



GRIFFIN-SPALDING COUNTY SCHOOL SYSTEM

Back-To-School Guide for Students, Staff and Families



2020-2021 School Year

Back-to-School Overview

- I. Open House
- II. Student Services & Resources
- III. Instructional Services for Students
- IV. Multi-Tiered Support System (MTSS)
- V. Special Education Service
- VI. Pre-K
- VII. ESOL
- VIII. Gifted
- IX. Extracurricular Activities/Athletics
- X. Frequently Asked Questions (FAQs)

Section I: Virtual Open House

GSCS Virtual Open House Date:

- **August 11, 2020: Virtual Open House Date for All GSCS Schools**
 - Specific times that Virtual Open House content will be accessible for families on August 11, will vary by school. Each school will publish specific times for Open House content for their school stakeholders to access/log-in
 - School-based live virtual sessions (elementary) and recorded (secondary) Virtual Open House meetings/messages with teachers, administrators and other relevant school staff
 - Elementary schools will include scheduled live Virtual Open House meeting sessions facilitated by teacher with parents/guardians
 - Secondary schools will include pre-recorded Virtual Open House messaging and live Google Meets by administrators, teachers and other school staff for parents/guardians and students to access
 - Recordings of Virtual Open House meeting sessions will be posted on-line for parents/guardians and students to access later (elementary and secondary)
 - Pre-K Virtual Open House will be appointment-based individual phone call sessions for all Pre-K families with the Pre-K Lead Teacher and Assistant Teacher

Section II: Student Services & Resources

Meal Distribution:

Parents, please note that meal charges are based upon the student's current eligibility status (free, reduced or full pay).

Free & Reduced Lunch Registration Process - As we enter the 2020-2021 school year, parents are required to update their free and reduced lunch status. Parents should visit the link below and follow the directions to complete this registration process. <https://frapps.horizonsolana.com/SPAC01>

GSCS Meal Distribution Survey:

All parents and guardians interested in receiving student meals must **complete the GSCS Meal Distribution Survey** for each student at https://docs.google.com/document/d/1WJgHKLjAifj-UI1H9zuDpiuM5vsP_pZBMW9p5XjCa_0/edit?usp=sharing or by using the QR code below. This information will help the district plan delivery routes. The survey deadline is 5 p.m. on Tuesday, August 11, 2020.



Meal Delivery Options: For students who currently ride a GSCS bus to or from school, meal deliveries will be to your child's current bus stop. For students who do not currently ride a GSCS bus, meal deliveries will be made to a current community stop nearest your home. Bus routes, bus stops and delivery times will be determined based on survey results and will be posted on the system and school websites by August 14, 2020.

Pick-up Options: Parents may pick up meals at your child's school if you choose. Pick up times will be posted on the system and school websites by August 14, 2020.

Meal distributions will occur twice weekly.

Family Resource Quick Guide:

School Social Workers

Our goal is to help students achieve academic success by bridging the gap between families, schools, and the community. We provide support, broker resources, and advocate for students' best interests. If you need assistance or help finding resources, please contact Student Services at 770-229-3710 Ext. 10335 to be connected to a GSCS School Social Worker.

School Registration **CAN BE DONE COMPLETELY ONLINE*

To register your student or complete residency paperwork, visit <http://tinyurl.com/gscsregistration>. Families that do not have internet access can call 770-229-3710 Ext. 10335 or email registration@gscs.org to make an appointment to register in person.

School Supplies

School supplies are available to GSCS families as needed. Please speak with a GSCS School Social Worker for further info.

COVID-19 Testing

Testing at Dept. of Public Health testing sites is provided at no cost. Please go to <https://www.district4health.org/> or call 1-800-847-4262 to schedule an appointment. Testing in Spalding County is offered on Wednesdays by appointment only. COVID-19 testing is also offered (filed on insurance) at Peachtree Immediate Care by appointment only (770-889-1211); at Family Medical Center- call ahead (770-228-2641); at Family Health Clinic in Zebulon (770-288-2822) and at CVS Pharmacy (770-229-2113).

