



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

Under ODE's **Ready Schools, Safe Learners** guidance, each school¹ has been directed to submit a plan to the district² in order to provide on-site and/or hybrid instruction. Districts must submit each school's plan to the local school board and make the plans available to the public. This form is to be used to document a district's, school's or program's plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the [Ready Schools, Safe Learners guidance](#) document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,³ parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Abernethy
Key Contact Person for this Plan	Christie Petersen
Phone Number of this Person	503 916 6190
Email Address of this Person	cpetersen@pps.net
Sectors and position titles of those who informed the plan	Superintendent, Deputy Chiefs of Operations and Instruction, Chief Academic Officer, Chief of Schools, Chief of Staff, Legal Counsel, Chief of Student Support Services, Chief of Technology, Chief Operations Officer, Chief of Human Resources, Chief of Systems Performance, Senior Advisor Racial Equity and Social Justice, Chief of Engagement and Partnerships, Senior Director of Communications, Senior Director of Student Success and Health, Senior Director of Multi-Tiered Systems of Support, Attendance Manager, Director of Facilities, Director of Security Services, Director of Nutrition Services, Senior Director of Special Education, principals, teachers, labor union advisory participation, Senior Director of Humanities, Senior Director of STEAM, Regional Supts., Director of Risk Management, Director of Professional Learning, Project Managers, Student

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	Engagement Coordinators, Family advocates, student groups (BIPOC), special education and english language learners, family surveys, staff surveys, parent engagement groups, email responses from website, consultation with District Management Group (DMG), culturally specific partner organizations, PPS health advisory panel, and other large districts in Oregon.
Local public health office(s) or officers(s)	Multnomah ESD and the Oregon Health Authority; in consultation with the CDC.
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Director of Risk Management, Joe Crelier Building level administrators (Enforcement)
Intended Effective Dates for this Plan	9/2/2020 to at least 11/5/2020
ESD Region	Multnomah

2. Please list efforts you have made to engage your community (public health information sharing, taking feedback on planning, etc.) in preparing for school in 2020-21. Include information on engagement with communities often underserved and marginalized and those communities disproportionately impacted by COVID-19.

In preparation for reopening school in fall 2020, Portland Public Schools began gathering feedback from students and staff in May 2020. In March, the Communications team at PPS stood up a landing page for all students and families with centralized supports and pandemic resources. Surveys were conducted at the district level and by some individual schools. Our rate of response in surveying historically underserved and marginalized communities was low, which led to the utilization of intentional focus groups with our Native American community members and Elders, Black students and families, and other families and students of color. Additional focus groups were held with student leaders, and Spanish-Speaking families. Please find a summary of these focus groups here: [Memorandum to the Board of Education, Reopening Focus Group Update](#)

The District will continue to engage our community on a district and individual level to ensure that we are meeting the needs of all students and families to the best of our abilities.

3. Indicate which instructional model will be used.

Select One:

☐ On-Site Learning ☐ Hybrid Learning ☒ Comprehensive Distance Learning

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-15 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>) by August 15, 2020 or prior to the beginning of the 2020-21 school year.

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REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

This section must be completed by any school that is seeking to provide instruction through Comprehensive Distance Learning.

Describe why you are selecting Comprehensive Distance Learning as the school's Instructional Model for the effective dates of this plan.

In keeping with local, regional and state guidance and new health directives, Portland Public Schools has determined that it is safest for students and staff to maintain severely limited physical contact. We believe it is both responsible and critical to base our decisions on what will best ensure the health and wellness of our students and staff. We will always prefer to have our students engaged in classroom-based learning, but given current conditions, it would be unsafe to have significant numbers of students and adults back on campus at this time.

We will use this Comprehensive Distance Learning model for a minimum of September 2 through November 5, and will evaluate in October whether it is feasible to open in the 2nd quarter. Based on medical advice, including local health authorities, PPS will continue to keep the health and wellness of students and staff on the forefront in our planning.

Describe how your school's model aligns to the [Comprehensive Distance Learning Guidance](#) (linked). In completing this part of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. Please name any requirements you need ODE to review for any possible accommodations.

Framing PPS Values

As we continue to navigate the ongoing COVID-19 pandemic, Portland Public Schools remains committed to providing a high-quality education for all students and ensuring the health and wellness of students and staff through a comprehensive distance learning model. To guide our work, we centered racial equity and social justice in all decision-making and hold three principles from our strategic plan at the core of our planning - ensure the health and wellness of staff and students, strengthen and innovate the instructional core, and cultivate connection and relationship for students, staff and our community.

Our overarching approach to reopening is a relentless pursuit of racial equity and social justice (RESJ). We believe in the fundamental right to human dignity and that generating an equitable world requires an educational system that intentionally disrupts - and builds leaders to disrupt - systems of oppression. Therefore, our work to reopen schools acknowledges and recognizes the inequities of our system prior to Covid-19 and does not seek to reopen schools by returning to what was "normal" before. Rather, we are deeply engaged in fundamentally accelerating and centering our RESJ work, constantly examining opportunities to increase RESJ strategies through organizational transformation and system-wide collaboration. By way of this central focus and in partnership with families and stakeholders, including those representing students of color, we will bring racial predictability and disproportionality to an end.

In PPS, we are utilizing Targeted Universalism as a driver. We aim to operationalize our RESJ values so that every student is served and our universal board goals are achieved; thus realizing the graduate profile from [our Vision](#). Our approach supports the distinct needs of BIPOC students while also acknowledging our mutual interdependence. We recognize with great urgency the need for aligned and coherent strategies that improve conditions so that every student, especially our BIPOC students have an educational experience where they can thrive. Our approach disrupts institutional and cultural racism and promotes tangible strategies and resources for RESJ. To this end, we will prioritize services for students historically underserved by our system, including Black, Native, students receiving special education services and second language learners. We have used these [Guiding Principles](#) to align our collective work through this process.

Academic Conditions for Comprehensive Distance Learning

Teaching, Learning & Instructional Time:

Our comprehensive distance learning plan is designed so that all students will receive an engaging, comprehensive, and rigorous academic experience every day of the week. Students will receive standards-based instruction across all academic areas and will build meaningful relationships with the educators in their school community. Instructional time requirements will be adhered to in every grade level, where more than 50% of the instructional time will be teacher-facilitated learning. To meet this requirement, elementary students will follow predictable routines,

procedures, and schedules, that align with developmentally appropriate recommendations for screen time and synchronous learning. Secondary students will follow a predictable bell schedule that incorporates synchronous check-ins, consistent and timely feedback, and peer interactions. All students will continue to receive access to a well-rounded education which includes physical education, health, arts, music, tiered supports, etc.

The learning day will be organized so that the time educators spend directly interacting with students will be high quality, focused on complex learning activities with a high cognitive demand and that are centered around student engagement. Students will have opportunities for guided learning with an educator, as well as opportunities to work with peers, families, and community members to apply their learning and practice their skills. Students will be expected to complete assigned learning activities each day. Students will participate in daily virtual instruction by satisfactorily engaging with synchronous class sessions as well as asynchronous tasks, completing assigned learning activities or assignments to demonstrate their learning. Parents and students will communicate with the teacher when in need of additional learning support. Portland Public Schools will also provide families a variety of ways to connect, one of which is through educator office hours, posted publicly, for students and families to access which will include a process to request and schedule translation services as needed.

Racial Equity and Access:

In the development of our plan, all of the work groups utilized our [Racial Equity and Social Justice Lens](#) to inform decision making and programming. The application of the lens is based on our belief that the district should adopt a student-centered, racial equity and social justice focused lens in all high leverage decisions in order to more deeply understand the barriers and opportunities impacting BIPOC students and families. Additionally, the regular application of the lens, documentation of our responses and review of those responses will help us critically examine our efforts to increase access and opportunity for BIPOC students and families. Our steering committee collectively reviewed our comprehensive plans and applied the RESJ lens on multiple occasions. They utilized data, parent and student input from engagement, partner input and the diverse experience of members to answer the prompts, review our plans and make adjustments to more directly respond to the needs of BIPOC students. As a result we believe our plan is strengthened through the collaborative and reflective process we employed to apply the RESJ Lens to address racial equity and access in our plans.

Special Education Services and English Language Development

Students receiving special education services will continue to receive instruction, technology, support, accommodations, and modifications as required by ESSA, IDEA, and/or ADA based on a virtual learning environment. The majority of each student's services will be provided synchronously (i.e., with the teacher/service provider and student working together through direct and simultaneous communication). If only asynchronous services are recommended, the parent or guardian will provide written consent to shift from synchronous to asynchronous service delivery. All IDEA requirements will be met during Comprehensive Distance Learning. This includes all IDEA timelines, delivery of all related services, delivery of SDI, implementation of IEPs, etc. Schools will provide Child Find obligations, including timely evaluation and eligibility determinations.

Students who are identified to receive English Language development services will be provided with language assistance services and supports that allow the student access to grade level academic content and scaffolded language experiences. PPS's English as a Second Language program will encourage ESL and general education/homeroom teachers to collaboratively plan for inclusive learning experiences that consider and support the language proficiency of each student.

Assessment, Grading, Reporting & Statewide Balanced Assessment:

Portland Public Schools (PPS) has developed a framework for a balanced assessment system and worked throughout the pre-pandemic portion of the 2019-2020 academic year to introduce additional efficiency into the assessment model. Anticipating the ongoing challenges to face-to-face instruction, PPS successfully piloted remote administration of the NWEA MAP assessments at one of our schools in the Spring of 2020.

During the 2020-2021 academic year, PPS is prepared to remotely administer MAP in grades 3-8 in the fall and winter. The fall assessment will allow our students and families to better understand the learning needs of our students as they enter the academic year, and it will provide our teachers and curriculum support teams the necessary data to align and plan instruction. The mid-year assessment will provide feedback regarding both student growth and achievement allowing for an additional point to adapt our supports.

In addition to this common measure of growth and achievement, students will also be presented with common curriculum embedded assessments (pre and post unit) that are aligned to the scope and sequence and are paired with each of the curriculum units. These will provide additional, focused and just-in time, measures of learning that will allow for adaptations to the delivery of the unit materials in order to provide tiered supports. Educators will regularly report progress to students and families and provide opportunities to redo or make up work without penalty and retain the highest earned grade.

Finally, the administration of remote computer adaptive measures will also help the system prepare for the challenges associated with a potential remote administration of the state summative assessments in English Language Arts, Mathematics, and Science.

Attendance:

With the pandemic in the spring of the 2019-2020 academic year, the importance of maintaining an active engagement with our students and families rose to the forefront of our work as a system. As we approach the 2020-2021 year, engagement remains a critical focus and reflecting that engagement through attendance and other metrics is critical. We are committed to following all ODE guidelines and requirements in regards to attendance.

At this time, we are preparing to collect on-line attendance, and we are exploring ways to leverage data from our learning management and instructional delivery systems as a means to monitor engagement and attendance. Our primary focus, at this time, is to provide near real time data back to our schools to facilitate and focus the efforts of our schools to engage our students and families. We fully expect that our local community partners will be assisting in our efforts to focus and engage our disenfranchised students and communities in partnership with our counselors, social workers, Restorative Justice (RJ) specialists, attendance coaches and student engagement specialists.

Clubs & Extracurricular Activities:

Clubs and extracurricular activities are a critical component of any school community. We will ensure activities, clubs, and student organizations are available and accessible to all students to the extent possible, while focusing on the health and wellness of our students and staff as our top priority.

Operational Conditions for Comprehensive Distance Learning

Nutrition:

Portland Public Schools understands food stability is one of the most important safety measures schools can provide to students. We will build upon our work in the spring and expand to serve more sites this fall. We will serve breakfast and lunch at up to 40 sites, specifically sites that are elected for Community Eligibility Provision (CEP) in the 2020-21 school year in order to focus resources and access to food and nutrition in our highest risk and need communities. Meals will be served to families 2 days/week (Mondays will include 2 days worth of food and Wednesdays will include 3 days worth of food). No weekend food is permissible at this time, though we may be able to add additional daily supper meals depending on eligible sites and waivers (pending request from ODE to USDA). Nutrition Services will partner with Transportation to deliver meals to homes as requested by the families. Families will be sent an opt in/consent form for requesting meal delivery to their home. Delivery schedule will depend on demand and routing schedule by the Transportation department. Meals will continue to be a mix of ready-to-eat foods, prepared recipes and foods that can be heated at home by families. Communication about meals, services and benefits will be provided throughout the fall to families and school communities. Nutrition Services staff will adhere to all district and department standard operating procedures and safety plans.

Communicable Disease Management Plan (CMDP) and safety plans:

We have developed, in conjunction with our local health authority and Multnomah ESD, and will implement our CMDP as staff report to buildings, based on individual and department needs. Safety plans are developed and approved by our Risk Management team before staff can enter a building and building leaders are responsible for adhering to the safety plan at all times. We have also developed a confirmed case protocol and have aligned all contact tracing, investigatory measures and reporting through a partnership with MESD and the health department. When we are notified of a possible exposure we work with them to investigate and notify.

