



PARIS INDEPENDENT SCHOOLS

Reimagining School



*Our North Star: Professional Teaching Culture ~ Graduate Competencies
~ Deeper Learning ~ Performance Assessment ~ Access and Inclusivity to
High Quality Learning ~ Student Agency, Empowerment, and Voice ~
Student Guidance, Advisory, College Supports ~ Positive, Restorative,
Equitable School Discipline ~ Culturally Relevant and Authentic
Curriculum*

GREYHOUND ACADEMY HANDBOOK

Paris Independent Schools will begin school on September 8, 2020 with a virtual online distance learning experience called Greyhound Academy that replaces the Non-Traditional Instruction model known as NTI. Paris Independent Schools is providing a remote learning experience that is far different than the NTI days last spring. We are committed to providing learning experiences that will allow for students to continue to gain new knowledge and allow instruction to continue once in-person school resumes.

The Greyhound Academy is a fully remote learning experience for all students and families whenever school is closed for safety or unexpected emergencies.

Throughout the school year, whenever in-person classes are not available, ALL students will learn remotely at home. Students in Greyhound Academy will continue their daily remote learning plan. The teachers' role will pivot to include check-ins, virtual instruction, and scheduled zoom meetings that will enhance the learning of new material and stay on track with curriculum pacing guides. Our goal is for students to make a seamless transition from at-home learning in the Greyhound Academy to in-person option when it is safe to do so.

Paris schools are committed to reimagining school for the future and the opportunity to think differently about school has never been greater. We look forward to partnering with parents, students, staff, and the community to provide an excellent learning experience for all our students. Welcome to the 2020-2021 school year at Paris Elementary, Paris Middle, and Paris High school. It promises to be an exceptional and memorable experience for all of us.

Information for Exceptional Learners is found on pages 12 & 13

Welcome to Paris Elementary & Greyhound Academy

HANDS

HEART

BODY

MIND



At Paris Elementary School, our mission is to provide all students with a high-quality, meaningful, personalized education; to care for student mental and physical needs; and to support families and other stakeholders in caring for the whole child. Our vision is to provide a safe, loving environment where students thrive by learning how to learn and how to apply what they've learned, where teachers are valued professionals, and where the community is proudly involved in helping children flourish.

This mission and vision has never been more important than this year as we strive to achieve these goals virtually through the Greyhound Academy.

Instructional Plan for Opening School on September 8, 2020:

- ❑ **Virtual Learning** - Parents and students will begin the school year attending the **Paris Greyhound Academy** as a learning-at-home virtual experience. This will include “every day, new instruction” on pace with students receiving in-person, direct instruction.

The Greyhound Academy offers students the opportunity to use The Power of Pause. By having the checklist full of resources available all day, students can pace themselves as they learn. While watching a video of a lesson, a student can push pause to take a few seconds to let the new information sink in. Additionally, students have the opportunity to rewind the lesson (or a part of the lesson) and watch it again. There is great value in the power of pause.

Information about the Greyhound Academy at Paris Elementary School:

- ❑ **The Platform:** The platform for the Paris Elementary School Greyhound Academy will be Google Classroom. Every day there will be a checklist for Greyhound Academy students to complete. The daily checklist will provide learning targets, assignments, resources, and assessments.