Food	Mental Health	Financial	Internet
<p>Pandemic EBT- any student who attended a school during the 2019-2020 year in which all students received free meals and/or separately qualified for F/R lunch qualifies for a \$256.00 EBT card. https://dfcs.georgia.gov/pandemic-electronic-benefit-transfer</p> <p>Colliers Community Services- crates of fresh vegetables and fruits at a low cost (\$10). Must pay with debit/credit- NO CASH. Follow on FB, call 678-953-7048, or make an appointment for pickup at https://collierscommunityservices2.schedulista.com. 515 E. McIntosh Rd in Griffin.</p> <p>5 Loaves & 2 Fish- provides a monthly bag of groceries to families in need. 678-603-1238. 409 W. Solomon St in Griffin.</p> <p>New Mercy Baptist Church- provides food free of charge to families in need. Open Saturdays (except holidays) from 10 a.m.-1 p.m. Bring ID. 770-227-2422. 742 Pimento Ave in Griffin.</p> <p>Food Finder- app that assists in locating food resources. foodfinder.us; 770-622-7887</p>	<p>Community Child and Adolescent Services- serves children, adolescents and their families in need of mental health and addiction services. A GA Medicaid Mental Health Core Provider. 770-567-3779. 2821 US Hwy 19 in Meansville (Pike Co.)</p> <p>McIntosh Trail CSB- Fees based on income level and number of dependents. Call “Care Connection” to learn about available services and make an appointment. Takes Medicaid insurance. 770-358-5252.</p> <p>Pathways Centers- provides mental health, etc. services to adults, children, and adolescents. Contact for specific program information and to make an appointment. Takes Medicaid insurance. 770-229-3407.</p> <p>Suicide Prevention Life Line 24/7- 800-273-8255</p> <p>Georgia Crisis 24/7 Access Line- 800-715-4225</p>	<p>Benefits.gov- online access to government benefit and assistance programs</p> <p>Unemployment Benefits- temporary financial assistance to workers unemployed through no fault of their own while seeking a new job. 770-228-7226. 1514 Hwy 16 West in Griffin.</p> <p>Energy Assistance Programs- (800) 869-1150</p> <p>Griffin First Baptist Church Benevolence- food vouchers to the 5 Loaves 2 Fish Food Pantry; Clothes Closet (Mondays). 8:30 AM to 10:00 AM on Mondays, 9:00 AM to 10:00 AM on Wednesdays. 116 W. Poplar St in Griffin.</p> <p>Rushton’s Hope- provides support via food, clothes, financial assistance, household items, etc. Call 770-468-6606.</p> <p>Salvation Army Corp- emergency assistance for food, medicine, and utilities depending on availability of funds. 770-412-6561.</p>	<p>Comcast Internet Essentials- offers home internet service for \$9.95 per month with no contract, credit check or installation fees. Automatically qualify if your child participates in the school lunch program, or you receive HUD housing assistance. https://internetessentials.com/ *Could qualify FREE for 60 days.</p> <p>Spectrum Internet Assist- provides high-speed internet connection to low-income families, students and seniors for just \$14.99 per month. https://www.spectrum.com/browse/content/spectrum-internet-assist</p> <p>Access by AT&T- high-speed wireless internet service for \$5-\$10 per month. One or more members of your household should receive SSI or SNAP benefits to qualify. Visit www.att.com or call AT&T at 855-220-5211.</p> <p>GSCS Hotspots/Connectivity- T-Mobile Hotspots available (1 per household) for families in need. Contact your school for more info. Mobile Wi-Fi systems (10) will also be available for internet connection via buses parked throughout the district.</p>

This is not an exhaustive list. More resources may be available by contacting a SSW directly.

GSCS does not endorse, approve or certify information, resources, and services. Action taken upon information contained in this material is strictly at user’s risk and liability.

