



## Supporting Students Away From School Phase Three

### Sumter County Schools Distance/Remote Learning Approaches are primarily Limited Instruction K-12 with some Supplemental Instruction in Grades 9-12

Depending on the level of interaction the learning activity requires, students and teachers may move between the two models of instruction below:

- **Synchronous (online at the same time):** Teachers and students are online and working at the same time in a virtual learning environment. Synchronous interaction between teacher(s) and student(s) includes live texting as well as video conferencing.
- **Asynchronous (not online at the same time):** Teachers post assignments and materials online, and students access and learn when most convenient for them.

#### PHASE 3 INSTRUCTIONAL PLAN

All online and digital resources as well as teacher virtual instruction throughout Phase 3 will focus on standards covered up to the end of the 3<sup>rd</sup> Nine Weeks 2019-2020. The Phase 3 schedules will allow for consistency in continuing the education plan for all students throughout the 2019-2020 academic school year. Each school will communicate the Phase 3 schedules to all stakeholders through email, Class Dojo, school website, etc.

Administrators, teachers, counselors, and support personnel will publish virtual office hours for students and parents to know when they are available online.

#### PHASE 3 LEARNING DAILY SCHEDULE

Grade Level	Maximum Time for Assignments per Content Area	Recommended Schedule for a Typical Week
Pre-K	15 minutes	<p style="text-align: center;"><b>Time Frame: 8:45 AM – 1:45 PM</b></p> <p><b>Monday</b> – ELA and Social Studies</p> <p><b>Tuesday</b> – Exploratory/Connections Day (e.g., Art, Music, PE, etc.)</p> <p><b>Wednesday</b> – Math and Science</p> <p><b>Thursday</b> – Student and/or Parent Conferencing (Student opportunity to complete work)</p> <p><b>Friday</b> – Teacher Workday</p>
Grades K-1	20-25 minutes	
Grades 2-3	30 minutes	
Grades 4-5	35 minutes	
Grades 6-12	40 minutes per teacher	<p style="text-align: center;"><b>Time Frame: 9:00 AM – 2:30 PM</b></p> <p><b>Mondays and Wednesdays*</b> – ELA, Social Studies, World Language, CTAE, Connections other than PE, Fine Arts</p> <p><b>Tuesdays and Thursdays*</b> – Math, Science, PE, Fine Arts</p> <p><b>Friday</b> – Teacher Workday &amp; Student and/or Parent Conferencing</p> <p><b>*Student Conferencing will occur as needed on the assigned content day.</b></p>

## **Daily Schedule Notes:**

- The maximum time for activities/assignments stipulates that students should be given work not to exceed the time allotments in the chart. Teachers should include teaching videos and support material to reinforce standards covered up to the end of the 3<sup>RD</sup> Nine Weeks.
- Teachers should take into consideration the academic supports for students per the guidance from Gifted, Exceptional Education and English Learners Departments.
- All virtual learning conferences with students should be optional for students to enhance the learning experience. Students cannot be penalized for not participating in the virtual conferences. Virtual conferences cannot be used as a tool for attendance.
- Student and/or Parent Conferencing Day is an opportunity for students to receive feedback and additional support on the learning activities of the week. Students cannot be penalized for not participating in the student conferences. Additionally, teachers should be available at the parent's request for a conference.
- If parents and students have established a learning schedule at home, it is certainly appropriate to continue the schedule already establish.

## **Academic Resources**

### **Sumter County Primary School (PreK-1<sup>st</sup> Grade)**

- **Reading and Math Student Activity Packets**
  - Activity packets are available at the link [i-ready.com/AtHome](https://i-ready.com/AtHome)
- **Reading and Math i-Ready Online Program Access**
- **Benchmark Universe**
- **Freckle (Math only)**
- <https://sites.google.com/sumterschools.org/sumter-county-primary-school/>

