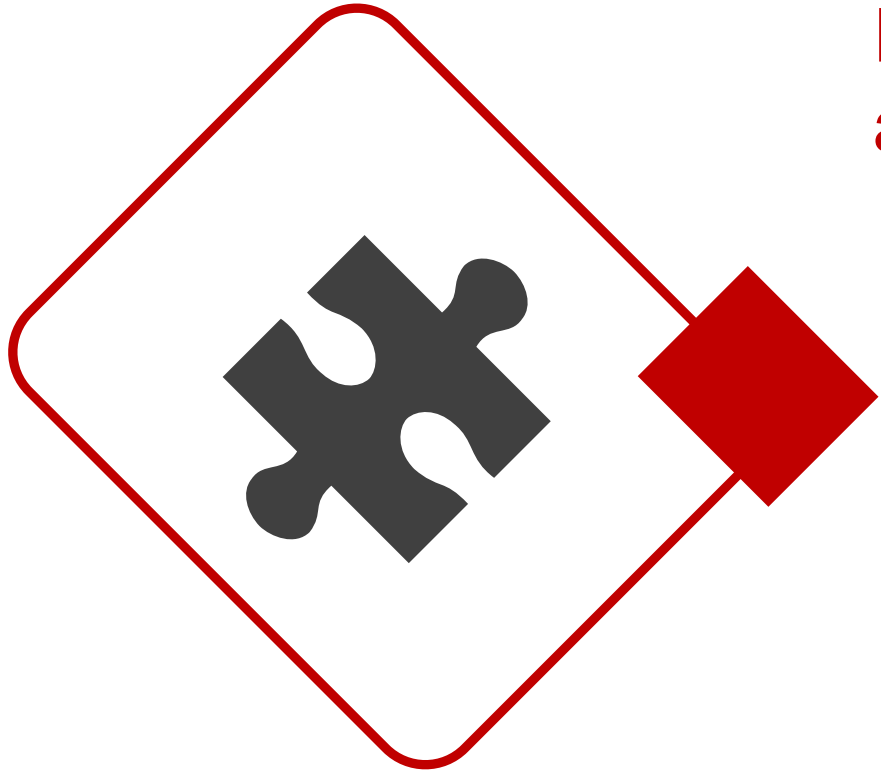
Engaged and able to participate in virtual learning.

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

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

Students are fed and have access to meals.

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



Expectations

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



Availability

- Designated office hours
- Special populations



Instructional Practice

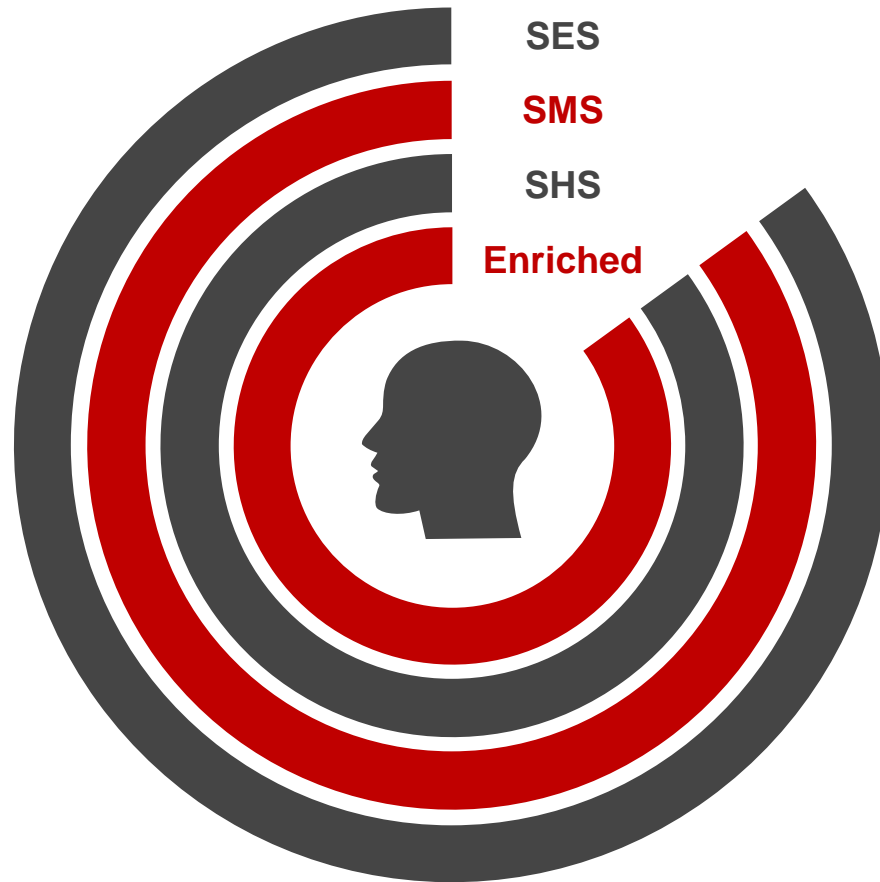
- Maintain high expectations
- Instructional delivery
- Project based learning