Tips for Creating a Successful Virtual Learning Environment

These are some tips to help you prepare a space and create expectations that help your students succeed in a virtual learning environment. We have great empathy and compassion for students and families as we approach a different “first day of school” experience, but we’re confident that together we will safely achieve educational success.

Dedicate a Specific Learning Space

People thrive in spaces dedicated to specific activities; the association of a specific setting with a specific task prepares your brain for focus and execution of the task. Your child’s setting for education should be a low traffic area that is clean, neat, organized and free of distractions. If possible, it should not be their bed or on the couch in front of the TV. If a desk is not available, a dining room table or kitchen table often serves as a good work station. Make sure any items that would be helpful in the classroom are present (ex. paper, pencil, calculator). In a desk at school students would have all of their tools in close proximity when they need them.

Limit distractions

In a classroom, distractions are limited. There aren’t any phones ringing, appliances humming, pets begging for attention, temptations to use electronic devices or turn on a television, etc. Be intentional to limit distractions within view or earshot of your student’s dedicated workstation. Consider moving pets to a separate part of the house during designated “school hours.” A consistent school routine is important.

Communicate

Communication is vital to help your student be successful. Keep talking to your students and to their instructors, just as you would with traditional school. Don’t be afraid to ask questions. If your students need extra work to practice a particular skill or subject, ask. Talk to your children about school as part of the daily routine. Encourage your students to share what they’ve learned. Virtual learning will be an opportunity for them to grow in their self-reliance and personal responsibility, but it is also a great idea to help them with time management as they keep pace on a schedule to complete and submit their work in time to meet deadlines. Check their progress.

Things to Remember:

- In a typical school environment, a significant amount of time each day is spent moving to the cafeteria, to the restroom, to recess, etc. There is more discussion time and time spent raising their hands. If your child finishes their assigned task quickly, it does not necessarily mean that they rushed and didn't do a good job. It also doesn't necessarily mean they are gifted.
- Breaks are important. Short breaks in between subjects can be helpful. Breaks from screen time are good, especially if the break allows for physical exercise, a craft project, art activity or musical enrichment. You may use a short break as a reward for completing a task or goal. Extra positive reinforcement can be helpful to provide a little extra external motivation.

Section III: Instructional Services for Students

Online Platform:

Every K-12 GSCS teacher will create and use a Google Classroom to support learning throughout the school year whether we are virtual or face-to-face. Training on how to teach in a virtual setting will be provided.

Curriculum:

Teachers will follow the GA Standards of Excellence or the adopted GA DOE standards for their area. Rigorous Curriculum Design (RCD) units will be utilized for the courses in which the guides are created.

Grading:

Formative and summative assessments will be given to students who are learning through a virtual setting or through classrooms on our campus. Feedback will be provided throughout the learning cycle to students. Grades will be taken from the summative assessments. This is what determines the grade issued on the report card. As both settings (virtual and on-campus) are standards-based, students should be given opportunities to retest after receiving additional instruction if they do not show mastery of standards. Unlike spring where grades could only help a student, students

participating in the virtual setting at the beginning of this school year will receive grades similar to what occurs when students are in our school buildings.

Attendance:

Students who complete the daily check-in form within Google Classroom at least twice per week (twice per class, per week, for middle and high school) and submit any coursework during the week will be considered present for the week. Students who complete the daily check-in form within Google Classroom only once per week and submit any coursework will be considered present for two days of that week and absent for the remainder of the week.

Instructional Technology:

Students will be issued chromebooks as well as hotspots for internet connectivity if needed. Issues with any device should be communicated from the student to the teacher, who will then reach out to the school media specialist for further assistance if needed.

