

Gaston School District

2020-2021

Supplemental Student-Parent Handbook COVID-19/Comprehensive Distance Learning

300 Park St.
Gaston, Oregon 97119
www.gastonk12.org

District Office: (503) 985-0210
Gaston Elementary Office: (503) 985-7240
Gaston Jr/Sr High School Office: (503) 985-7516
8:00 am – 4:00 pm Mon-Fri
FAX: (503) 985-3366



CONTENTS

MESSAGE FROM THE SUPERINTENDENT	3
PRIORITIES IN LEARNING FOR 2020-2021	5
DISTRICT STAFF	6
ADMINISTRATION	6
TEACHING STAFF	6
SUPPORT STAFF	7
NON-DISCRIMINATION POLICY	8
ACKNOWLEDGEMENTS OF STUDENT CONDUCT CODE	8
PRIVATE PLACEMENT	8
PBIS PHILOSOPHY	8
GSD COMPREHENSIVE DISTANCE LEARNING PLAN	9
STUDENT OPPORTUNITY	9
SERVICES FOR STUDENTS	9
SPECIAL EDUCATION	9
504 PLANS	9
TITLE 1 (elementary only)	9
ELL	10
TAG	10
TEACHING AND LEARNING	10
DRESS AND GROOMING	11
CELL PHONE POLICY	11
INSTRUCTIONAL TIME	11
ASSESSMENT, GRADING, REPORTING	12
STATEWIDE ASSESSMENTS	12
NUTRITION	13
CLOSED CAMPUS	13
ATTENDANCE	13
CLUBS AND EXTRACURRICULAR ACTIVITIES	14
EQUITY AND ACCESS	14
MENTAL, EMOTIONAL AND SOCIAL HEALTH	14
PARTNERING WITH PARENTS, FAMILIES AND CAREGIVERS	15
COMPUTER PRIVACY AND SECURITY	15
GOOGLE APPS FOR EDUCATION / COMPUTER USE AGREEMENT	16
INFRASTRUCTURE	19
DEVICES	20
SOFTWARE SYSTEMS	20
DIGITAL CONTENT	20
ACELLUS DIGITAL CURRICULUM	20
PROFESSIONAL LEARNING AND TRAINING	21

July 29, 2020

Subject: Gaston School District to start the school year with virtual instruction

Dear Gaston School District Community;

We continue to monitor the ongoing spread of COVID-19 in our county and state while planning for the 2020-21 school year. A lot has changed since we first closed our school buildings to prevent the spread of COVID-19: New research from around the world has helped us understand COVID-19 a lot more, and health experts in our local county and from across the state have now developed a guidance for how to safely reopen school buildings.

Importantly, countries that have managed to safely reopen school buildings have done so with declining infection rates and on-demand testing. Presently, Oregon has neither. The escalating infection rates of the past few weeks make it clear the pandemic is not yet under control.

County-specific metrics [released by the governor, Oregon Health Authority and Oregon Department of Education](#) further warn of the risk in reopening our school buildings too soon.

See Ready Schools Safe Learners Guidance

<https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Ready%20Schools%20Safe%20Learners%202020-21%20Guidance.pdf>

Given these factors, Gaston School District will begin the 2020-21 school year in a “Comprehensive Distance Learning” model on September 1st.

See CDL model and Operational Blueprint

https://docs.google.com/document/d/1APz613b-vkQ9GGD45F1d5rrp5R23UYPgKSkrympk_b8Q/edit

https://docs.google.com/document/d/19NAmmgNR2RypM0gLzkiVUESwmmurRHS_Qg948mZjZKA/edit

https://docs.google.com/document/d/1RQm8fs_iviElguZS_z_uL9WOCeFV8W8r_sReDBFQL44E/edit

For many that this is a disheartening message to receive. There’s nothing we all want more than to be together again in our schools. There is no replacement for the learning that takes place in person in a school setting. We look forward to experiencing that again (as I’m sure you do too). We will reevaluate this decision on a periodic basis based on state and county-level metrics. Currently, we expect to be in a comprehensive distance learning framework through the first quarter of the school year.