### **Sumter County Elementary School (2<sup>nd</sup>-3<sup>rd</sup> Grades)**

- **Reading and Math i-Ready Online Program Access**
- **Reading and Math Student Activity Packets**
  - Activity packets are available at the link [i-ready.com/AtHome](https://i-ready.com/AtHome)
- **Accelerated Math practice sheets**
- **Benchmark Universe**
- <https://sites.google.com/sumterschools.org/sces>

### **Sumter County Intermediate School (4<sup>th</sup>-6<sup>th</sup> Grades)**

- **Reading and Math Student Activity Packets**
  - Activity packets are available at the link [i-ready.com/AtHome](https://i-ready.com/AtHome)
- **Reading and Math i-Ready Online Program Access**
- **Benchmark Universe**
- **Freckle (Math Only)**
- **Science Study Island Online Program**
  - Lessons will be assigned by teachers
- **Social Studies Gallopade Online Program**
  - Lessons will be assigned by teachers

## Sumter County Middle School (7<sup>th</sup>-8<sup>th</sup> Grades)

- **Reading and Math Student Activity Packets**
  - Activity packets are available at the link [i-ready.com/AtHome](https://www.i-ready.com/AtHome)
- **Reading and Math i-Ready Online Program Access**
- **Reading, Math, Science and Social Studies Study Island Online Program**
  - Lessons will be assigned by teachers

## i-Ready Program Grades K-8

- **Expectations**
  - Teachers will use the excel report to identify student needs and develop a plan for each students
  - Teachers will set goals for students
  - Teachers will use the Teacher Toolbox for lesson planning
  - Students should strive to pass 2-3 lessons per week

## Americus-Sumter Ninth Grade Academy

- **ELA** - Google classroom, Zoom, My.hrw.com, Edgenuity, Class Dojo, email, Louisiana Believes
- **Math** - USA Testprep, Google classroom, Khan Academy, <http://Usatestprep.com>, Class Dojo, email
- **Science** - USA Testprep, My.hrw.com, Class Dojo, email
- **World History** - Google classroom, Edgenuity, Class Dojo, email
- **CTAE** - Edmentum, Google classroom, Class Dojo, email
- **SPED** - IXL- recordings of Read Alouds available on Google classroom, Class Dojo, email

## Americus-Sumter High School

**All core academics**, Teachers will use Google Classroom, Class Dojo, and google voice to communicate with the students and parents.

The following websites are used for instruction - [www.usatestprep.com](http://www.usatestprep.com), [www.ixl.com](http://www.ixl.com), [www.khanacademy.com](http://www.khanacademy.com), [www.quizziz.com](http://www.quizziz.com), [www.edgenuity.com](http://www.edgenuity.com), [www.ck12.org](http://www.ck12.org), relevant videos, embedded worked examples, PowerPoint with content.

**Additional resources used by content areas:**

### **ELA**

- my.hrw.com
- Advanced Placement (AP) students (Google Classroom and College Board website)
- Louisiana Believes

### **Social Studies**

- Economics-ACDC & PowerPoint voice
- U.S. History -Insert Learning
- Advanced Placement (AP) students (Google Classroom and College Board website)

### **CTAE**

- Edmentum
- Online resources per class
- Portfolio Online



**CRA/Fine Arts/Health-PE**

- Edgenuity
- Class Dojo
- Google classroom
- Weebly (online digital portfolio submissions)
- MusicFirst online classroom
- Remind

**Dual Enrollment**

- Black Board, Google Classroom, WebEx, and Zoom-SGTC
- Online classes via Post-Secondary school

**Check the school’s website or contact administrators/teachers for assistance on accessing their online platforms**

**K-12 Exceptional Education**

- **Self-contained** students will have access to the **Unique Learning** curriculum link provided by their individual teachers. **Unique Learning** curriculum materials was made available **April 2, 2020**.
- **Co-taught** students will use their grade level curriculum resources provided by their school using the general curriculum.