Griffin Region College & Career Academy:

The GRCCA will open on August 12th for ALL students. GRCCA Fall Information & Remote Options:

<https://docs.google.com/document/d/1smKFS5I-ywWfGTAMvJGyxPf5NKdc3gU2o85oTbKAvdQ/edit>

Family and Community Engagement:

The Griffin-Spalding County School System will build parents' and family members' capacity for parent and family engagement by providing resources to help parents work with their children to improve their children's academic achievement. Assistance through in-person or online meetings or workshops, online information, and/or newsletters will also be provided to parents and family members.

If you are looking for resources to assist your student at home, please make an appointment to visit the school or district parent resource center. Parents can browse through an assortment of learning games, manipulatives, brochures, pamphlets and handouts to work with your child at home. Contact the school's parent and community engagement liaison or district parent and family engagement specialist by phone or

email if you need support or information on how to improve your child's academic performance in school.

For additional parent resources, visit the Rigorous Curriculum Dialogue website <https://sites.google.com/gscs.org/rigorous-curriculum-dialogue>.

Parent and Community Engagement Liaisons:

School	Parent and Community Engagement Liaison Contact Information
Anne Street Elementary	Atlantia Clements atlantia.clements@gscs.org 770-229-3746
Atkinson Elementary	Tanika Akins tanika.akins@gscs.org 770-229-3715
Beaverbrook Elementary	Ashley Baldwin ashley.baldwin@gscs.org 770-229-3750
Cowan Road Elementary	Allison Baker allison.baker@gscs.org Angela Roth angela.roth@gscs.org 770-229-3790
Crescent Elementary	Rhonda Grubb rhonda.grubb@gscs.org 770-229-3719
Futral Road Elementary	Jessica Lalumiere jessica.lalumiere@gscs.org 770-229-3735
Jackson Road Elementary	April Kisner april.kisner@gscs.org 770-229-3717
Jordan Hill Elementary	Dixie Johnston dixie.johnston@gscs.org 770-229-3777
Moore Elementary	Cardia Foster cardia.foster@gscs.org 770-229-3756
Moreland Road Elementary	Anissa Andrews anissa.andrews@gscs.org Katlyn Durham katlyn.durham@gscs.org 770-229-3755
Orrs Elementary	Paige Samples paige.samples@gscs.org 770-229-3743
Carver Road Middle	Betty Cooper betty.cooper@gscs.org Suzanne Wages suzanna.wages@gscs.org 770-229-3739
Cowan Road Middle	Ana Bergland ana.bergland@gscs.org Saporina Kimbrough saporina.kimbrough@gscs.org 770-229-3722
Kennedy Road Middle	Melody Conner melody.conner@gscs.org 770-229-3760
Rehoboth Road Middle	Tara Riggs tara.riggs@gscs.org 770-229-3727
AZ Kelsey Academy	Tonga Releford tonga.releford@gscs.org 770-229-4365
Griffin High School	Dedrey Elam dedrey.elam@gscs.org 770-229-3752
Spalding High School	Julia Fletcher julia.fletcher@gscs.org 770-229-3775
District	Melinda Owens melinda.owens@gscs.org 770-229-3710 Ext. 10363

Section IV: Multi-tiered Support System (MTSS)

A Multi-tiered System of Supports (MTSS) is a “tiered system of supports that integrates assessment and intervention within a school-wide, multi-level prevention system to maximize student achievement and reduce behavioral problems. MTSS promotes systems alignment to increase efficiency and effectiveness of resources” (Adopted from National Center on Response to Intervention, 2010). This allows instruction/interventions to match to student needs and ongoing monitoring of progress. MTSS is a framework for all students.

If educational services are being provided during school closures, the school system should continue to consider the appropriateness of Student Support Team (SST) meetings to the extent that is safe, practical and meaningful for the students, teachers and leaders

If educational services are being provided during school closures, the school system and SST team should make every effort to fulfill SST requirements, to the extent that it is safe, practical, and meaningful for students

The key point is to ensure that you identify and document where you were in the SST process prior to the closure of school, any supports you were able to provide during school closures, and consider a plan for filling any gaps upon the reopening of schools.