- ❑ **Greyhound Academy Orientation:** The first three days of school will be used as an introduction to the Greyhound Academy. These days will be primarily led by grade level teachers along with Dr. Pickerill. The goal of these three days is that students and parents become familiar with the Greyhound Academy, the Google Classroom platform, and some of the tools we will be using.
 - ❑ During Greyhound Academy Orientation (the first 3 days of school) teachers will offer Live Class Meetings at the following times:
 - ❑ Kindergarten 9:00-9:30
 - ❑ First Grade 9:30-10:00
 - ❑ Second Grade 10:30-11:00
 - ❑ Third Grade 11:00-11:30
 - ❑ Fourth Grade 11:30-12:00
 - ❑ Fifth Grade 12:00-12:30
 - ❑ Afternoon Wrap Up Meeting for Grades K-3 1:30-2:00
 - ❑ Afternoon Wrap Up Meeting for Grades 4-5 2:00-2:30
- ❑ **How Do I Get To The Greyhound Academy?** Here is a link: [PES Greyhound Academy](https://www.pes.kyschools.us/pariselementaryschool_home.aspx). There is also a link on our school website https://www.pes.kyschools.us/pariselementaryschool_home.aspx
- ❑ **Live Instruction:** Students will have multiple opportunities to connect with teachers with live instruction virtually during each school day. Those who are unable to attend the virtual classes/workshops will be able to watch the recordings which will be posted on the Google Classroom. Beginning September 11th, live instruction will be offered at the following times:
 - ❑ Kindergarten 10:00-11:00
 - ❑ First Grade 8:30-9:00 and 12:30-1:00
 - ❑ Second Grade 8:00-8:45 and 11:45-12:30
 - ❑ Third Grade 11:00-11:45 and 2:00-2:45
 - ❑ Fourth Grade 9:00-10:00 and 1:00-2:00
 - ❑ Fifth Grade 9:00-10:00 and 1:00-2:00
 - ❑ *In addition to these live instruction times, there will be times for small group instruction that will be communicated by individual teachers.
 - ❑ *Links to the live instruction virtual meetings will be posted in the Google Classroom.
- ❑ **Virtual Response Team (VRT):** Paris Elementary has assembled a virtual response team that is available for students and parents who need assistance. The Virtual Response Team (VRT) can be contacted in two ways: 1. On the Google Classroom there is a “HELP” button. Click the button and fill out the form explaining the issue and a member of the VRT will contact you to help. (The HELP button is the preferred method.) 2. Call the school 859-987-2166 during school hours (7:30-3:00) and Mrs. K will transfer you to the VRT headquarters where a member of the team will assist you. We are working to offer additional after school support through our new after school program “Hound Town”. More details about this support will be sent once all the logistics have been worked out.
- ❑ **Attendance:** Participation is required daily. Students may participate in live virtual meetings. Students will click the daily attendance button and turn in work that is due daily as assigned on the daily checklist. Student participation on various platforms is monitored and reported to teachers daily.
 - ❑ We do not have a specific time that students must be logged on, but students must participate in the ways listed above each and every day to be counted as present for that day.
 - ❑ If a student is sick and unable to participate that day, the parent is to call Mrs. K (859-987-2166) to report the absence.

- ❑ **Chromebooks:** Paris Elementary is excited to be able to offer a chromebook to every student in grades K-5 this year.
 - ❑ Chromebook checkout is ongoing. Please call the school 859-987-2166 if you have not yet reserved a time to check out the student's chromebook. To check out a Chromebook, parents must complete an online training and complete the required forms which state that the parent and student will physically take good care of the Chromebook and that only appropriate websites will be accessed with the device.
 - ❑ If there is a problem with your Chromebook, please call the school 859-987-2166 as soon as possible.
- ❑ **Guidance and Suggestions for Success:**
 - ❑ Set a daily schedule for your child.
 - ❑ Wake up at the same time every day. Get dressed for the day.
 - ❑ Include participating in the live classes if at all possible. Setting an alarm is a great way to be reminded to log in to the class meeting.
 - ❑ Include some time to do the other classwork on the Google Classroom.
 - ❑ Include some time to play outside and do the activities you love the most.
 - ❑ Read a book before bed.
 - ❑ If you would like to talk about some ideas for setting your child's schedule, please contact the classroom teacher or click the help button on Greyhound Academy.
 - ❑ Set up a workstation at home for your child.
 - ❑ Having a workstation can help a student feel more comfortable and focused.
 - ❑ Having a workstation can allow the camera on the Chromebook to point at a place where other members of the family won't be in the picture.

Welcome to Paris Middle School & Greyhound Academy

Paris Middle School's staff, parents, and community are dedicated to the intellectual, personal, social, emotional, and physical growth of all of our students. Our mission is to provide a high-quality, comprehensive, and meaningful education so that all students can succeed. Each student will be treated as an individual, given the tools to be a lifelong learner, and taught to function as a member of a group and as a productive member of society.

This is the mission of Paris Middle School, and with the 2020 - 2021 school year getting ready to begin, this statement is more important than ever. School as we know it will not be the same this year...it may never be the same. However, one thing will not change, our goal to provide a safe environment for all students where they can learn and continue to develop the skills they need to succeed in life. For some students this will be attending school in-person and for others it will be distance learning from home. No matter which option a family chooses, all students will have access to a certified teacher, appropriate grade level curriculum, and technology to communicate with staff and accomplish all tasks. Through the use of the Summit Learning Platform, we will be able to continue to provide a unique learning environment for all students. Students take part in mentoring, projects and self-directed learning in order to gain access to content knowledge, cognitive skills and habits of success. Summit Learning allows our students to have a seamless transition should they need to move between in-person and distance learning.