Student and Family Support for Comprehensive Distance Learning

As a district, we understand and value the importance of student, family and community engagement as a means to positively impact a student's academic, social emotional outcomes and to address continuous improvement efforts. We are committed to building a collective and shared responsibility for outcomes, while strengthening our capacity and skills to achieve this goal and ensuring clear alignment between our intentions and actions to foster engagement that reflects the communities' values and break down barriers to student achievement in this unprecedented time. To this end, PPS will focus our first two weeks on Social Emotional Learning, connections and relationship building between students and staff.

Beyond the first two weeks, PPS will employ a variety of creative means to ensure that our students and families, especially our Black and Native communities, have the tools and support they need and feel empowered to engage and stay engaged in our Comprehensive Distance Learning platform. We will base our expectations of school engagement efforts on the work of our CSI & TSI summer program, Summer Connections Academy, and the lessons we have learned from those endeavors and from the springtime efforts. Some elements that were effective within those school communities included: relationship building and cultivating trust and rapport by calling families and students daily, reaching out to families through personal visits (physically distanced) and providing 1:1 virtual support as needed. We will also provide support at meal hubs and with some in-person conversations and relationship building on school lawns and sidewalks. We continue to provide support for teachers from our counselors and social workers on the best ways to interact and connect with families through a trauma informed lens.

Racial Equity and Social Justice Partnerships

PPS partners with sixteen different culturally specific organizations to implement our five RESJ Partnership Strategies with BIPOC students and families at prioritized schools. These strategies and resulting services provide critical connections between our schools and communities. These strategies are informed by relevant research that affirms their effectiveness in improving educational and social outcomes for students of color.

1. *Culturally Specific Family Engagement* - Family engagement is a high leverage strategy that supports student learning and is designed to reduce or eliminate institutional barriers for families of color to advocate for the needs of their students. There is significant research that supports the effectiveness of family support, advocacy and encouragement with positive student achievement and outcomes.
2. *Wrap Around Services* - Provision of culturally specific and culturally responsive services to support student academic and social success. This includes case management, academic tutoring/support, service referral, student groups, and progress monitoring. Wrap around services have a comprehensive approach to meeting the needs of students.
3. *Mentoring and Leadership Development* - Services are designed to provide positive relationship development and support to students to reduce disproportionate discipline rates and increase attendance and a sense of belonging at school for students of color. This includes providing positive and diverse adult relationships that are reflective of students' culture and identity.
4. *Extended Learning and Enrichment* - Programming provides safe, structured and engaging activities to enhance and expand the learning of students outside of school hours. This includes after school programming and enrichment activities. Enrichment activities provide opportunities for students to pursue learning in their own areas of interest and strengths. Research has shown that students engaged in these activities can lead to increased academic performance and attendance.
5. *Positive Cultural Identity Development and Advocacy* - Programming provides participating youth with exposure and

opportunity to engage in activities that empower them to embrace a confident and positive cultural identity while preserving and sharing cultural heritages and traditions amongst their peers. Activities provide opportunities for students to learn and practice new methods of self-expression in a safe and culturally affirming environment. Partners are actively engaged with the district to collaboratively plan for the start of school by adjusting their services to be provided virtually and in alignment with our plans. Partners are meeting with school leaders,

Mental, Social, and Emotional Health:

Our Multi-tiered Systems of Support (MTSS) team is creating Social Emotional Learning (SEL) activities for the K-5 soft start to begin on September 2nd. These activities will be focused on making connections, building relationships, and creating community. The Office of Teaching and Learning (OTL) and MTSS departments are also leading the development of a two-week health and wellness unit that will focus on promoting the social, emotional, and cognitive skills students need to develop positive relationships and thrive in school. This required K-5 unit is set for teachers to begin on September 14th.

Lastly, K-5 and 6-8 SEL units were developed by the SEL team in the spring which focus on supporting resilience during challenging and, often, traumatic times. This nine-week unit will be revised for educators to use after the completion of the health unit by September 28th.

- MTSS and OTL will collaborate closely on the development of health and wellness and the SEL soft start lessons/activities.
- The MTSS unit is being built with the CASEL Roadmap for Reopening Critical Practices and the PPS & ODE reopening guidance as the foundation.
- The K-5 health and wellness unit will be required as one of four required health units. This unit is required even if schools have other SEL programs.

Additionally, PPS will continue to contract with our mental health and substance use partners in order to provide teletherapy for students who need this level of support. Our counselors and social workers will also meet virtually with students and families in order to assist with emotional and mental health wellness, suicide ideation, student threats, and other mental health or behavioral related concerns or needs. We are also partnering with culturally specific providers to support students of color and additional families who need our assistance. Some of these supports will be through personal (physically distanced) visits either on campus at a community site, or near the student's home. This will be through student and family choice, which honors their preferences in ways they feel they can best be supported.

Childcare:

PPS and contracted, licensed child care providers are exploring distance learning child care services for PPS families and employees. Child care providers would operate fee based programs with state subsidies for qualifying families. If we determine this is a viable service, locations will be dispersed throughout the PPS boundary. Providers would be required to follow health and safety guidelines from the Oregon Early Learning Division.

Digital Learning Needs for Comprehensive Distance Learning

Privacy and Security tools (Umbrella) have been installed and remain persistent on all PPS devices and accounts that prevents students from accessing known inappropriate or malicious sites. Passwords for staff and students changed to a longer character length, and a new portal has been implemented to aid in remote support for password reset situations. Changes have been made to patching and software update mechanisms to allow for devices to remain updated even though they are outside the PPS network. All staff and students will be trained on responsible digital citizenship.

In addition to the distribution of devices, PPS acquired 1990 hotspots to provide connectivity for students where Comcast Internet Essentials was not a viable option. These hotspots will be either picked up from distribution locations or delivered using bus drivers to bring the devices to student homes to ensure that students and staff that did not already have internet access were given devices to facilitate that. Additionally, infrastructure changes were made to

allow take home IP phones that allow for teachers and staff to be able to make contact with students and families just as they would in the classroom.

Device deployment:

In the spring we handed out chromebooks and hotspots/Comcast connectivity for students and staff to be able to participate in distance based learning. We will continue to provide devices and work with families to ensure all students are able to connect to our comprehensive distance learning model. We will continue to provide devices to staff as needed so they can deliver the digital curriculum effectively. We offer a curbside service at the district office during work hours for chromebook repairs needed. If the chromebook cannot be repaired on site, the student/staff will receive a replacement chromebook at this time. The service desk is available during work hours for staff, students and families to contact via phone or email. If call center tech is unable to resolve on the phone, a helpdesk ticket will be created and followed up with the individual caller. An email to support will create a helpdesk ticket and the call center tech will follow up with the individual.

Digital Toolkit:

Portland Public Schools has developed a comprehensive and districtwide set of digital tools for every PPS classroom, teacher, and student. The [PPS Digital Toolkit](#) provides a set of digital tools that will enhance instructional strategies and content delivery. These tools will enhance the existing opportunities with both synchronous and asynchronous learning. These tools have been reviewed and evaluated for digital content quality and cultural relevance.

The tools fall into three categories: Instruction and Lesson Design, Creation and Engagement, and Content. Instruction and Lesson Design tools are those applications and system platforms that teachers use to deliver instruction, lessons, and communications. These include classroom content delivery and learning management systems, applications for communications, and lesson and assessment design tools. Creation and Engagement tools are used by teachers and students in distance learning, as well as in-classroom technology-enhanced instruction. These tools support student voice, elicit response, provide shared spaces for individual, small group, and whole-class collaboration, and engage students with the content. Content tools have been selected to assist our teachers in providing content, build opportunities for sustained practice, and apply learning in both distanced and in-person models of instruction.

Learning Platforms:

PPS has adopted two classroom learning platforms to meet the needs of our elementary and secondary students and teachers. These tools were selected because of their current use and success in PPS, knowledge of their toolset, depth of their function and capabilities, and their presence in the educational technology space. Both platforms allow teachers to create, post, interact, provide feedback, and assess with their students and will bring a single point of entry for students and families into classroom instruction.

Professional Development:

Ongoing and high-quality professional learning and training is essential for the successful implementation of Comprehensive Distance Learning. PPS will provide professional learning for all educators during the course of the summer, pre-service and throughout the school year. The content will be focused on best practices for distance learning, as well as technical “how to” training for digital tools and other operational functions.

Describe the school’s plan, including the anticipated timeline, for returning to Hybrid Learning or On-Site Learning consistent with the *Ready Schools, Safe Learners* guidance.

At this time PPS is planning for the opening of our physical buildings when it is deemed safe and appropriate under the Governor's directive. The District will utilize a comprehensive distance learning (CDL) platform for a minimum of the first quarter (through November 5th) and will evaluate all available health-related information to decide if our CDL will continue through the first semester or if we will be able to open to a hybrid model of instruction in November. We will continue to follow the Governor's orders and ODE's recommendations and guidance.

The remainder of this operational blueprint is not applicable to schools operating a Comprehensive Distance Learning Model.



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Phone Number of this Person	503 916 6482
Email Address of this Person	gtaylor1@pps.net
Sectors and position titles of those who informed the plan	Superintendent, Deputy Chiefs of Operations and Instruction, Chief Academic Officer, Chief of Schools, Chief of Staff, Legal Counsel, Chief of Student Support Services, Chief of Technology, Chief Operations Officer, Chief of Human Resources, Chief of Systems Performance, Senior Advisor Racial Equity and Social Justice, Chief of Engagement and Partnerships, Senior Director of Communications, Senior Director of Student Success and Health, Senior Director of Multi-Tiered Systems of Support, Attendance Manager, Director of Facilities, Director of Security Services, Director of Nutrition Services, Senior Director of Special Education, principals, teachers, labor union advisory participation, Senior Director of Humanities, Senior Director of STEAM, Regional Supts., Director of Risk Management, Director of Professional Learning, Project Managers, Student

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Our overarching approach to reopening is a relentless pursuit of racial equity and social justice (RESJ). We believe in the fundamental right to human dignity and that generating an equitable world requires an educational system that intentionally disrupts - and builds leaders to disrupt - systems of oppression. Therefore, our work to reopen schools acknowledges and recognizes the inequities of our system prior to Covid-19 and does not seek to reopen schools by returning to what was "normal" before. Rather, we are deeply engaged in fundamentally accelerating and centering our RESJ work, constantly examining opportunities to increase RESJ strategies through organizational transformation and system-wide collaboration. By way of this central focus and in partnership with families and stakeholders, including those representing students of color, we will bring racial predictability and disproportionality to an end.

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At this time, we are preparing to collect on-line attendance, and we are exploring ways to leverage data from our learning management and instructional delivery systems as a means to monitor engagement and attendance. Our primary focus, at this time, is to provide near real time data back to our schools to facilitate and focus the efforts of our schools to engage our students and families. We fully expect that our local community partners will be assisting in our efforts to focus and engage our disenfranchised students and communities in partnership with our counselors, social workers, Restorative Justice (RJ) specialists, attendance coaches and student engagement specialists.

Clubs & Extracurricular Activities:

Clubs and extracurricular activities are a critical component of any school community. We will ensure activities, clubs, and student organizations are available and accessible to all students to the extent possible, while focusing on the health and wellness of our students and staff as our top priority.

Operational Conditions for Comprehensive Distance Learning

Nutrition:

Portland Public Schools understands food stability is one of the most important safety measures schools can provide to students. We will build upon our work in the spring and expand to serve more sites this fall. We will serve breakfast and lunch at up to 40 sites, specifically sites that are elected for Community Eligibility Provision (CEP) in the 2020-21 school year in order to focus resources and access to food and nutrition in our highest risk and need communities. Meals will be served to families 2 days/week (Mondays will include 2 days worth of food and Wednesdays will include 3 days worth of food). No weekend food is permissible at this time, though we may be able to add additional daily supper meals depending on eligible sites and waivers (pending request from ODE to USDA). Nutrition Services will partner with Transportation to deliver meals to homes as requested by the families. Families will be sent an opt in/consent form for requesting meal delivery to their home. Delivery schedule will depend on demand and routing schedule by the Transportation department. Meals will continue to be a mix of ready-to-eat foods, prepared recipes and foods that can be heated at home by families. Communication about meals, services and benefits will be provided throughout the fall to families and school communities. Nutrition Services staff will adhere to all district and department standard operating procedures and safety plans.

Communicable Disease Management Plan (CMDP) and safety plans:

We have developed, in conjunction with our local health authority and Multnomah ESD, and will implement our CMDP as staff report to buildings, based on individual and department needs. Safety plans are developed and approved by our Risk Management team before staff can enter a building and building leaders are responsible for adhering to the safety plan at all times. We have also developed a confirmed case protocol and have aligned all contact tracing, investigatory measures and reporting through a partnership with MESD and the health department. When we are notified of a possible exposure we work with them to investigate and notify.