Examples of modifications to SST supports include:

- Meetings – You can conduct virtual meetings, if necessary. These can occur via video conferencing or telephone conference calls.
- Instructional Supports - The frequency and method of instructional support will depend on the requirements of the assignments and the needs and capacity of the students and parents. For example, for students and families without access to digital resources, a strategy may be to mail or provide paper packets and conduct follow-up phone calls for support.
- Frequency – You will need to consider and determine how often the student/family need to be contacted. Again, this can occur by phone, email, video

conferencing, etc.

- Interventions - If interventions were being implemented prior to the school closure, the school system should consider options of how the interventions could be continued using an alternative instructional format if safe, practical and meaningful for the student. If interventions are continued, progress monitoring data would be utilized in data-based decision making.

Section V: Special Education Services

Special Education services and supports provide Students with Disabilities (SWDs) with equitable access to the general curriculum. At times during this school year when in-person instruction will not take place, the district has developed a continuum of services that will be provided to all SWDs in the virtual setting. Parents will be contacted during the first few weeks of school and asked to attend an Individualized Education Program (IEP) meeting to develop a “Distance Learning Plan” to outline the services their child will receive during virtual learning sessions.

Services in the “Distance Learning Plan” may be similar but not exact to the services outlined in the student’s Individualized Education Program. Direct services will be provided by Special Education staff during regularly scheduled instructional time. In addition to direct services provided in the plan, case managers will provide weekly consultations with parents and students to assist with instruction and progress in the home setting. All instructional and testing accommodations will still be in effect in the virtual classroom when appropriate and goals and objectives will continue to be monitored for progress.

Individualized Education Programs with all services and supports will remain active for all SWDs and be implemented whenever in-person instruction resumes.

Teachers in Adapted Curriculum classrooms will continue to utilize Unique Learning Systems as their base curriculums. Adapted Curriculum teachers will collaborate with parents to ensure that students have access to ULS through the “Student View”. Teachers and paraprofessionals will assist parents with implementing the curriculum in the home setting.

Section VI: Pre-K

Under the direction of the Georgia Department of Early Care and Learning (DECAL), Pre-K in full-distance learning will include the following:

- Distance learning for Pre-K will be provided through virtual learning and at-home, hands-on learning activities.
- Pre-K teachers and lead and assistant teachers and Pre K students will have distance learning tools.
- Touch-screen mobile devices will be provided for Pre-K students.
- Both the lead and assistant teachers will actively engage with Pre-K students each day.
- The Pre-K program will provide families with supplies and materials to support distance learning. Learning materials and supplies will be provided for Pre-K students by the Pre-K Program on a regular basis (consumable supplies such as: pencils, crayons, markers and paper, manipulatives, puzzles, and books).
- Pre-K lesson design in the virtual setting will include plans for large group, small group and individualized instruction and assessment.
- Pre-K curriculum activities to be planned and scheduled by teachers:
 - Daily: Virtual whole group circle time (60 min. per day), small group lessons: 3-6 students led by lead or assistant teacher for each child to participate in daily small group lessons for 15-30 min. per day: 2x weekly (15-30 min.)
- Daily activities to be included as part of each child's school day:
 - Outdoor play (60 min. daily) Teachers should provide weekly recommendations for families to extend learning.
 - Center/independent play (60 min. daily).
 - Teachers will communicate with families and provide them with weekly activities for families to support experiential learning at home.