Now is the time to reimagine what school can look like. It is time to embrace change and take a different approach to learning. We must provide opportunities that meet the needs of all students no matter where their learning is taking place. Only with a concerted effort by staff, families and community can we be sure that our students are successful.

Paris Middle School Instructional Plan for Opening School on August 26, 2020:

At-Home Virtual Learning - Parents and students will begin school in the **Paris Greyhound Academy** as a learning-at-home virtual classroom experience. This will include "every day, new instruction" on pace with direct instruction if students choose to return to in-person instruction when it is safe to do so.. In addition, this option will provide students with direct contact from a certified teacher on a daily basis.

-
- Instruction
 - All students will use the Summit Learning Platform for Core Content classes (English/Language Arts, Math, Science and Social Studies). Related Arts classes will have a corresponding Google Classroom that will be utilized.
 - Teachers will use ClassTag for all communication and Google Classroom for turning in assignments that are outside of the scope of Summit Learning.
 - Teachers will instruct students on how to use other forms of technology (programs, apps, etc...). This includes, but is not limited to Summit Learning, Notebooks in Summit , Zoom, Google Meet, FlipGrid, NearPod, ClassTag, Google Suite, etc...

- Chromebooks

- Students are taught how to appropriately use, clean and maintain a Chromebook.
- Each student will be assigned their own Chromebook.
- Chromebooks will be distributed to students in Greyhound Academy prior to the start of the school year.

- Greyhound Academy

- The classroom teacher is responsible for designing daily or weekly instructional checklists for students to follow. These checklists will be sent the night before or first thing in the morning each day using ClassTag and by posting them in their Google Classrooms. If the teacher chooses to send a weekly checklist, it will be sent Sunday night or first thing Monday morning.
- The classroom teacher will video the direct instruction component of their lesson each day and upload the video as soon as possible for students in their Google Classroom.
- Students are responsible for completing their checklist each day.
- Student work will be submitted in the Summit Platform for all Core Content classes. If a teacher includes an assignment that is not on the platform, that will be submitted through Google Classroom. Related Arts assignments will be submitted through Google Classroom.
- It is strongly recommended, if possible, that Greyhound Academy Virtual Learners have a designated 'school' space at home in which to complete their work.
- Classroom Teachers will be directly responsible for all of their students.
- Students will attend ALL classes, including Related Arts, on a regular schedule as if they were in school through Google Meet. This is not optional. Attendance will be taken.
- Monday, Wednesday, Friday
 - Teachers will provide instruction via Google Meet. This is NOT a check-in. Teachers will proceed with teaching a lesson, providing demonstrations, modeling, etc...as if the students were at school. Teachers can utilize breakout sessions to facilitate small group work, provide time to work independently, etc...
 - The schedule will be modified to accommodate breaks, transitioning from one Google Meet to another, lunch, etc...
- Tuesday & Thursday
 - Students are expected to log in to each class period, but activities will be more flexible.
 - These days will be used for the following activities:
 - Self-Directed Learning
 - Workshops
 - Taking Content Assessments
 - Scheduled Mentoring Sessions
 - Tier 2 Intervention
 - Special Education Resource
 - Parent/Student/Teacher Conferences

Summit Learning at Paris Middle School & Paris High School

Grades 6 ~ 12

Designing for Student Success ~ Summit Learning Program



Summit Learning Cognitive Skills & Habits of Success:

Summit Learning is explicitly designed to help students develop cognitive skills necessary for success in college, career, and citizenship. Cognitive Skills are divided into 7 Key Domains: **Inquiry, Using Sources, Analysis & Synthesis, Composing/Writing, Listening & Speaking, Textual Analysis, and Products & Presentation** (see graphic below). These 7 Key Domains are then divided into 36 different skills which are connected to content projects students complete as they move through the curriculum. The Cognitive Skills are the key lasting components of learning of the curriculum and are intended to be reinforced across content areas and grade levels throughout the curriculum.