Distance learning presents its own set of challenges, as we experienced this spring. Many students and families struggled physically, emotionally, and professionally in a remote setting. Parent and staff feedback in a recent survey indicated that the distance learning model used

last spring was not successful for *all*. As a district, state, and nation, we were in a reactionary mode and developed the best system we could, with our limited training and resources for distance learning. This fall distance learning will be different. We will create this system proactively, with time and experience on our side. Here is a small list of some of those differences:

- We have more time to plan. We will offer professional development to our staff and schedule virtual training sessions for both parents and students.
- We will have a standards aligned, rigorous curriculum, for our Pre-K -12 students. We will be using "Acellus" as our online curriculum for K-12th graders (we are still working on PK curriculum). This will be the same model that many of the districts in the northwest region of Oregon will be offering their students.
- We will be using Google Classroom and Meetings for our learning management system for all Pre-K -12th grade students.
- We will have daily check-in with students, and create a daily schedule for all learners.
- We will not be using a Pass/Incomplete grading system and will reinstate the standard grading system.
- We will provide breakfast and lunch for students.
- We will use time in our instructional day to teach and reinforce the behaviors that students will need to practice when they return to the school buildings. Mask wearing, social distancing, hand washing.... Will become part of our curriculum in preparation for our Hybrid model.

I know with this decision there will come with many questions and concerns. Please continue to use info@gastonk12.org email address to submit the questions you have. The district will be using these questions to create a FAQ concerning the 2020-2021 school year. The FAQ page will be posted on our district website, www.gastonk12.org. I will be hosting virtual meetings and sending out frequent written updates, via our website and Facebook page.

Our district leadership team will continue to work with staff, students, and families as we reshape our fall plans for this current, very unfortunate reality. I am thankful for your continued patience and flexibility as we work out our new systems together, looking forward to returning the in-person instruction in the future, as guidelines indicate a safe return to school.

Looking Forward,



Susy McKenzie
Gaston School District Superintendent

Gaston School District priorities in learning for 2020-2021:

As we prepare for the 2020-2021 school year and deal with the changing conditions due to COVID-19, Gaston School District focused on the following priorities in planning:

- Adhere to our guiding statement: Guiding All Students Toward Opportunities Necessary for Success (GASTON).
- Bring cohorts together to school as much as possible.
- Safety of staff and students by following ODE Guidance.
- Keep families together on the same schedule as much as possible.
- Provide easier platforms for parents to support their child's learning.
- Provide choice for parents and students in regards to learning options.
- Have a flexible learning plan to adjust to school closures.

All students will be provided with an online curriculum and a 1:1 computer for the 2020-2021 school year. While we will begin the school year in a Distance Learning Model, our hope is to bring most students back to school in a hybrid model when data indicates this is safe to do. Our plan for Distance Learning is very similar to our Hybrid Learning model. This will allow flexibility to adjust for possible school closures (now and in the future).

DISTRICT ADMINISTRATION

Susan McKenzie
Summer Catino
Laura Christensen
Chrissy Jarvis
Linda Smith
Cassie Hansen
Aubrey Jarvis
Bryan VanDyke
Rachelle Barnett
James Gesicki
Maureen Wilson
Karissa Worst

Superintendent/Elem. Principal
JRSH Principal
Elementary TOSA
District Business Manager
Assistant Business Manager/HR
District Office Secretary
District Technology Coordinator
Facilities Manager
School Nurse
Special Education Coordinator
JSHS Counselor
Elementary Counselor

DISTRICT SECRETARIAL STAFF

Jennifer Oberg
Elaine Spidal
Kelly Thompson
Becca Sheets
Carolyn Lowery

JSHS Lead Secretary
JSHS Secretary
Elementary Lead Secretary
Elementary Secretary
JSHS Registrar/Synergy Specialist

DISTRICT TEACHING STAFF

Kaileigh Anderson (K-12 Music/Online Support)
Linda Beauchaine (Pre-school)
Ashley Bordes (5th grade)
Zac Cooper (HS Social Studies)
Laura Cornils (JS SS/ELL/DTC)
Julie Craig-Fore (HS English)
Brian DeWolf (6th grade)
Amy Fern (Health/PE/JH Elective Support)
Gary Hedin (HS Math/AD)
Thea Hiersche (6th grade)
Rich Horton (HS Math)
Mark Huffman (Kinder)
Christi Krause (2nd grade)
Michele Lashley (JH English)
Dixie Mahmud (4th grade)