Section VII: English Speakers of Other Language (ESOL)

- ESOL teachers will schedule synchronous real-time live lessons for English Learner students to join virtually
- ESOL teachers will schedule push-in instructional support for English Learners within general education teachers' virtual lessons- as scheduled in conjunction with respective general education teachers
- ESOL teachers will Post lessons in their own Google Classrooms
- Virtual tutorial sessions to be scheduled in small groups with ESOL teachers, for identified Title III English Learner students
- ESOL teachers will provide English Learners with access to online resources for use at home such as: NewsELA, ReadWorks, NYCEnglish (grades 6-12), DuoLingo, K12reader.com, etc.
- Printed learning packets will be provided for English Learners with limited internet access – as determined through ESOL teachers' communications with their families
- ESOL teachers will provide English Learners with login access to RazKids and IXL, and other web-based learning platforms, to support language acquisition
- Support for families of English Language Learners' families will continue to be provided via the GSCS ESOL Parent Liaison/Interpreter
- Considerations will also be made of additional forthcoming guidance from GADOE Title III with reference to virtual ESOL services for ESOL students

Section VIII: Gifted Services

Elementary:

Elementary gifted students within the virtual learning environment will be provided for their gifted services via:

- Program Challenge teachers will provide live scheduled virtual lessons by grade level via Google Meets, and audio enhancement software and hardware. Lessons will be recorded and uploaded into each teacher's Google Classroom for at-home virtual PC students and their parents to access weekly.

- Program Challenge teachers will schedule periodic individual check-in meetings with each virtual learning Program Challenge student
- Program Challenge teachers will facilitate on-going virtual independent learning tasks for Program Challenge virtual students, with periodic individual student check ins
- Program Challenge teachers will review and provide feedback for Program Challenge students on their submitted virtual independent learning tasks.

Secondary:

Secondary gifted students will receive their gifted services in their advanced content courses. This will be provided in the virtual setting and on-campus settings.

Section IX: Extracurricular Activities & Athletics

Extracurricular Activities:

Extracurricular activities play a vital role in the development of the entire young woman and man. They develop and enhance their self-confidence, interpersonal skills and leadership skills. We will work with students and their families to provide these opportunities as much as possible in a safe manner.

Extracurricular activity and club sponsors will utilize the following actions to engage their student members and school communities until the social distancing guidelines are lifted:

- Communication - Employ email distribution lists, shared cloud-based tools and school announcements to share information
- Meetings - Utilize Google Meets and/or Zoom to conduct regular meetings
- Be strategic and intentional to employ email distribution lists and advertise cloud-based events (and service opportunities) as well as posting the outcomes in the cloud as well as at the school.
- Develop virtual, school-based social activities
- Dues/Fees - employ an online tool to allow for payment of any dues and fees, accessories, apparel, etc. in a contactless manner

- Leadership Elections - will be conducted via Google Forms in a contactless manner
- Each organization will work with students individually to support their attaining service hours as needed.

Regarding our band, drama, and chorus programs, a blend of in-person as well as remote applications such as Google Meets, Zoom and SmartMusic will be utilized to provide opportunities for practice and feedback to support student proficiency. Any performances will be conducted in a manner to support everyone's safety.

Section X: Frequently Asked Questions (FAQs)

Full-Time Remote At-Home Learning Questions

Question: How will students who receive Multi-Tiered Support System (MTSS), Gifted, and special education services be served from home?

Answer: GSCS virtual teachers may utilize scheduled blocks of time to provide remediation and intervention support for students within the MTSS process.

- For students who are in attendance AND students who are at home, the use of interventions will remain the same.
- The Tiered Instructor will utilize Google Meet in order for students at home to participate in designated intervention time.
- Students will engage in assignments via an adaptive, remediation, or enrichment program. They will also join their assigned groups virtually.
- Teachers will work with parents to create an intervention plan for students without technology.
- Tier 2 (at least 20 minutes, 3 days/week)
- Tier 3 (at least 30 minutes, 5 days/week)
- Progress monitoring will occur as normal with the identified intervention.

Gifted Education: For elementary gifted students whose parents have selected for them to participate in at-home virtual schooling for the first nine weeks: gifted services will be provided via a blend of small group and one-on-one lessons and check ins with Program Challenge (PC) teachers, access to video recordings of in-person PC lessons, and independent virtual learning tasks reviewed, evaluated, and feedback provided by PC teachers.

