GCPS Learns Anywhere
Planning for the Virtual Start
~~August 2020~~ **UPDATE: 11/18/2020**

About Gloucester County Public Schools

In Fall 2020, GCPS is planning for enrollment of approximately 5000 students, from Kindergarten through Grade 12. GCPS operates eight schools:

Elementary	Middle	High
Achilles	Page	Gloucester HS
Abingdon	Peasley	
Bethel		
Botetourt		
Petsworth		

UPDATE: Gloucester's October 30 Membership = 4955.

Background Information Regarding Remote Learning Plan

Local/regional health conditions, as well as operational challenges, prompted the GCPS School Board, on 7/28/20, to approve remote learning for all students for the first quarter of the 2020-21 school year. Conditions will be re-assessed regularly to determine whether/when some students may begin to return prior to the end of the first quarter. If conditions improve, a scaled return would be considered, beginning with younger learners (e.g. selected programs and/or students in primary/early elementary grades) and those needing more intensive support. Our priority is to establish a safe and secure in-person learning environment for all students and staff.

Survey results from July 2020 have shown that approximately 23% of families indicated an initial preference for a fully remote learning option for fall semester. GCPS will honor requests from families to continue fully remote learning after the first quarter. Additional information will be collected regarding preferences for the second quarter and beyond after the school year begins.

What Can Families Expect?

Characteristics	Spring 2020 Closure (after 3/16/20)	GCPS Learns Anywhere (beginning 9/8/20)
New Instruction & Learning	Some	All
Graded Instruction	Some	All
Synchronous Interaction	Encouraged, Optional	Expected (And As Required*)
"Daily" Attendance	Generally Measured By Participation	Attendance & Content Proficiency Required*
Central Learning Platform	Multiple	CANVAS

Definitions and guidelines are being developed.

In Fall 2020, GCPS instruction will include four days per week (M, T, Th, F) of **synchronous** "live" instruction and interaction, support with the teacher, as well as **asynchronous** learning activities for all students to engage and complete throughout the week. One day per week (Wednesday) of synchronous interventions for select students, contact with families as needed, and necessary planning time for teachers to prepare lessons for remote learning.

Synchronous = occurs at the same time, or at a specific time, such as "live" instruction from the teacher to a group of students.
- Two-way interaction between a teacher and a student (e.g. through a virtual meeting platform or phone call;
- Focus is on answering questions, extending skills and knowledge introduced in pre-recorded instructional videos.

Asynchronous = occurs at a different time, such as pre-recorded instructional videos that students can view anytime.
- Similar to independent learning tasks assigned during a typical school day, or as homework;
- Teacher-directed tasks facilitated through the CANVAS Learning Management System;
- Student/Family may have choice when the learning tasks are completed;
- Learning tasks build upon skills and knowledge introduced in pre-recorded instructional videos.

Daily Schedule Framework
Elementary, Grades PK-5
Monday, Tuesday, Thursday, Friday

Wednesday: connecting with students and families; individual assistance to students; teacher planning and collaboration.

Time (Approx)	Activity	Description
9:00 - 10:00	**Morning Meeting** ● 9:00 Grades PK-1 ● 9:20 Grades 2 - 3 ● 9:40 Grades 4 - 5	Synchronous session Overview of the school day Social/Emotional connection Read alouds Review of concepts, if needed
	Schools will coordinate specific Resource times for each class or grade level.	
10:00 - 11:45	**Instructional Block (All content areas)** Specific subjects will depend upon each school's grade level schedules; specific schedules will be provided to each student.	Combination of ● Live, teacher-directed instruction ● Live, small group, teacher-supported instruction ● Pre-recorded video resources ● Independent student work ● Direct teacher availability
11:45 - 12:45	**Midday break for snack, lunch, and wellness**	
12:45 - 2:15	**Instructional Block (All content areas)** Specific subjects will depend upon each school's grade level schedules; specific schedules will be provided to each student.	Combination of ● Live, teacher-directed instruction ● Live, small group, teacher-supported instruction ● Pre-recorded video resources ● Independent student work ● Direct teacher availability
	Schools will coordinate specific Resource times for each class or grade level.	
2:15 - 3:45	**Instructional Block (All content areas)** Specific subjects will depend upon each school's grade level schedules; specific schedules will be provided to each student.	Combination of ● Live, teacher-directed instruction ● Live, small group, teacher-supported instruction ● Pre-recorded video resources ● Independent student work ● Direct teacher availability

Synchronous and live instruction will occur through a video platform such as Microsoft Teams, Google Meet, Zoom, etc. More information will be shared soon. Schools will coordinate afternoon/evening teaching and support for students, as necessary.