Student and Family Support for Comprehensive Distance Learning

As a district, we understand and value the importance of student, family and community engagement as a means to positively impact a student's academic, social emotional outcomes and to address continuous improvement efforts. We are committed to building a collective and shared responsibility for outcomes, while strengthening our capacity and skills to achieve this goal and ensuring clear alignment between our intentions and actions to foster engagement that reflects the communities' values and break down barriers to student achievement in this unprecedented time. To this end, PPS will focus our first two weeks on Social Emotional Learning, connections and relationship building between students and staff.

Beyond the first two weeks, PPS will employ a variety of creative means to ensure that our students and families, especially our Black and Native communities, have the tools and support they need and feel empowered to engage and stay engaged in our Comprehensive Distance Learning platform. We will base our expectations of school engagement efforts on the work of our CSI & TSI summer program, Summer Connections Academy, and the lessons we have learned from those endeavors and from the springtime efforts. Some elements that were effective within those school communities included: relationship building and cultivating trust and rapport by calling families and students daily, reaching out to families through personal visits (physically distanced) and providing 1:1 virtual support as needed. We will also provide support at meal hubs and with some in-person conversations and relationship building on school lawns and sidewalks. We continue to provide support for teachers from our counselors and social workers on the best ways to interact and connect with families through a trauma informed lens.

Racial Equity and Social Justice Partnerships

PPS partners with sixteen different culturally specific organizations to implement our five RESJ Partnership Strategies with BIPOC students and families at prioritized schools. These strategies and resulting services provide critical connections between our schools and communities. These strategies are informed by relevant research that affirms their effectiveness in improving educational and social outcomes for students of color.

1. *Culturally Specific Family Engagement* - Family engagement is a high leverage strategy that supports student learning and is designed to reduce or eliminate institutional barriers for families of color to advocate for the needs of their students. There is significant research that supports the effectiveness of family support, advocacy and encouragement with positive student achievement and outcomes.
2. *Wrap Around Services* - Provision of culturally specific and culturally responsive services to support student academic and social success. This includes case management, academic tutoring/support, service referral, student groups, and progress monitoring. Wrap around services have a comprehensive approach to meeting the needs of students.
3. *Mentoring and Leadership Development* - Services are designed to provide positive relationship development and support to students to reduce disproportionate discipline rates and increase attendance and a sense of belonging at school for students of color. This includes providing positive and diverse adult relationships that are reflective of students' culture and identity.
4. *Extended Learning and Enrichment* - Programming provides safe, structured and engaging activities to enhance and expand the learning of students outside of school hours. This includes after school programming and enrichment activities. Enrichment activities provide opportunities for students to pursue learning in their own areas of interest and strengths. Research has shown that students engaged in these activities can lead to increased academic performance and attendance.
5. *Positive Cultural Identity Development and Advocacy* - Programming provides participating youth with exposure and

opportunity to engage in activities that empower them to embrace a confident and positive cultural identity while preserving and sharing cultural heritages and traditions amongst their peers. Activities provide opportunities for students to learn and practice new methods of self-expression in a safe and culturally affirming environment. Partners are actively engaged with the district to collaboratively plan for the start of school by adjusting their services to be provided virtually and in alignment with our plans. Partners are meeting with school leaders,

Mental, Social, and Emotional Health:

Our Multi-tiered Systems of Support (MTSS) team is creating Social Emotional Learning (SEL) activities for the K-5 soft start to begin on September 2nd. These activities will be focused on making connections, building relationships, and creating community. The Office of Teaching and Learning (OTL) and MTSS departments are also leading the development of a two-week health and wellness unit that will focus on promoting the social, emotional, and cognitive skills students need to develop positive relationships and thrive in school. This required K-5 unit is set for teachers to begin on September 14th.

Lastly, K-5 and 6-8 SEL units were developed by the SEL team in the spring which focus on supporting resilience during challenging and, often, traumatic times. This nine-week unit will be revised for educators to use after the completion of the health unit by September 28th.

- MTSS and OTL will collaborate closely on the development of health and wellness and the SEL soft start lessons/activities.
- The MTSS unit is being built with the CASEL Roadmap for Reopening Critical Practices and the PPS & ODE reopening guidance as the foundation.
- The K-5 health and wellness unit will be required as one of four required health units. This unit is required even if schools have other SEL programs.

Additionally, PPS will continue to contract with our mental health and substance use partners in order to provide teletherapy for students who need this level of support. Our counselors and social workers will also meet virtually with students and families in order to assist with emotional and mental health wellness, suicide ideation, student threats, and other mental health or behavioral related concerns or needs. We are also partnering with culturally specific providers to support students of color and additional families who need our assistance. Some of these supports will be through personal (physically distanced) visits either on campus at a community site, or near the student's home. This will be through student and family choice, which honors their preferences in ways they feel they can best be supported.

Childcare:

PPS and contracted, licensed child care providers are exploring distance learning child care services for PPS families and employees. Child care providers would operate fee based programs with state subsidies for qualifying families. If we determine this is a viable service, locations will be dispersed throughout the PPS boundary. Providers would be required to follow health and safety guidelines from the Oregon Early Learning Division.

Digital Learning Needs for Comprehensive Distance Learning

Privacy and Security tools (Umbrella) have been installed and remain persistent on all PPS devices and accounts that prevents students from accessing known inappropriate or malicious sites. Passwords for staff and students changed to a longer character length, and a new portal has been implemented to aid in remote support for password reset situations. Changes have been made to patching and software update mechanisms to allow for devices to remain updated even though they are outside the PPS network. All staff and students will be trained on responsible digital citizenship.

In addition to the distribution of devices, PPS acquired 1990 hotspots to provide connectivity for students where Comcast Internet Essentials was not a viable option. These hotspots will be either picked up from distribution locations or delivered using bus drivers to bring the devices to student homes to ensure that students and staff that did not already have internet access were given devices to facilitate that. Additionally, infrastructure changes were made to

allow take home IP phones that allow for teachers and staff to be able to make contact with students and families just as they would in the classroom.

Device deployment:

In the spring we handed out chromebooks and hotspots/Comcast connectivity for students and staff to be able to participate in distance based learning. We will continue to provide devices and work with families to ensure all students are able to connect to our comprehensive distance learning model. We will continue to provide devices to staff as needed so they can deliver the digital curriculum effectively. We offer a curbside service at the district office during work hours for chromebook repairs needed. If the chromebook cannot be repaired on site, the student/staff will receive a replacement chromebook at this time. The service desk is available during work hours for staff, students and families to contact via phone or email. If call center tech is unable to resolve on the phone, a helpdesk ticket will be created and followed up with the individual caller. An email to support will create a helpdesk ticket and the call center tech will follow up with the individual.

Digital Toolkit:

Portland Public Schools has developed a comprehensive and districtwide set of digital tools for every PPS classroom, teacher, and student. The [PPS Digital Toolkit](#) provides a set of digital tools that will enhance instructional strategies and content delivery. These tools will enhance the existing opportunities with both synchronous and asynchronous learning. These tools have been reviewed and evaluated for digital content quality and cultural relevance.

The tools fall into three categories: Instruction and Lesson Design, Creation and Engagement, and Content. Instruction and Lesson Design tools are those applications and system platforms that teachers use to deliver instruction, lessons, and communications. These include classroom content delivery and learning management systems, applications for communications, and lesson and assessment design tools. Creation and Engagement tools are used by teachers and students in distance learning, as well as in-classroom technology-enhanced instruction. These tools support student voice, elicit response, provide shared spaces for individual, small group, and whole-class collaboration, and engage students with the content. Content tools have been selected to assist our teachers in providing content, build opportunities for sustained practice, and apply learning in both distanced and in-person models of instruction.

Learning Platforms:

PPS has adopted two classroom learning platforms to meet the needs of our elementary and secondary students and teachers. These tools were selected because of their current use and success in PPS, knowledge of their toolset, depth of their function and capabilities, and their presence in the educational technology space. Both platforms allow teachers to create, post, interact, provide feedback, and assess with their students and will bring a single point of entry for students and families into classroom instruction.

Professional Development:

Ongoing and high-quality professional learning and training is essential for the successful implementation of Comprehensive Distance Learning. PPS will provide professional learning for all educators during the course of the summer, pre-service and throughout the school year. The content will be focused on best practices for distance learning, as well as technical “how to” training for digital tools and other operational functions.

Describe the school’s plan, including the anticipated timeline, for returning to Hybrid Learning or On-Site Learning consistent with the *Ready Schools, Safe Learners* guidance.

At this time PPS is planning for the opening of our physical buildings when it is deemed safe and appropriate under the Governor's directive. The District will utilize a comprehensive distance learning (CDL) platform for a minimum of the first quarter (through November 5th) and will evaluate all available health-related information to decide if our CDL will continue through the first semester or if we will be able to open to a hybrid model of instruction in November. We will continue to follow the Governor's orders and ODE's recommendations and guidance.

The remainder of this operational blueprint is not applicable to schools operating a Comprehensive Distance Learning Model.



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

Under ODE's **Ready Schools, Safe Learners** guidance, each school¹ has been directed to submit a plan to the district² in order to provide on-site and/or hybrid instruction. Districts must submit each school's plan to the local school board and make the plans available to the public. This form is to be used to document a district's, school's or program's plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the [Ready Schools, Safe Learners guidance](#) document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,³ parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Access at Vestal
Key Contact Person for this Plan	Gabriel Corona (AP)
Phone Number of this Person	503 916 6483
Email Address of this Person	gcorona@pps.net
Sectors and position titles of those who informed the plan	Superintendent, Deputy Chiefs of Operations and Instruction, Chief Academic Officer, Chief of Schools, Chief of Staff, Legal Counsel, Chief of Student Support Services, Chief of Technology, Chief Operations Officer, Chief of Human Resources, Chief of Systems Performance, Senior Advisor Racial Equity and Social Justice, Chief of Engagement and Partnerships, Senior Director of Communications, Senior Director of Student Success and Health, Senior Director of Multi-Tiered Systems of Support, Attendance Manager, Director of Facilities, Director of Security Services, Director of Nutrition Services, Senior Director of Special Education, principals, teachers, labor union advisory participation, Senior Director of Humanities, Senior Director of STEAM, Regional Supts., Director of Risk Management, Director of Professional Learning, Project Managers, Student

¹ For the purposes of this guidance: "school" refers to all public schools, including public charter schools, public virtual charter schools, alternative education programs, private schools and the Oregon School for the Deaf. For ease of readability, "school" will be used inclusively to reference all of these settings.

² For the purposes of this guidance: "district" refers to a school district, education service district, public charter school sponsoring district, virtual public charter school sponsoring district, state sponsored public charter school, alternative education programs, private schools, and the Oregon School for the Deaf.

³ Tribal Consultation is a separate process from stakeholder engagement; consultation recognizes and affirms tribal rights of self-government and tribal sovereignty, and mandates state government to work with American Indian nations on a [government-to-government](#) basis.

	Engagement Coordinators, Family advocates, student groups (BIPOC), special education and english language learners, family surveys, staff surveys, parent engagement groups, email responses from website, consultation with District Management Group (DMG), culturally specific partner organizations, PPS health advisory panel, and other large districts in Oregon.
Local public health office(s) or officers(s)	Multnomah ESD and the Oregon Health Authority; in consultation with the CDC.
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Director of Risk Management, Joe Crelier Building level administrators (Enforcement)
Intended Effective Dates for this Plan	9/2/2020 to at least 11/5/2020
ESD Region	Multnomah

2. Please list efforts you have made to engage your community (public health information sharing, taking feedback on planning, etc.) in preparing for school in 2020-21. Include information on engagement with communities often underserved and marginalized and those communities disproportionately impacted by COVID-19.

In preparation for reopening school in fall 2020, Portland Public Schools began gathering feedback from students and staff in May 2020. In March, the Communications team at PPS stood up a landing page for all students and families with centralized supports and pandemic resources. Surveys were conducted at the district level and by some individual schools. Our rate of response in surveying historically underserved and marginalized communities was low, which led to the utilization of intentional focus groups with our Native American community members and Elders, Black students and families, and other families and students of color. Additional focus groups were held with student leaders, and Spanish-Speaking families. Please find a summary of these focus groups here: [Memorandum to the Board of Education, Reopening Focus Group Update](#)

The District will continue to engage our community on a district and individual level to ensure that we are meeting the needs of all students and families to the best of our abilities.

3. Indicate which instructional model will be used.

Select One:

☐ On-Site Learning ☐ Hybrid Learning ☒ Comprehensive Distance Learning

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-15 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>) by August 15, 2020 or prior to the beginning of the 2020-21 school year.

* **Note:** Private schools are required to comply with only sections 1-3 of the **Ready Schools, Safe Learners** guidance.

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

This section must be completed by any school that is seeking to provide instruction through Comprehensive Distance Learning.

Describe why you are selecting Comprehensive Distance Learning as the school's Instructional Model for the effective dates of this plan.

