



Relmaging Education During the Pandemic



**PORTLAND
PUBLIC
SCHOOLS**

Brenda Martinek, Chief of Student Support Services

Luis Valentino, Chief Academic Officer

Shawn Bird, Chief of Schools

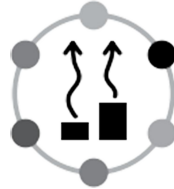
Don Wolff, Chief Technology Officer

Presentation Outline

- Review guiding principles
- Factors informing decisions
- Highlights of message to community
- ODE requirements for distance learning
- Planning and expectations for student experience
- Review available supports for students
- Next steps



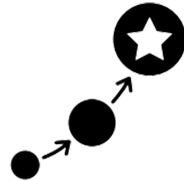
Comprehensive Distance Learning Guiding Principles



System Shift: Racial Equity Aligned Systems, Structures & Culture
Center Racial Equity & Social Justice



*System Shift: A Culture of
Physical & Emotional Safety*
Ensure Health & Wellness
for Staff, Students &
Buildings



*System Shift: Transformative
Curriculum & Pedagogy*
Strengthen & Innovate the
Instructional Core



*System Shift: A Connected &
Transformative School District*
Cultivate Connection &
Relationship



Two Crises: Global Pandemic and Fight for Racial Justice

- 1. At PPS we understand that Communities of Color are disproportionately impacted by COVID-19**
- 2. At PPS we mobilize to end Racial violence at the hands of institutions**

This Means that Reentry Planning and Decision making:

- Everyone at PPS takes responsibility to understand these issues and the historical context through education and identifying opportunities to raise these issues in their area of expertise.
- Everyone at PPS acknowledges the differential impact when communicating about COVID-19 to students, families, staff and community.

Informing Our Decisions

- Governor's guidance regarding phased county re-opening criteria
- [Oregon Department of Education \(ODE\)](#), Oregon Health Authority (OHA) and other governmental guidance
- [Communicable Disease Management Plan \(CDMP\)](#)
- [External Health Advisory Team](#)
- District Management Group (DMG) cross-national planning & peer reviews
- [RESJ Framework](#) & [Lens](#) and [Guiding Principles](#)
- Workgroups' research and recommendations
- Advisory teams (principals and teachers)
- Surveys (parents and staff)
- [Focus Groups \(Parents and Students\)](#)
- Service Provider Partners



Message to Families/Staff Today

- Health and well-being reasons for today's decision
- Begin school year in a fully Comprehensive Distance Learning model on September 2
- First two weeks focused on student supports, teacher-student connection and building relationships, and technology platform orientation
- Start with comprehensive online teaching & learning on September 14
- Continue online until at least November 5 (end of first quarter)
- Communicate a decision to shorten or lengthen online by October 10
- Meals still provided / Support for connection and relationship building and mental health supports continue
- Technology roll out will be communicated next week



ODE Comprehensive Distance Learning Requirements

INSTRUCTIONAL TIME 2020-21 SCHOOL YEAR

TEACHER-FACILITATED \geq 50% + APPLIED LEARNING \leq 50% + OTHER

- Instructional time: 900-990 hours
- Can include up to 90 hrs professional development and 90 hrs parent/ family engagement.
- Attendance taken
- Grades given
- State assessments
- Division 22 standards enforced

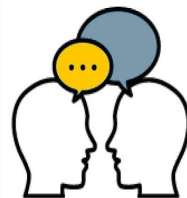


Synchronous/Asynchronous learning experience planned and guided by a licensed teacher.

Synchronous opportunities, either on-site or off-site, must be provided daily and may include full group instruction, peer interaction, two-way communication, small group breakouts, or individual office hours.



Learning experiences that allow for students to apply knowledge and skills that extend from the teacher-facilitated learning. Students have access to instructional support during applied learning activities, provided by educational assistants, teachers, and/or related service providers.