Authentic Assessments

- Grading practices
 - Feedback
 - Supports

Expectations for Students



100%

Assignment Completion

- All assignments completed through *Schoology*.
- Consistent attendance and participation.
- Identify your own workspace.

100%

Communication

- Teachers
- Counselors
- Administrators

100%

Supports

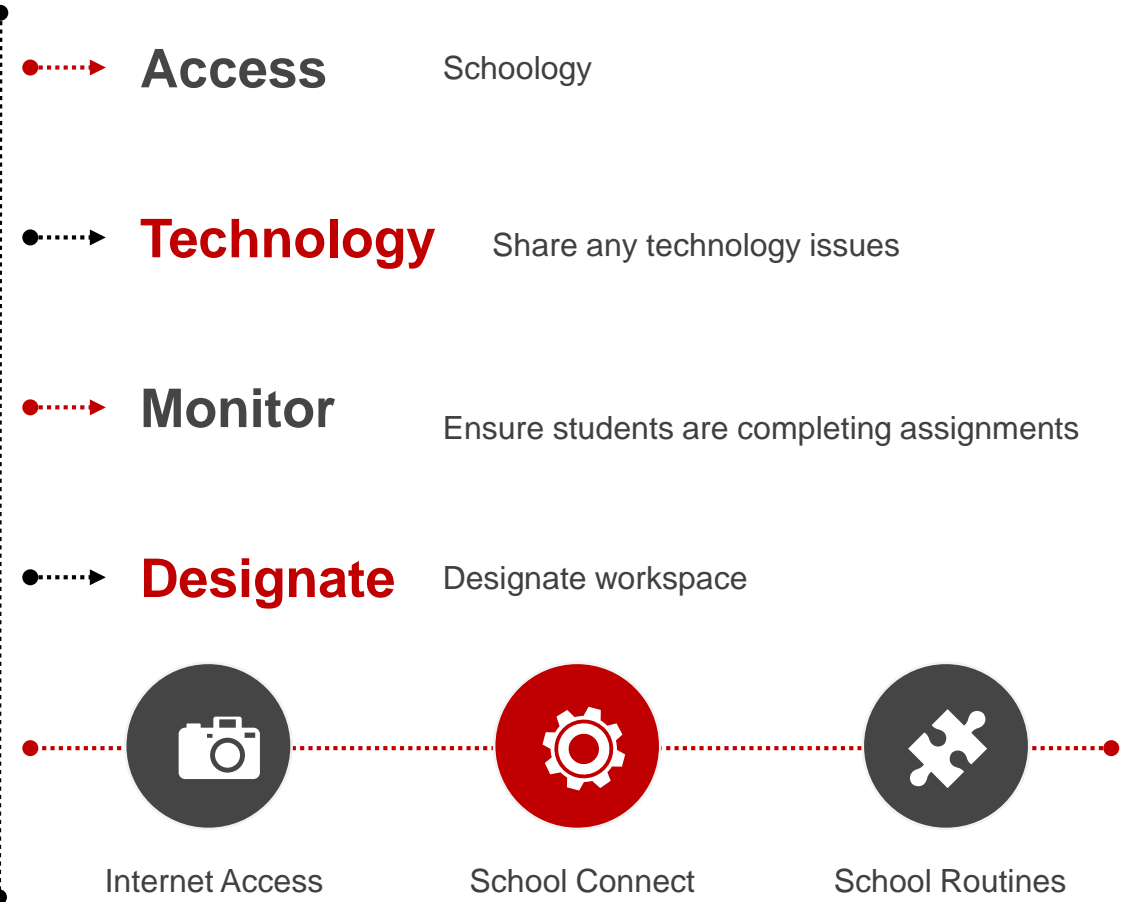
- Seek assistance early and frequently.
- Social Emotional Learning supports.
- Academic enrichment supports.