Daily Schedule Framework
Middle School, Grades 6-8
Monday, Tuesday, Thursday, Friday

Wednesday: connecting with students and families; individual assistance to students; teacher planning and collaboration.

Time	Activity	Description
8:20 - 9:05	**1st Period** Core or Elective	Classes include combination of: ● Live, teacher-directed instruction ● Small group, teacher-supported instruction ● Pre-recorded video resources ● Independent student work ● Direct teacher availability
9:10 - 9:55	**2nd Period** Core or Elective	
10:00 - 10:45	**3rd Period** Core or Elective	
10:50 - 11:35	**4th Period** Core or Elective	Electives: PE, World Language, Art, Band, Chorus, Technology/CTE
11:35 - 12:20	**Midday break for snack, lunch, and wellness**	Schools will communicate specific schedules for students in each grade level.
12:25 - 1:10	**5th Period** Core or Elective	
1:15 - 2:00	**6th Period** Core or Elective	
2:10 - 2:40	**Advisory/EIB***	Mon - Social-emotional learning Tu, Th, Fr - Intervention & Enrichment *Teachers will invite students to specific groups for these activities.

Daily Schedule Framework
Gloucester High School, Grades 9-12
Monday, Tuesday, Thursday, Friday

Wednesday: connecting with students and families; individual assistance to students; teacher planning and collaboration.

Time	Activity	Description
7:30 - 8:25	**Teacher Office Hours**	Student-family communication and support Reviewing student work Module development Advisory Professional development and meetings
8:25 - 9:45	**1st Block**	Combination of ● Live, teacher-directed instruction ● Live, small group, teacher-supported instruction ● Pre-recorded video resources ● Independent student work ● Direct teacher availability
9:50 - 11:10	**2nd Block**	Combination of ● Live, teacher-directed instruction ● Live, small group, teacher-supported instruction ● Pre-recorded video resources ● Independent student work ● Direct teacher availability
11:10 - 11:55	**Midday break for snack, lunch, and wellness**	
12:00 - 1:20	**3rd Block**	Combination of ● Live, teacher-directed instruction ● Live, small group, teacher-supported instruction ● Pre-recorded video resources ● Independent student work ● Direct teacher availability
1:25 - 2:45	**4th Block**	Combination of ● Live, teacher-directed instruction ● Live, small group, teacher-supported instruction ● Pre-recorded video resources ● Independent student work ● Direct teacher availability
2:45 - 3:00	**Teacher Office Hours**	Student-family communication and support Reviewing student work Module development Professional development and meetings

New Horizons Career & Technical Education Center (NHREC)
Governor's School for Science and Technology (GSST)

Programs at the NHREC campus also will follow the Monday, Tuesday, Thursday, Friday remote learning schedule for the first nine weeks. Program directors will communicate specific schedule information with families of enrolled students.

Chesapeake Bay Governor's School (CBGS)

Programs at the CBGS Glenns campus also will follow the Monday, Tuesday, Thursday, Friday remote learning schedule for the first nine weeks. Program directors will communicate specific schedule information with families of enrolled students.

Highlights of Instructional Program for 100% Remote Learning

Elementary: Pre-Kindergarten - Grade 5
- Learning resources are developed and delivered by classroom teachers and support specialists through the Canvas Learning Management System, as well as other delivery tools such as SeeSaw, Google Classroom, Nearpod, IXL, etc.
- Multiple delivery modalities will be utilized such as online resources, performance tasks, teacher-created resources, and virtual meetings.
- Students will be expected to engage with their teacher and peers in a combination of both synchronous and asynchronous interactions.
- Classroom teachers will be communicating specific student schedules when teachers return beginning August 27.

Secondary: Grades 6-12
- Learning resources are developed and delivered by classroom teachers and support specialists through the Canvas Learning Management System, as well as other delivery tools such as Google Classroom, Nearpod, IXL, etc.
- Multiple delivery modalities will be utilized such as online resources, performance tasks, teacher-created resources, and virtual meetings.
- Students will be expected to engage with their teacher and peers in a combination of both synchronous and asynchronous interactions.
- Students should be prepared for several hours of structured time that will need to be designated for online instruction.
- Classroom teachers will be communicating specific student schedules when teachers return beginning August 27.

● The 100% remote learning program may be unable to offer or support the full complement of courses and programs when compared to the typical in-school instructional program. In cases where a certain course may not be able to be replicated or offered in the virtual environment, school counselors will discuss course alternatives with students.