Joe Matteson (JH Science/Horticl)
Melody McMaster (Kinder)
Aaron Mullerleile (HS English)
Colleen Paola (HS SS/Library)
Julia Peterson (2nd grade)
Karen Peterson (HS Science)
Emily Putney (Title)
Allison Ruiz (3rd grade)
Kristin Sewall (Special Education)
Wade Sims (HS Science/CTE)
Kelsey Smith (3rd grade)
Janice Stewart (4th grade)
Holly Sutherland-Finch (Elem Sped)
Janelle Vance (1st grade)
Ashley Vuylsteke (Speech/Lang)
Cathleen Westcott (1st grade)
Nicole Whiteman (JH Math)

DISTRICT SUPPORT STAFF

Elementary Instructional Specialists

Michele Doner
Sonya Haworth
Lori Hedger
Ashley Hoodenpyl
Tina LaCasse
Brenda Leach
Jenny Mortensen
Jill Seibel (Sped Records)

JSHS Instructional Specialists

Kathy Booth
Janet George
Deb Mesenbrink (Sped Records)
Casey Silvus
Adrienne Sissoyev
Carla Wall
Tabby Walker

NON DISCRIMINATION POLICY

Gaston School District does not discriminate on the basis of race, religion, color, national origin, disability, marital status, sex, sexual orientation, or age in providing education or access to benefits of education services, activities and programs in accordance with Title VI, Title VII, Title IX, and other civil rights discrimination issues; Section 504 of the Rehabilitation Act of 1973, as amended; the Americans with Disabilities Act; and the Americans with Disabilities Act Amendments Act of 2008.

The following have been designated to coordinate compliance with these legal requirements and may be contacted at the Gaston School District office for additional information and/or compliance issues:

Gaston School District official compliance officer: Susan McKenzie, Superintendent

PARENTAL ACKNOWLEDGEMENT OF STUDENT CONDUCT CODE

Parents and students must acknowledge receipt of the Student Code of Conduct and the consequences to students who violate district disciplinary policies. Parents objecting to the release of directory information on their student should notify the district office with 15 days of review of the student handbook.

PRIVATE PLACEMENT

Parents are required to notify the district before unilaterally placing their child in a private placement. The notification may be at an IEP meeting or at least 10 days before withdrawing their child for private placement. They must let the district know that they do not accept the district's offer of FAPE, [*Free Appropriate Public Education*], that they will be making a unilateral placement and they will be seeking public funding for their placement.

PBIS PHILOSOPHY AND PROGRAM

Recognizing our need to support students both behaviorally and academically, GSD uses the PBIS framework to:

- *Successfully fulfill the district's guiding purpose.*
- ***Model, teach, and positively reinforce*** appropriate social behaviors and encourage all students to be...

SAFE

BE FREE FROM
HARM OF ANY KIND

RESPECTFUL

BE POLITE AND COOPERATIVE
WITH OTHERS
TIMES

RESPONSIBLE

BE DEPENDABLE AND
TRUSTWORTHY AT ALL
TIMES

Gaston Comprehensive Distance Learning Plan

PK-12 2020 - 2021:

Safeguarding Student Opportunity Clause (1C):

- Students will have access to the full course curriculum in an on-line format.
 - The Comprehensive Distance Learning (CDL) plan will not limit student opportunities in the following areas: opportunity to progress within a course sequence, or to determine grade promotion or retention, placement in an advanced course, sports, access to clubs/Career and Technical Student Organizations, forecasting opportunities, or modified diploma option for the 2020-21 school year based on performance during spring of 2020 during extended school closures.
 - Gaston School District will develop a Credit Earning Assurance plan to be completed by the end of September, 2020 that maintains comparable standards of essential learning for courses being made up. The plan includes:
 - Summer school for students
 - Tutorial sessions in September 2020
-

Services for Students during Comprehensive Distance Learning (1D):

Services will continue for students during CDL in the following manner:

- **Special Education:**
 - Special Education staff will review IEP documents and revise as needed to reflect FAPE through specially designed instruction during CDL.
 - Specially designed instruction (SDI) will be designed by the special education teacher to reflect goals written in the IEP.
 - Synchronous SDI will be delivered 1:1 or in small groups by the special education teacher, classroom teacher, speech therapist, school psychologist, or an instructional assistant.
- **504:**
 - Review 504 plans so accommodations are in place for the CDL environment.
 - Revise 504 plans as needed to reflect accommodations needed during CDL.
 - Review 504 plans with staff for implementation.
- **Title 1 Services (elementary only):**
 - Title 1 school-wide services will be delivered as outlined in the GSD Title 1 plan and according to the RTIi plan.
 - Title 1 intervention will be designed in collaboration between the classroom teacher and Reading Specialist using formative and summative assessment data to guide tiered intervention.
 - Title 1 small, flexible group instruction will be delivered by the Reading Specialist, classroom teacher, or an instruction assistant synchronously.