100%

Academic Integrity

- Adhere to academic expectations.
- Avoid academic dishonesty.
- Review student handbook.

Expectations for Parents



Screen Time/Attention Span



Childhood development experts suggest 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.



Scheduling and New Instruction

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

						Morning Elementary Class Choice 1 Schedule	
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	Pre-Kindergarten	
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)		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
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)	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
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)	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) 6:15-7:00: 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
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/Asynchronous 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/Asynchronous 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/Asynchronous Learning Time (Small Group if Needed)
4 th	10:45-11:30 Live Instruction (45 minutes) A-Day	Independent Instruction (30 minutes) 75 minutes total (Afternoon Block 5)	8 th	10:45-11:30 Live Instruction (45 minutes) B-Day	Independent Instruction (30 minutes) 75 minutes total (Afternoon Block 5)	4 th	10:45-11:30 Live Instruction (45 minutes) A-Day	Independent Instruction (30 minutes) 75 minutes total (Afternoon Block 5)	8 th	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
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)
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
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) A-Day	Independent Instruction (30 minutes) 75 minutes total (Afternoon Block 5)	8 th	7:45-8:30 Live Instruction (45 minutes) B-Day	Independent Instruction (30 minutes) 75 minutes total (Afternoon Block 5)	4 th	7:45-8:30 Live Instruction (45 minutes) A-Day	Independent Instruction (30 minutes) 75 minutes total (Afternoon Block 5)	8 th	7:45-8:30 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 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