Highlights of Instructional Program for Hybrid Schedule

When GCPS students are able to return safely to school for in-person instruction, GCPS will operate a **hybrid schedule** to satisfy appropriate physical distancing guidelines, both in school and on school buses. Sample hybrid schedule below:

● Groups of students attend on different days;
● Students in the same household with different last names are grouped together;
● Classrooms and courses can be divided by last name, or by other means such as residential area, bus route, etc.
● Actual student distribution will be determined in September 2020.
● The actual number of students who attend may be influenced by those students who choose to continue with remote learning instead of in-school instruction.

	Group 1 (A - McD)	Group 2 (McE - Z)
Mon	In School (full day)	Remote Learning
Tue	In School (full day)	Remote Learning
Wed	Sanitizing; Teacher Planning/Preparation; Virtual Support for Students	
Thu	Remote Learning	In School (full day)
Fri	Remote Learning	In School (full day)

The hybrid model will be a combination of more traditional in-person instruction two days per week, with three days per week of instruction that will be structured similarly to the 100% remote learning plan. Students who choose to remain with 100% remote learning after the first nine weeks will be expected to remain in the program at least until the end of the first semester; these students also may be reassigned to another teacher.

UPDATE on Student Return: (all on Hybrid schedule)
- 9/21/20 - Regional Special Education
- 9/28/20 - Pre-Kindergarten and Kindergarten
- 10/19/20 - Grades 1-3
- 10/26/20 - Grades 6 and 12
- 11/12/20 - Grades 4,5 and 7-11

Health & Safety Protocols

Everyone in the school community must take steps to reduce viral transmission, particularly to those at high risk, while balancing the need to maintain a strong education system that effectively supports staff, students, and community.
- All students and employees entering our buildings will be screened daily for COVID-19 symptoms.
- Students will be required to wear face coverings when unable to maintain appropriate physical distancing as recommended by VDH/CDC guidelines, including while on a school bus, in common areas of the school, as well as hallways, restrooms, etc.
- GCPS staff must wear face coverings when entering and exiting the buildings, when within six feet of other employees and students, while moving throughout common and public spaces within the facility.
- No visitors will be permitted to enter our buildings without an appointment.
- Common areas and frequently touched surfaces are being cleaned daily.
- Students and staff are expected to follow safety, cleaning, and disinfecting protocols, including the care for one's own personal workspace.
- Classroom layouts and seating arrangements will be revised as needed to provide appropriate physical distancing.
- Social distancing markers will be located in hallways and the cafeteria.
- GCPS staff will clean high-touch areas in the classroom and will be provided with materials to sanitize between classes.
- Restrooms will be cleaned multiple times per day and custodians have checklists for cleaning during the day and night shifts.
- Hand sanitizer dispensers are installed throughout the facilities.
- Students will learn proper handwashing techniques and how to clean their immediate surroundings.
- Playground equipment will be cleaned throughout the day and students will sanitize hands before and after recess.
- School buses will be sanitized between and after each run.
- Foot traffic in hallways and common areas will be controlled and limited, when possible.
- Field trips currently are suspended.
- Gatherings/assemblies will be limited in size according to VDH/CDC guidelines

- Isolation rooms will be utilized by school nurses for students with COVID-19 symptoms.
- Visit the GCPS website to review complete Health and Mitigation Plans.

COVID-19 Prevention Protocol, Health and Athletic Plans

Student Transportation

- During hybrid instruction, as well as for students in special programs who may be permitted to attend school for in-person programs, bus transportation services will continue to be provided.
- Seating configurations will maintain appropriate physical distancing guidelines, and all students and staff are required to wear an appropriate face covering. Students in the same household may sit together.
- Students will seat themselves from back to front as they get on the school bus.
- School buses will be sanitized after every run.

Technology

- In a survey to all families in July 2020, GCPS obtained information regarding which families would need to borrow a loaner device. These devices will be issued prior to the start of the school year:
  - Chromebooks (Grades 3-12)
  - Tablets (Grades PK-2)
- All GCPS teachers will utilize CANVAS as the primary learning management system and content portal. Teachers will provide orientations to students and families during hte first week of school.
- Guest internet access has been provided outside all school buildings, as well as additional locations throughout Gloucester County. Information will be shared with families in weekly communications.
- GCPS is planning to purchase a limited number of Mi-Fi hotspots to distribute to families who indicated a need for such a device on the July survey. A distribution plan is in development for when the MiFi devices are received.
- All teachers have the option to receive a laptop with a camera to support remote learning. Additional desktop cameras and headsets will be provided to each teacher.
- Schools have obtained information from families regarding their internet capability and provide accommodations for those students who do not have consistent, reliable internet at home.
- A limited number of school buses will be equipped with higher-gain antenna equipment to facilitate connectivity in areas of the county with little to no internet service.