In keeping with local, regional and state guidance and new health directives, Portland Public Schools has determined that it is safest for students and staff to maintain severely limited physical contact. We believe it is both responsible and critical to base our decisions on what will best ensure the health and wellness of our students and staff. We will always prefer to have our students engaged in classroom-based learning, but given current conditions, it would be unsafe to have significant numbers of students and adults back on campus at this time.

We will use this Comprehensive Distance Learning model for a minimum of September 2 through November 5, and will evaluate in October whether it is feasible to open in the 2nd quarter. Based on medical advice, including local health authorities, PPS will continue to keep the health and wellness of students and staff on the forefront in our planning.

Describe how your school's model aligns to the [Comprehensive Distance Learning Guidance](#) (linked). In completing this part of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. Please name any requirements you need ODE to review for any possible accommodations.

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Operational Conditions for Comprehensive Distance Learning

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Additionally, PPS will continue to contract with our mental health and substance use partners in order to provide teletherapy for students who need this level of support. Our counselors and social workers will also meet virtually with students and families in order to assist with emotional and mental health wellness, suicide ideation, student threats, and other mental health or behavioral related concerns or needs. We are also partnering with culturally specific providers to support students of color and additional families who need our assistance. Some of these supports will be through personal (physically distanced) visits either on campus at a community site, or near the student's home. This will be through student and family choice, which honors their preferences in ways they feel they can best be supported.

Childcare:

PPS and contracted, licensed child care providers are exploring distance learning child care services for PPS families and employees. Child care providers would operate fee based programs with state subsidies for qualifying families. If we determine this is a viable service, locations will be dispersed throughout the PPS boundary. Providers would be required to follow health and safety guidelines from the Oregon Early Learning Division.

Digital Learning Needs for Comprehensive Distance Learning

Privacy and Security tools (Umbrella) have been installed and remain persistent on all PPS devices and accounts that prevents students from accessing known inappropriate or malicious sites. Passwords for staff and students changed to a longer character length, and a new portal has been implemented to aid in remote support for password reset situations. Changes have been made to patching and software update mechanisms to allow for devices to remain updated even though they are outside the PPS network. All staff and students will be trained on responsible digital citizenship.

In addition to the distribution of devices, PPS acquired 1990 hotspots to provide connectivity for students where Comcast Internet Essentials was not a viable option. These hotspots will be either picked up from distribution locations or delivered using bus drivers to bring the devices to student homes to ensure that students and staff that did not already have internet access were given devices to facilitate that. Additionally, infrastructure changes were made to

allow take home IP phones that allow for teachers and staff to be able to make contact with students and families just as they would in the classroom.

Device deployment:

In the spring we handed out chromebooks and hotspots/Comcast connectivity for students and staff to be able to participate in distance based learning. We will continue to provide devices and work with families to ensure all students are able to connect to our comprehensive distance learning model. We will continue to provide devices to staff as needed so they can deliver the digital curriculum effectively. We offer a curbside service at the district office during work hours for chromebook repairs needed. If the chromebook cannot be repaired on site, the student/staff will receive a replacement chromebook at this time. The service desk is available during work hours for staff, students and families to contact via phone or email. If call center tech is unable to resolve on the phone, a helpdesk ticket will be created and followed up with the individual caller. An email to support will create a helpdesk ticket and the call center tech will follow up with the individual.

Digital Toolkit:

Portland Public Schools has developed a comprehensive and districtwide set of digital tools for every PPS classroom, teacher, and student. The [PPS Digital Toolkit](#) provides a set of digital tools that will enhance instructional strategies and content delivery. These tools will enhance the existing opportunities with both synchronous and asynchronous learning. These tools have been reviewed and evaluated for digital content quality and cultural relevance.

The tools fall into three categories: Instruction and Lesson Design, Creation and Engagement, and Content. Instruction and Lesson Design tools are those applications and system platforms that teachers use to deliver instruction, lessons, and communications. These include classroom content delivery and learning management systems, applications for communications, and lesson and assessment design tools. Creation and Engagement tools are used by teachers and students in distance learning, as well as in-classroom technology-enhanced instruction. These tools support student voice, elicit response, provide shared spaces for individual, small group, and whole-class collaboration, and engage students with the content. Content tools have been selected to assist our teachers in providing content, build opportunities for sustained practice, and apply learning in both distanced and in-person models of instruction.

Learning Platforms:

PPS has adopted two classroom learning platforms to meet the needs of our elementary and secondary students and teachers. These tools were selected because of their current use and success in PPS, knowledge of their toolset, depth of their function and capabilities, and their presence in the educational technology space. Both platforms allow teachers to create, post, interact, provide feedback, and assess with their students and will bring a single point of entry for students and families into classroom instruction.

Professional Development:

Ongoing and high-quality professional learning and training is essential for the successful implementation of Comprehensive Distance Learning. PPS will provide professional learning for all educators during the course of the summer, pre-service and throughout the school year. The content will be focused on best practices for distance learning, as well as technical “how to” training for digital tools and other operational functions.

Describe the school’s plan, including the anticipated timeline, for returning to Hybrid Learning or On-Site Learning consistent with the *Ready Schools, Safe Learners* guidance.

At this time PPS is planning for the opening of our physical buildings when it is deemed safe and appropriate under the Governor's directive. The District will utilize a comprehensive distance learning (CDL) platform for a minimum of the first quarter (through November 5th) and will evaluate all available health-related information to decide if our CDL will continue through the first semester or if we will be able to open to a hybrid model of instruction in November. We will continue to follow the Governor's orders and ODE's recommendations and guidance.

The remainder of this operational blueprint is not applicable to schools operating a Comprehensive Distance Learning Model.



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

Under ODE's **Ready Schools, Safe Learners** guidance, each school¹ has been directed to submit a plan to the district² in order to provide on-site and/or hybrid instruction. Districts must submit each school's plan to the local school board and make the plans available to the public. This form is to be used to document a district's, school's or program's plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the [Ready Schools, Safe Learners guidance](#) document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,³ parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Ainsworth
Key Contact Person for this Plan	Andrew Johnson
Phone Number of this Person	503 916 6288
Email Address of this Person	wjohnson1@pps.net
Sectors and position titles of those who informed the plan	Superintendent, Deputy Chiefs of Operations and Instruction, Chief Academic Officer, Chief of Schools, Chief of Staff, Legal Counsel, Chief of Student Support Services, Chief of Technology, Chief Operations Officer, Chief of Human Resources, Chief of Systems Performance, Senior Advisor Racial Equity and Social Justice, Chief of Engagement and Partnerships, Senior Director of Communications, Senior Director of Student Success and Health, Senior Director of Multi-Tiered Systems of Support, Attendance Manager, Director of Facilities, Director of Security Services, Director of Nutrition Services, Senior Director of Special Education, principals, teachers, labor union advisory participation, Senior Director of Humanities, Senior Director of STEAM, Regional Supts., Director of Risk Management, Director of Professional Learning, Project Managers, Student

¹ For the purposes of this guidance: "school" refers to all public schools, including public charter schools, public virtual charter schools, alternative education programs, private schools and the Oregon School for the Deaf. For ease of readability, "school" will be used inclusively to reference all of these settings.

² For the purposes of this guidance: "district" refers to a school district, education service district, public charter school sponsoring district, virtual public charter school sponsoring district, state sponsored public charter school, alternative education programs, private schools, and the Oregon School for the Deaf.

³ Tribal Consultation is a separate process from stakeholder engagement; consultation recognizes and affirms tribal rights of self-government and tribal sovereignty, and mandates state government to work with American Indian nations on a [government-to-government](#) basis.

	Engagement Coordinators, Family advocates, student groups (BIPOC), special education and english language learners, family surveys, staff surveys, parent engagement groups, email responses from website, consultation with District Management Group (DMG), culturally specific partner organizations, PPS health advisory panel, and other large districts in Oregon.
Local public health office(s) or officers(s)	Multnomah ESD and the Oregon Health Authority; in consultation with the CDC.
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Director of Risk Management, Joe Crelier Building level administrators (Enforcement)
Intended Effective Dates for this Plan	9/2/2020 to at least 11/5/2020
ESD Region	Multnomah

2. Please list efforts you have made to engage your community (public health information sharing, taking feedback on planning, etc.) in preparing for school in 2020-21. Include information on engagement with communities often underserved and marginalized and those communities disproportionately impacted by COVID-19.

In preparation for reopening school in fall 2020, Portland Public Schools began gathering feedback from students and staff in May 2020. In March, the Communications team at PPS stood up a landing page for all students and families with centralized supports and pandemic resources. Surveys were conducted at the district level and by some individual schools. Our rate of response in surveying historically underserved and marginalized communities was low, which led to the utilization of intentional focus groups with our Native American community members and Elders, Black students and families, and other families and students of color. Additional focus groups were held with student leaders, and Spanish-Speaking families. Please find a summary of these focus groups here: [Memorandum to the Board of Education, Reopening Focus Group Update](#)

The District will continue to engage our community on a district and individual level to ensure that we are meeting the needs of all students and families to the best of our abilities.

3. Indicate which instructional model will be used.

Select One:

☐ On-Site Learning ☐ Hybrid Learning ☒ Comprehensive Distance Learning

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-15 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>) by August 15, 2020 or prior to the beginning of the 2020-21 school year.

* **Note:** Private schools are required to comply with only sections 1-3 of the **Ready Schools, Safe Learners** guidance.

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

This section must be completed by any school that is seeking to provide instruction through Comprehensive Distance Learning.

Describe why you are selecting Comprehensive Distance Learning as the school's Instructional Model for the effective dates of this plan.

In keeping with local, regional and state guidance and new health directives, Portland Public Schools has determined that it is safest for students and staff to maintain severely limited physical contact. We believe it is both responsible and critical to base our decisions on what will best ensure the health and wellness of our students and staff. We will always prefer to have our students engaged in classroom-based learning, but given current conditions, it would be unsafe to have significant numbers of students and adults back on campus at this time.

We will use this Comprehensive Distance Learning model for a minimum of September 2 through November 5, and will evaluate in October whether it is feasible to open in the 2nd quarter. Based on medical advice, including local health authorities, PPS will continue to keep the health and wellness of students and staff on the forefront in our planning.

Describe how your school's model aligns to the [Comprehensive Distance Learning Guidance](#) (linked). In completing this part of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. Please name any requirements you need ODE to review for any possible accommodations.

Framing PPS Values

As we continue to navigate the ongoing COVID-19 pandemic, Portland Public Schools remains committed to providing a high-quality education for all students and ensuring the health and wellness of students and staff through a comprehensive distance learning model. To guide our work, we centered racial equity and social justice in all decision-making and hold three principles from our strategic plan at the core of our planning - ensure the health and wellness of staff and students, strengthen and innovate the instructional core, and cultivate connection and relationship for students, staff and our community.

Our overarching approach to reopening is a relentless pursuit of racial equity and social justice (RESJ). We believe in the fundamental right to human dignity and that generating an equitable world requires an educational system that intentionally disrupts - and builds leaders to disrupt - systems of oppression. Therefore, our work to reopen schools acknowledges and recognizes the inequities of our system prior to Covid-19 and does not seek to reopen schools by returning to what was "normal" before. Rather, we are deeply engaged in fundamentally accelerating and centering our RESJ work, constantly examining opportunities to increase RESJ strategies through organizational transformation and system-wide collaboration. By way of this central focus and in partnership with families and stakeholders, including those representing students of color, we will bring racial predictability and disproportionality to an end.

In PPS, we are utilizing Targeted Universalism as a driver. We aim to operationalize our RESJ values so that every student is served and our universal board goals are achieved; thus realizing the graduate profile from [our Vision](#). Our approach supports the distinct needs of BIPOC students while also acknowledging our mutual interdependence. We recognize with great urgency the need for aligned and coherent strategies that improve conditions so that every student, especially our BIPOC students have an educational experience where they can thrive. Our approach disrupts institutional and cultural racism and promotes tangible strategies and resources for RESJ. To this end, we will prioritize services for students historically underserved by our system, including Black, Native, students receiving special education services and second language learners. We have used these [Guiding Principles](#) to align our collective work through this process.

Academic Conditions for Comprehensive Distance Learning

Teaching, Learning & Instructional Time:

Our comprehensive distance learning plan is designed so that all students will receive an engaging, comprehensive, and rigorous academic experience every day of the week. Students will receive standards-based instruction across all academic areas and will build meaningful relationships with the educators in their school community. Instructional time requirements will be adhered to in every grade level, where more than 50% of the instructional time will be teacher-facilitated learning. To meet this requirement, elementary students will follow predictable routines,

procedures, and schedules, that align with developmentally appropriate recommendations for screen time and synchronous learning. Secondary students will follow a predictable bell schedule that incorporates synchronous check-ins, consistent and timely feedback, and peer interactions. All students will continue to receive access to a well-rounded education which includes physical education, health, arts, music, tiered supports, etc.