For secondary gifted students whose parents have selected for them to participate in at-home virtual schooling for the first nine weeks: gifted services will be provided via their virtual enrollment in their advanced content courses taught virtually by GSCS teachers.

Special Education: Special Education case managers will complete Distance Learning Plans for each of the students on their caseloads to document the services they will receive during distance learning. Direct, Speech Therapy, Related and Itinerant Services will be similar but not identical to current IEP services. Services may be virtual, over the phone, in person or a combination based on the needs of the student.

Question: How long will the school day be for full-time remote at-home learning?

Answer: Virtual learning framework documents have been developed by the GSCS Instructional Services Division. This framework will consider balancing screen time and accessing and experiencing the requisite course content and rigor by grade level.

Question: Will virtual students be able to engage in athletics and extracurricular activities?

Answer: All students enrolled in GSCS will be allowed to participate in extracurricular activities if they are being offered during remote learning and if the student meets eligibility requirements.

Question: Will the Georgia Lottery Pre-K program be offered through remote at-home learning?

Answer: Yes - Under the direction of the Georgia Department of Early Care and Learning (DECAL), Pre-K in full-distance learning will be provided through virtual learning and at-home, hands-on learning activities.

Question: Will students have a structured schedule for remote at-home learning?

Answer: Yes - Remote at-home teachers will facilitate and support student learning through a blend of live whole class virtual instruction, small-group virtual check ins, assigned individual virtual learning tasks and virtual assessments. There will be designated times for students to meet with their teachers in a virtual setting.

Question: Will my remote at-home learning student be learning the same curriculum that students would learn if they were attending in person?

Answer: Yes, all students will have instruction that derives from the Georgia Standards of Excellence. Standards-based digital learning experiences will be facilitated by an assigned GSCS virtual teacher. Our GSCS Rigorous Curriculum Design (RCD) units of study will be used in classes where the curriculum has been developed. Remote at-home teachers and students will access standards-based course content and learning tasks through Google Classroom as the virtual learning platform. GSCS provides training for our teachers on instructional technology usage for those instructing virtual students in a digital environment.

Question: Will remote at-home learning be able to support students with Individualized Education Program (IEPs)?

Answer: Case managers for all Students with Disabilities will develop an individualized Distance Learning Plan (DLP). DLPs are contingency plans used to document temporary provisions of special education services provided during a time of selective or required school closures. They are developed concurrently and Included with the student's current Individualized Education Program (IEP) and outlines services and support in a temporary setting. Case managers will review with parents a draft DLP and confirm a final plan once in agreement with services. The plan will then remain active throughout the year and be reactivated anytime that schools may have to switch to the virtual environment. The district will closely monitor student progress and the IEP team may make adjustments to student services as needed.

Question: How will gifted education look for the remote at-home learning student?

Answer: For elementary gifted students whose parents select remote at-home, gifted services will be provided via a blend of small group and one-on-one lessons and check-ins with Program Challenge (PC) teachers, access to video recordings of in-person PC lessons and independent virtual learning tasks reviewed, evaluated, and feedback provided by PC teachers. For secondary gifted students whose parents select remote at-home, gifted services will be provided via their virtual enrollment in their advanced content courses taught virtually by GSCS teachers.

Question: How can the district support remote at-home learning with fidelity?

Answer: Ensuring remote at-home learning relies on students having access to the internet. GSCS has shared options from AT&T (<https://www.att.com/internet/access/>) and Comcast (<https://www.internetessentials.com/>) for home internet starting at \$9.95 per month. Also, GSCS has requested mobile wifi for 10 buses to be staged around the district in large, open public areas like the Ingles, Walmart and Kroger shopping centers as well as the many park and recreation areas. Technology is coordinating with transportation and other educational partners to discern the best public locations, but these wifi sources will provide spots for students to download content to their chrome devices or to connect and work with their parents/guardians. Furthermore, the district has some mobile hotspots for connectivity to students while they are available. These will be distributed to students when requested on a case-by-case basis. After exhausting the internet connectivity options, Students with no connectivity will be provided learning packets. Wifi sources will provide spots for students to download content to their chrome devices or to connect and work with their parents/guardians. Furthermore, the district has some mobile hotspots for connectivity to students while they are available. These will be distributed to students when requested on a case-by-case basis. After exhausting the internet connectivity options, Students with no connectivity will be provided learning packets.

