RETURN TO LEARN
A SAFE REOPENING PLAN FOR STUDENTS & STAFF
2020 - 2021
Summary of changes to recent versions of Return to Learn

In addition to this chart, any substantial changes in this version have been marked up in red italics to help track changes. The use of italics and a different color is for meeting accessibility requirements and does not signal any specific emphasis or importance.

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Our school board recognizes that public support and open lines of communication are vital to a successful educational environment for students and employees. The public is encouraged to stay informed on the decisions which affect students, to let board members know their opinions on important issues, and to attend board meetings whenever possible. The instructional models outlined in this guide were approved by the Board of Education on Thursday, August 6, 2020.
Dear GBSD Families,

It is a time of unbelievable and rapid change. Our community, our nation, and our world are coming together to navigate the harsh realities of the COVID-19/Coronavirus pandemic. This past summer the Gresham-Barlow School District worked to quickly adapt and make decisions for the good of all. I have been inspired by the resilience, focus, and strength shown during this time. Even though the pandemic requires us to change how we deliver instruction, the staff of the Gresham-Barlow School District has faced the task at hand with courage and optimism.

In developing the Gresham-Barlow School District’s Return to Learn Plan, our first priority is to ensure the health and safety of all students and staff. Over the summer, the school district’s cross-functional team of administrators and instructional leaders have:

- Reviewed our instructional and operational options in various scenarios
- Assessed various reopening strategies and transportation options
- Established safety guidelines, procedures, and readiness metrics
- Acquired personal protective equipment (PPE)
- Conducted safe building capacity and identification of usable space
- Led virtual surveys and webinars with GBSD families, staff & administrators

We have developed two viable educational options that we can use during the pandemic. The first is our comprehensive online distance learning program, eGBSD—virtually learn everywhere. We will begin the school year with online instruction only. Once it is safe to resume in-person instruction, families will have the option to make a transition to a hybrid model or continue with eGBSD online only instruction. Either way, all students will continue to have access to the online materials and we will continue to monitor the health and safety of all with the Oregon Health Authority, Multnomah County Health Department, and Oregon Department of Education.
The GBSD Return to Learn Plan for families provides information on eGBSD, including daily expectations and instructional schedules, and an overview of the hybrid model, as well as procedures and protocols that schools will use to provide a safe learning environment when in-person instruction is allowed.

During this challenging time, we are not only focusing on providing rigorous and relevant learning, we are also committed to supporting the social and emotional needs of our students and our staff members. Our aim is to provide a meaningful learning environment where students feel connected. Please partner with us in this effort. You can support your student’s learning by:

- Establishing routines and expectations
- Taking an active role in helping your child process his/her learning
- Monitoring communications from your child’s teachers to stay informed about required work and progress towards goals

We look forward to all of our students returning to in-person instruction as soon as it is safe to do so. Information within this document will assist you in knowing when this will occur. Until then, please know that the dedicated professionals serving in our schools continue to be committed to ensuring that every GBSD graduate is inspired, empowered, and prepared to THRIVE in the ever-changing global community.

Yours in education,

Dr. A. K. Perera
Superintendent of Schools
OUR MISSION
Inspire and Empower Each Student

OUR VISION
Culturally responsive graduates who will thrive in an ever-changing global community.

OUR DISTRICT GOALS

- Provide effective, high-quality instruction to each student in our district.
- Provide a physically and emotionally safe and culturally responsive learning environment that gives students and families voice.
- Prudent use of resources that uses an equity lens in decision-making.
Ensure safety and wellness. The decision to return to school settings must be driven by health and safety considerations. In planning, prioritize basic needs such as food, shelter, and wellness and support the mental, social, and emotional health of students and staff.

Cultivate connection and relationship. Quality learning experiences require deep interpersonal relationships and a learning environment where people feel safe, seen, and valued. Especially in the midst of returning to school settings from an extended school closure, supporting students and families should begin with connection and relationship.

Center equity. Recognize the disproportionate impact of COVID-19 on Black, American Indian/Alaska Native, and Latino/a/x, Pacific Islander communities; students experiencing disabilities; and students and families navigating poverty. Apply an equity-informed, anti-racist, and anti-oppressive lens to promote culturally sustaining and revitalizing educational systems that support every child.

Innovate. The complex circumstance in which learning is currently situated requires ongoing reflection and iteration to assure deep learning for every student.
COMMUNICATION AND UPDATES

The GBSD will utilize a number of means to inform parents, students, staff, partners, and the community of changes and updates. These include:

- Phone
- Email Messages
- Text Messages
- Website Posts
- Social Media Posts
  - Facebook
  - Twitter
  - Instagram
- GBSD Mobile App Notifications
- Youtube videos
- Local news media coverage and news conferences
- Live video presentations
- Virtual town hall meetings
- Information pamphlets and brochures such as this one
All public school districts, private schools, and state sponsored charters are required to make Operational Blueprint(s) for all of their schools available on their website. The GBSD blueprint can be found on the school district website here. Districts are also required to submit the website link to ODE. Here is the link to the GBSD blueprint on ODE’s website. As GBSD updates the blueprint, each page will be updated. Please check back for updates.
Current State Guidance/Oregon School Health Metrics

To successfully reopen schools in Oregon, there are three levels of metrics that the county and state must maintain.

1. The first set of metrics represents the level of disease circulation that would be required for return to in-person instruction, with limited exceptions. Schools would need to begin transition planning as case rates and test positivity declines in counties in order to prepare the school community for the potential upcoming change.

2. The second set of metrics refers to indicators of increased COVID-19 spread in the community that would indicate the need to plan for transition back to comprehensive distance learning.

3. The third set of metrics indicate disease spread in the community that would prompt initiation of Comprehensive Distance Learning with limited exceptions.
Option 1: Comprehensive Distance Learning (CDL): eGBSD

or

Option 2:
Hybrid Model or Continued eGBSD
eGBSD (Comprehensive Distance Learning)

We will begin the school year with eGBSD, a comprehensive distance learning model. This fall's program will be different from what was experienced last spring. The Gresham-Barlow School District has designed a more comprehensive, cohesive, and robust online educational program focused on teachers consistently connecting with students and families. We know that for this program to truly serve our students, we must place a priority on providing social-emotional support during this challenging time. Our aim is to provide a meaningful learning environment where students feel connected to school, teachers, other support staff, and peers.

The statewide pivot to Distance Learning for All in the spring of 2020 was, without a doubt, a crisis response and was designed for a limited duration. For all districts, regardless of instructional model, Comprehensive Distance Learning (CDL) has become a reality during the 2020-21 school year based on state and county health metrics guidelines for reopening.