- Students will be assessed at least three times during the year (fall, winter, spring).
 - Progress monitoring will occur for students in Tier 2 and Tier 3 intervention groups.
 - Family engagement activities will occur as per the Title 1 plan.
 - **English Language Learner Services:**
 - Synchronous Individual and/or small group instruction will occur by the GSD ELL teacher.
 - The ELL teacher will also support classroom instruction.
 - **TAG Services:**
 - TAG plans will be reviewed and revised as needed for the CDL model in collaboration with parents, students, the district TAG coordinator, and the classroom teacher.
 - TAG plans will be implemented by the classroom teacher.
 - Identification for TAG will follow standard district procedures.
-

Teaching and Learning (2A):

- There will be a five-day orientation for students prior to the beginning of the year.
 - September 1st-3rd, 8th-9th
- There will be five evening orientations for parents prior to the beginning of the year.
 - September 1st-3rd, 8th-9th
 - Provided in both English and Spanish
- The district will create a Student-Parent School Year 2020-2021 Guide that will explain grading, Acellus, attendance, communication, and other learning topics.
 - It will also define parent, student, and staff roles in distance learning.
- Students will access their curriculum through Acellus, which adapts to student responses, fills learning gaps, and helps to provide a well-rounded education.
- Students in Gaston School District will have at least one synchronous opportunity each day
 - [Student \(CDL\) Weekly Schedules - GES 20-21](#)
 - [7th/8th - Student \(CDL\) Weekly Schedules - JSHS 20-21](#)
 - [9th/10th - Student \(CDL\) Weekly Schedules - JSHS 20-21](#)
 - [11th/12th - Student \(CDL\) Weekly Schedules - JSHS 20-21](#)
- Students will have a daily time for check-ins with each of their teachers and peer interactions
- ELL, Title, and SPED students will receive additional targeted support from instructional assistants and specialists.
- The Wednesday schedule will provide individualized support for students in Tier II and Tier III as well as social interaction for all students.

Dress and Grooming

- Gaston School District's dress code is established to promote school-appropriate grooming and prevent disruption to learning. Clothing must be appropriate, neat, and clean. The dress code is to be followed while students are in classrooms as well as virtual meetings.
 - Bare midriffs and/or exposed cleavage are not allowed. Shirts must be worn.
 - No T-Shirt/clothing with alcohol, drug, sexual references, obscene, or vulgar connotation.
 - No shoulder-less, backless, or tank tops with straps less than 2 fingers wide.
 - Shorts/Skirts must be neat, clean, and longer than the length of the student's fingertips.
 - Wearing hats in class is up to the discretion of the JSHS supervising staff member. Hats are not allowed in elementary classes.

Student Cell Phone Policy

- Students are allowed to possess personal communication electronic devices, such as cell phones, tablets, and laptops. **Students may not access social media sites using district equipment or while on district property.** At the JSHS, cell phones are not allowed to be out or used during class time and should be turned off. If a student is asked to put an electronic device away and does not do so, it will be turned into the office and the student will be able to pick it up at the end of the day. After the second violation, the student's phone will remain in the office until a parent or specified adult can pick it up during high school office hours. In the Elementary building, students are to turn their cell phone into the office before class begins each day. Cell phones will be stored in a secure location and delivered to classrooms at the end of the school day.

Instructional Time (2B):

- GSD will utilize 90 hours of professional development throughout the year toward meeting Division 22 instructional time requirements.
- GSD will utilize 90 hours of parent/student training throughout the year toward meeting Division 22 instructional time requirements.
- GSD will schedule four opportunities for parent/teacher conferences spaced throughout the year
 - September, November, February, April
- GSD students will spend at least 50% of their time doing teacher-facilitated learning.
 - [Student \(CDL\) Weekly Schedules - GES 20-21](#)
 - [7th/8th - Student \(CDL\) Weekly Schedules - JSHS 20-21](#)
 - [9th/10th - Student \(CDL\) Weekly Schedules - JSHS 20-21](#)
 - [11th/12th - Student \(CDL\) Weekly Schedules - JSHS 20-21](#)
 - Students will access Acellus, an online curriculum that provides feedback and support on student progress.