UPDATE on Technology:
- October 2020 - purchased Samsung Galaxy Tablets for every student in PK-2
- October 2020 - purchased 1,400 Chromebooks for students in Grades 3-12 who indicated a need for a device.
- October 2020 - purchased 651 MiFi hot spots for distribution to families who indicated a need for internet connectivity.
- October 2020 - purchased 450 laptops, document cameras, as well as other classroom technology for all teachers to help facilitate remote learning.
- October 2020 - purchased and installed equipment for two school buses to provide mobile internet connectivity.

Assistance With Internet Connectivity For Families In Need

GCPS has placed an initial order for MiFi ® hot-spot devices, as well as Samsung Galaxy tablets for students in Pre-Kindergarten through Grade 2. Demand for these devices remains high, and distribution during the COVID-19 pandemic may be delayed. Until then, schools will begin to contact families in need of devices to ensure that they are able to access content and participate to the fullest extent possible.

Families who have questions about internet connectivity should contact their child's school.

Families can visit Cox Communications' "Connect2Compete" website to determine if they qualify for reduced-priced broadband services in a Cox service area:

https://www.cox.com/residential/internet/connect2compete.html

The GCPS Homepage also contains information about county locations with free Wifi access. Look for the link below on our webpage:

Gloucester County Public WIFI Information

Meal Services

- The GCPS Food Services Office is requesting information from families to assist with the timely and accurate distribution of meals. Please visit the GCPS webpage to complete the GCPS Food Service Intent Survey to help us determine whether families will order meal services
- .Meal delivery and "Grab & Go" pickup will begin Tuesday, September 8. Meals will be distributed from six locations each day: all five elementary schools and Gloucester High School, from 7:30-8:30 AM daily. In addition, a daily meal delivery service will be coordinated by the GCPS Transportation Department, based upon information collected through the survey above. Families who do not desire meal delivery service may arrange for "Grab & Go" meal service from one of the six preparation locations.
- By Friday, September 4, families will be able to order meals online through the new NutriSlice app. For scheduling and coordinating meal delivery services, participation will be required for an entire week, and must be scheduled in advance. Look for more information on the GCPS Food Services webpage.

Look for and download the NutriSlice app today!

- Applications for Free and Reduced Price Meals can be completed online directly from the GCPS webpage. Direct Certification letters were mailed on August 24 to eligible families.

Visit the GCPS Food Services website for more information.

UPDATE on Meal Services (October 2020): All schools providing meals to in-person students, as well as remote students who have registered for meal delivery.

GCPS Communication with Families

- The Superintendent and school leaders will communicate to families and staff regularly, through the division's School Messenger system (e.g. phone calls, texts).
- Schools will communicate additional information to families through regular mailed letters and emails.
- Individual schools, as well as the division, will share information via Facebook and Twitter.
- The GCPS webpage contains an archive of current and prior Superintendent communications, as well as a wide variety of resources designed to keep families and staff apprised of important information.
- Press releases through local media outlets also may be utilized, as needed.

Supporting Students With Special Needs

- IEP Teams will determine the instructional needs, accommodations, and services that can be accessed in both the in-person and fully-virtual environment.
- IEP teams will be planning for remote delivery of specially designed instruction supported by instructional resources, as determined by each student's IEP.
- Related services will be provided as determined by a student's IEP.

- All students with disabilities will be provided appropriate new instruction utilizing online tools and managed through the CANVAS learning management system.
- Individualized services will be incorporated as similarly to in-person instruction as possible. For example, if small group instruction is required for a specific subject, this will continue to take place in a virtual format.
- General education and special education staff will continue to co-plan in order to provide instruction in a collaborative environment.
- Special education teachers and related service providers also will be able to provide individual instruction as required.
- Special education staff will monitor student progress in order to recommend adjustments as appropriate.
- Families of students with special needs will receive more specific communication from their schools and/or case managers.
- Selected students in some specialized programs may begin to return to in-person instruction as health conditions permit.