Comprehensive Distance Learning is not anything like Distance Learning last Spring!
THE START OF SCHOOL
Since Multnomah and Clackamas counties have not met the state mandated requirements for reopening, we will begin school on September 14, 2020 in the comprehensive distance learning model, known as eGBSD.

We will begin the school year utilizing all the tools familiar to our teachers, students and parents. Google Classrooms and Meets will allow all the users the time to learn the new learning management system, Canvas. Then after a few weeks, Canvas will become the primary platform used in all grades and courses to store class agendas, instructional videos, tests/quizzes, assignments, and provide feedback/grades for students and families.

Classes will also continue to utilize adopted curriculum materials and supports as tools and learning apps to support learning within Canvas. A suite of applications will provide individualized interventions, engagement, and integration to all GBSD students. Teachers at all grade levels will upload videos and use video conferencing to engage in online face-to-face discussions and promote academic teaming amongst students. Applications: iReady (English & Math Interventions), Nearpod, See Saw, Flocabulary, and communication tools will continue to be used to enhance student learning.

BENEFITS OF eGBSD TO PARENTS:
Parents/guardians will have the ability to see exactly what their students are seeing. They can view the courses, the calendar due dates, and grades all from one location. In a world of constant connectivity, parents have the ability to know 100% what the expectations are for their child's classes because it is all listed in their Canvas courses. Nothing can be placed in a grade book without first being added as an assignment in Canvas.

Parents will have the ability to see a grade or a "missing" label and then click directly through to the assignment to see the details. They can see everything their student can see, they just can't complete the assignment with their parent account.

Parents can also set up to receive notifications regarding their child's account. If they choose to use the Canvas Parent App, they can have the app push them information straight to their phone about course grade levels, missing assignments, when a grade is above or below a threshold they deem important to know, and any announcements about a course. If they use the web browser access, they can set themselves up to receive emails for the same types of information in order to hold their children accountable in the learning process.
BENEFITS OF eGBSD TO STUDENTS:
One of the things we wanted to streamline for our students is giving them the ability to go to one place and have fewer log-ins and passwords to remember for their educational process. Canvas allows our students to use their Google accounts for single sign-on capabilities. There are no longer multiple platforms and passwords to remember because all information and access will go through Canvas for our students.

Students will go to Canvas and click on "calendar" to see all the things due on any upcoming date that has already been assigned for any class they are taking. The "upcoming" section represents a week at a glance and the "to do" list means things that need to get done.

While each class may look different, based on how the teacher set their own courses up, the student experience remains significantly the same for access and turning in assignments. Their experience and the expectations feel more the same from class to class. Canvas also allows students to find their virtual content quickly and efficiently based on teacher sharing and immediately access the content of their courses as long as they have access to the internet.

Canvas contains discussion boards and connects with the school’s Google suites account for all students. This allows students to work together on a Google doc or slideshow. Students also have the ability to participate in "peer grading."

Knowing that a teacher is communicating through one platform helps students realize the importance of checking for communication more often. Canvas allows the students to expect all communication in one place - the place where they also see their assignments, turn in their assignments, and take assignments.

With any digital plan, there are sometimes bandwidth issues, accessibility of device issues, quirks, and a learning curve for all users.

One of the benefits of online learning is that students can access their classes when they are ready to learn or families have scheduled time to support their learning. Online projects and activities can be accessed 24/7 and provide a flexible solution to learning.

However, students and parents should be aware that online learning does take focus, and they should have well-established routines to be successful. Online learning is hard and requires significant time, attention, and commitment. While flexible, all students are required to complete assigned coursework within each semester to avoid negative impacts to grades and credit particularly at the middle school and high school level.
DAILY CONTENT EXPECTATIONS

What can I expect to see with eGBSD for teachers daily?

**Daily Calendar:** All classrooms will be organized by date so that it is clear what students missed if they are absent.

**Essential Learning Outcomes:** The focus of learning for the day will be shared.

**Lesson Agenda/Instructions:** Daily tasks are listed.

**Class Work:** Digital versions of any class assignments or handouts for the day will be provided.

**Tests/Quizzes:** All classroom assessments to gauge student learning is accessed online.

**Videos:** Teachers will load instructional videos rather than rely primarily on Google Meets so students can have flexibility in accessing classes and coursework.

**Additional Resources:** Will be linked to lesson Instructions as needed.
PART 1

SCHOOL SCHEDULES

All schools operating with a Comprehensive Distance Learning instructional model must meet the Ready Schools, Safe Learners requirements for instructional time.

Comprehensive Distance Learning requires a shift in thinking about how instruction is structured. The time educators spend directly interacting with students will be focused, planned, and designed for distance learning, centering in student engagement. Learners will need opportunities for guided learning with an educator, as well as opportunities to work with peers, and family members to apply their learning and practice their skills.

(Released by Oregon Department of Education (ODE) 7/22/20)
# Elementary School Online Schedule

Please note: this is a sample schedule and may vary slightly depending on your student's grade level and teacher.

<table>
<thead>
<tr>
<th>Time</th>
<th>M, T, Th, F</th>
<th>W</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30-8:30 a.m.</td>
<td>Prepare for the day</td>
<td>Prepare for the day</td>
</tr>
<tr>
<td>8:30-8:50 a.m.</td>
<td>Log on at 8:30 a.m. for face-to-face classroom circle time.</td>
<td>Log on at 8:30 a.m. for face-to-face classroom circle time.</td>
</tr>
<tr>
<td>8:50-10:30 a.m.</td>
<td>Log on at 8:50 a.m. for face-to-face learning time. Approx. 20 min</td>
<td>Small group and/or on your own learning (Asynchronous)</td>
</tr>
<tr>
<td></td>
<td>20 min of synchronous (face-to-face) time.</td>
<td></td>
</tr>
<tr>
<td>10:30-11:05 a.m.</td>
<td>Log on at 10:30 a.m. for face-to-face learning time. Approx. 20 min of</td>
<td>Small group and/or on your own learning</td>
</tr>
<tr>
<td></td>
<td>synchronous (face-to-face) time.</td>
<td></td>
</tr>
<tr>
<td>11:05-11:45 a.m.</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>11:45 a.m.-12:30 p.m.</td>
<td>Small group and/or on your own learning</td>
<td>Student Learning Experiences and wellness</td>
</tr>
<tr>
<td>12:30-2 p.m.</td>
<td>Log on at 12:30 p.m. for face-to-face learning time. 20 min of synchronous</td>
<td>Wellness</td>
</tr>
<tr>
<td></td>
<td>(face-to-face) time.</td>
<td></td>
</tr>
<tr>
<td>2-2:30 p.m.</td>
<td>Student learning experiences and wellness</td>
<td></td>
</tr>
</tbody>
</table>

Support for ELL and Special Education will be provided during small group/on your own learning time.
Wellness time consists of prerecorded music, PE and counseling lessons.
Synchronous = face-to-face
Asynchronous = Small group and/or on your own learning
Applied learning = Student learning experience
Middle School Schedule

Please note: this is a sample schedule and may vary slightly depending on your student’s grade level and teacher.