**Considerations and strategies for course completion and grading are included in the table below.**

**Sumter County Schools Distance/Remote Learning Approaches**

District-adopted Approaches	Expectations During Mandated School Closures	District Considerations
Limited Instruction	<ul style="list-style-type: none"> <li>• Educators curate and/or share learning activities for families and students</li> <li>• Families participate in learning activities with their child(ren) and/or students direct their own learning with very limited or no direct instruction provided by educators</li> </ul>	<p><b>District will ensure these limited instructional opportunities do not adversely impact students’ grades/courses completed</b></p>
Supplemental Instruction	<ul style="list-style-type: none"> <li>• Educators provide targeted direct instruction and/or periodic/virtual phone checks-ins for their students</li> <li>• Instructional delivery focuses on remediation, reinforcement, and or enrichment of key skills and concepts.</li> <li>• Students are given opportunities to make-up missed/unfinished assignments or projects, complete practice assignments, and/or participate in activities that reinforce or preview key skills/concepts</li> </ul>	<p><b>District will consider how these instructional opportunities (i.e. graded assignments, allowing students to redo/resubmit assignments) can be leveraged to assist, not penalize, students academically</b></p>

**\*Adopted from the Georgia Department of Education**

**Sumter County Schools will exercise the following Georgia State Board of Education approved waivers pertaining to grading, promotion, and retention.**

- **Awarding Units of Credit and Acceptance of Transfer Credits/Grades:** O.C.G.A. §20-2-159.3; O.C.G.A. §20-2-159.4 (c); SBOE Rule 160-5-1-.15(2)(d)(3) and (4), and (2)(h) Flexibility will allow districts greater ability to award credit based on district determination of student competency.
- **Graduation Requirements and Seat Time:** SBOE Rule 160-4-2-.48(6)(i) Flexibility will allow districts to award credit for course completion upon mastery of course standards at any time during the semester and waive the clock hour requirements for students to earn a Carnegie Unit of credit during the regular school year and for summer schools. Flexibility will also allow for the substitution of equivalent or higher-level requirements.
- **Promotion and Retention:** O.C.G.A. §§ 20-2-283, 20-2-284; SBOE Rule 160-4-2-.11 Flexibility will allow districts to waive, modify, or set promotion/retention criteria, as well as protocols for making placement decisions in a timely manner.
- **Statewide Passing Score:** SBOE Rule 160-4-2-.13(2)(d) and (f) Flexibility waives the requirement that the Georgia Milestones End-of-Course (EOC) assessment shall be used as the final examine the courses assessed by a Georgia Milestones EOC and waives the requirement that the numeric score on the Georgia Milestones EOC shall count for 20% of the student's final numeric grade in the course assessed by the Georgia Milestones EOC.
- **Student Assessments:** O.C.G.A. §20-2-281; SBOE Rule 160-3-1-.07 Flexibility will waive the administration of, and related requirements for, state assessments scheduled for late Spring 2020 administration.

## **ASSESSMENTS**

- No state and/or local assessments will be administered for the 4<sup>th</sup> Nine Weeks.
- The assessments that may be used for the Promotion/Retention process are Star Early Literacy, Star Reading, and Star Math. Student performance on these assessments were completed at the end of the 3<sup>rd</sup> Nine Weeks.

## **GRADING**

**SCS will waive/remove the following as it pertains to grades:**

- Waive End of Course (EOC)/End of Grade (EOG) and/or any local course-level final or nine-weeks exam.
- Remove the 10% weight from grading calculations for final and EOG in grades 3-8.
- Remove the 20% weight from grading calculations for final and EOC in grades 9-12.

### **Guidelines:**

For the 2019-2020 school year, SCS adopted a no "safety net" grading policy. Therefore, students have demonstrated minimum proficiency, as indicated by a grade of 70 or higher at the end of the 3<sup>rd</sup> Nine Weeks.

- Calculate final grades and award credits based on the 3<sup>rd</sup> Nine Weeks average for students who have demonstrated minimum proficiency, as indicated by a grade of 70 or higher. For middle school connections courses beginning 3<sup>rd</sup> Nine weeks, credit will be awarded based upon 3<sup>rd</sup> Nine-weeks grade for the course.