- Teachers will use this data to inform their daily individualized instruction. Instructional assistants and specialists will provide additional targeted support to students who demonstrate the need.
-

Assessment, Grading, Reporting (2C):

- GSD will follow current grading policies for CDL.
 - Students will have opportunities to re-do and/or make-up work and use the highest grade earned for the basis of a grade.
 - Progress will be reported to parents every nine weeks through report cards.
 - Mid-quarter progress will be reported to the parents of students with unsatisfactory progress.
 - Parent-teacher virtual/phone conferences will be held at least four times during the year to report progress.
 - Standard grades will be issued.
 - Progress will be reported to parents of students on an IEP in conjunction with progress markers indicated in the IEP every nine weeks and when the IEP is revised/renewed.
 - 504 plans will be reviewed/revise annually or as needed for the CDL plan.
 - Progress monitoring for elementary students in Tier 2 and Tier 3 RTIi groups for reading will occur as written in the RTIi plan.
-

Statewide Assessments (2D):

- Formative assessments will be used to guide instruction for all K-12 students.
 - Curriculum-based assessments
 - Interim SBAC assessments
 - DIBELS
 - Key Phonics
 - Students will participate in summative assessments for English Language Arts, Mathematics, and Science at required grade levels, arranged by the District Testing Coordinator.
-

Nutrition (3A):

- Breakfast/lunch will be delivered in a “grab and go” fashion.
- Breakfast/lunch will be available to pick-up between 11:00-12:30 every Tuesday in front of the Commons Building at GSD.

Closed Campus

- The safety and security of students and staff is a primary concern. To assist in providing such conditions the Board directs the Gaston School District to operate closed campuses. Closed campus requires that students remain on campus from the time of their arrival until school is released for the day. **At the JSHS, students must remain on campus, including passing time, breaks, and lunch.** If a student must leave campus during lunchtime, a parent/guardian must physically come to the office to sign the student out to leave campus. Violation of leaving campus without permission will result in detention or suspension.
-

Attendance (3B):

- During our time of Comprehensive Distance Learning, regular attendance is expected and will be taken and monitored daily.
 - One of our principal goals as a school is to help students develop good habits of responsibility and dependability. We believe it is critical that students be in school (virtually and/or in-person) and attend all classes daily. Experience has shown that parents and the community are supportive of our high expectations. The two critical keys to making our efforts successful are (1) well-informed and cooperative parents and students; (2) good school-home communications.
- GSD Students will have a variety of opportunities to demonstrate their attendance each day.
 - Participating in a virtual class meeting
 - Two-way communication via phone or email (student or parent)
 - Engagement in the online curriculum
- Teachers will take attendance during each virtual meeting, monitor the online program for work completion, record two-way communication daily. By 3:45 each day teachers will submit their attendance through Synergy.
- If your student is absent, please contact your student’s teacher or your building attendance secretary, as soon as possible on the morning of the absence. Please remember to include the reason for the absence. Remember, good communication regarding attendance is key!

Attendance Calls and Letters

- Building attendance secretaries will monitor attendance, with the assistance of teachers. Attendance reports will be run every week and if a student's attendance is in question, secretaries will make phone calls, either through the Alert Now Rapid Communication System or with a personal call to the family and verify the attendance and/or absences in question.
 - The monitoring of attendance may also include correspondence via letters from your building principal and if necessary, truancy may become involved if attendance does not improve.
-

Clubs and Extracurricular Activities (3C):

- If GSD plans to offer virtual clubs and extracurricular activities, they will be open to all age-appropriate students.
-

Equity and Access (4A):

- GSD will comply with State and Federal Civil Rights Laws, including FERPA.
 - TAG plans will be implemented as written for CDL.
 - ELL Services will be implemented for all qualifying students.
 - FAPE will be provided for all students with disabilities.
 - Title Plans will be implemented as written.
-

Mental, Emotional and Social Health (4B):

- All GSD students will participate in a weekly whole-class virtual meeting. Meetings will focus on relationship building, socialization, and ensuring safety and belonging.
 - Teachers and counselors have weekly office hours to help facilitate clear communication between parents, students, and teachers.
 - Elementary students will receive two weekly recorded SEL lessons, one using Second Steps curriculum, and the other focusing on other SEL topics.
 - Jr/Sr High School students will receive SEL lessons during semester health courses.
 - District counselors will have room in their schedules for individualized counseling services, and small group social-emotional connection meetings.
-