Another key component of Summit Learning are the Habits of Success incorporated to build capacity in students. These habits apply to the youngest children to the eldest adults. Though we have to flex into habits in order to use them, they can be taught and developed over time. The developmental goals of the Habits of Success are Independence and Sustainability for all students (see graphic below). Like Cognitive Skills the Habits of Success are developed over time as students progress through classes and through their high school years.

THE 36 COGNITIVE SKILLS ACROSS 7 KEY DOMAINS

USING SOURCES <ul style="list-style-type: none"> • Selecting Relevant Sources • Contextualizing Sources • Synthesizing Multiple Sources 	ANALYSIS & SYNTHESIS <ul style="list-style-type: none"> • Identifying Patterns & Relationships • Comparing/Contrasting • Modeling • Interpreting Data/Info to Make Valid Claims • Making Connections & Inferences • Organizing & Representing Information • Evaluating Competing Design Solutions • Evaluating Arguments • Designing a Solution • Constructing an Evidence-Based Explanation 	LISTENING & SPEAKING <ul style="list-style-type: none"> • Contributing to Evidence-Based Discussions • Norms/Active Listening 	COMPOSING/WRITING <ul style="list-style-type: none"> • Argumentative Claim • Informational/Explanatory Thesis • Narrative • Counterclaims • Selection of Evidence • Explanation of Evidence • Integration of Evidence • Organization (Transitions, Cohesion, Structure) • Introduction & Conclusion
PRODUCTS & PRESENTATIONS <ul style="list-style-type: none"> • Oral Presentation • Multimedia in Communication • Communicating Accurately and Precisely 	TEXTUAL ANALYSIS (CLOSE READING) <ul style="list-style-type: none"> • Theme/Central Idea • Point of View/Purpose • Development • Structure • Word Choice 		
INQUIRY <ul style="list-style-type: none"> • Asking Questions • Predicting/Hypothesizing • Defining a Design Problem • Planning & Carrying Out Investigations 	<small>Developed in collaboration with the Sheffield Center for Assessment, Learning & Equity (SCALE)</small>		

THE 16 HABITS OF SUCCESS

INDEPENDENCE AND SUSTAINABILITY PERSEVERANCE MINDSETS FOR SELF AND SCHOOL SCHOOL READINESS HEALTHY DEVELOPMENT	<table style="margin: auto;"> <tr> <td style="background-color: #4caf50; color: white; padding: 5px;">Self-Direction</td> <td style="background-color: #4caf50; color: white; padding: 5px;">Curiosity</td> <td style="background-color: #4caf50; color: white; padding: 5px;">Sense of Purpose</td> </tr> <tr> <td style="background-color: #9e9e9e; padding: 5px;">Resilience</td> <td style="background-color: #9e9e9e; padding: 5px;">Agency</td> <td style="background-color: #9e9e9e; padding: 5px;">Academic Tenacity</td> </tr> <tr> <td style="background-color: #00bcd4; padding: 5px;">Growth Mindset</td> <td style="background-color: #00bcd4; padding: 5px;">Self-Efficacy</td> <td style="background-color: #00bcd4; padding: 5px;">Sense of Belonging</td> <td style="background-color: #00bcd4; padding: 5px;">Relevance of School</td> </tr> <tr> <td style="background-color: #ffeb3b; padding: 5px;">Self-Awareness</td> <td style="background-color: #ffeb3b; padding: 5px;">Social Awareness/Relationship Skills</td> <td colspan="2" style="background-color: #ffeb3b; padding: 5px;">Executive Function</td> </tr> <tr> <td style="background-color: #3f51b5; color: white; padding: 5px;">Attachment</td> <td style="background-color: #3f51b5; color: white; padding: 5px;">Stress Management</td> <td colspan="2" style="background-color: #3f51b5; color: white; padding: 5px;">Self-Regulation</td> </tr> </table>	Self-Direction	Curiosity	Sense of Purpose	Resilience	Agency	Academic Tenacity	Growth Mindset	Self-Efficacy	Sense of Belonging	Relevance of School	Self-Awareness	Social Awareness/Relationship Skills	Executive Function		Attachment	Stress Management	Self-Regulation		
Self-Direction	Curiosity	Sense of Purpose																		
Resilience	Agency	Academic Tenacity																		
Growth Mindset	Self-Efficacy	Sense of Belonging	Relevance of School																	
Self-Awareness	Social Awareness/Relationship Skills	Executive Function																		
Attachment	Stress Management	Self-Regulation																		

Habits of Success are the mindsets and behaviors that support academic achievement and well-being.