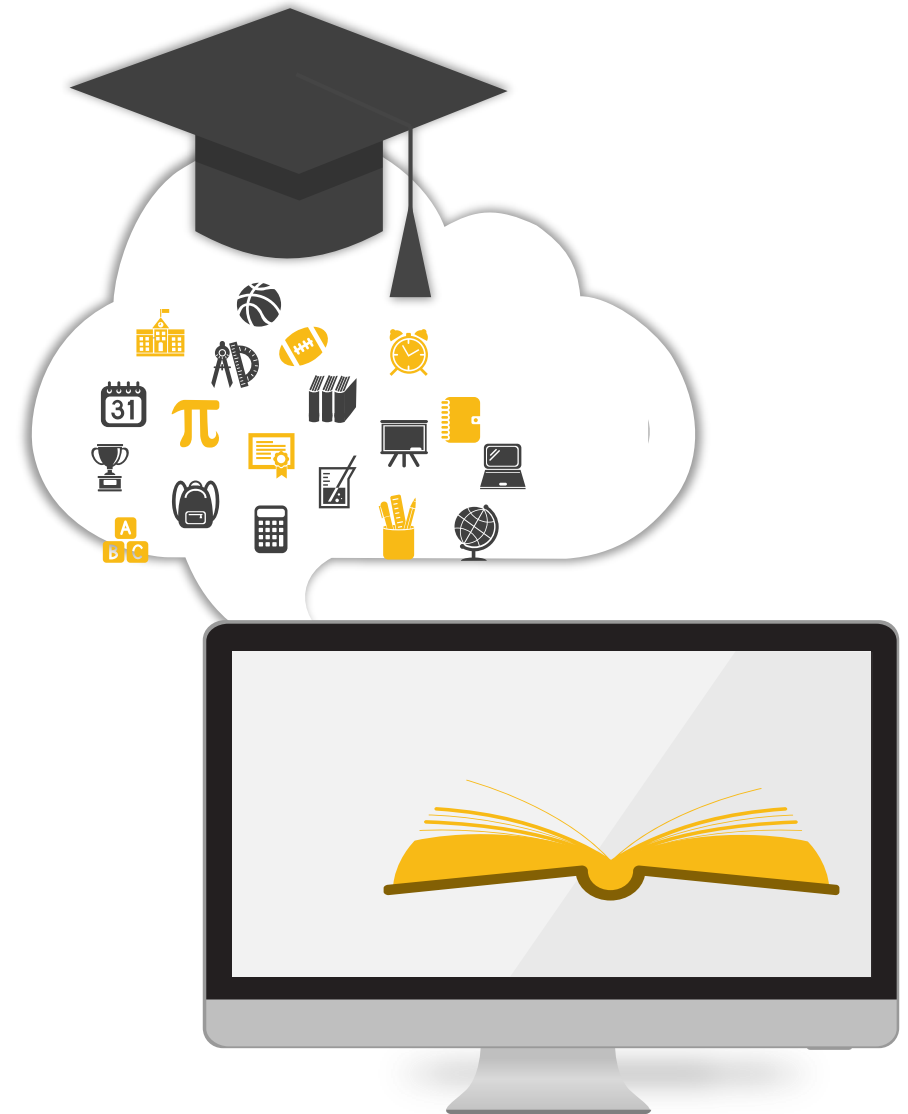
Block 5 Independent Study Time/Asynchronous Learning Time 120 minutes		
1 st	5:30-6:15 Live Instruction (45 minutes)	Independent Instruction (30 minutes) 75 minutes total (Afternoon Block 5)
2 nd	6:15-7:00 Live Instruction (45 minutes)	Independent Instruction (30 minutes) 75 minutes total (Afternoon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