<table>
<thead>
<tr>
<th>Time</th>
<th>M, T, Th, F</th>
<th>W</th>
</tr>
</thead>
<tbody>
<tr>
<td>8-8:30 a.m.</td>
<td>Prepare for the day</td>
<td>Prepare for the day</td>
</tr>
<tr>
<td>8:30-8:55 a.m. Advisory</td>
<td>Log on at 8:30 a.m. for face-to-face check-in.</td>
<td>Log on at 8:30 a.m. for face-to-face check-in.</td>
</tr>
<tr>
<td>9-9:50 a.m. Period 1</td>
<td>Log on at 9 a.m. for face-to-face learning time. Approx. 30 min of synchronous (face-to-face) instruction. Small group and/or on your own learning (Asynchronous).</td>
<td>Student learning experience</td>
</tr>
<tr>
<td>9:55-10:45 a.m. Period 2</td>
<td>Log on at 9:55 a.m. for face-to-face learning time. Approx. 30 min of synchronous (face-to-face) instruction. Small group and/or on your own learning</td>
<td></td>
</tr>
<tr>
<td>10:45-11:25 a.m.</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>11:25 a.m.-12:15 p.m.</td>
<td>Applied Learning</td>
<td>Student learning experience and wellness</td>
</tr>
<tr>
<td>12:15-1:05 p.m. Period 3</td>
<td>Log on at 12:15 p.m. for face-to-face learning time. Approx. 30 min of synchronous (face-to-face) instruction. Small group and/or on your own learning</td>
<td></td>
</tr>
<tr>
<td>1:10-2 p.m. Period 4</td>
<td>Log on at 1:10 p.m. for face-to-face learning time. Approx. 30 min of synchronous (face-to-face) instruction. Small group and/or on your own learning</td>
<td>Wellness</td>
</tr>
<tr>
<td>2:05-2:55 p.m. Period 5</td>
<td>Log on at 2:05 p.m. for face-to-face learning time. Approx. 30 min of synchronous (face-to-face) instruction. Small group and/or on your own learning</td>
<td></td>
</tr>
<tr>
<td>2:55-3:35 p.m.</td>
<td>Learning Break</td>
<td></td>
</tr>
<tr>
<td>3:35-4 p.m.</td>
<td>Student learning experience and wellness</td>
<td></td>
</tr>
</tbody>
</table>

Support for ELL and Special Education will be provided during small group/on your own learning time.
Wellness time consists of prerecorded music, PE and counseling lessons.
Synchronous = face-to-face
Asynchronous = Small group and/or on your own learning
Applied learning = Student learning experience
**High School Online Schedule**

Please note: this is a sample schedule and may vary slightly depending on your student's grade level and teacher.

<table>
<thead>
<tr>
<th>Time</th>
<th>M, T, Th, F</th>
<th>W</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30-9 a.m.</td>
<td>Prepare for the day</td>
<td>Prepare for the day</td>
</tr>
<tr>
<td>9-9:20 a.m.</td>
<td>Log on at 9 a.m. for face-to-face check-in.</td>
<td>Log on for face-to-face</td>
</tr>
<tr>
<td>9:25-10:30 a.m.</td>
<td>Log on at 9:25 a.m. for face-to-face learning time. Approx. 30 min of synchronous (face-to-face) instruction.</td>
<td>Small group and/or on your own learning (Asynchronous)</td>
</tr>
<tr>
<td>Period 1</td>
<td>Student learning experience</td>
<td></td>
</tr>
<tr>
<td>10:35-11:40 a.m.</td>
<td>Log on at 10:35 a.m. for face-to-face learning time. Approx. 30 min of synchronous (face-to-face) instruction.</td>
<td>Small group and/or on your own learning</td>
</tr>
<tr>
<td>Period 2</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>11:40 a.m.-12:20 p.m.</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:20-1:20 p.m.</td>
<td>Applied Learning</td>
<td></td>
</tr>
<tr>
<td>1:20-2:25 p.m.</td>
<td>Log on at 1:20 p.m. for face-to-face learning time. Approx. 30 min of synchronous (face-to-face) instruction.</td>
<td>Small group and/or on your own learning</td>
</tr>
<tr>
<td>Period 3</td>
<td>Student learning experience</td>
<td></td>
</tr>
<tr>
<td>2:30-3:35 p.m.</td>
<td>Log on at 2:30 p.m. for face-to-face learning time. Approx. 30 min of synchronous (face-to-face) instruction.</td>
<td>Small group and/or on your own learning</td>
</tr>
<tr>
<td>Period 4</td>
<td>Applied Learning</td>
<td></td>
</tr>
</tbody>
</table>

Support for ELL and Special Education will be provided during small group/on your own learning time.

Synchronous = face-to-face
Asynchronous = Small group and/or on your own learning
Applied learning = Student learning experience
PART 1

ATTENDANCE
Teachers will take attendance every day during Comprehensive Distance Learning. GBSD Board policy on attendance will be followed. K-5 students will have attendance taken every day by their classroom teacher. Students in grades 6-12 will have attendance taken every day for each class.

Attendance can also be counted from the following activities:
- Participating in a video class
- Communication from the student to the teacher via chat, text message or email (two-way)
- A phone call with the student, or, for younger students, with the parent
- Posting completed coursework to a learning management system or web-based platform or via email
- Turning in completed coursework on a given day

Students will still have access to the social emotional supports, counselor supports, health supports and academic supports available to all students.

Within eGBSD, teachers will provide synchronous (live) and asynchronous (recorded) explanations of new concepts along with work samples, models and time for student questions and feedback. Students are expected to demonstrate learning through multiple forms, such as discussion boards, video responses, writing, group projects, online assignments and assessments.

Students with disabilities and English learners will be given special consideration to ensure appropriate instruction while complying with federal and state requirements.

Students who are gifted and talented will receive ongoing, differentiated instruction that is embedded in the core curriculum.
CONTACTING SCHOOLS OR THE DISTRICT OFFICE
Email or a virtual meeting is necessary. In-person onsite meetings are strongly discouraged. School administrators will determine if face-to-face meetings are necessary. No visitors or volunteers will be permitted in school district buildings until Multnomah County enters Phase 3.