The learning day will be organized so that the time educators spend directly interacting with students will be high quality, focused on complex learning activities with a high cognitive demand and that are centered around student engagement. Students will have opportunities for guided learning with an educator, as well as opportunities to work with peers, families, and community members to apply their learning and practice their skills. Students will be expected to complete assigned learning activities each day. Students will participate in daily virtual instruction by satisfactorily engaging with synchronous class sessions as well as asynchronous tasks, completing assigned learning activities or assignments to demonstrate their learning. Parents and students will communicate with the teacher when in need of additional learning support. Portland Public Schools will also provide families a variety of ways to connect, one of which is through educator office hours, posted publicly, for students and families to access which will include a process to request and schedule translation services as needed.

Racial Equity and Access:

In the development of our plan, all of the work groups utilized our [Racial Equity and Social Justice Lens](#) to inform decision making and programming. The application of the lens is based on our belief that the district should adopt a student-centered, racial equity and social justice focused lens in all high leverage decisions in order to more deeply understand the barriers and opportunities impacting BIPOC students and families. Additionally, the regular application of the lens, documentation of our responses and review of those responses will help us critically examine our efforts to increase access and opportunity for BIPOC students and families. Our steering committee collectively reviewed our comprehensive plans and applied the RESJ lens on multiple occasions. They utilized data, parent and student input from engagement, partner input and the diverse experience of members to answer the prompts, review our plans and make adjustments to more directly respond to the needs of BIPOC students. As a result we believe our plan is strengthened through the collaborative and reflective process we employed to apply the RESJ Lens to address racial equity and access in our plans.

Special Education Services and English Language Development

Students receiving special education services will continue to receive instruction, technology, support, accommodations, and modifications as required by ESSA, IDEA, and/or ADA based on a virtual learning environment. The majority of each student's services will be provided synchronously (i.e., with the teacher/service provider and student working together through direct and simultaneous communication). If only asynchronous services are recommended, the parent or guardian will provide written consent to shift from synchronous to asynchronous service delivery. All IDEA requirements will be met during Comprehensive Distance Learning. This includes all IDEA timelines, delivery of all related services, delivery of SDI, implementation of IEPs, etc. Schools will provide Child Find obligations, including timely evaluation and eligibility determinations.

Students who are identified to receive English Language development services will be provided with language assistance services and supports that allow the student access to grade level academic content and scaffolded language experiences. PPS's English as a Second Language program will encourage ESL and general education/homeroom teachers to collaboratively plan for inclusive learning experiences that consider and support the language proficiency of each student.

Assessment, Grading, Reporting & Statewide Balanced Assessment:

Portland Public Schools (PPS) has developed a framework for a balanced assessment system and worked throughout the pre-pandemic portion of the 2019-2020 academic year to introduce additional efficiency into the assessment model. Anticipating the ongoing challenges to face-to-face instruction, PPS successfully piloted remote administration of the NWEA MAP assessments at one of our schools in the Spring of 2020.

During the 2020-2021 academic year, PPS is prepared to remotely administer MAP in grades 3-8 in the fall and winter. The fall assessment will allow our students and families to better understand the learning needs of our students as they enter the academic year, and it will provide our teachers and curriculum support teams the necessary data to align and plan instruction. The mid-year assessment will provide feedback regarding both student growth and achievement allowing for an additional point to adapt our supports.

In addition to this common measure of growth and achievement, students will also be presented with common curriculum embedded assessments (pre and post unit) that are aligned to the scope and sequence and are paired with each of the curriculum units. These will provide additional, focused and just-in time, measures of learning that will allow for adaptations to the delivery of the unit materials in order to provide tiered supports. Educators will regularly report progress to students and families and provide opportunities to redo or make up work without penalty and retain the highest earned grade.

Finally, the administration of remote computer adaptive measures will also help the system prepare for the challenges associated with a potential remote administration of the state summative assessments in English Language Arts, Mathematics, and Science.

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allow take home IP phones that allow for teachers and staff to be able to make contact with students and families just as they would in the classroom.

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The remainder of this operational blueprint is not applicable to schools operating a Comprehensive Distance Learning Model.



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

Under ODE's **Ready Schools, Safe Learners** guidance, each school¹ has been directed to submit a plan to the district² in order to provide on-site and/or hybrid instruction. Districts must submit each school's plan to the local school board and make the plans available to the public. This form is to be used to document a district's, school's or program's plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the [Ready Schools, Safe Learners guidance](#) document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,³ parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Alameda
Key Contact Person for this Plan	Raddy Lurie
Phone Number of this Person	503 916 6036
Email Address of this Person	rlurie@pps.net
Sectors and position titles of those who informed the plan	Superintendent, Deputy Chiefs of Operations and Instruction, Chief Academic Officer, Chief of Schools, Chief of Staff, Legal Counsel, Chief of Student Support Services, Chief of Technology, Chief Operations Officer, Chief of Human Resources, Chief of Systems Performance, Senior Advisor Racial Equity and Social Justice, Chief of Engagement and Partnerships, Senior Director of Communications, Senior Director of Student Success and Health, Senior Director of Multi-Tiered Systems of Support, Attendance Manager, Director of Facilities, Director of Security Services, Director of Nutrition Services, Senior Director of Special Education, principals, teachers, labor union advisory participation, Senior Director of Humanities, Senior Director of STEAM, Regional Supts., Director of Risk Management, Director of Professional Learning, Project Managers, Student

¹ For the purposes of this guidance: "school" refers to all public schools, including public charter schools, public virtual charter schools, alternative education programs, private schools and the Oregon School for the Deaf. For ease of readability, "school" will be used inclusively to reference all of these settings.

² For the purposes of this guidance: "district" refers to a school district, education service district, public charter school sponsoring district, virtual public charter school sponsoring district, state sponsored public charter school, alternative education programs, private schools, and the Oregon School for the Deaf.

³ Tribal Consultation is a separate process from stakeholder engagement; consultation recognizes and affirms tribal rights of self-government and tribal sovereignty, and mandates state government to work with American Indian nations on a [government-to-government](#) basis.

	Engagement Coordinators, Family advocates, student groups (BIPOC), special education and english language learners, family surveys, staff surveys, parent engagement groups, email responses from website, consultation with District Management Group (DMG), culturally specific partner organizations, PPS health advisory panel, and other large districts in Oregon.
Local public health office(s) or officers(s)	Multnomah ESD and the Oregon Health Authority; in consultation with the CDC.
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Director of Risk Management, Joe Crelier Building level administrators (Enforcement)
Intended Effective Dates for this Plan	9/2/2020 to at least 11/5/2020
ESD Region	Multnomah

2. Please list efforts you have made to engage your community (public health information sharing, taking feedback on planning, etc.) in preparing for school in 2020-21. Include information on engagement with communities often underserved and marginalized and those communities disproportionately impacted by COVID-19.

In preparation for reopening school in fall 2020, Portland Public Schools began gathering feedback from students and staff in May 2020. In March, the Communications team at PPS stood up a landing page for all students and families with centralized supports and pandemic resources. Surveys were conducted at the district level and by some individual schools. Our rate of response in surveying historically underserved and marginalized communities was low, which led to the utilization of intentional focus groups with our Native American community members and Elders, Black students and families, and other families and students of color. Additional focus groups were held with student leaders, and Spanish-Speaking families. Please find a summary of these focus groups here: [Memorandum to the Board of Education, Reopening Focus Group Update](#)

The District will continue to engage our community on a district and individual level to ensure that we are meeting the needs of all students and families to the best of our abilities.

3. Indicate which instructional model will be used.

Select One:

☐ On-Site Learning ☐ Hybrid Learning ☒ Comprehensive Distance Learning

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-15 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>) by August 15, 2020 or prior to the beginning of the 2020-21 school year.

* **Note:** Private schools are required to comply with only sections 1-3 of the **Ready Schools, Safe Learners** guidance.

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

This section must be completed by any school that is seeking to provide instruction through Comprehensive Distance Learning.

Describe why you are selecting Comprehensive Distance Learning as the school's Instructional Model for the effective dates of this plan.

In keeping with local, regional and state guidance and new health directives, Portland Public Schools has determined that it is safest for students and staff to maintain severely limited physical contact. We believe it is both responsible and critical to base our decisions on what will best ensure the health and wellness of our students and staff. We will always prefer to have our students engaged in classroom-based learning, but given current conditions, it would be unsafe to have significant numbers of students and adults back on campus at this time.

We will use this Comprehensive Distance Learning model for a minimum of September 2 through November 5, and will evaluate in October whether it is feasible to open in the 2nd quarter. Based on medical advice, including local health authorities, PPS will continue to keep the health and wellness of students and staff on the forefront in our planning.

Describe how your school's model aligns to the [Comprehensive Distance Learning Guidance](#) (linked). In completing this part of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. Please name any requirements you need ODE to review for any possible accommodations.

Framing PPS Values

As we continue to navigate the ongoing COVID-19 pandemic, Portland Public Schools remains committed to providing a high-quality education for all students and ensuring the health and wellness of students and staff through a comprehensive distance learning model. To guide our work, we centered racial equity and social justice in all decision-making and hold three principles from our strategic plan at the core of our planning - ensure the health and wellness of staff and students, strengthen and innovate the instructional core, and cultivate connection and relationship for students, staff and our community.

Our overarching approach to reopening is a relentless pursuit of racial equity and social justice (RESJ). We believe in the fundamental right to human dignity and that generating an equitable world requires an educational system that intentionally disrupts - and builds leaders to disrupt - systems of oppression. Therefore, our work to reopen schools acknowledges and recognizes the inequities of our system prior to Covid-19 and does not seek to reopen schools by returning to what was "normal" before. Rather, we are deeply engaged in fundamentally accelerating and centering our RESJ work, constantly examining opportunities to increase RESJ strategies through organizational transformation and system-wide collaboration. By way of this central focus and in partnership with families and stakeholders, including those representing students of color, we will bring racial predictability and disproportionality to an end.

In PPS, we are utilizing Targeted Universalism as a driver. We aim to operationalize our RESJ values so that every student is served and our universal board goals are achieved; thus realizing the graduate profile from [our Vision](#). Our approach supports the distinct needs of BIPOC students while also acknowledging our mutual interdependence. We recognize with great urgency the need for aligned and coherent strategies that improve conditions so that every student, especially our BIPOC students have an educational experience where they can thrive. Our approach disrupts institutional and cultural racism and promotes tangible strategies and resources for RESJ. To this end, we will prioritize services for students historically underserved by our system, including Black, Native, students receiving special education services and second language learners. We have used these [Guiding Principles](#) to align our collective work through this process.

Academic Conditions for Comprehensive Distance Learning

Teaching, Learning & Instructional Time:

Our comprehensive distance learning plan is designed so that all students will receive an engaging, comprehensive, and rigorous academic experience every day of the week. Students will receive standards-based instruction across all academic areas and will build meaningful relationships with the educators in their school community. Instructional time requirements will be adhered to in every grade level, where more than 50% of the instructional time will be teacher-facilitated learning. To meet this requirement, elementary students will follow predictable routines,

procedures, and schedules, that align with developmentally appropriate recommendations for screen time and synchronous learning. Secondary students will follow a predictable bell schedule that incorporates synchronous check-ins, consistent and timely feedback, and peer interactions. All students will continue to receive access to a well-rounded education which includes physical education, health, arts, music, tiered supports, etc.

The learning day will be organized so that the time educators spend directly interacting with students will be high quality, focused on complex learning activities with a high cognitive demand and that are centered around student engagement. Students will have opportunities for guided learning with an educator, as well as opportunities to work with peers, families, and community members to apply their learning and practice their skills. Students will be expected to complete assigned learning activities each day. Students will participate in daily virtual instruction by satisfactorily engaging with synchronous class sessions as well as asynchronous tasks, completing assigned learning activities or assignments to demonstrate their learning. Parents and students will communicate with the teacher when in need of additional learning support. Portland Public Schools will also provide families a variety of ways to connect, one of which is through educator office hours, posted publicly, for students and families to access which will include a process to request and schedule translation services as needed.

Racial Equity and Access:

In the development of our plan, all of the work groups utilized our [Racial Equity and Social Justice Lens](#) to inform decision making and programming. The application of the lens is based on our belief that the district should adopt a student-centered, racial equity and social justice focused lens in all high leverage decisions in order to more deeply understand the barriers and opportunities impacting BIPOC students and families. Additionally, the regular application of the lens, documentation of our responses and review of those responses will help us critically examine our efforts to increase access and opportunity for BIPOC students and families. Our steering committee collectively reviewed our comprehensive plans and applied the RESJ lens on multiple occasions. They utilized data, parent and student input from engagement, partner input and the diverse experience of members to answer the prompts, review our plans and make adjustments to more directly respond to the needs of BIPOC students. As a result we believe our plan is strengthened through the collaborative and reflective process we employed to apply the RESJ Lens to address racial equity and access in our plans.

