



*Relmaging Education During the Pandemic*



**PORTLAND  
PUBLIC  
SCHOOLS**

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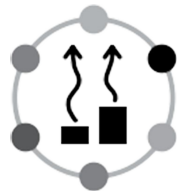
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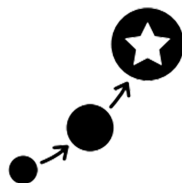
# Comprehensive Distance Learning Guiding Principles



*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





OREGON  
DEPARTMENT OF  
EDUCATION

## ODE Blueprint

Submission Date: 8/14/2020

### Tonight's focus:

- Academic Conditions for Comprehensive Distance Learning
- Digital Learning Needs for Comprehensive Distance Learning
- Racial Equity and Access
- Student and Family Support for Comprehensive Distance Learning



## OPERATIONAL BLUEPRINT FOR REENTRY



1. PUBLIC HEALTH  
PROTOCOLS



2. FACILITIES AND  
SCHOOL  
OPERATIONS



3. RESPONSE TO  
OUTBREAK

5. INSTRUCTION



6. FAMILY,  
COMMUNITY,  
ENGAGEMENT



4. EQUITY



7. MENTAL, SOCIAL,  
AND EMOTIONAL  
HEALTH



8. STAFFING AND  
PERSONNEL





# Comprehensive Distance Learning Premise

- All students will receive an engaging, comprehensive, and rigorous academic experience every day of the week
- The learning day will be organized so that the time educators spend directly interacting with students will be high quality, focused on meaningful learning activities
- 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



# Incoming Kinder Experience

- **Supporting Kinder Families:**
  - Online registration
  - Devices (if needed) & physical material backpacks
  - Community “meet & greets”
  - Orientation to virtual platforms
  - Family-teacher connections
- **Supporting Kinder Students:**
  - [Early Learner Core Values](#)
  - Soft Start: building community
  - Small group instruction
- **Supporting Kinder Teachers/EAs:**
  - Kinder-specific PD on developmentally -appropriate practices in digital learning

# Early Learners thrive...

In dynamic, joyful, safe, and predictable spaces that embrace:



In connected and supportive communities of family, friends, and educators.

When social-emotional teaching and learning are explicitly and authentically integrated and modeled throughout the day--fostering self- and community-care and positive relationship-building.

When provided meaningful learning experiences that promote development in:



– all in the context of real-life applications.

In learning environments in which their linguistic, cultural, racial, and self-identities are seen, heard, and affirmed--and in which they are engaged in authentic experiences with a wide range of languages, cultures, races, and identities.

When educators demonstrate cultural humility and partner with families to understand the home assets, values, cultures, and experiences that shape their children's approaches to learning.

When educators understand and embrace neuro diverse learning systems and disability, see each child's best self, honor each learner where they are, collaborate to support development, and provide multiple access points to allow all students to engage in meaningful learning.



**Early Learners:** In PPS, the term **Early Learners** includes students in preschool (age 3) through the entry to 3rd grade.

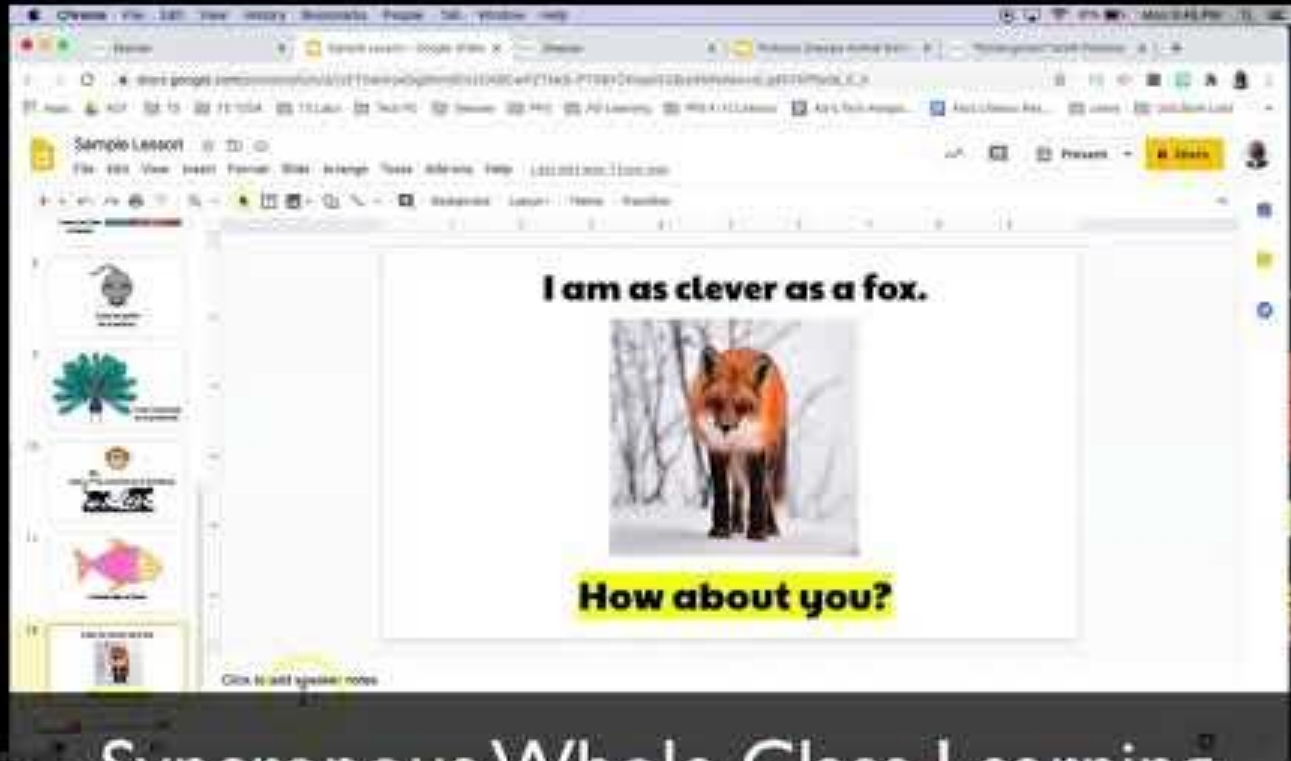
# **Visualizing the Seesaw and Canvas Experience**