- Teacher Professional Development
- Parent/Family Contacts (guidance, support, communication, and parent/teacher conferences)

Comprehensive Distance Learning Premise

- Comprehensive Distance Learning centers around the core values of **care, connection, and continuity of learning**
- Students will receive a comprehensive learning experience
- Educators will connect with students daily
- Families will receive focused supports and training for digital learning tools
- Comprehensive Distance Learning will include:
 - Centrally & teacher-designed lessons
 - Integrated district-wide support services



COMPREHENSIVE DISTANCE LEARNING REQUIRED ELEMENTS

ACADEMIC CONDITIONS



Teaching and Learning



Instructional Time



Assessment, Grading, and Reporting Progress

OPERATIONAL CONDITIONS



Nutrition



Attendance



Clubs and Extracurricular Activities

STUDENT AND FAMILY SUPPORT



Equity and Access



Mental, Social, and Emotional Health



Partnering with Parents, Families, and Caregivers

DIGITAL LEARNING NEEDS



Infrastructure



Devices



Software Systems



Digital Content



Professional Development & Training

Comprehensive Distance Learning Planning Areas

- Set Goals/Define Success
- Academic Conditions
- Operational Conditions
- Student & Family Support
- Digital Learning Needs





Recommended Schedule - First two weeks

Grades K - 5

Prior to August 27th

Every family receives...

- A device (if needed)
- Access to asynchronous, multilingual webinars on Seesaw & Google Meet
- Access to small group support sessions on accessing tech & platforms
- Outreach from a counselor, SW, or admin if “disengaged” last spring

August 27th - 28th

Every teacher receives...

- Start-up PD focused on:
 - Staff community-bldg
 - Overview of fall expectations & plans
 - Family & student engagement (with an emphasis on trauma-informed practices & RESJ approaches)
 - Teachers start family phone calls/chats

Aug 31st-Sept 1st

Teachers move into the work...

- Every family receives a phone call/chat with their teacher
- Every PLC meets to debrief & plan
- Every teacher has personal planning time
- Every teacher has time to complete asynchronous PD

Sept 2 - Sept 11

Student engagement/ instruction begins...

- One synchronous whole class mtg/day for connection and relationship building
- One practice Seesaw lesson/day
- Follow-up with students/families who are not engaged
- Continued PLC/planning
- Continued PD

Recommended structure of the day starting 9/14:

Monday	Tuesday	Wednesday	Thursday	Friday
Breakfast (optional lunch pickup)				
Whole class day opener, focus on Social Emotional Learning				
Morning Instruction with teacher and small group or independent work				
Lunch				
Afternoon Instruction with teacher and small group or independent work				



High School

- 4 classes each semester, for a total of 8 classes for the year.
- Modifications for AP/IB students
- Additional support for students (i.e., English learners, students with disabilities)
- Standardized platform for ease of course access
- Students follow a “bell schedule” and meet with their teacher for instruction and will complete work offline.
- Attendance taken and grades reported
- Support for Black/Latinx/Native students with community-based partners





Recommended Schedule - High School

Fall Semester	Spring Semester
English 1-2	Social Science
Algebra 1-2	NGSS Physics
World Language	Physical Education
Freshman Seminar	Elective



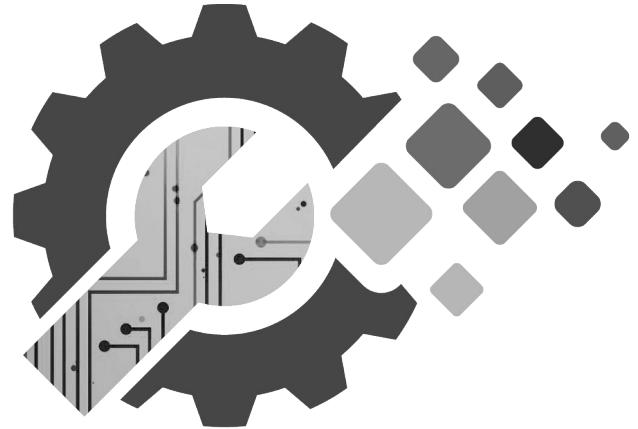


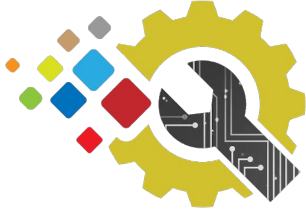
Recommended Schedule - High School Modified “Light Schedule”