Special Education Services and English Language Development

Students receiving special education services will continue to receive instruction, technology, support, accommodations, and modifications as required by ESSA, IDEA, and/or ADA based on a virtual learning environment. The majority of each student's services will be provided synchronously (i.e., with the teacher/service provider and student working together through direct and simultaneous communication). If only asynchronous services are recommended, the parent or guardian will provide written consent to shift from synchronous to asynchronous service delivery. All IDEA requirements will be met during Comprehensive Distance Learning. This includes all IDEA timelines, delivery of all related services, delivery of SDI, implementation of IEPs, etc. Schools will provide Child Find obligations, including timely evaluation and eligibility determinations.

Students who are identified to receive English Language development services will be provided with language assistance services and supports that allow the student access to grade level academic content and scaffolded language experiences. PPS's English as a Second Language program will encourage ESL and general education/homeroom teachers to collaboratively plan for inclusive learning experiences that consider and support the language proficiency of each student.

Assessment, Grading, Reporting & Statewide Balanced Assessment:

Portland Public Schools (PPS) has developed a framework for a balanced assessment system and worked throughout the pre-pandemic portion of the 2019-2020 academic year to introduce additional efficiency into the assessment model. Anticipating the ongoing challenges to face-to-face instruction, PPS successfully piloted remote administration of the NWEA MAP assessments at one of our schools in the Spring of 2020.

During the 2020-2021 academic year, PPS is prepared to remotely administer MAP in grades 3-8 in the fall and winter. The fall assessment will allow our students and families to better understand the learning needs of our students as they enter the academic year, and it will provide our teachers and curriculum support teams the necessary data to align and plan instruction. The mid-year assessment will provide feedback regarding both student growth and achievement allowing for an additional point to adapt our supports.

In addition to this common measure of growth and achievement, students will also be presented with common curriculum embedded assessments (pre and post unit) that are aligned to the scope and sequence and are paired with each of the curriculum units. These will provide additional, focused and just-in time, measures of learning that will allow for adaptations to the delivery of the unit materials in order to provide tiered supports. Educators will regularly report progress to students and families and provide opportunities to redo or make up work without penalty and retain the highest earned grade.

Finally, the administration of remote computer adaptive measures will also help the system prepare for the challenges associated with a potential remote administration of the state summative assessments in English Language Arts, Mathematics, and Science.

Attendance:

With the pandemic in the spring of the 2019-2020 academic year, the importance of maintaining an active engagement with our students and families rose to the forefront of our work as a system. As we approach the 2020-2021 year, engagement remains a critical focus and reflecting that engagement through attendance and other metrics is critical. We are committed to following all ODE guidelines and requirements in regards to attendance.

At this time, we are preparing to collect on-line attendance, and we are exploring ways to leverage data from our learning management and instructional delivery systems as a means to monitor engagement and attendance. Our primary focus, at this time, is to provide near real time data back to our schools to facilitate and focus the efforts of our schools to engage our students and families. We fully expect that our local community partners will be assisting in our efforts to focus and engage our disenfranchised students and communities in partnership with our counselors, social workers, Restorative Justice (RJ) specialists, attendance coaches and student engagement specialists.

Clubs & Extracurricular Activities:

Clubs and extracurricular activities are a critical component of any school community. We will ensure activities, clubs, and student organizations are available and accessible to all students to the extent possible, while focusing on the health and wellness of our students and staff as our top priority.

Operational Conditions for Comprehensive Distance Learning

Nutrition:

Portland Public Schools understands food stability is one of the most important safety measures schools can provide to students. We will build upon our work in the spring and expand to serve more sites this fall. We will serve breakfast and lunch at up to 40 sites, specifically sites that are elected for Community Eligibility Provision (CEP) in the 2020-21 school year in order to focus resources and access to food and nutrition in our highest risk and need communities. Meals will be served to families 2 days/week (Mondays will include 2 days worth of food and Wednesdays will include 3 days worth of food). No weekend food is permissible at this time, though we may be able to add additional daily supper meals depending on eligible sites and waivers (pending request from ODE to USDA). Nutrition Services will partner with Transportation to deliver meals to homes as requested by the families. Families will be sent an opt in/consent form for requesting meal delivery to their home. Delivery schedule will depend on demand and routing schedule by the Transportation department. Meals will continue to be a mix of ready-to-eat foods, prepared recipes and foods that can be heated at home by families. Communication about meals, services and benefits will be provided throughout the fall to families and school communities. Nutrition Services staff will adhere to all district and department standard operating procedures and safety plans.

Communicable Disease Management Plan (CMDP) and safety plans:

We have developed, in conjunction with our local health authority and Multnomah ESD, and will implement our CMDP as staff report to buildings, based on individual and department needs. Safety plans are developed and approved by our Risk Management team before staff can enter a building and building leaders are responsible for adhering to the safety plan at all times. We have also developed a confirmed case protocol and have aligned all contact tracing, investigatory measures and reporting through a partnership with MESD and the health department. When we are notified of a possible exposure we work with them to investigate and notify.

Student and Family Support for Comprehensive Distance Learning

As a district, we understand and value the importance of student, family and community engagement as a means to positively impact a student's academic, social emotional outcomes and to address continuous improvement efforts. We are committed to building a collective and shared responsibility for outcomes, while strengthening our capacity and skills to achieve this goal and ensuring clear alignment between our intentions and actions to foster engagement that reflects the communities' values and break down barriers to student achievement in this unprecedented time. To this end, PPS will focus our first two weeks on Social Emotional Learning, connections and relationship building between students and staff.

Beyond the first two weeks, PPS will employ a variety of creative means to ensure that our students and families, especially our Black and Native communities, have the tools and support they need and feel empowered to engage and stay engaged in our Comprehensive Distance Learning platform. We will base our expectations of school engagement efforts on the work of our CSI & TSI summer program, Summer Connections Academy, and the lessons we have learned from those endeavors and from the springtime efforts. Some elements that were effective within those school communities included: relationship building and cultivating trust and rapport by calling families and students daily, reaching out to families through personal visits (physically distanced) and providing 1:1 virtual support as needed. We will also provide support at meal hubs and with some in-person conversations and relationship building on school lawns and sidewalks. We continue to provide support for teachers from our counselors and social workers on the best ways to interact and connect with families through a trauma informed lens.

Racial Equity and Social Justice Partnerships

PPS partners with sixteen different culturally specific organizations to implement our five RESJ Partnership Strategies with BIPOC students and families at prioritized schools. These strategies and resulting services provide critical connections between our schools and communities. These strategies are informed by relevant research that affirms their effectiveness in improving educational and social outcomes for students of color.

1. *Culturally Specific Family Engagement* - Family engagement is a high leverage strategy that supports student learning and is designed to reduce or eliminate institutional barriers for families of color to advocate for the needs of their students. There is significant research that supports the effectiveness of family support, advocacy and encouragement with positive student achievement and outcomes.
2. *Wrap Around Services* - Provision of culturally specific and culturally responsive services to support student academic and social success. This includes case management, academic tutoring/support, service referral, student groups, and progress monitoring. Wrap around services have a comprehensive approach to meeting the needs of students.
3. *Mentoring and Leadership Development* - Services are designed to provide positive relationship development and support to students to reduce disproportionate discipline rates and increase attendance and a sense of belonging at school for students of color. This includes providing positive and diverse adult relationships that are reflective of students' culture and identity.
4. *Extended Learning and Enrichment* - Programming provides safe, structured and engaging activities to enhance and expand the learning of students outside of school hours. This includes after school programming and enrichment activities. Enrichment activities provide opportunities for students to pursue learning in their own areas of interest and strengths. Research has shown that students engaged in these activities can lead to increased academic performance and attendance.
5. *Positive Cultural Identity Development and Advocacy* - Programming provides participating youth with exposure and

opportunity to engage in activities that empower them to embrace a confident and positive cultural identity while preserving and sharing cultural heritages and traditions amongst their peers. Activities provide opportunities for students to learn and practice new methods of self-expression in a safe and culturally affirming environment. Partners are actively engaged with the district to collaboratively plan for the start of school by adjusting their services to be provided virtually and in alignment with our plans. Partners are meeting with school leaders,

Mental, Social, and Emotional Health:

Our Multi-tiered Systems of Support (MTSS) team is creating Social Emotional Learning (SEL) activities for the K-5 soft start to begin on September 2nd. These activities will be focused on making connections, building relationships, and creating community. The Office of Teaching and Learning (OTL) and MTSS departments are also leading the development of a two-week health and wellness unit that will focus on promoting the social, emotional, and cognitive skills students need to develop positive relationships and thrive in school. This required K-5 unit is set for teachers to begin on September 14th.

Lastly, K-5 and 6-8 SEL units were developed by the SEL team in the spring which focus on supporting resilience during challenging and, often, traumatic times. This nine-week unit will be revised for educators to use after the completion of the health unit by September 28th.

- MTSS and OTL will collaborate closely on the development of health and wellness and the SEL soft start lessons/activities.
- The MTSS unit is being built with the CASEL Roadmap for Reopening Critical Practices and the PPS & ODE reopening guidance as the foundation.
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Updated 8/11/2020

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1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Alliance High School at Benson
Key Contact Person for this Plan	Allison Adams (VP)
Phone Number of this Person	503 916 5747
Email Address of this Person	aadams@pps.net
Sectors and position titles of those who informed the plan	Superintendent, Deputy Chiefs of Operations and Instruction, Chief Academic Officer, Chief of Schools, Chief of Staff, Legal Counsel, Chief of Student Support Services, Chief of Technology, Chief Operations Officer, Chief of Human Resources, Chief of Systems Performance, Senior Advisor Racial Equity and Social Justice, Chief of Engagement and Partnerships, Senior Director of Communications, Senior Director of Student Success and Health, Senior Director of Multi-Tiered Systems of Support, Attendance Manager, Director of Facilities, Director of Security Services, Director of Nutrition Services, Senior Director of Special Education, principals, teachers, labor union advisory participation, Senior Director of Humanities, Senior Director of STEAM, Regional Supts., Director of Risk Management, Director of Professional Learning, Project Managers, Student

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	Engagement Coordinators, Family advocates, student groups (BIPOC), special education and english language learners, family surveys, staff surveys, parent engagement groups, email responses from website, consultation with District Management Group (DMG), culturally specific partner organizations, PPS health advisory panel, and other large districts in Oregon.
Local public health office(s) or officers(s)	Multnomah ESD and the Oregon Health Authority; in consultation with the CDC.
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Director of Risk Management, Joe Crelier Building level administrators (Enforcement)
Intended Effective Dates for this Plan	9/2/2020 to at least 11/5/2020
ESD Region	Multnomah

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The District will continue to engage our community on a district and individual level to ensure that we are meeting the needs of all students and families to the best of our abilities.

3. Indicate which instructional model will be used.

Select One:

☐ On-Site Learning ☐ Hybrid Learning ☒ Comprehensive Distance Learning

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
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REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

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In keeping with local, regional and state guidance and new health directives, Portland Public Schools has determined that it is safest for students and staff to maintain severely limited physical contact. We believe it is both responsible and critical to base our decisions on what will best ensure the health and wellness of our students and staff. We will always prefer to have our students engaged in classroom-based learning, but given current conditions, it would be unsafe to have significant numbers of students and adults back on campus at this time.

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Academic Conditions for Comprehensive Distance Learning

Teaching, Learning & Instructional Time:

Our comprehensive distance learning plan is designed so that all students will receive an engaging, comprehensive, and rigorous academic experience every day of the week. Students will receive standards-based instruction across all academic areas and will build meaningful relationships with the educators in their school community. Instructional time requirements will be adhered to in every grade level, where more than 50% of the instructional time will be teacher-facilitated learning. To meet this requirement, elementary students will follow predictable routines,

procedures, and schedules, that align with developmentally appropriate recommendations for screen time and synchronous learning. Secondary students will follow a predictable bell schedule that incorporates synchronous check-ins, consistent and timely feedback, and peer interactions. All students will continue to receive access to a well-rounded education which includes physical education, health, arts, music, tiered supports, etc.

The learning day will be organized so that the time educators spend directly interacting with students will be high quality, focused on complex learning activities with a high cognitive demand and that are centered around student engagement. Students will have opportunities for guided learning with an educator, as well as opportunities to work with peers, families, and community members to apply their learning and practice their skills. Students will be expected to complete assigned learning activities each day. Students will participate in daily virtual instruction by satisfactorily engaging with synchronous class sessions as well as asynchronous tasks, completing assigned learning activities or assignments to demonstrate their learning. Parents and students will communicate with the teacher when in need of additional learning support. Portland Public Schools will also provide families a variety of ways to connect, one of which is through educator office hours, posted publicly, for students and families to access which will include a process to request and schedule translation services as needed.

Racial Equity and Access:

In the development of our plan, all of the work groups utilized our [Racial Equity and Social Justice Lens](#) to inform decision making and programming. The application of the lens is based on our belief that the district should adopt a student-centered, racial equity and social justice focused lens in all high leverage decisions in order to more deeply understand the barriers and opportunities impacting BIPOC students and families. Additionally, the regular application of the lens, documentation of our responses and review of those responses will help us critically examine our efforts to increase access and opportunity for BIPOC students and families. Our steering committee collectively reviewed our comprehensive plans and applied the RESJ lens on multiple occasions. They utilized data, parent and student input from engagement, partner input and the diverse experience of members to answer the prompts, review our plans and make adjustments to more directly respond to the needs of BIPOC students. As a result we believe our plan is strengthened through the collaborative and reflective process we employed to apply the RESJ Lens to address racial equity and access in our plans.