OFFICE HOURS FOR STAFF (TEACHERS/COUNSELORS)
Staff who work directly with students are periodically available throughout the day, depending on the schedule. Please email or call to set up meetings. Meetings between parents and teachers will be scheduled as requested.

PROCEDURES
District scheduled parent/teacher conferences will be virtual until Multnomah County enters Phase 3.

Ongoing virtual, email and telephone collaboration between teachers and parents and guardians is encouraged.

As much as possible school programs will occur virtually and will be recorded for later viewing.
In all grade levels (K-12), standard grade scales will resume for the 2020/21 school year. Student proficiency on grade-level standards will be provided in the standards of E (exceeding), M (meets), P (progressing), N (not progressing), NA (not assessed) at the elementary level. Middle and high school levels will be given grades A,B,C,D and F. Teachers will establish reasonable due dates for all graded coursework and assessments in determining a student’s grade and proficiency on grade-level standards.

Report card grades will be documented in Synergy, and report cards will be accessed through ParentVue.
PART I

STUDENT ROLES AND RESPONSIBILITIES

These roles and responsibilities apply no matter what instructional model you follow.

- Establish daily routines for engaging in the learning experiences.
- Identify a space in your home where you can work effectively and successfully.
- Set weekly goals.
- Identify a space in your home where you can participate in live online learning. During live online learning, sit at a table and wear school appropriate dress.
- Monitor online platforms daily.
- Engage in all learning with academic honesty.
- Communicate proactively with your teachers if you cannot attend live meetings, meet deadlines or need additional support.

PARENT ROLES AND RESPONSIBILITIES

Parents play an important role in helping students achieve academic excellence. You can provide support for your child(ren) by:

- Establishing routines and expectations. Reviewing goals for the week.
- Defining the physical space for your child to study.
- Monitoring communications from your child’s teachers to stay informed about required work and progress towards goals.
- Taking an active role in helping your child process his/her learning.
- Establishing times for quiet and reflection.
- Encouraging physical activity and exercise.
- Keep your child social, but set rules around their social media interactions.
- Provide feedback about at-home learning resources, instruction and communication with the teacher, counselor or principal.

Suggestions for setting up your learning environment at home.
Our hybrid instructional model allows GBSD to adjust for multiple variables and continue to access on-site instruction to the greatest extent possible while meeting public health requirements. The hybrid model will require prioritization of on-site learning activities and supports for students that have been identified as needing additional academic assistance through building teams. The hybrid model also allows opportunities to integrate instruction simultaneously with groups of students on-site and through virtual learning in Canvas. While complex and varied, hybrid instructional models allow for great creativity and flexibility.

If students and families do not feel comfortable returning to the classroom, they can continue with eGBSD. The program and expectations will remain the same. Additionally, students in eGBSD will have full access to district clubs, sports, and activities for their grade level when co-curricular activities resume.

When GBSD is allowed to implement the hybrid model some changes will be needed. Students will physically be in the classroom two days a week. The other two days they will participate virtually.
REOPENING OF SCHOOLS

Upon return to the classroom, safety procedures will be implemented to keep students and teachers safe. Initial planning has been completed and more details will be provided before anyone returns.

Every school and program will follow the same set of safety protocols. However implementation may look slightly different depending on the size of the school and the grade level of the students.

ARRIVAL (OUTSIDE BUILDING)
Efforts will be made to keep traffic flow in one direction. Gatherings of students outside the school doors or on school grounds is not permitted. Exceptions may occur in the morning as students arrive and are screened. During these instances, social distancing will be enforced. At arrival, students will have assigned areas to go each morning.

STUDENT PROCESS (GOING INSIDE THE BUILDING)
Staff will screen students at each student’s assigned arrival door, using a non-contact thermometer suitable for all ages. Students will enter school, wash hands, and proceed to their classroom or designated area. Breakfast will be delivered to classrooms. Meals will be preordered the day before.
LATE ARRIVAL
Students should go to the office for check-in, screening, and further instructions.

RELEASING STUDENTS DURING THE DAY
Please limit student appointments to outside of the school day as much as possible. When a parent/guardian arrives they will call the office, if possible, from the parking lot, then wait in the vehicle. Students will check out from the office and an adult will escort the student to the parent or guardian to verify identity.

DISMISSAL
To the extent possible, all traffic flow will be in one direction. Gatherings of students outside the school doors or on school grounds are not permitted. Students must leave the campus quickly by bus, family vehicle, bike, or walking.

VISITORS
Until Multnomah County enters Phase 3, visitors will not be permitted.

Exceptions include service providers (HVAC, copier support, non-emergency health support), and contracted partners. These individuals must follow all district procedures, including screenings and wearing face coverings.

When Multnomah County enters Phase 3, we will follow the guidelines below:
- All visits must be prescheduled.
- All visitors must be screened - including a temperature check and answering of questions.
- Face masks must be worn at all times.
Staff and Student Screening

AT HOME SCREENING PROCESS
Parents or guardians are asked to screen their student(s) daily before allowing them to attend school. Parents or guardians who choose to keep their child home should call school and report the symptoms.

Below are the important screening questions:

Do I have any of the following symptoms that are new or I cannot explain?

<table>
<thead>
<tr>
<th>Y/N</th>
<th>Temp above 100 degrees</th>
<th>Y/N</th>
<th>Sore Throat</th>
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<tr>
<td>Y/N</td>
<td>Shortness of breath</td>
<td>Y/N</td>
<td>New loss of taste or smell</td>
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<tr>
<td>Y/N</td>
<td>Cough</td>
<td>Y/N</td>
<td>Congestion or runny nose</td>
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<tr>
<td>Y/N</td>
<td>Chills</td>
<td>Y/N</td>
<td>Nausea and vomiting</td>
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<tr>
<td>Y/N</td>
<td>Muscle Pain</td>
<td>Y/N</td>
<td>Diarrhea</td>
</tr>
<tr>
<td>Y/N</td>
<td>Headache</td>
<td></td>
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</tbody>
</table>

OTHER CONSIDERATIONS
Has a member of my household (or another family member for whom I am providing direct care) been diagnosed with COVID-19 or been directed to self-quarantine due to symptoms of COVID-19?

If the temperature is over 100 degrees do not send the child to school.
Staff and Student Screening, cont.

IF COVID-19 IS SUSPECTED:
Make contact with the family doctor and reach out to the Health Department.

If a student has a temperature over 100.0, keep the student home until the fever is gone for three days (72 hours) without the use of fever-reducing medications and notify the school.