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

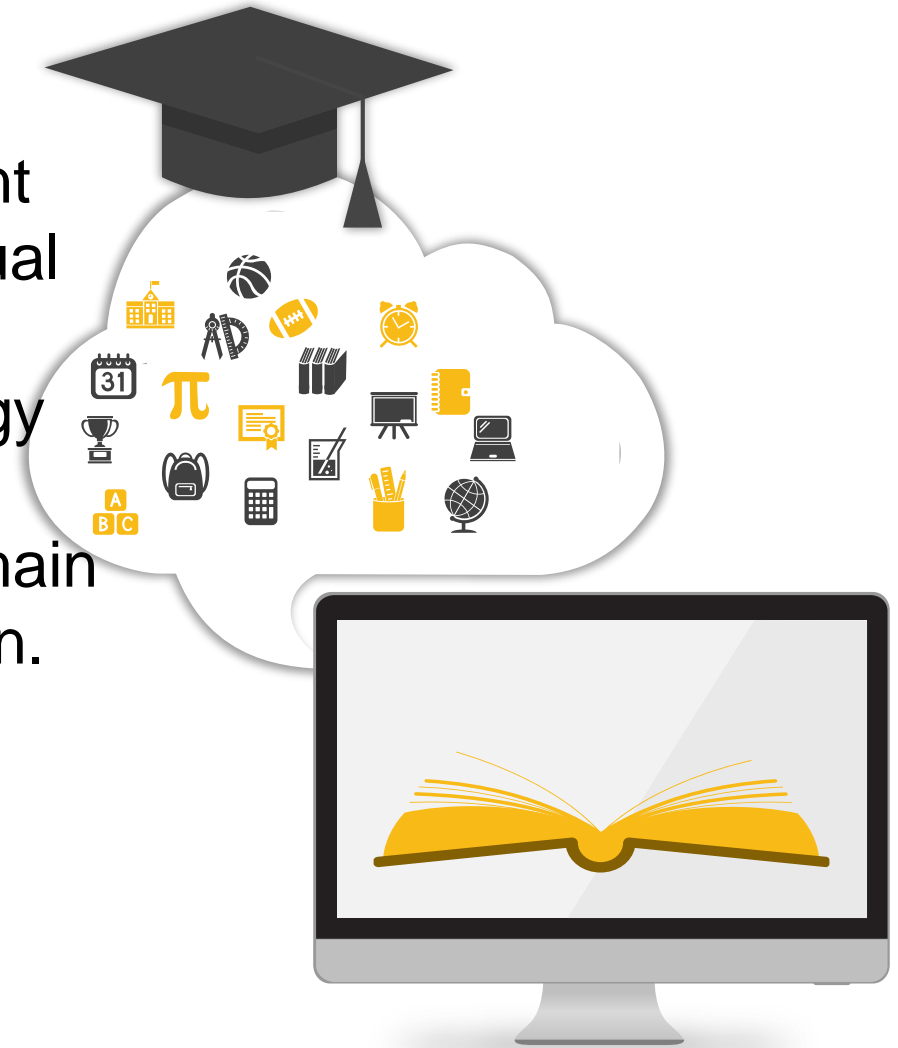
Grading Procedures

- 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

Students with Disabilities

Federal and State Requirements

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



Teachers/Families/Supports

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



Southampton County Public School Division

Special Education Programs
Related Services



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



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.