Based on the Building Blocks for Learning Framework by the National Center for Learning Disabilities (NCLD), Copyright 2014. Translated for Children.

Welcome to Paris High School & Greyhound Academy

Paris High School proudly offers courses of study to meet the needs of a variety of student learners. Each year, PHS prepares students to enter the workforce, join the military, begin technical programs, and start colleges all around the state of Kentucky. In addition to preparing students to achieve their goals for after high school by being Motivated Learners, Paris graduates have the opportunity to develop skills to be Collaborative Leaders, Active Citizens, and Effective Communicators. These opportunities are offered in a variety of ways to meet the needs of a diverse student population. Some of those opportunities include:

- Cognitive Skills developed through the Summit curriculum
- Participation in Generation Citizen projects in select classes
- Paris-Bourbon County Youth Leadership program during the junior year
- Student Council representation
- Kentucky Youth Assembly involvement
- Internship and Coop placements around Paris and Bourbon County
- JAG supported job fairs
- GEAR Up coordinated college fairs

Paris also proudly partners with numerous higher education institutions to offer additional educational opportunities for all students:

- University of Kentucky dual credit courses using a collaborative teaching model which includes both UK professors and Paris teachers
- Maysville Community & Technical College dual credit offerings including on-site professors and online learning
- Workforce Development dual credit course offerings in Allied Health through Maysville Community & Technical College with on-site instruction
- Racer Academy Agricultural dual credit courses through Murray State University with on-site instruction
- Graduates with a 3.0 GPA and an ACT score of 21 will receive a \$20,000 scholarship for up to four years at Georgetown College.

Students who chose a pathway after graduation that does not include college will be supported through vocational opportunities both on and off campus. On campus programs include courses of study in culinary arts, visual and performing arts, and plant and animal science. These programs include multiple course pathways and the opportunity, in some areas, for industry certificates. Courses off campus are held at the Harrison County Area Technical Center. Vocational pathways here include areas of study in automotive, carpentry, Information Technology, manufacturing, web design, entrepreneurial, and welding. Many of these pathways lead to industry certifications. These certifications enhance a graduates employability and earning potential after graduation.

2020-21 School Year

Paris High School will begin school on September 8th with a virtual learning experience for students to continue their learning in an at home setting while still having daily access to teachers. Greyhound Academy will provide a high quality student experience. Whether in-person, when it is safe to return to school, or virtual we value each student's learning experience and are planning to use the resources available to continue to

prepare students for life after high school. #ParisPride may take on a whole new meaning this year as we venture into new approaches to school and reimagine learning for all PHS students.

Paris High School Instructional Plan for Opening School on August 26, 2020:

Virtual Learning - Students will begin school in the **Greyhound Academy** as a learning-at-home virtual experience. This will include “every day, new instruction” to keep pace with direct instruction when it is safe for students to return to school. The Greyhound Academy will provide students with direct contact from a certified teacher on a daily basis.

The Greyhound Academy at Paris High School ~ A Virtual Learning Experience for All Students

- **Instruction**
 - All students will use the Summit Learning Platform for core classes - English, Math, Science, History.
 - All courses, including elective and pathway courses, will utilize Google Classroom and Zoom or Google Meet to meet virtually each day.
 - The school administration will use Class Tag as the primary communication tool.
 - Teachers will use Google features and the weekly Student Checklist (see below) for primary communication.
 - Teachers will instruct students on how to use other forms of technology (programs, apps, etc...) This includes, but is not limited to Summit, Zoom, Google Meet, FlipGrid, ClassTag, Google Suite, etc...
- **Chromebooks**
 - Students will be instructed on how to properly clean and maintain a Chromebook.
 - Students should charge their Chromebooks daily and report any issues as soon as possible.
 - No attempt to bypass the student login should be made by any student. Doing so will cause a loss of features and could result in a loss of functionality.
- **Instruction**
 - The connection to teachers’ virtual classroom can be found on the school’s website:
 - <https://sites.google.com/paris.kyschools.us/greyhound-academy-virtual-land/home>
 - The classroom teacher is responsible for designing instructional checklists for students. Student checklists will be communicated on a weekly basis. [Sample Student Checklist](#)