Special Education Services and English Language Development

Students receiving special education services will continue to receive instruction, technology, support, accommodations, and modifications as required by ESSA, IDEA, and/or ADA based on a virtual learning environment. The majority of each student's services will be provided synchronously (i.e., with the teacher/service provider and student working together through direct and simultaneous communication). If only asynchronous services are recommended, the parent or guardian will provide written consent to shift from synchronous to asynchronous service delivery. All IDEA requirements will be met during Comprehensive Distance Learning. This includes all IDEA timelines, delivery of all related services, delivery of SDI, implementation of IEPs, etc. Schools will provide Child Find obligations, including timely evaluation and eligibility determinations.

Students who are identified to receive English Language development services will be provided with language assistance services and supports that allow the student access to grade level academic content and scaffolded language experiences. PPS's English as a Second Language program will encourage ESL and general education/homeroom teachers to collaboratively plan for inclusive learning experiences that consider and support the language proficiency of each student.

Assessment, Grading, Reporting & Statewide Balanced Assessment:

Portland Public Schools (PPS) has developed a framework for a balanced assessment system and worked throughout the pre-pandemic portion of the 2019-2020 academic year to introduce additional efficiency into the assessment model. Anticipating the ongoing challenges to face-to-face instruction, PPS successfully piloted remote administration of the NWEA MAP assessments at one of our schools in the Spring of 2020.

During the 2020-2021 academic year, PPS is prepared to remotely administer MAP in grades 3-8 in the fall and winter. The fall assessment will allow our students and families to better understand the learning needs of our students as they enter the academic year, and it will provide our teachers and curriculum support teams the necessary data to align and plan instruction. The mid-year assessment will provide feedback regarding both student growth and achievement allowing for an additional point to adapt our supports.

In addition to this common measure of growth and achievement, students will also be presented with common curriculum embedded assessments (pre and post unit) that are aligned to the scope and sequence and are paired with each of the curriculum units. These will provide additional, focused and just-in time, measures of learning that will allow for adaptations to the delivery of the unit materials in order to provide tiered supports. Educators will regularly report progress to students and families and provide opportunities to redo or make up work without penalty and retain the highest earned grade.

Finally, the administration of remote computer adaptive measures will also help the system prepare for the challenges associated with a potential remote administration of the state summative assessments in English Language Arts, Mathematics, and Science.

Attendance:

With the pandemic in the spring of the 2019-2020 academic year, the importance of maintaining an active engagement with our students and families rose to the forefront of our work as a system. As we approach the 2020-2021 year, engagement remains a critical focus and reflecting that engagement through attendance and other metrics is critical. We are committed to following all ODE guidelines and requirements in regards to attendance.

At this time, we are preparing to collect on-line attendance, and we are exploring ways to leverage data from our learning management and instructional delivery systems as a means to monitor engagement and attendance. Our primary focus, at this time, is to provide near real time data back to our schools to facilitate and focus the efforts of our schools to engage our students and families. We fully expect that our local community partners will be assisting in our efforts to focus and engage our disenfranchised students and communities in partnership with our counselors, social workers, Restorative Justice (RJ) specialists, attendance coaches and student engagement specialists.

Clubs & Extracurricular Activities:

Clubs and extracurricular activities are a critical component of any school community. We will ensure activities, clubs, and student organizations are available and accessible to all students to the extent possible, while focusing on the health and wellness of our students and staff as our top priority.

Operational Conditions for Comprehensive Distance Learning

Nutrition:

Portland Public Schools understands food stability is one of the most important safety measures schools can provide to students. We will build upon our work in the spring and expand to serve more sites this fall. We will serve breakfast and lunch at up to 40 sites, specifically sites that are elected for Community Eligibility Provision (CEP) in the 2020-21 school year in order to focus resources and access to food and nutrition in our highest risk and need communities. Meals will be served to families 2 days/week (Mondays will include 2 days worth of food and Wednesdays will include 3 days worth of food). No weekend food is permissible at this time, though we may be able to add additional daily supper meals depending on eligible sites and waivers (pending request from ODE to USDA). Nutrition Services will partner with Transportation to deliver meals to homes as requested by the families. Families will be sent an opt in/consent form for requesting meal delivery to their home. Delivery schedule will depend on demand and routing schedule by the Transportation department. Meals will continue to be a mix of ready-to-eat foods, prepared recipes and foods that can be heated at home by families. Communication about meals, services and benefits will be provided throughout the fall to families and school communities. Nutrition Services staff will adhere to all district and department standard operating procedures and safety plans.

Communicable Disease Management Plan (CMDP) and safety plans:

We have developed, in conjunction with our local health authority and Multnomah ESD, and will implement our CMDP as staff report to buildings, based on individual and department needs. Safety plans are developed and approved by our Risk Management team before staff can enter a building and building leaders are responsible for adhering to the safety plan at all times. We have also developed a confirmed case protocol and have aligned all contact tracing, investigatory measures and reporting through a partnership with MESD and the health department. When we are notified of a possible exposure we work with them to investigate and notify.

Student and Family Support for Comprehensive Distance Learning

As a district, we understand and value the importance of student, family and community engagement as a means to positively impact a student's academic, social emotional outcomes and to address continuous improvement efforts. We are committed to building a collective and shared responsibility for outcomes, while strengthening our capacity and skills to achieve this goal and ensuring clear alignment between our intentions and actions to foster engagement that reflects the communities' values and break down barriers to student achievement in this unprecedented time. To this end, PPS will focus our first two weeks on Social Emotional Learning, connections and relationship building between students and staff.

Beyond the first two weeks, PPS will employ a variety of creative means to ensure that our students and families, especially our Black and Native communities, have the tools and support they need and feel empowered to engage and stay engaged in our Comprehensive Distance Learning platform. We will base our expectations of school engagement efforts on the work of our CSI & TSI summer program, Summer Connections Academy, and the lessons we have learned from those endeavors and from the springtime efforts. Some elements that were effective within those school communities included: relationship building and cultivating trust and rapport by calling families and students daily, reaching out to families through personal visits (physically distanced) and providing 1:1 virtual support as needed. We will also provide support at meal hubs and with some in-person conversations and relationship building on school lawns and sidewalks. We continue to provide support for teachers from our counselors and social workers on the best ways to interact and connect with families through a trauma informed lens.

Racial Equity and Social Justice Partnerships

PPS partners with sixteen different culturally specific organizations to implement our five RESJ Partnership Strategies with BIPOC students and families at prioritized schools. These strategies and resulting services provide critical connections between our schools and communities. These strategies are informed by relevant research that affirms their effectiveness in improving educational and social outcomes for students of color.

1. *Culturally Specific Family Engagement* - Family engagement is a high leverage strategy that supports student learning and is designed to reduce or eliminate institutional barriers for families of color to advocate for the needs of their students. There is significant research that supports the effectiveness of family support, advocacy and encouragement with positive student achievement and outcomes.
2. *Wrap Around Services* - Provision of culturally specific and culturally responsive services to support student academic and social success. This includes case management, academic tutoring/support, service referral, student groups, and progress monitoring. Wrap around services have a comprehensive approach to meeting the needs of students.
3. *Mentoring and Leadership Development* - Services are designed to provide positive relationship development and support to students to reduce disproportionate discipline rates and increase attendance and a sense of belonging at school for students of color. This includes providing positive and diverse adult relationships that are reflective of students' culture and identity.
4. *Extended Learning and Enrichment* - Programming provides safe, structured and engaging activities to enhance and expand the learning of students outside of school hours. This includes after school programming and enrichment activities. Enrichment activities provide opportunities for students to pursue learning in their own areas of interest and strengths. Research has shown that students engaged in these activities can lead to increased academic performance and attendance.
5. *Positive Cultural Identity Development and Advocacy* - Programming provides participating youth with exposure and

opportunity to engage in activities that empower them to embrace a confident and positive cultural identity while preserving and sharing cultural heritages and traditions amongst their peers. Activities provide opportunities for students to learn and practice new methods of self-expression in a safe and culturally affirming environment. Partners are actively engaged with the district to collaboratively plan for the start of school by adjusting their services to be provided virtually and in alignment with our plans. Partners are meeting with school leaders,

Mental, Social, and Emotional Health:

Our Multi-tiered Systems of Support (MTSS) team is creating Social Emotional Learning (SEL) activities for the K-5 soft start to begin on September 2nd. These activities will be focused on making connections, building relationships, and creating community. The Office of Teaching and Learning (OTL) and MTSS departments are also leading the development of a two-week health and wellness unit that will focus on promoting the social, emotional, and cognitive skills students need to develop positive relationships and thrive in school. This required K-5 unit is set for teachers to begin on September 14th.

Lastly, K-5 and 6-8 SEL units were developed by the SEL team in the spring which focus on supporting resilience during challenging and, often, traumatic times. This nine-week unit will be revised for educators to use after the completion of the health unit by September 28th.

- MTSS and OTL will collaborate closely on the development of health and wellness and the SEL soft start lessons/activities.
- The MTSS unit is being built with the CASEL Roadmap for Reopening Critical Practices and the PPS & ODE reopening guidance as the foundation.
- The K-5 health and wellness unit will be required as one of four required health units. This unit is required even if schools have other SEL programs.

Additionally, PPS will continue to contract with our mental health and substance use partners in order to provide teletherapy for students who need this level of support. Our counselors and social workers will also meet virtually with students and families in order to assist with emotional and mental health wellness, suicide ideation, student threats, and other mental health or behavioral related concerns or needs. We are also partnering with culturally specific providers to support students of color and additional families who need our assistance. Some of these supports will be through personal (physically distanced) visits either on campus at a community site, or near the student's home. This will be through student and family choice, which honors their preferences in ways they feel they can best be supported.

Childcare:

PPS and contracted, licensed child care providers are exploring distance learning child care services for PPS families and employees. Child care providers would operate fee based programs with state subsidies for qualifying families. If we determine this is a viable service, locations will be dispersed throughout the PPS boundary. Providers would be required to follow health and safety guidelines from the Oregon Early Learning Division.

Digital Learning Needs for Comprehensive Distance Learning

Privacy and Security tools (Umbrella) have been installed and remain persistent on all PPS devices and accounts that prevents students from accessing known inappropriate or malicious sites. Passwords for staff and students changed to a longer character length, and a new portal has been implemented to aid in remote support for password reset situations. Changes have been made to patching and software update mechanisms to allow for devices to remain updated even though they are outside the PPS network. All staff and students will be trained on responsible digital citizenship.

In addition to the distribution of devices, PPS acquired 1990 hotspots to provide connectivity for students where Comcast Internet Essentials was not a viable option. These hotspots will be either picked up from distribution locations or delivered using bus drivers to bring the devices to student homes to ensure that students and staff that did not already have internet access were given devices to facilitate that. Additionally, infrastructure changes were made to

allow take home IP phones that allow for teachers and staff to be able to make contact with students and families just as they would in the classroom.

Device deployment:

In the spring we handed out chromebooks and hotspots/Comcast connectivity for students and staff to be able to participate in distance based learning. We will continue to provide devices and work with families to ensure all students are able to connect to our comprehensive distance learning model. We will continue to provide devices to staff as needed so they can deliver the digital curriculum effectively. We offer a curbside service at the district office during work hours for chromebook repairs needed. If the chromebook cannot be repaired on site, the student/staff will receive a replacement chromebook at this time. The service desk is available during work hours for staff, students and families to contact via phone or email. If call center tech is unable to resolve on the phone, a helpdesk ticket will be created and followed up with the individual caller. An email to support will create a helpdesk ticket and the call center tech will follow up with the individual.

Digital Toolkit:

Portland Public Schools has developed a comprehensive and districtwide set of digital tools for every PPS classroom, teacher, and student. The [PPS Digital Toolkit](#) provides a set of digital tools that will enhance instructional strategies and content delivery. These tools will enhance the existing opportunities with both synchronous and asynchronous learning. These tools have been reviewed and evaluated for digital content quality and cultural relevance.

The tools fall into three categories: Instruction and Lesson Design, Creation and Engagement, and Content. Instruction and Lesson Design tools are those applications and system platforms that teachers use to deliver instruction, lessons, and communications. These include classroom content delivery and learning management systems, applications for communications, and lesson and assessment design tools. Creation and Engagement tools are used by teachers and students in distance learning, as well as in-classroom technology-enhanced instruction. These tools support student voice, elicit response, provide shared spaces for individual, small group, and whole-class collaboration, and engage students with the content. Content tools have been selected to assist our teachers in providing content, build opportunities for sustained practice, and apply learning in both distanced and in-person models of instruction.