If in a COVID-19 situation (household member with symptoms or positive test), notify the school.

If a student is diagnosed with COVID-19, quarantine for 14 days and notify the school.
When in doubt, call your school nurse before coming to school.

STAFF SCREENING
All staff assigned to work onsite at an GBSD building will also self-monitor daily.

Make contact with the family doctor and reach out to the Health Department if you are symptomatic.

If in a COVID-19 situation (household member with symptoms or positive test), notify your principal/supervisor and Human Resources and follow doctor and Human Resources guidance.
PART II

AT SCHOOL SCREENING PROCESS

Staff will visually screen all students entering school. Students that exhibit an observable physical symptom will be screened using the following questions:

Do you have any of the following that is new or cannot be explained?

- Temperature above 100.0 degrees
- Shortness of breath
- Cough
- New loss of taste or smell
- Has a member of your household (or another family member for whom you are in frequent contact) been diagnosed with COVID-19, or been directed to self-quarantine due to symptoms of COVID-19?

If staff, students, or others display symptoms, follow communicable disease protocols by going home or to the health room/isolation room to get support.

Students and visitors will not be allowed to enter the general population if they do not pass the entire screening process.

Students will either go home with a parent/guardian or proceed to the wellness room to await further instruction.
Face Coverings

Cloth face coverings may prevent spreading respiratory droplets when talking, sneezing, or coughing. If everyone wears a cloth face covering when out in public the risk of exposure to the virus can be reduced for all. Since people may spread the virus before symptoms start, or even if people never have symptoms, wearing a cloth face covering may protect you and others around you.

EXPECTATIONS
Face coverings are required by all staff and for students. Appropriate face coverings such as face shields or clear view masks may be utilized when needed and as the Oregon Department of Education requires.

- While in any GBSD facility, everyone will wear a face covering that covers their mouth and nose.
- At the K-2 level, we recognize wearing face coverings may take time to become a habit. Like with all behavior, GBSD staff will reteach these new expectations until it becomes routine.
- All face coverings must follow the GBSD dress code policy. Apparel must comply with the health and safety codes and not interfere with the educational process.
- Intimidating, hostile, or offensive messages on face coverings are not permitted. Any question concerning appropriate apparel shall be handled on an individual basis by the immediate supervisor, teacher, or building administrator.
- If an individual is not around others (i.e. one individual teacher in a classroom, individual in an office alone with the door closed) the face-covering may be removed until such time as others enter the space.
- Individuals are encouraged to wash their hands or use hand sanitizer after putting on, touching, or removing cloth face coverings.
- Face coverings may only be removed for meals or at the request of a staff member.
- Staff will support students in monitoring and education about the use of face coverings in the classroom/buildings.
Social Distancing

The GBSD will incorporate a practical but science-based approach to social distancing. The current best practice to maintain six feet distance between individuals along with wearing masks and washing hands.

Social distancing will be in place wherever possible and standards will be enforced.

Desks will be arranged to maintain social distance and ensure a minimum of 35 square feet per person.

Students should limit personal items brought to school to needed items. Water bottles and computers are allowed.

Shared items will be limited and sanitized frequently.
**Cohorts**

When Multnomah County enters Phase Three and when students physically return to school, the GBSD will use stable student cohorts in all schools and programs. Students cannot be a part of any single cohort or part of multiple cohorts that exceed a total of 100 people within the educational week.

The purpose of cohorts is to minimize exposure and allow for easier contact tracing.

Cohorting is more difficult at the secondary level.

**STABLE COHORTS:**

Stable cohorts are defined as a group of students and teachers that do not change location and population regularly throughout the day. In addition each day:

- Students will be visually screened upon entry of school facilities.
- Students will immediately go to their assigned classroom.
- District staff will log all adult contacts with the stable cohort daily.
- Breakfast and lunch will be provided in classrooms to prevent the mixing of stable cohort groups.
- Teachers and staff will access students in stable cohorts as needed to provide services, meals, specials, etc. throughout the day.
- Contact tracing logs will be collected for easy access by the school nurse, head secretary, and school administration to support contact tracing.
Hand Washing and Hygiene

Hand washing with soap and water for twenty seconds once every two hours and/or at every transition is critical to stopping the spread of disease. Key times to wash hands, in general, include but are not limited to the following:

- Before and after eating food
- After using the bathroom
- After blowing your nose, coughing or sneezing
- Before and after school/work shifts and/or breaks
- After touching frequently touched surfaces, such as seats and handrails
- After putting on, touching or removing cloth face coverings

There are not enough sinks and soap dispensers in schools to meet this daily need. With this challenge in mind we have purchased hand sanitizer (consisting of at least 60% alcohol content) and dispensers and placed those at convenient locations throughout our schools.
Cleaning

Cleaning and disinfecting is everyone’s responsibility.

The GBSD custodial crew has many years of experience and knowledge but over the past several months our training has increased and we will continue to stay on top of the latest procedures.

Routine and high-touch areas will be cleaned and disinfected often.

Personal items will be cleaned and disinfected immediately after use by the user.

*Parents and guardians, it is very important that students do not bring cleaning supplies from home, with the exception of personal hand sanitizer. There is a real concern that mixing district approved cleaners with cleaners from home can be toxic. We have ordered enough cleaning supplies for us to be able to regularly clean the building.
PART II

Educational and Personal Materials

Unlike past years, we will not provide general use classroom supplies for students to share. School supplies that are brought to school by individual students should be stored in individual containers and not shared.

Backpacks, coats, and other items will be kept close to the owner and everything must be taken home each day.

Wellness Rooms

- An area(s) will be designated in each building to isolate students with COVID-19 symptoms. Students will remain there until they can be picked up.
- Parents of a student identified for isolation based on health screening and temperature check will be contacted immediately.
- A school staff person will monitor students in isolation and be a resource when parents arrive.
- Parents are encouraged to respond quickly to minimize student’s time in the isolation room.