Partnering with Parents, Families and Caregivers (4C):

- **Family Conferences** will be held on the following dates (with interpreters as needed):
 - September 23 & 30, 2020
 - November 17-18, 2020
 - February 10, 2021
 - April 21, 2021
- **Student and Family Orientation** with Family Conference Schedule for August/September:
 - <https://docs.google.com/document/d/1wZDZqlBpV0lECZ1BG66Owpp4Ho8qJuWeCMGs4lcB9ys/edit>
- The district will create a Student-Parent School Year 2020-2021 Guide that will explain grading, Acellus, attendance, communication, and other learning topics.
 - It will also define parent, student, and staff roles in distance learning.
- GSD policies have been reviewed and are acceptable for the CDL Plan.
 - GCAB: <https://policy.osba.org/gaston/G/GCAB%20G1.PDF>
 - JFCEB: <https://policy.osba.org/gaston/J/JFCEB%20G2.PDF>
- **Communication:**
 - The following communication formats will be implemented: newsletters, emails, text messages, Facebook posts, phone calls, Alert Now calls, District website posts, virtual chats, and conferences.
 - Building newsletters will be sent out twice each month
 - Staff office hours and contact information will be posted on the GSD Website
 - Building office hours and contact information will be posted on the GSD Website
 - Principals will arrange live virtual chat sessions quarterly with their families to clarify and communicate.
 - Jr/Sr High School students will be surveyed regarding course offerings.
 - Family Feedback
 - Surveys to gather feedback will occur in the following months:
 - August, October, January, May

Computer Privacy and Security (5A):

Computers in our school are provided for educational purposes only. The use of computers by anyone at our school must be consistent with legal and ethical behaviors. Any use of computers for illegal, inappropriate, or obscene purposes, or in support of such activities, is prohibited. The 20-21 school year will begin in a Comprehensive Distance Learning model using the Acellus Curriculum.

- Gaston School District will adhere to FERPA, CIPA, COPPA, and OSIPA laws.
- Student data is secured and encrypted on-site, at the ESD, and in the Cloud (Google).

Google Apps for Education / GSD Computer Use Agreement

Gaston School District 511J provides students with Google Apps for Education accounts. Google Apps for Education includes free, web-based programs like email, document creation tools, shared calendars, and collaboration tools. This service is available through an agreement between Google and the State of Oregon.

Google Apps for Education runs on an Internet domain purchased and owned by the school and is intended for educational use. Your student's teachers will be using Google Apps for lessons, assignments, and communication. This means your student will be assigned a school owned Gmail account.

Google Apps can be accessed on a computer, Chromebook, tablet, mobile phone, or any device with access to the internet. Google Apps for Education is also available at home, the library, or anywhere with Internet access. School staff will monitor student use of Apps when students are at school. Parents are responsible for monitoring their child's use of Apps when accessing programs from home. Students are responsible for their own behavior at all times.

Student safety is our highest priority. Google Apps for Education is primarily for educational use. Students may use Apps for personal use subject to the restrictions below and additional school rules and policies that may apply. Privacy school staff, administrators, and parents all have access to student email for monitoring purposes. Students have no expectation of privacy on the Apps system.

Limited personal use - Students may use Apps tools for personal projects but may not use them for:

- Unlawful activities.
- Commercial purposes (running a business or trying to make money).
- Personal financial gain (running a web site to sell things).
- Inappropriate sexual or other offensive content.
- Threatening another person.
- Misrepresentation of Oregon Public Schools, staff or students. Apps, sites, email, and groups are not public forums. They are extensions of classroom spaces where student free speech rights may be limited.

Safety

- Students may not post personal contact information about themselves or other people. That includes last names, addresses and phone numbers.
- Students agree not to meet with someone they have met online without their parent's approval and participation.
- Students will tell their teacher or other school employee about any message they receive that is inappropriate or makes them feel uncomfortable.
- Students are responsible for the use of their individual accounts and should take all reasonable precautions to prevent others from being able to use their account. Under no conditions should a user provide his or her password to another person.

Access Restriction

- Access to Google Apps for Education is considered a privilege accorded at the discretion of the District. The District maintains the right to immediately withdraw the access and use of Apps when there is reason to believe that violations of law or District policies by Google Apps for Education Student Agreement have occurred. In such cases, the alleged violation will be referred to the Principal for further investigation and account restoration, suspension, or termination. As a party of the Agreement with Google, the State of Oregon also reserves the right to immediately suspend any user account suspected of inappropriate use. Pending review, a user account may be terminated as part of such action.