**With special thanks to**

**Alexandra Fagan, TechSmart Coach and Teacher  
Chris Bartlo, Math/Computer Science, Wilson High School**



# Seesaw, Similes, and Kindergarten



SEESAW

## Synchronous Whole Class Learning



# Canvas in a High School Classroom

The screenshot displays the Canvas LMS interface. On the left is a dark sidebar with navigation icons for Home, Modules, Collaborations, Grades, Tools, News, Forums, and Google Drive. The main content area shows a course page titled "The Enigma Machine". The page includes a description, a list of resources (Ref 1 and Ref 2), and a video player. A purple banner at the bottom of the page reads "You are currently logged into Student View" and "Starting this video player will give all users full HD quality, allowing you to take the most from your content." In the bottom right corner, there is a video feed of a man with a beard and glasses, wearing a yellow shirt and headphones, identified as Mr. Bartlo.

Please [link to view](#) the unclipped video from Mr. Bartlo.





## Schedule Considerations

- Guiding Principle: Center the needs of our Black and Native American students
- Small-groups of instruction work groups worked on schedules for Elementary, Middle, and High Schools
- Prioritize engagement and provide opportunities for in-person and applied learning for students
- Ensure there are opportunities for small group instruction
- Ensure students have time to pick up food at nutrition hubs
- Provide opportunities for educators to collaborate, plan, and give students feedback on their work





# Sample Day - First Grade Student

**8:45AM - 9:30AM**

- Prepare for day
- Classroom Meeting

**9:30AM - 11:00AM**

- Language Arts & Social Studies
  - Mini-lesson
  - Small group lesson
  - Independent work

**LUNCH & RECESS**

**11:45AM - 12:15PM**

- Math
  - Independent work

**12:15PM - 1:00PM**

- Specials (e.g. Art, PE, Music, Library)

**1:00PM - 1:20PM**

**RECESS**

**1:20PM - 2:05PM**

- Math Intervention/Enrichment
  - Small group lesson
  - Independent work

**2:10PM - 2:40PM**

- Science or Health

*\*Actual times will vary based on school schedule*





# Sample Day - Eighth Grade Student

**8:30AM - 9:30AM**

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- **Prepare for day**
- **Access Nutrition Services**

**9:30AM - 10:15 AM**      **Period 1** (whole class, small group)

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**10:30AM - 11:15AM**      **Period 2** (whole class, small group)

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**11:30AM - 12:15PM**      **Period 3** (whole class, small group)

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**1:00PM - 2:30 PM**      Applied Learning

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**2:30PM - 3:15PM**      Advisory or Small Group

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**3:15PM - 4:00PM**      Applied Learning

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**Lunch & Movement**





# RESJ Strategies and Partners

## ★ Five Culturally Specific Strategies

<b>1: Culturally Specific Family Engagement</b>	PK, K-5
<b>2: Wrap Around Services</b>	High School
<b>3: Mentoring and Leadership Development</b>	Middle School
<b>4: Extended Learning and Enrichment</b>	Middle School
<b>5: Positive Cultural Identity Development</b>	Middle School

## ★ Sixteen Culturally Specific Partners serving prioritized CSI, TSI and Title Schools







# Mental Health and Wellness Supports

- SIA funding of new counselors and social workers
- Tier I SEL lessons K-12: a partnership between Multi-Tiered Systems of Support and Student Success & Health
- Tier II small group supports provided by school staff and culturally responsive partners
- Tier III Mental Health and Substance Use partnerships and contracts will continue to expand with a focus on increasing partnerships with BIPOC providers.
- Enhanced crisis recovery / grief supports
- Adi's Act - suicide prevention policy will be presented to the Board this Fall and will include district-wide suicide prevention training for all staff





## Next update will focus on:

- A virtual look at the First Day of school
- Continued community engagement & collaboration efforts
- Update on rolling distribution of technology devices
- Emerging menu of student & family supports, including third party child care options
- This school year's plan for athletics





## For updates, please see PPS Reentry Resources:

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