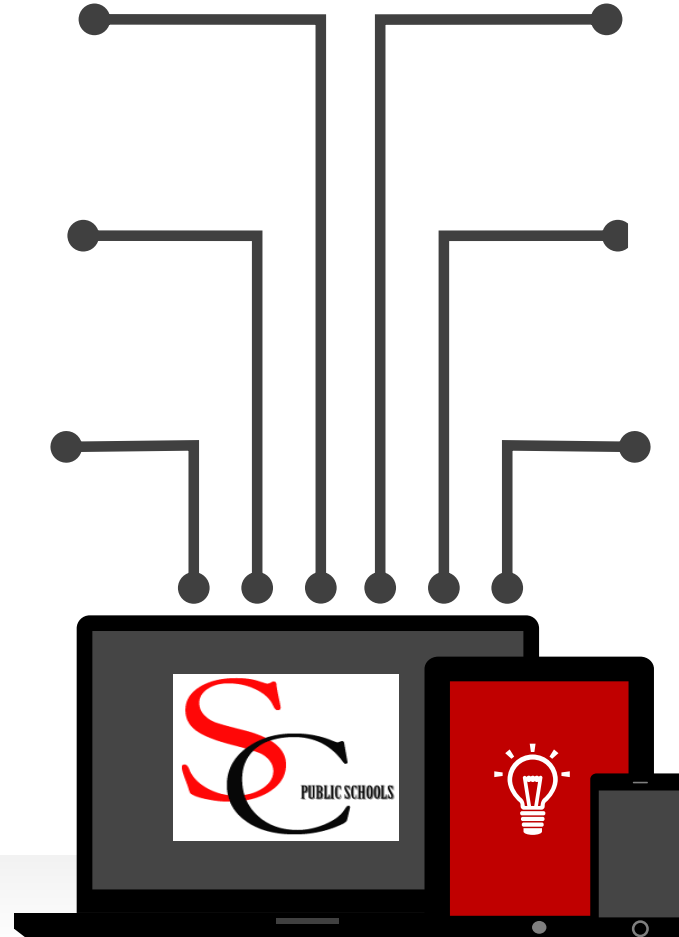


Gifted Learners

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

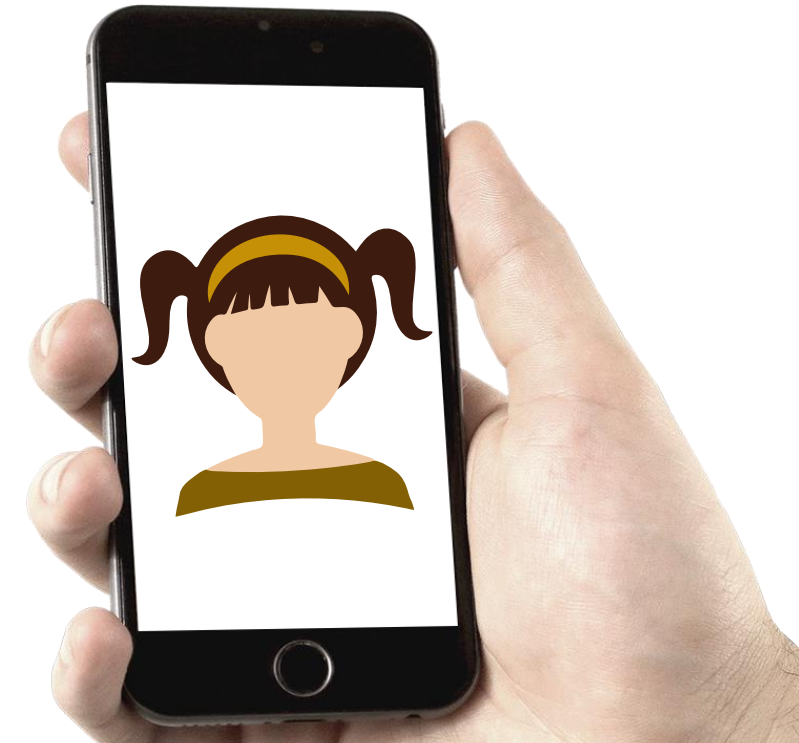
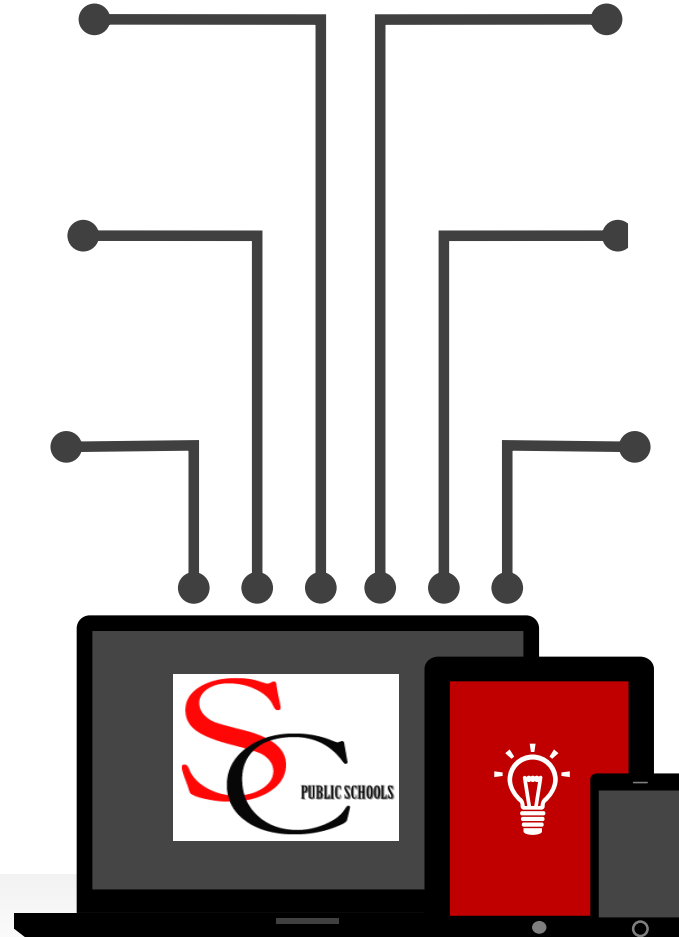
Students will be provided accommodations, related aids, and services as identified in their written 504 Plan.