Fall Semester	Spring Semester
English 1-2	Social Science
Algebra 1 World Language	Algebra 1 World Language
NGSS Physics	Physical Education
Freshman Seminar	Elective

Digital Learning Supports

- Core content units and instructional resources in Atlas
- Learning Management Systems:
 - Seesaw PK - 5
 - Canvas 6 - 12
- Digital Toolkit: discipline-based and other digital resources
- High-quality professional development on distance learning best practices and PPS Digital Toolkit - pps.net/digitaltoolkit





PPS Digital Toolkit

Instruction and Lesson Design Tools	Creation and Engagement Tools	Curriculum and Content --> Link to Atlas <--		
Canvas (6-12)* Clever Formative* Google G Suite Tools Google Meet NearPod* Remind Seesaw (K-5) Vision	Adobe Spark Book Creator Flipgrid Formative* Google G Suite Tools Nearpod* Padlet Screencastify WeVideo	General <hr/> Co:Writer Learn360 Snap&Read Sora Tumblebooks TeenbookCloud WorldBook	Humanities <hr/> Common Lit* Lexia Core 5* Lexia PowerUp* Reading A-Z* Time For Kids*	STEAM <hr/> Desmos* Dreambox* Focused Fitness* GeoGebra* Lab-Aids SEPUP MLC Apps

Technology Roll Out & Communication Plan

Family Communication

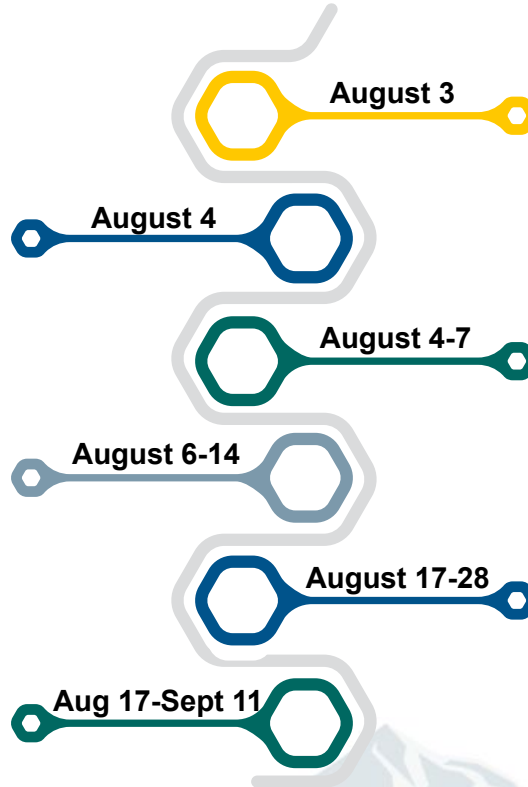
Communications to families detailing the timeline and process for requesting and receiving devices.

OTIS Delivery

OTIS staff will deliver devices to schools.
This may extend beyond August 16 as needed from incoming requests.

Centralized Call Center

Maintain a centralized call center for support around all technology needs; tech support, access support, where to access, etc. May extend beyond Sept. 11 as needed.



Principal Communication

Communication to principals detailing the process for getting information from families, device distribution, and delivery based at the local school.

Schools and Families

Schools work with families to determine need and collect information to provide to OTIS for fulfillment.

Family Pick-up

Families pick up requested devices from their home school location. This may extend beyond August 28 as needed from incoming requests.



Next Steps - In process

- Specific sample student schedules, “day in the life”
- Athletics / extracurricular activities / clubs
- Kindergarten experience
- Support & guidance for EL and Immersion students
- Special education services
- Racial equity strategies for students of color
- Collaboration with culturally-specific partners
- Call Center for families needing translated supports
- Planning child care for families and staff



**For updates, please see
PPS Reentry Resources:**

- pps.net/coronavirus
- pps.net/fall2020
- [Feedback form](#)