Contact Tracing

- Schools work collaboratively with the Local Public Health Authority (LPHA) to contact trace all required communicable disease cases including COVID.
- Contact tracing will begin by Licensed Public Health Agency (LPHA) based on a COVID-19 test result.
- If staff test positive for the virus, the Multnomah County Health Department will refer staff to a medical provider, issue quarantine orders, and start contact tracing for all staff and students.
- The school administration and school nurse at the direction of the Multnomah County Health Department will contact parents of students identified for testing.
- All schools and staff will maintain contact tracing logs regarding access to assigned classrooms.
- Upon request, school administration will provide Multnomah County Health Department access to contact tracing logs and directory access to all data systems to support identification, contact tracing, investigation, or response to COVID-19.
- School administration will provide student records to the Multnomah County Health Department in accordance with FERPA guidelines.
PART II

REQUIRED COMPONENTS OF DAILY CONTACT TRACING LOGS INCLUDE:

- Child’s name
- Drop off/pick up time
- Parent/guardian name and emergency contact information
- All staff (including itinerant staff, substitutes, and guest teachers) names and phone numbers who interact with a stable cohort or individual student

Note: The parameters for contact tracing investigations and quarantine are determined by the size of the potential exposure or outbreak.
Response to Cases and/or Outbreak

If a student presents with signs or symptoms of COVID-19 and needs to be sent home, school staff will:

- Place student in wellness room.
- Contact parents/guardians.
- Send student home per pandemic response guidelines.
- AND school nurse/administrator will contact the GBSD Student Support Services Office who will notify the communicable disease nurse liaison at the MESD.

Student or staff member shows suspected COVID-19 symptoms or presumed positive:

- 14 days or until a negative COVID-19 test result
- AND 1 day of improvement in symptoms (e.g., cough, shortness of breath, fever).

A student or staff member who is COVID-19 positive with NO symptoms will be excluded from school until:

- 14 days have passed since the date of their first positive COVID-19 diagnostic test without symptoms.
- If COVID-19 is ruled out by testing or the student has an alternate diagnosis (e.g., tested positive for influenza), response team’s criteria for return to school could be based on that diagnosis.
Student Services

The Gresham-Barlow School District is committed to meeting the needs of each and every student. There are a wide variety of supports in place to ensure students will thrive in both the comprehensive distance learning model, eGBSD or the Hybrid Model. The next section of this Return to Learn plan features information on special education, Title I services, English learner support, as well as counseling services.
Special Education Services

FOCUS ON INDIVIDUAL STUDENT NEEDS:

- Through Comprehensive Distance Learning, all students who have an Individual Education Plan (IEP) will continue to receive special education services listed in the student’s IEP. Every IEP will be reviewed by the student’s case manager and parents will be contacted if the team feels that changes need to be made. Some services may no longer be needed, while others might need to be added.

CONTINUED COMMITMENT TO PARTNERING WITH FAMILIES:

- IEP Teams will continue their commitment to partner with families to support implementing special education services within the online education program.
- Case managers will connect with each family at the beginning of the year to learn about needs and concerns and to discuss how their child’s IEP will be implemented.

INSTRUCTION AND ASSESSMENT:

- Staff will continue to focus on meeting individual student needs in a variety of ways.
- Comprehensive Distance Learning will be mostly teacher-facilitated and can be synchronous (face to face) or asynchronous (the teacher provides a learning activity and the student completes the activity and turns it in at a different time).

BROADER CONTINUUM OF SERVICES:

- IEP Teams will use a broader continuum of services, meaning that special education service schedules in the virtual classroom will look more like the services typically offered in schools, like co-teaching, in-class support, small group instruction, or 1:1 instruction.
- Additional specially designed instruction and/or related services support may be provided through telepractice tools and strategies, or in other synchronous ways.
PART III

Special Education Services, cont.

REQUIRED COUNTY METRICS DRIVE IN-PERSON LEARNING OPTIONS:

- The safety of our students and staff is our highest priority.
- We know distance learning is exceptionally challenging for students experiencing more complex disabilities, and our staff is deeply committed to providing as much support to students and families as possible within our safety parameters.
- We will follow all requirements set up by the United States and Oregon Departments of Education

Title I Services

During Covid-19 school closures, Title I funded schools will continue to provide small group instructional support for students with academic needs. In Gresham-Barlow, our Title I funded elementary schools will continue providing these services for K-5 students needing targeted instruction in reading. Students that are identified as needing support will continue to receive high-quality, small group instruction during both comprehensive distance learning and a hybrid model, as that option becomes available. We will follow all requirements set by the US and Oregon Departments of Education to ensure full participation of students identified as having academic needs in reading in our instructional programs.

SMALL GROUP READNG INTERVENTION:

- Students needing additional supports to catch up to grade-level reading will be identified and provided with small group instruction based on their specific learning needs.

- Classroom teachers and reading specialists in Title I schools will co-plan and collaborate to ensure students needing supplemental support in reading instruction are provided with the academic resources they need.

FAMILY SUPPORT IN TITLE I A SCHOOLS

- Families will be informed by their school of their Title I status, receive information on instruction, and be provided with supports for at-home learning.
English Learner Support

All students who are identified as English learners will continue to receive both language development support and access to content in comprehensive distance learning and hybrid instruction, as that option becomes available. We will follow all requirements set by the US and Oregon Departments of Education to ensure full participation of English learners in our instructional programs.

LANGUAGE DEVELOPMENT

- Every identified English learner will receive language support on a regular basis.

- Licensed teachers will facilitate language instruction that is appropriate to each student’s proficiency and needs.

ACCESS TO GRADE LEVEL CONTENT

- Teachers and staff will collaborate and co-plan to design content instruction that is accessible to English learners.

- Staff will support every identified English learner to ensure they can linguistically access grade level content.

IDENTIFICATION AND ASSESSMENT

- Staff will use the Home Language Survey, parent communication, and formative assessments to determine the need for language support for any students new to our district until it is safe to administer our state language screener in person.

- Teachers will rely on work samples and student observations as ongoing assessments of language proficiency progress until it is safe to administer formal assessments such as ELPA in person.
Student Centered Supports

EQUITY, ACCESS, and OUTCOMES. Student Centered Support means that we provide a range of social, emotional, academic, and mental health services designed to meet the collective and individual needs of each and every student. Accomplishing this goal requires:

1. Centering our work around student and family needs
2. Providing culturally responsive, equity embedded, social emotional professional learning for all staff
3. Building strong teams with our students and families at the school and district level

Gresham-Barlow School District prioritizes social emotional well-being in order to create the mental, social, and emotional space for academic learning to occur.

- Full-time School Counselors will be available at every school.
- Each student, K-12, has an advisory teacher. At K-5, this is their classroom teacher. At 6-12, students will be assigned a primary advisory teacher as their “go to” person throughout the week.
- Every class or advisory will have SEL lessons and social connection time every day.
- The GBSD Crisis Team will be available if needed both onsite and remotely.
- We partner with community mental health providers.
- The district continues work to integrate culturally responsive strategies across all buildings and classrooms.
- We provide ongoing professional learning for all staff on culturally responsive social emotional learning.
- Students will participate in lessons to build their social and emotional skills.
- Building-level teams are in place to support specific student SEL needs.
- Elementary, middle, and high school teams are designing specific trauma-informed SEL lessons and strategies for all kids - including onsite and online.
We partner with community mental health providers.