- ***Each day, students should report to the virtual classroom as if they were following their daily schedule. Attendance will be recorded each period of each day just as if students were attending school in-person.***
- Students are responsible for checking and completing their checklist each day.
- Student work will be submitted at the direction of the teacher. Elective and pathway teachers will use Google Classroom to assign and collect student work and core teachers will use a combination of Google Classroom and Summit.
- When needed, the classroom teacher will video the direct instruction component of their lesson and upload the video as soon as possible.
- It is strongly recommended, if possible, that students have a designated 'school' space at home in which to complete their work.
- Weekly Schedule
 - The weekly schedule will be modified to adjust to the virtual setting.
 - Monday & Thursday will serve as Focus (real-time instruction) Days for Math, English, and certain elective classes.
 - Tuesday & Friday will serve as Focus Days for Science, Social Studies, and certain elective classes.
 - Wednesday will be a PRIDE (self-directed) for all core classes but will be a 'regular' class for elective classes.
 - ***Students will report to each class each day. The duration of the class and the type of work completed will be adjusted by the instructor as needed.***

Class Period	Monday	Tuesday	Wednesday	Thursday	Friday
1st- 8:15 - 8:55	Mentoring	Mentoring	Mentoring	Mentoring	Mentoring
2nd 9:00 - 9:50 (9:50 - 10:05 Movement Break)	<p>FOCUS Math/English</p> <p>PRIDE Science/Social Studies Senior Sem</p>	<p>Pride Math/English</p> <p>FOCUS Science/Social Studies Senior Sem</p>	*Pride with 2nd period class	<p>FOCUS Math/English</p> <p>PRIDE Science/Social Studies Senior Sem</p>	<p>Pride Math/English</p> <p>FOCUS Science/Social Studies Senior Sem</p>
3rd 10:05 - 10:55	<p>FOCUS Math/English/Elective</p> <p>PRIDE Fresh/Sen Seminar</p>	<p>PRIDE Math/English/Electives</p> <p>FOCUS Fresh/Sen Seminar</p>	*Pride with 3rd period class	<p>FOCUS Math/English/Electives</p> <p>PRIDE Fresh/Sen Seminar</p>	<p>PRIDE Math/English/Electives</p> <p>FOCUS Fresh/Sen Seminar</p>
4th 11:00 - 11:50 (11:50 - 12:30 - Lunch & Movement Break)	<p>FOCUS Math/English/Elective</p> <p>PRIDE Science</p>	<p>PRIDE Math/English/Electives</p> <p>FOCUS Science</p>	*Pride with 4th period class	<p>FOCUS Math/English/Electives</p> <p>PRIDE Science</p>	<p>PRIDE Math/English/Electives</p> <p>FOCUS Science</p>
5th 12:30 - 1:20	<p>FOCUS Math/English/Electives</p> <p>PRIDE Sci/Soc Studies/Seminar</p>	<p>PRIDE Math/English/Electives</p> <p>FOCUS- Sci/Soc Studies/Seminar</p>	*Pride with 5th period class	<p>FOCUS Math/English/Electives</p> <p>PRIDE Sci/Soc Studies/Seminar</p>	<p>PRIDE Math/English/Electives</p> <p>FOCUS- Sci/Soc Studies/Seminar</p>
6th 1:30 - 2:20 (2:20 - 2:35 Movement Break)	<p>FOCUS English/Electives</p> <p>PRIDE Soc Studies/Seminar/JAG</p>	<p>PRIDE English/Electives</p> <p>FOCUS Soc Studies/Seminar/JAG</p>	*Pride with 6th period class	<p>FOCUS English/Electives</p> <p>PRIDE Soc Studies/Seminar/JAG</p>	<p>PRIDE English/Electives</p> <p>FOCUS Soc Studies/Seminar/JAG</p>
7th 2:35 - 3:30	<p>FOCUS Math/English/Electives</p> <p>PRIDE Sci/Soc Studies/JAG</p>	<p>PRIDE- Math/English/Electives</p> <p>FOCUS- Sci/Soc Studies/JAG</p>	*Pride with 7th period class	<p>FOCUS Math/English/Electives</p> <p>PRIDE Sci/Soc Studies/JAG</p>	<p>PRIDE- Math/English/Electives</p> <p>FOCUS- Sci/Soc Studies/JAG</p>

For an explanation of how this schedule will work, please use the video links below:

[Overview of High School Virtual Learning Schedule](#)

[How to Access Daily Virtual Learning](#)

- Mentoring & Student Success
 - Just as if students were attending school in-person, a student’s mentor teacher is their best point of contact for anything school related.
 - Students will begin each day in Mentoring to ensure a good start to the day and to make sure they are aware of the schedule.
 - It is important that your student is successful this year and the teachers and administrators are here to help. Please reach out with any questions or problems you may have.