Digital Citizenship

- Treat others well. It hurts to get a mean email just like it hurts when someone is mean in the school hallway. When using email or making a post on a forum or web page, be kind. Everyone will see what you write so think before you type. Be careful with what you say about others and yourself.
- Respect the rights of copyright owners. Copyright infringement occurs when an individual reproduces a work without permission that is protected by a copyright. If a work contains language that specifies acceptable use of that work, the user should follow the expressed requirements. If the user is unsure whether or not they can use a work, they should request permission from the copyright owner.
- Students have First Amendment rights to free speech. Your rights can be limited in school, though. If you post something via email or on a school web page that disturbs the learning environment in your school, your right of speech may be limited. School websites, email, and groups are for educational use and are not considered public forums for debating ideas. This means that a school has the right to limit student speech that disturbs the learning process in these areas.

Laws and Policies - These are the laws and policies that help to protect our students online:

1. **Child Internet Protection Act (CIPA)** - The school is required by CIPA to have technology measures and policies in place that protect students from harmful materials including those that are obscene and pornographic. This means that student email is filtered. Mail containing harmful content from inappropriate sites will be blocked. CIPA - <http://fcc.gov/cgb/consumerfacts/cipa.html>
2. **Children's Online Privacy Protection Act (COPPA)** - COPPA applies to commercial companies and limits their ability to collect personal information from children under 13. By default, Google advertising is turned off for Apps for Education users. No personal Google Apps for Education student information is collected for commercial purposes. This permission form allows the school to act as an agent for parents in the collection of information within the school context. The school's use of student information is solely for education purposes. COPPA – <http://www.ftc.gov/privacy/coppafaqs.shtm>

3. Family Educational Rights and Privacy Act (FERPA) - FERPA protects the privacy of student education records and gives parents rights to review student records. Under FERPA, schools may disclose directory information (name, phone, address, grade level, etc.) but parents may request that the school not disclose this information.

- A. The school will not publish confidential education records (grades, student ID #, etc.) for public viewing on the Internet.
- B. The school may publish student work and photos for public viewing but will not publish student last names or other personally identifiable information.
- C. Parents may request that photos, names and general directory information about their children not be published.
- D. Parents have the right at any time to investigate the contents of their child's email and Apps for Education files. FERPA - <http://www2.ed.gov/policy/gen/guid/fpco/ferpa>

Security on any computer system is a high priority, especially when the system involves many users. If you feel you can identify a security problem on the network, you must notify a staff member. Do not demonstrate the problem to other users. Do not use another individual's account. Attempts to login to the Network as another user or the system administrator may result in cancellation of user privileges. Any user identified as a security risk or having a history of problems with other computer systems may be denied access to the network.

Vandalism may result in cancellation of privileges, and may also result in further disciplinary action. "Vandalism" is defined as any malicious attempt to harm or destroy data of another user, or computer hardware. Vandalism is the intentional abuse or altering of the network's resources.

The following are NOT permitted:

- Loading software/programs on computers (without permission).
- Sending or displaying offensive messages or pictures.
- Cyber bullying.
- Using obscene language.
- Damaging computers or computer systems.
- Violating copyright laws, or plagiarizing material.
- Trespassing in another's work, files, or account.
- Wasting computer resources.
- Having food or drinks around computers.
- Sharing my account with others.
- Anything the teacher does not allow.

Student Account

All students will be assigned a username@gastonk12.org email account. This account will be considered the student's official GSD email address until such time as the student is no longer enrolled with the district. Gaston School District cannot and does not guarantee the security of electronic files located on Google systems. Although Google does have a powerful

content filter in place for email, the district cannot assure that users will not be exposed to unsolicited information.

Software

All software and vendors are vetted to meet legal and district policies, including CIPA, COPPA and FERPA. Software besides Google include Synergy, Seesaw, YouTube, and testing software, among others. Software is chosen as educational tools only. For the 2020-2021 school year, Gaston will be using a new curriculum called Acellus. Software, though vetted and ensured to meet laws and regulations of the federal and state governments, as well as district policies, will collect student information. Some of these softwares will ask for permission to use your child(s) camera and or microphone. While it is the student's responsibility to make sure that they are only sharing their camera/microphone in an educational setting, devices provided by the district do have cameras and microphones pre-installed that students can use for numerous apps. Please use supervision when your student is using their camera/microphone. In distance learning, classes may be recorded by teachers for quality assurance and/or for students to watch at a later date.