Supporting English Learners

GCPS serves students identified as English Learners (ELs) in grades K-12 in all buildings. Two full-time EL teachers work directly with students individually and in small groups throughout the traditional school day. Our EL teachers also provide indirect support services to classroom teachers, administrators, and related service specialists by providing instructional resources, consulting for modification of instruction, or facilitating the use of the contracted phone-based interpretation service. Per state and federal requirement, EL teachers also coordinate with Registrars to identify new students for screening and potential services upon enrollment.

All of these services will continue during remote learning. Our two full-time EL teachers, and the one part-time EL teacher of the EL course at GHS, will continue to provide direct instruction to develop English proficiency as well as help classroom teachers in small-group sessions or with individualized assignments. Both full-time teachers will continue to help content teachers develop resources for use in Canvas and Seesaw. Our staff have been helping facilitate the communication with our identified EL families during the summer, assisting school and division staff in the distribution of information about equipment, materials, and meals.

Supporting Students Experiencing Economic Hardship

GCPS is committed to assessing learning gaps, providing differentiated instruction, and providing equitable services for all students, which includes our students experiencing economic hardship/ students. All of our elementary schools incorporate Title I services to support Reading Specialists who provide targeted intervention to students performing below grade level.

Supporting Students Identified as Gifted

GCPS employs two full-time teachers of Gifted Education to provide dedicated support in Grades K-6 through a variety of delivery/support models, including content collaboration with classroom teachers, and both in-person and virtual support for students in K-6. For gifted students in Grades 7-12, services are more typically provided through advanced-level course content. Secondary schools also have dedicated gifted contacts who provide additional support to students and families.

Supporting Early Learners

Elementary and middle schools in GCPS employ a Tiered System of Supports for both academic and social-emotional needs. This framework, known as VTSS (or Virginia Tiered System of Supports), includes a number of curriculum and delivery structures designed to identify and address students with learning deficits. These "tiered" services include:
- Tier I - universal screenings in Reading and Mathematics in all K-8 classrooms; universal supports in all school settings
- Tier II - small group interventions in Reading and Mathematics
- Tier III - Individualized supports for students not responding to Tier II services.
- Screening and progress monitoring data inform service delivery for both core instruction and intervention.
- The hybrid schedule (either remote or in-person) permits a flex day (Wednesday) whereby teachers can support students based on individual need.
- GCPS will consider an early return to in-person instruction when environmental conditions permit.
- Teachers and school counselors also will incorporate social-emotional learning in lessons.

Assessment of Instructional Gaps

Curriculum and Pacing Revisions

- Throughout late spring and summer 2020, curriculum specialists and teachers identified content that may have been missed during the period of school closure after 3/13/2020. Mapping tools, provided through the VDOE, were utilized to identify instructional gaps and modify pacing guides for fall 2020 to incorporate missed content.
- During summer 2020, all teachers participated in training and professional development in CANVAS, the adopted learning management system for the 2020-21 school year. Curriculum specialists and teachers collaborated throughout summer 2020 to design curriculum and learning plans for students that are adaptable for both hybrid and fully-remote learning, to account for multiple return conditions and scenarios. For the 2020-21 school year, all students will be exposed to new content and learning, regardless of the modality. Teachers will utilize formative assessments during fully-remote learning to help inform instructional plans when students return to the hybrid setting.
- Pre-assessments and daily formative assessments are being incorporated into learning plans to help guide and differentiate instruction, form small groups, etc.
- Because of the fully-remote start to the school year, standardized assessments, such as STAR, may be postponed until students return to school in the hybrid setting.
  Unit assessments in the four core content areas have been modified for the remote setting and will continue to be administered.
- "Just-in-Time Mathematics Quick Checks" from the VDOE have been shared with division Math Specialists for incorporation into learning plans in Kindergarten through Algebra I.

Supporting Student and Staff Wellness

GCPS recognizes that the mandatory school closure in March 2020 may have adverse impacts on social-emotional well being for both students and staff. Throughout spring 2020, school counselors and school psychologists helped teachers to identify students with higher social-emotional needs (through SEL screening data) and utilized strategies to connect with these students. Meal services continued for all students through June 2020. Additional supports for fall 2020 include:

- Utilization of staff and community survey results (July 2020) to determine concerns and priorities to address.