What Can I Expect From Virtual Learning for My Student who Receives Special Education Services?

Students who currently have an IEP will continue to be provided with a Free and Appropriate Public Education in accordance with federal and state law. Services will be equitable with those provided to students without disabilities, and IEP accommodations and modifications will be provided to all students as appropriate in a virtual setting. We will continue to meet the needs of all students with an IEP, though some services may look different through the Greyhound Academy than when students were all attending school in person.

Contingency plans for virtual learning will be included in the conference summaries for students with IEPs as their annual reviews occur throughout the year.

Mandated Initial and re-evaluations for eligibility or continued eligibility will occur in person at school via appointments scheduled with parents/guardians. All safety precautions will be taken and a plan for in person contact such as this has been approved by the Bourbon County Health Department for school use. All ARCs will be conducted virtually via Google Meets or Zoom until school can resume in person. After that time, virtual meetings will still be encouraged to limit the number of people in our school buildings, but in person ARCs can be conducted on a case by case basis.

Students who have co-teaching on their IEPs will have access to the general education curriculum with modifications and accommodations according to their IEPs. They will also have regularly scheduled opportunities for review and re-teaching from both regular education and special education teachers.

Students who receive services within a resource setting will have access to individualized instruction and regularly scheduled virtual resource time with a special education teacher to provide instruction, review and re-teaching of general education content, and parent support.

For those students who receive related services via an IEP (speech, occupational therapy, physical therapy, counseling services) will have the option for in person, virtual services, or a combination of both, from district service providers. Transportation will be provided if needed for related service therapies.

For any specific questions regarding your student's services or IEP, please contact your child's special education case manager or Amanda Evans, Paris Independent Director of Special Education, amanda.evans@paris.kyschools.us or by calling the district office at (859) 987-2166.

What Can I Expect From Virtual Learning for My Student who Receives Gifted/Talented Services?

Students identified as gifted and talented will be provided with a gifted student service plan (GSSP) that meets the individual needs of each gifted student. This gifted student service plan will be developed based on collaboration with classroom teachers to create differentiated lessons and assignments based upon student interests, needs, and abilities. Students interests, needs, and abilities will be collected through working with students and families using a survey to collect input. Gifted and talented students may be served through a

variety of service options which may include, but are not limited to, collaborative teaching, consultation services, dual credit coursework, enrichment opportunities, specialized counseling services, etc.

For each gifted and talented student, the GSSP will include a plan for remote learning, in-person learning, and Greyhound Academy. This will allow for students to be served in the event that a Greyhound academy student elects to participate in in-person learning activities later in the school year. Likewise, in the event of a full district closure where all students are learning remote, the GSSP will allow for student services to continue in that scenario. Each school in the district has a GT coach that will serve the building and will work with individual students and families to support service delivery. These gifted and talented coaches are: Paris Elementary School- Leslie Morris, Maranda Arvay; Paris Middle School- Samantha Brown; Paris High School- Colleen White and Keagan Mathes.

Leann Pickerill will serve as coordinator for Gifted Services district-wide. You can reach Dr. Pickerill at leann.pickerill@paris.kyschools.us or by calling Paris Elementary School at (859) 987 - 2166. Families should expect to receive student GSSPs within the first month of school outlining specific plans on how services will be delivered for their student(s). For students in the primary talent pool, services will predominantly be differentiated educational experiences within their regular classroom setting, whether in person or in Greyhound Academy.

What Can I Expect From Virtual Learning for My Student who Receives English Learner Services?

The “[COVID-19 Considerations for Reopening Schools: Frequently Asked Questions about English Learner Programs at Reopening](#)” guidance document acknowledges and provides answers to frequently asked questions from Kentucky’s districts surrounding English learner programs.

Mr. Luis Munoz is the point of contact person for all three schools in the Paris Independent Schools district to assist families and students with English Learner support and resources. He can be reached at luis.munoz@paris.kyschools.us or by calling Paris Elementary School at (859) 987 - 2166.