- Students who have not demonstrated minimum proficiency, as indicated by a grade of 70 or higher, as of the end of 3<sup>rd</sup> Nine Weeks must complete assignments to reach minimum proficiency or receive a failing grade and not receive credit for the course(s).
- Students in grades K-8 will be awarded grades indicated by Pass/Fail for work completed to help them reach minimum proficiency. Minimum proficiency will be reviewed through promotion/retention process.

## **DISTANCE LEARNING OPPORTUNITIES**

- No zero policy for all assignments, since school closure began (**March 16, 2020**), students will be allowed to attempt assignments multiple times, as needed. Teachers should have some type of “receipt system” for work submitted via email.
- Do not penalize students if they cannot submit assignments by a deadline or participate in video conferences.
- For students not engaging in virtual learning, completing the hard copy packets, and/or submitting assignments virtually, students will maintain the grades/course averages received at the end of the 3<sup>rd</sup> Nine weeks reporting period. Students will have an opportunity to submit virtual learning assignments to demonstrate improvement no later than **May 15, 2020** to be considered in the promotion/retention process. **All student work should be submitted digitally and/or electronically.**

## **PROMOTION/RETENTION**

**SCS will waive/remove the following as it pertains to promotion/retention:**

- Georgia Milestones Assessment requirement for Reading in Grades 3, 5, and 8.
  - Georgia Milestones Assessment requirements for Mathematics in Grades 5 and 8.
1. In grades K-8, students passing all or fail one grade level specific Promotion/Retention subjects at the end of the 3<sup>rd</sup> Nine Weeks (**March 12, 2020**) shall be promoted to the next grade level.
  2. Students failing all grade level specific Promotion/Retention subjects at the end of the 3<sup>rd</sup> Nine Weeks (**March 12, 2020**) shall be retained.
  3. Students who are failing two or more grade level specific promotion/retention subjects will be considered in the promotion/retention process.
  4. Administrator/teacher recommendations may be used for “administrative placement” of students who fail to meet minimum proficiency. At a minimum the following will be considered:
    - **Students not meeting minimum proficiency with a grade between 67-69**
    - **Retention of student in prior grade level(s)**
    - **Student has personalized interventions already in place (IEP, Tier 2 or 3, EL, 504 etc.)**
    - **Student has exhibited growth in prior years or current year’s assessments and/or grades**
    - **Student attendance at the end of the 3<sup>rd</sup> Nine Weeks.**

## **GRADUATION**

- High school seniors who are needing credit recovery or credit repair or who are at-risk after the 3<sup>rd</sup> Nine Weeks will be allowed to complete assignments via Edgenuity and/or by submitting assignments directly to teachers through **May 15, 2020**.
- Seniors academic progress will be monitored to ensure that they remain on track for graduation.
- High school seniors must still satisfy the approved 25-credit requirement for graduation.



## **Social-Emotional and Family Engagement Supports**

### **Social-Emotional Resources During COVID-19**

As the country and the world respond to the coronavirus (COVID-19), we are all feeling a range of emotions. We understand how important it is to attend to the social and emotional needs that arise during times. The SCS family wants to support students and families with the resources listed below.

1. **National Child Traumatic Stress Network Tip Sheet**

[https://www.nctsn.org/sites/default/files/resources/factsheet/outbreak\\_factsheet\\_1.pdf](https://www.nctsn.org/sites/default/files/resources/factsheet/outbreak_factsheet_1.pdf)

2. **Telehealth Support**

<https://childmind.org/>

3. **Handling Stress**

***Stress and Coping – Need Help? Know Someone Who Does?***

<https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/managing-stress-anxiety.html>

**Spanish version:** <https://www.cdc.gov/coronavirus/2019-ncov/prepare/managing-stress-anxiety-sp.html>

Check your child's school webpage to link to the school counselor for additional supports. Moreover, Telehealth services are available to students in need of mental health services. Please contact **Dr. Adrienne Davis (District Social Worker)** for more information at [adavis@sumterschools.org](mailto:adavis@sumterschools.org)