The district continues work to integrate culturally responsive strategies across all buildings and classrooms.

We provide ongoing professional learning for all staff on culturally responsive social emotional learning.

Students will participate in lessons to build their social and emotional skills.

Building-level teams are in place to support specific student SEL needs.

Elementary, middle, and high school teams are designing specific trauma-informed SEL lessons and strategies for all kids - including onsite and online.
Supporting Students in eGBSD
Comprehensive Distance Learning

**TIER 1: ALL STUDENTS**

### Student Centered Engagement

**Connection to Learning Community**
- Every student with an advisory teacher
- Staff will reach out to each student and family
- Daily community building time

**Continue Positive School Climate**
- Consistent expectations and routines clearly communicated and followed
- A learning environment where each student feels safe and valued
- Curriculum to develop social and emotional skills

**Prioritize Social and Emotional Well-Being**
- Daily focused time for relationship building
- Increased number of School Counselors
- Student centered engagement strategies

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**Figure 1:** CASEL’S Framework for Systemic SEL

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Student Centered Supports, cont.

Supporting Students in eGBSD
Comprehensive Distance Learning

TIER 2: SOME STUDENTS

Student Centered Engagement

Staff will use a variety of strategies and steps to provide extra support to students who need it.

Connect and Ask Question.

- Teachers/staff may set up more frequent check-in opportunities
- Teachers/staff will communicate with student's parents/guardians regarding support needs

Problem Solve.

- Teachers may request a student support team meeting to ensure that students can access the supports they need
- Teams that include teachers, support staff, families and students can problem-solve and design plans.

Consult.

- Staff or parents can immediately reach out to the school Administrator/Counselor/Social Worker with concerns.
- Teams may refer students to additional student support teams to problem solve changes to the support plan for students and help connect families to community based services, if needed.

Every student is important to us and we are here to support however we can!

Please call or email so we can help!
Student Centered Supports, cont.

Supporting Students in eGBSD
Comprehensive Distance Learning

TIER 3: INDIVIDUAL STUDENTS

Student Centered Engagement

Individual Student Supports

- Customized plans based on student need
- Team of staff to identify success goals with student and family
- Individualized check-ins with counselors, social workers or other
- Support staff
- Crisis response and intervention

Connection to Community Supports

- Culturally specific community partners
- Drug and alcohol treatment referrals
- Telemental health
- Referral to community mental health services
- Call 211 for housing, health, and food resources or visit 211.org

For Emergencies

- Call 911 if you are concerned about imminent danger
- If you or someone you know is experiencing a mental health crisis, please consider contacting the following crisis lines. Support is available to you 24 hours a day.

Crisis Text Line: Text "hello" to 741-741. crisistextline.org
Lines for Life: 1-800-273-8255
Youthline: 1-8-77-968-8491 or text "teen2teen" to 839863
The Trevor Project: 1-866-488-7386
Multnomah County Crisis Line: 503-988-4888
## COUNSELING SERVICES

<table>
<thead>
<tr>
<th>COMMON ELEMENTS</th>
<th>eGBSD</th>
<th>HYBRID (eGBSD/On-site)</th>
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<td>- Regular on-site office hours</td>
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<td>- Individual Student support</td>
<td>- Virtual synchronous lessons in classes</td>
<td>- On-site support for classes</td>
</tr>
<tr>
<td>- Coordination of MH services</td>
<td>- SEL activities</td>
<td>- Small on-site group activities</td>
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<td>- Small group support</td>
<td>- Mindfulness/ calming rooms</td>
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<tr>
<td>- Class scheduling</td>
<td>- Coordinate virtual group and individual interventions</td>
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<tr>
<td>- Counseling / SEL lessons</td>
<td>- Virtual home visits</td>
<td></td>
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<tr>
<td>- Parent/family outreach &amp; support</td>
<td></td>
<td></td>
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<td>- MTSS Team participation</td>
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<td><strong>6-8</strong></td>
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<tr>
<td>- Class scheduling</td>
<td>- Virtual career exploration coordination with teachers</td>
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<td>- Counseling / SEL lessons</td>
<td>- Coordinate virtual group and individual interventions</td>
<td>- Career exploration activities on-site</td>
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<td>- Career exposure coordination</td>
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<td>- Parent/family outreach &amp; support</td>
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<td>- College/Career Readiness</td>
<td>- Virtual home visits</td>
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Nursing Services

Gresham-Barlow School District partners with Multnomah Education Service District to provide nursing services.

Nursing services will remain the same with added considerations noted in the “Response to Cases/Outbreak” section, please reference this section in regard to virus outbreaks and positive cases.

All school nursing health protocols for IEPs and 504s will be available when students are on site and need healthcare accommodations/modifications to access their Free and Appropriate Public Education.
Technology

Gresham-Barlow School District strives to provide effective, high-quality instruction to each student. In order to do that during a comprehensive distancing learning model or a hybrid model, each student must be able to access their educational resources when away from school. Numerous measures were taken to ensure that students have access to technology and digital resources. Chromebooks and iPads are available for all students to borrow. The district has compiled a large number of resources that are available to ensure that students have home internet access; this includes low cost internet options and mobile hotspots.

FAQ Website: https://www.gresham.k12.or.us/Page/9043

Devices for Students:
We will be distributing Chromebooks to all students in grades 1 through 12. We will be distributing iPads to all students in Kindergarten.

Technology Support:
If you have technical problems and need help, please contact your student’s teacher or or call (503) 258-4733 for technical support from GBSD staff.

WiFi at home:
Many internet providers have special offers for those affected by the coronavirus pandemic, and some offers are specific to students continuing education at home during school closures. Two programs that you might qualify for are:

Comcast’s Internet Essential program: https://www.internetessentials.com

Ziply Fiber through the Oregon Lifeline program: https://www.oregon.gov/puc/Pages/Oregon-Lifeline.aspx

If you are unable to get internet access, please reach out to your school’s principal.
Technology, cont.

DATA PRIVACY AND SECURITY

Overview
In the Gresham-Barlow school district, student data security is a top priority. We work to ensure that privacy, confidentiality, security, and the appropriate use of data are respected especially when Personally Identifiable Information (PII) is collected. This “data stewardship” involves all aspects of data, from planning, collection and maintenance to use and dissemination. To that end, here are our best practices for keeping data secure:

Policy
Our Directory Information (code: JOA) and Personally Identifiable Information (code: JOB) policies are our guiding documents for how we manage and share student data. With every new service/application we bring online, a data sharing agreement based on these policies is put in place clearly stating how vendors can and can not use student data.