Question: Will counseling services be provided to support students who struggle with changes?

Answer: Yes. Counselors are on-site at each school on a daily basis to help support any students needing assistance. Please contact your school's counselor to discuss any needs.

Question: Will students be able to check-out books from the media center?

Answer: Yes. Students will be able to check out books. Please contact your school's Media Specialists for instructions.

Question: How are clubs, such as National Honor Society and Beta Club, going to be impacted? (service hours)

Answer: Extracurricular activity and club sponsors will utilize the following actions to engage their student members and school communities until the social distancing guidelines are lifted:

- Communication - Employ email distribution lists, shared cloud-based tools and school announcements to share information
- Meetings - Utilize Google Meets and/or Zoom to conduct regular meetings
- Be strategic and intentional to employ email distribution lists and advertise cloud-based events (and service opportunities) as well as posting the outcomes in the cloud as well as at the school.
- Develop virtual, school-based social activities
- Dues/Fees - employ an online tool to allow for payment of any dues and fees, accessories, apparel, etc. in a contactless manner
- Leadership Elections - will be conducted via Google Forms in a contactless manner Each organization will work with students individually to support their attaining service hours as needed.
- Each organization will work with students individually to support their attaining service hours as needed.

Question: What will be done differently with Career, Technical and Agricultural Education (CTAE) pathways?

Answer: CTAE instructors will closely monitor engagement of students using remote learning. CTAE teachers will create google classrooms so anyone not certified in CTAE would have lessons available and the virtual teacher would facilitate it. Labs would wait until the second nine-weeks. Hands on labs would be scheduled when students return and videos may provide demonstrations or other activities to remote learners a teacher might demonstrate in class.

Question: What will be the district's stance on field trips? Is there a hold on all trips? Would field trips be allowed in Spring semester?

Answer: All GSCS field trips are on hold until further notice. This will be reevaluated at a later date.

Question: How will breakfast and lunch be served during 100% virtual?

Answer: All enrolled students will have access to meals. Meals will be charged to students according to their free, reduced, or paid status. Multiple day meals will be distributed using buses for delivery. Buses will also schedule stop times at school sites for parents to pick up meals. Parents will be allowed to pick up student meals by providing student information. Meals will be distributed twice a week.

Question: How will grading work during the time students are doing remote learning?

Answer: Formative and summative assessments will be given to students who are learning through the remote learning setting or through classrooms on our campus. Feedback will be provided throughout the learning cycle to students. Grades will be taken from the summative assessments.* This is what determines the grade issued on the report card. As both settings (remote and on-campus) are standards-based, students should be given opportunities to retest after receiving additional instruction if they do not show mastery of standards. Unlike spring where grades could only help a student, students participating in the virtual setting at the beginning of this school year will receive grades similar to what occurs when students are in our school buildings.

Question: Will interventions be provided in the remote learning environment?

Answer: Yes, interventions will be provided to students as needed to address learning gaps.

Stay Connected: Parents and guardians are reminded to:

1. Create an Infinite Campus Parent Portal Account (click the link for directions)
<https://docs.google.com/document/d/1jfs1A96Q9eQhgYrKfNU0Sk3wBzF15DQM1-rJddPc9UA/edit?ts=5f18a1f3>
2. Visit the Griffin-Spalding County School System website at www.spalding.k12.ga.us to access the latest information
3. Follow all GSCS social media channels for the latest updates:
Twitter: @GriffinSpalding
Facebook: <https://www.facebook.com/GSCSS/>
Instagram: @griffinspaldingschool