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.

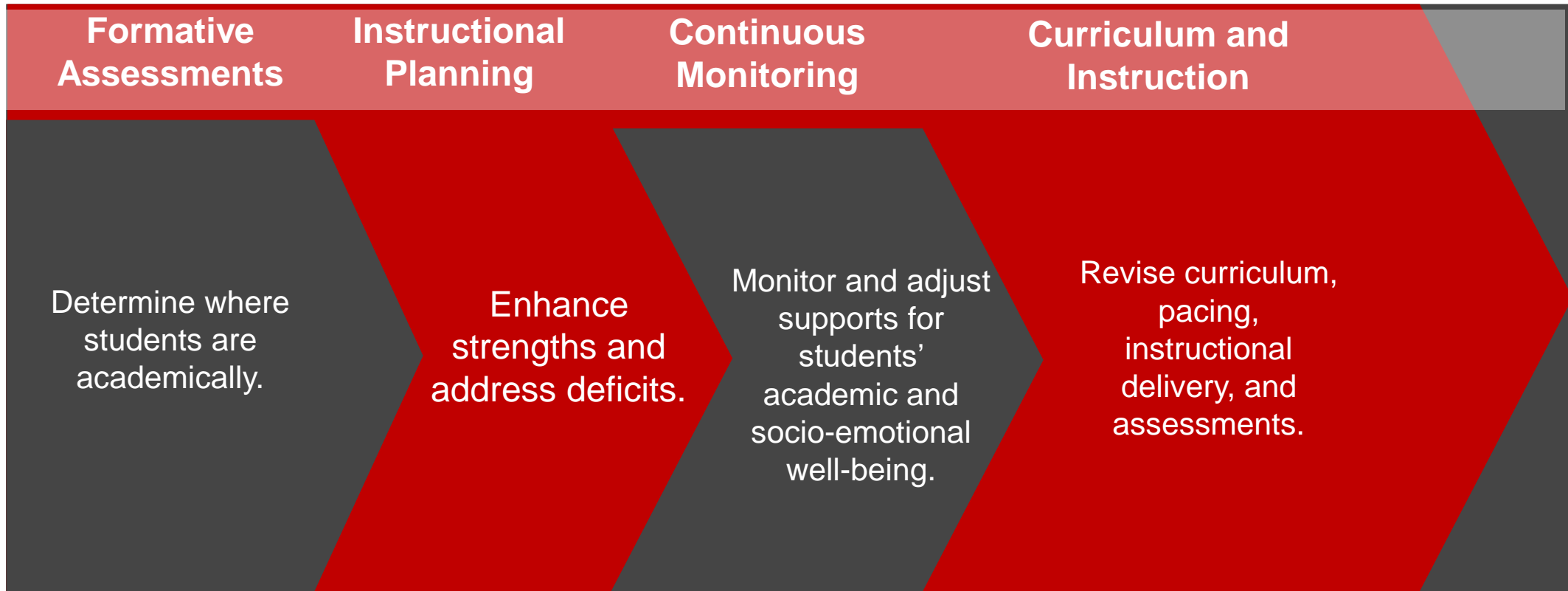




Supports

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



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

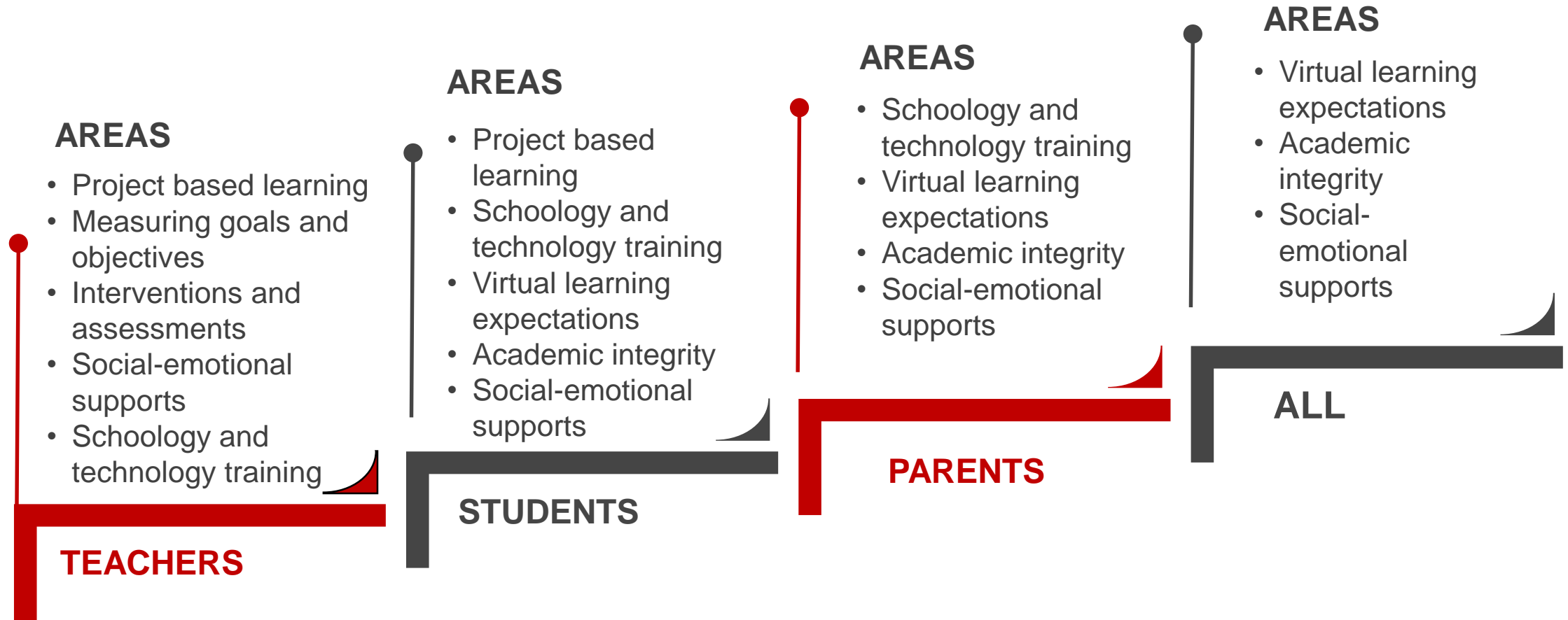
Asynchronous – *Not happening or existing at the same time.*

Synchronous – *Occurring or existing at the same time.*

Suggested Guide for Use

Asynchronous	Synchronous
One-way Communication	Two-way Communication
<ul style="list-style-type: none">• Short instructional lessons.	<ul style="list-style-type: none">• Closest to traditional instruction.
<ul style="list-style-type: none">• Feedback provided after the fact or not required.	<ul style="list-style-type: none">• Requires student and teacher simultaneous engagement.
<ul style="list-style-type: none">• Short presentations that can be viewed at a later time.	<ul style="list-style-type: none">• Affords group work and engagement, breakout sessions.
<ul style="list-style-type: none">• Posted assignments to be completed at a later date.	<ul style="list-style-type: none">• Flexible scheduling allows for students to engage at a time that is beneficial.

Professional Development



SCPS Parent Partnerships

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.

Together We Will Succeed.



THANK YOU

Re-Engaging & Re-Imagining Learning 2020-2021