Application Purchase Review
Before a new service/application is purchased, a review is done by both the Teaching & Learning and Technology Services departments. Applications are assessed for educational value, content appropriateness, and data security. When an application passes review, a data sharing agreement is signed by both the vendor and the district before the application is implemented for use.

Web Filtering
The district takes every reasonable precaution to ensure the safety and well being of our students online by blocking inappropriate web content. While a filter is NOT 100% effective, it does discourage most inappropriate use and helps students to avoid distractions and focus on using the computer for learning and for schoolwork. Because web filtering can not block all inappropriate materials, teachers & parents still need to be vigilant when students use the Internet. Our acceptable use policy (code: IIBGA-AR) provides guidance on this topic.
Staff Training
The single biggest threat to data security is people. We annually train staff on the Family Educational Rights and Privacy Act (FERPA) as well cybersecurity awareness to help staff spot fake emails that attempt to solicit login credentials. We also promote good practice around the physical security of devices and the use of strong passphrases to secure online accounts. We encourage staff to promote these best practices with students at every opportunity.

Parent and Student Training
Our teachers often utilize the activities and lessons from the Digital Citizenship curriculum created by Common Sense Media. This is a research based curriculum that is made freely available to give students the skills they need to be good digital learners and participate in the global digital community. Specific skills that are covered include privacy and security, digital footprint and identity, media balance and well-being, relationships and communication, cyberbullying, digital drama and hate speech, and news and media literacy. We encourage parents to go through the age appropriate “take-home resources” with their students and complete the families activities for each lesson.
Nutrition services will continue to be under the emergency summer feeding program.

Kids ages 1-18 years of age will qualify to receive free grab and go meals regardless of qualifying meal service category of free, reduced, or paid.

Each grab-and-go breakfast meal bag will include 1- breakfast entree, 1- fruit, and a milk. Students must take the complete meal.

Each grab-and-go lunch and dinner bag will include 1- entrée, 1-fruit, 1 vegetable and a milk.

Monthly meal menus will be posted on Nutrition Service website.

We will start the school year with an all cold breakfast, lunch dinner menu.

In November we will move to a menu that will include various hot and cold options and will come cold or with food safety and reheating instructions if applicable.
ON-SITE MEALS AND DISTRIBUTION (HYBRID MODEL)

- Meal service will support cohort groups
  - Breakfast and lunch will be served in classrooms and other large locations as necessary.
- All meals will be grab and go sacks.
- Meal pick up locations for students learning from home will be established.
- If Cafeteria is used (MS and HS).
  - There will be no self-service. Students will be served by a food service worker, then students will take meals back to their classroom.
  - Social distancing guidelines will be taught and enforced.

OTHER INFORMATION (HYBRID MODEL)

- Established cohort groups cannot interact with students from outside their group during the day or during the meal service.
- Where possible, outside seating will be considered.
- High school campuses will be closed during the day.
Meals, cont.

Free & Reduced Meal Qualification

Students whose families receive state assistance for Basic Food Assistance, SNAP, TANF, or Medicaid automatically qualify for free and reduced meals. The Gresham Barlow Nutrition Service gets daily reports from the state to ensure we are updating and matching all family members in the household for approval. Nutrition Services staff will communicate with families of status changes and qualification by letters, emails, and phone calls.

Meal Application

Meal applications are required at the start of each year to continue the free or reduced status from last school year. It is still important that households apply for free/reduced meal benefits.

English Application:  https://www.ode.state.or.us/apps/frlapp

Spanish Application  https://www.ode.state.or.us/apps/frlapp

In regards to the distribution of food, the following practices will be implemented:

- No self-serving by students. Food items will be individually packaged or placed on trays by food service personnel.
- Food service staff will comply with ODE safety requirements and recommendations such as facemasks, face shields, gloves, disinfecting, etc.
- Each serving location will be provided a sufficiently sized waste container.
MEALS, cont.

DISTANCE LEARNING MODEL MEALS AND DISTRIBUTION

- Meal service will be curbside grab-and-go, Monday - Friday from 11:00 am-12:30 pm at all designated school sites. Times and locations can be found here.

- The program permits one breakfast and one lunch per day per child.

- Parents, guardians, or family members are permitted to pick up meals for students.

- When coming to school sites to pick up meals, please follow signs and staff directions for social distancing and safely entering and picking up meals.

- The meal service delivery model and schedules (bus routes) will continue to be evaluated based on the current instructional model.

Non Discrimination Statement
There are a variety of childcare services in the Gresham-Barlow area to support your families’ needs. Childcare services in Oregon are currently operating for essential workers.

211.org RESOURCE WEBSITE
The 211.org website offers a searchable database of childcare programs currently operating emergency/essential services.

**Website:** 211.org  
**Phone:** 800-246-2154  
**Email:** children@211info.org

FINANCIAL SUPPORT FOR DAYCARE EXPENSES (EMPLOYMENT RELATED CARE PROGRAM)
The Oregon Department of Human Services (DHS) is offering emergency support for childcare expenses during Covid-19 through a program called the Employment Related Care.

Learn about income requirements and how to apply by visiting:

https://www.oregon.gov/dhs/ASSISTANCE/CHILD-CARE/Pages/Parents.aspx
Busing and Transportation

TRANSPORTATION

When schools physically open:

- Students eligible for transportation will receive transportation.
- We encourage parents to drop off and pick up their child-(ren) to minimize numbers on buses.
- Parents must keep their child-(ren) home if they are not feeling well.
- Social Distancing at bus stops is strongly encouraged.
- Facemasks/shields are required while riding the bus.
Bus Drivers will wear face shields or masks.
Each student will be visually screened and tracked as they board or depart the bus.
Students are required to fill the bus from the back to the front to limit passing near other students. Exits will be from the front to the back.
Siblings, or students who live in the same house, will be asked to sit together to maximize available space.
Students who appear sick on the bus will be distanced from other students and taken to the office upon arrival at school. Additional health screening will be completed by school staff. Isolation room protocols will be followed including contacting parents.

Students will load the bus according to the order of when they get off. Those who get off last load first and must sit in the back of the bus.
Students who fail to comply with these rules and policies will be given 2 written warnings and suspended from riding the bus on the third offense.
Gresham-Barlow School District
1331 NW Eastman Parkway
Gresham, OR 97030

Phone: 503-261-4550

Website: www.gresham.k12.or.us

Questions? Concerns? Comments?

Submit your questions or thoughts to our online listening system for a prompt response:
Let's Talk!
Gresham-Barlow School District

RETURN TO LEARN

A SAFE REOPENING PLAN FOR STUDENTS & STAFF