

GCJHS Virtual School Overview

Virtual School will provide the same curriculum that students in the physical classroom receive. Students will take six total classes: English, math, social studies, science, physical education and preparing for college and careers. This will keep students on track with their peers.

Students will be expected to log in each day to receive instruction and complete assignments. All teachers will create a google classroom for communication and posting assignments.

Students will have a mixture of live and recorded instruction, along with opportunities to correspond with the teacher. Students will need to check school email daily for updates from teachers. Teachers will be available to answer questions during established times on school days.

Teachers may have supplies to pick up in the front office, such as novels, workbooks.



Students commit to Virtual Programming for a semester at a time.



Greenfield-Central Schools K-12 Virtual Programming



Students engage in 5-6 hours of instructional activities during the normal school day.

Visit www.gcsc.k12.in.us or email Matt Davis at mdavis@gcsc.k12.in.us for additional information



Attendance documented and expected during all live class sessions.



Instruction and Assessment aligned with GC expectations and facilitated by GC teacher.



Grading expectations mirror onsite practices.

FAQs

1. Which classes will be offered through the virtual program for Junior High?

7th Grade Courses

7th Grade Language Arts
7th Grade Math
7th Grade Science
7th Grade Geography
Physical Education/Wellness
Preparing for College and Careers

8th Grade Courses

8th Grade Language Arts
8th Grade Math
8th Grade Science
8th Grade US History
Physical Education/Wellness
Preparing for College and Careers

2. If a student who commits to on-site education becomes ill for any of the noted reasons and is required to stay home for any amount of time, will they have the option to participate virtually if they are feeling up to it?

Students who are ill or quarantined for up to two school weeks will be given opportunities to keep up with their classmates, if they are feeling well enough, on google classroom assignments. Students who are not feeling up to it, will be given the chance to complete make-up work, similar to if a student had mono or the flu in past years. Students who need to stay home longer than two weeks would need to switch to the virtual education option for the rest of the semester.

3. If a student who becomes ill for any of the noted reasons and is not well enough to participate even virtually, what are the expectations for making up work/getting educational support - particularly for those who may be out for an extended period of time?

The student will continue his/her education once he/she is feeling up to it. The classroom teachers will work with the student to ensure the standards are met without overwhelming the child upon his/her return.

4. For students who commit to on-site education, if the lunch schedules and transition periods are adjusted as described in the information provided, is there a plan to extend the school day to ensure that students receive enough classroom instruction and support?

We have reduced the student load from seven periods to six periods for the 2020-21 school year to ensure that we can commit enough time to classroom instruction.

5. For students who commit to on-site education, if at any point during the school year a child's medical provider recommends that the student only participate in virtual education, will it be possible to switch?

A medical note excusing a child from school attendance for longer than two weeks would be enough to make the switch during the semester.

6. For students who commit to on-site education, are you planning to limit class sizes in order to encourage social distancing recommendations within the classroom?

We are trying our best to balance class sizes and put in protocols for social distancing. We are following the recommendations from our health department

7. For students who commit to on-site education, how will you cluster students to minimize exposure when students inevitably become ill?

Students will travel together as a cohort for Language Arts and math. They will also travel together as a cohort for science and social studies. We will stagger our release times for passing periods so we can limit the number of students in the hall.

8. If the building is forced to close for any length of time, will the on-site students be able to continue their education through the virtual option?

If the school is closed, all students will continue their education virtually.

9. Can someone give a more specific introduction to how the virtual option will work? Specifically in relation/comparison to the on-site educational option. Will they be watching/interacting with the on-site students through their devices? It was stated that some classes wouldn't be available via the virtual option. What classes will and will not be available?

Teachers in Language Arts, math, social studies, science, special education, and two related arts have volunteered to work with virtual students. The teachers will have an extra planning period to modify classroom instruction, record videos, interact with students, etc. They may also choose to record or live stream a class in session, when appropriate. The regular, general education courses listed will be offered. Many related arts classes are not conducive to virtual learning, so PE/Health and Preparing for College and Careers will be the related arts classes offered this semester.

10. Can you tell me what class has been removed from the 7 periods?

The 7th period was a related arts class or study hall.

11. For students who opt for digital classes, will they be able to be involved in extra curricular activities?

All students are eligible for all ECA opportunities.