- A division-wide SEL task force to consider recommendations and resources to support school-based SEL teams. These resources include strategies for teachers to incorporate into lesson modules to foster student wellness. For example, a "morning meeting" structure has been established in the elementary schedule, and an "advisory" period in the middle school schedule.
- The DESSA social-emotional screener is planned for students in K-8.
- School counselors and school psychologists have been deployed to support schools and teachers with SEL lessons, including more direct contact and support for high-need students on the Wednesday "flex" day.
- All GCPS schools have "Full Service School" wraparound support for eligible students, in partnership with Colonial Services Board.
- Each elementary and middle school also employs a *Community Engagement Coordinator*, a county-funded specialist who helps to coordinate and provide community services and support within schools.
- GCPS staff have access to free wellness resources and support provided through our health care provider, and each of the schools will incorporate strategies and activities designed to keep faculty and staff connected and supported.

Student Attendance Expectations For Remote Learning

All students are expected to attend and participate in as much of their scheduled school day as possible; however, GCPS is committed to supporting students whose family circumstances, childcare, family schedules, and other factors may influence the extent to which a student is able to participate in each of the scheduled interactions with teachers and staff. For instruction that is not in-person or at school, GCPS will implement the guidelines below.

Teachers will record student attendance each day, based on <u>at least</u> one daily meaningful interaction between the student and teacher. In other words, being "present" at school (or in a specific class), will be defined as one or more of the following meaningful interactions:

- Student participation in a synchronous online lesson or activity;
- Demonstrated evidence of engagement with peers in collaborative work;
- On-topic engagement with a teacher or peer in a discussion board for an assignment;
- Email exchange between the student and the teacher;
- Phone call or text (or other electronic means) between the student and the teacher;
- Submission of a student-completed task or assignment; and/or
- Engagement tracking (e.g. "page views") for asynchronous online lessons through the CANVAS data analytics tools.

Recording and monitoring student attendance is a critical task for schools. In accordance with Virginia Department of Education guidance, student attendance checks should be conducted on a daily basis so that data are available for each student on each school day. Meaningful interaction each day with a student may count as a daily attendance check; however, there also may be a need to determine what constitutes "in attendance" when a meaningful interaction cannot occur on a daily basis. Teachers and appropriate staff will collaborate to define the meaningful interactions or attendance checks they have with students throughout the day or week to determine student attendance each school day.

The current School Board policy for student attendance can be reviewed in the Student Code of Conduct Manual, File JFC-R.

More specific information regarding student attendance and participation expectations will be shared by your child's school and teachers.

Continuity of Learning Plan for Illness, Extended School Closure

GCPS is beginning the 2020-21 school year in a fully-remote setting, for the first nine weeks of instruction; however, the division also will make plans for a possible early return of more vulnerable students should health and safety conditions permit. An extended school closure beyond the first nine weeks of instruction (11/12/20) necessitates the following contingencies:
- For students who may become ill and unable to attend school, remote learning plans will be available from classroom teachers in the same manner as the current setting;
- For teachers or staff who become ill and unable to work, they may be able to continue working from home, health and safety permitting. Students in school on a hybrid schedule may need to be rescheduled with another teacher.
- All teachers are utilizing CANVAS as the primary entry point for students to access content. Within CANVAS, many teachers are utilizing Google Classroom, SeeSaw, or other communication and content tools.
- Instructional Technology Resource Teachers (ITRTs) created a summer professional development course in CANVAS for all instructional staff, and are supporting all teachers with content and module development for fall 2020. ITRTs also are providing support to students and parents for CANVAS, Chromebooks and tablets, etc. This targeted support will continue if remote learning is extended.
- Students who indicated a need for a loaner device have been issued a device.
- The Technology Department is preparing several bus-mounted "hot spots" and testing deployment in areas of the county with little to no internet connectivity.
- Selected schools will open cafeteria spaces for a limited number of **time slots** for a parent/student to reserve, in advance, for internet access on the school's network.

School parking areas, as well as a number of other locations throughout the county, have been advertised to families.
- A large-scale purchase of individual Mifi devices may be possible, with additional funding support from the county.

Information From Community Child Care Providers

GCPS recognizes that there are important and unique child care considerations for many of our families. The Gloucester County Department of Community Engagement and Public Information (CEPI) is partnering with GCPS to assist in the compilation of a local child care directory, including providers who can support instruction. This directory will be accessible on the GCPS and CEPI websites no later than Thursday, Aug. 27.

Parent resources for CANVAS

- How can parents, guardians, and other caregivers help students using the CANVAS learning management system?

Canvas Observer Guide Resource

- View the brief introductory video:

CANVAS LMS For Parents

- Parent and student apps are available for Apple and Android. Visit your app store to download the appropriate resource for your device. More information will be distributed soon regarding access.

- The GCPS Learns Anywhere Canvas Resource site is available on the division's homepage, too!