- Students who need extra support are able to watch the lesson again
- Parents who want to have the background in supporting their children are able to use the video as a resource.
- If a student is absent or can't make the scheduled live session, they are able to access the lesson.

Consent

Under FERPA and corresponding Oregon law, a student's education records are protected from disclosure to third parties. I understand that my student's education records stored in Google Apps for Education may be accessible to someone other than my student and the Gaston School District by virtue of this online environment. By adhering to the 2020-2021 Parent/Student Acknowledgements, parents/guardians are allowing student education records to be stored by Google. By participating in Google Apps for Education, information about my child will be collected and stored electronically. Should a student violate the Student Code of Conduct or Computer Use they shall be subject to disciplinary action, up to and including expulsion from school and/or referral to law enforcement officials, for violations of the law.

Infrastructure (5B):

- GSD surveyed staff and parents to gather information regarding internet access and created a spreadsheet.
- Staff and Families without access to the internet will be given portable WiFi hotspots to use.
- Staff and Families that live in remote areas where internet is not available will be contacted for further problem-solving. Options may include:

- Bussing students to and from the house of someone they socially interact with to gain internet access.
 - Bussing students to the school to use the internet at the school.
 - Staff may opt to work at school and use a check-in system for contact tracing and sanitization.
-

Devices (5C):

- GSD will deploy 1:1 devices for the school year 2020-2021 to students and staff that are equipped with digital learning software and filters that comply with the Children’s Internet Protection Act.
 - Staff and Families will have access to a help desk for problem-solving issues with technology.
 - See the GSD Take Home Agreement for Technology:
<https://drive.google.com/drive/search?q=GSD%20take%20home%20agreement>
-

Software Systems (5D):

- GSD will use Google Meets for the on-line meeting platform for synchronous learning.

Digital Content (5E):

- GSD will use Acellus for our digital curriculum for the school year 2020-2021.
 - Educator-facilitated learning will support the Acellus curriculum.
 - Staff schedules will be designed to work in large and small groups to provide intervention, enrichment, and guidance of the on-line curriculum.
 - Professional development in on-line learning, Acellus, and engagement will occur before school starts and each Wednesday afternoon of the school year.
 - **Acellus Digital Curriculum**
 - Acellus offers an expansive selection of standards-based courses K-12. Professionally filmed lessons with cutting edge technology to accelerate learning, elevate standardized test scores, reduce dropout rates and transition more students into careers and college.
-

Professional Learning and Training (5F):

- GSD planned August 24-31 for staff professional development to include:
 - Foundational skills in the area of:
 - Technology
 - Canvas Management System
 - Acellus On-Line Curriculum
 - Home-School Connection
 - Routines and Procedures in CDL
 - Engagement Techniques
 - Annual Required Training completed on-line
- GSD has planned for Wednesday professional development in their calendar to received professional development in the areas of:
 - Professional Learning Communities: data-based decisions
 - Multi-Tiered Systems of Support
 - RTIi work
 - Engagement strategies
 - Safety
- Monthly professional development through a contract with NWRESD in the areas of:
 - Foundational Skills
 - Engagement
 - Home-School Connection
 - Culturally Responsive Pedagogy
- Monthly professional development through Oregon Rural School Network in the areas of:
 - Professional Learning Communities
 - Multi-Tiered Systems of Support
 - ECRI
 - Leadership

Important Resource Links

- County-specific metrics
[released by the governor, Oregon Health Authority and Oregon Department of Education](#)
- Warn of the risk in reopening our school buildings too soon. Ready Schools Safe Learners.
<https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Ready%20Schools%20Safe%20Learners%202020-21%20Guidance.pdf>
- Comprehensive Distance Learning Model
<https://docs.google.com/document/d/1APz613b-vkQ9GGD45F1d5rrp5R23UYPgKSkrympkb8Q/edit>
- Operational Blueprint Gaston Elementary
https://docs.google.com/document/d/19NAmmgNR2RypM0gLzkiVUESwmmurRHS_Qg948mZjZKA/edit
- Operational Blueprint Gaston Jr/Sr High School
https://docs.google.com/document/d/1RQm8fs_iviElguZSz_uL9WOCeFV8W8r_sReDBFQL44E/edit