Learning Platforms:

PPS has adopted two classroom learning platforms to meet the needs of our elementary and secondary students and teachers. These tools were selected because of their current use and success in PPS, knowledge of their toolset, depth of their function and capabilities, and their presence in the educational technology space. Both platforms allow teachers to create, post, interact, provide feedback, and assess with their students and will bring a single point of entry for students and families into classroom instruction.

Professional Development:

Ongoing and high-quality professional learning and training is essential for the successful implementation of Comprehensive Distance Learning. PPS will provide professional learning for all educators during the course of the summer, pre-service and throughout the school year. The content will be focused on best practices for distance learning, as well as technical “how to” training for digital tools and other operational functions.

Describe the school’s plan, including the anticipated timeline, for returning to Hybrid Learning or On-Site Learning consistent with the *Ready Schools, Safe Learners* guidance.

At this time PPS is planning for the opening of our physical buildings when it is deemed safe and appropriate under the Governor's directive. The District will utilize a comprehensive distance learning (CDL) platform for a minimum of the first quarter (through November 5th) and will evaluate all available health-related information to decide if our CDL will continue through the first semester or if we will be able to open to a hybrid model of instruction in November. We will continue to follow the Governor's orders and ODE's recommendations and guidance.

The remainder of this operational blueprint is not applicable to schools operating a Comprehensive Distance Learning Model.



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

Under ODE's **Ready Schools, Safe Learners** guidance, each school¹ has been directed to submit a plan to the district² in order to provide on-site and/or hybrid instruction. Districts must submit each school's plan to the local school board and make the plans available to the public. This form is to be used to document a district's, school's or program's plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the [Ready Schools, Safe Learners guidance](#) document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,³ parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Alliance High School at Meek
Key Contact Person for this Plan	Bonnie Hobson
Phone Number of this Person	503 916 5747
Email Address of this Person	bhobson@pps.net
Sectors and position titles of those who informed the plan	Superintendent, Deputy Chiefs of Operations and Instruction, Chief Academic Officer, Chief of Schools, Chief of Staff, Legal Counsel, Chief of Student Support Services, Chief of Technology, Chief Operations Officer, Chief of Human Resources, Chief of Systems Performance, Senior Advisor Racial Equity and Social Justice, Chief of Engagement and Partnerships, Senior Director of Communications, Senior Director of Student Success and Health, Senior Director of Multi-Tiered Systems of Support, Attendance Manager, Director of Facilities, Director of Security Services, Director of Nutrition Services, Senior Director of Special Education, principals, teachers, labor union advisory participation, Senior Director of Humanities, Senior Director of STEAM, Regional Supts., Director of Risk Management, Director of Professional Learning, Project Managers, Student

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Communicable Disease Management Plan (CMDP) and safety plans:

We have developed, in conjunction with our local health authority and Multnomah ESD, and will implement our CMDP as staff report to buildings, based on individual and department needs. Safety plans are developed and approved by our Risk Management team before staff can enter a building and building leaders are responsible for adhering to the safety plan at all times. We have also developed a confirmed case protocol and have aligned all contact tracing, investigatory measures and reporting through a partnership with MESD and the health department. When we are notified of a possible exposure we work with them to investigate and notify.

Student and Family Support for Comprehensive Distance Learning

As a district, we understand and value the importance of student, family and community engagement as a means to positively impact a student's academic, social emotional outcomes and to address continuous improvement efforts. We are committed to building a collective and shared responsibility for outcomes, while strengthening our capacity and skills to achieve this goal and ensuring clear alignment between our intentions and actions to foster engagement that reflects the communities' values and break down barriers to student achievement in this unprecedented time. To this end, PPS will focus our first two weeks on Social Emotional Learning, connections and relationship building between students and staff.

Beyond the first two weeks, PPS will employ a variety of creative means to ensure that our students and families, especially our Black and Native communities, have the tools and support they need and feel empowered to engage and stay engaged in our Comprehensive Distance Learning platform. We will base our expectations of school engagement efforts on the work of our CSI & TSI summer program, Summer Connections Academy, and the lessons we have learned from those endeavors and from the springtime efforts. Some elements that were effective within those school communities included: relationship building and cultivating trust and rapport by calling families and students daily, reaching out to families through personal visits (physically distanced) and providing 1:1 virtual support as needed. We will also provide support at meal hubs and with some in-person conversations and relationship building on school lawns and sidewalks. We continue to provide support for teachers from our counselors and social workers on the best ways to interact and connect with families through a trauma informed lens.

Racial Equity and Social Justice Partnerships

PPS partners with sixteen different culturally specific organizations to implement our five RESJ Partnership Strategies with BIPOC students and families at prioritized schools. These strategies and resulting services provide critical connections between our schools and communities. These strategies are informed by relevant research that affirms their effectiveness in improving educational and social outcomes for students of color.

1. *Culturally Specific Family Engagement* - Family engagement is a high leverage strategy that supports student learning and is designed to reduce or eliminate institutional barriers for families of color to advocate for the needs of their students. There is significant research that supports the effectiveness of family support, advocacy and encouragement with positive student achievement and outcomes.
2. *Wrap Around Services* - Provision of culturally specific and culturally responsive services to support student academic and social success. This includes case management, academic tutoring/support, service referral, student groups, and progress monitoring. Wrap around services have a comprehensive approach to meeting the needs of students.
3. *Mentoring and Leadership Development* - Services are designed to provide positive relationship development and support to students to reduce disproportionate discipline rates and increase attendance and a sense of belonging at school for students of color. This includes providing positive and diverse adult relationships that are reflective of students' culture and identity.
4. *Extended Learning and Enrichment* - Programming provides safe, structured and engaging activities to enhance and expand the learning of students outside of school hours. This includes after school programming and enrichment activities. Enrichment activities provide opportunities for students to pursue learning in their own areas of interest and strengths. Research has shown that students engaged in these activities can lead to increased academic performance and attendance.
5. *Positive Cultural Identity Development and Advocacy* - Programming provides participating youth with exposure and

opportunity to engage in activities that empower them to embrace a confident and positive cultural identity while preserving and sharing cultural heritages and traditions amongst their peers. Activities provide opportunities for students to learn and practice new methods of self-expression in a safe and culturally affirming environment. Partners are actively engaged with the district to collaboratively plan for the start of school by adjusting their services to be provided virtually and in alignment with our plans. Partners are meeting with school leaders,

Mental, Social, and Emotional Health:

Our Multi-tiered Systems of Support (MTSS) team is creating Social Emotional Learning (SEL) activities for the K-5 soft start to begin on September 2nd. These activities will be focused on making connections, building relationships, and creating community. The Office of Teaching and Learning (OTL) and MTSS departments are also leading the development of a two-week health and wellness unit that will focus on promoting the social, emotional, and cognitive skills students need to develop positive relationships and thrive in school. This required K-5 unit is set for teachers to begin on September 14th.

Lastly, K-5 and 6-8 SEL units were developed by the SEL team in the spring which focus on supporting resilience during challenging and, often, traumatic times. This nine-week unit will be revised for educators to use after the completion of the health unit by September 28th.

- MTSS and OTL will collaborate closely on the development of health and wellness and the SEL soft start lessons/activities.
- The MTSS unit is being built with the CASEL Roadmap for Reopening Critical Practices and the PPS & ODE reopening guidance as the foundation.
- The K-5 health and wellness unit will be required as one of four required health units. This unit is required even if schools have other SEL programs.

Additionally, PPS will continue to contract with our mental health and substance use partners in order to provide teletherapy for students who need this level of support. Our counselors and social workers will also meet virtually with students and families in order to assist with emotional and mental health wellness, suicide ideation, student threats, and other mental health or behavioral related concerns or needs. We are also partnering with culturally specific providers to support students of color and additional families who need our assistance. Some of these supports will be through personal (physically distanced) visits either on campus at a community site, or near the student's home. This will be through student and family choice, which honors their preferences in ways they feel they can best be supported.

Childcare:

PPS and contracted, licensed child care providers are exploring distance learning child care services for PPS families and employees. Child care providers would operate fee based programs with state subsidies for qualifying families. If we determine this is a viable service, locations will be dispersed throughout the PPS boundary. Providers would be required to follow health and safety guidelines from the Oregon Early Learning Division.

Digital Learning Needs for Comprehensive Distance Learning

Privacy and Security tools (Umbrella) have been installed and remain persistent on all PPS devices and accounts that prevents students from accessing known inappropriate or malicious sites. Passwords for staff and students changed to a longer character length, and a new portal has been implemented to aid in remote support for password reset situations. Changes have been made to patching and software update mechanisms to allow for devices to remain updated even though they are outside the PPS network. All staff and students will be trained on responsible digital citizenship.

In addition to the distribution of devices, PPS acquired 1990 hotspots to provide connectivity for students where Comcast Internet Essentials was not a viable option. These hotspots will be either picked up from distribution locations or delivered using bus drivers to bring the devices to student homes to ensure that students and staff that did not already have internet access were given devices to facilitate that. Additionally, infrastructure changes were made to

allow take home IP phones that allow for teachers and staff to be able to make contact with students and families just as they would in the classroom.

Device deployment:

In the spring we handed out chromebooks and hotspots/Comcast connectivity for students and staff to be able to participate in distance based learning. We will continue to provide devices and work with families to ensure all students are able to connect to our comprehensive distance learning model. We will continue to provide devices to staff as needed so they can deliver the digital curriculum effectively. We offer a curbside service at the district office during work hours for chromebook repairs needed. If the chromebook cannot be repaired on site, the student/staff will receive a replacement chromebook at this time. The service desk is available during work hours for staff, students and families to contact via phone or email. If call center tech is unable to resolve on the phone, a helpdesk ticket will be created and followed up with the individual caller. An email to support will create a helpdesk ticket and the call center tech will follow up with the individual.

Digital Toolkit:

Portland Public Schools has developed a comprehensive and districtwide set of digital tools for every PPS classroom, teacher, and student. The [PPS Digital Toolkit](#) provides a set of digital tools that will enhance instructional strategies and content delivery. These tools will enhance the existing opportunities with both synchronous and asynchronous learning. These tools have been reviewed and evaluated for digital content quality and cultural relevance.

The tools fall into three categories: Instruction and Lesson Design, Creation and Engagement, and Content. Instruction and Lesson Design tools are those applications and system platforms that teachers use to deliver instruction, lessons, and communications. These include classroom content delivery and learning management systems, applications for communications, and lesson and assessment design tools. Creation and Engagement tools are used by teachers and students in distance learning, as well as in-classroom technology-enhanced instruction. These tools support student voice, elicit response, provide shared spaces for individual, small group, and whole-class collaboration, and engage students with the content. Content tools have been selected to assist our teachers in providing content, build opportunities for sustained practice, and apply learning in both distanced and in-person models of instruction.

Learning Platforms:

PPS has adopted two classroom learning platforms to meet the needs of our elementary and secondary students and teachers. These tools were selected because of their current use and success in PPS, knowledge of their toolset, depth of their function and capabilities, and their presence in the educational technology space. Both platforms allow teachers to create, post, interact, provide feedback, and assess with their students and will bring a single point of entry for students and families into classroom instruction.

Professional Development:

Ongoing and high-quality professional learning and training is essential for the successful implementation of Comprehensive Distance Learning. PPS will provide professional learning for all educators during the course of the summer, pre-service and throughout the school year. The content will be focused on best practices for distance learning, as well as technical “how to” training for digital tools and other operational functions.

Describe the school’s plan, including the anticipated timeline, for returning to Hybrid Learning or On-Site Learning consistent with the *Ready Schools, Safe Learners* guidance.

At this time PPS is planning for the opening of our physical buildings when it is deemed safe and appropriate under the Governor's directive. The District will utilize a comprehensive distance learning (CDL) platform for a minimum of the first quarter (through November 5th) and will evaluate all available health-related information to decide if our CDL will continue through the first semester or if we will be able to open to a hybrid model of instruction in November. We will continue to follow the Governor's orders and ODE's recommendations and guidance.

The remainder of this operational blueprint is not applicable to schools operating a Comprehensive Distance Learning Model.



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

Under ODE's **Ready Schools, Safe Learners** guidance, each school¹ has been directed to submit a plan to the district² in order to provide on-site and/or hybrid instruction. Districts must submit each school's plan to the local school board and make the plans available to the public. This form is to be used to document a district's, school's or program's plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the [Ready Schools, Safe Learners guidance](#) document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,³ parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Arleta
Key Contact Person for this Plan	John Horn
Phone Number of this Person	503 916 6330
Email Address of this Person	jhorn@pps.net
Sectors and position titles of those who informed the plan	Superintendent, Deputy Chiefs of Operations and Instruction, Chief Academic Officer, Chief of Schools, Chief of Staff, Legal Counsel, Chief of Student Support Services, Chief of Technology, Chief Operations Officer, Chief of Human Resources, Chief of Systems Performance, Senior Advisor Racial Equity and Social Justice, Chief of Engagement and Partnerships, Senior Director of Communications, Senior Director of Student Success and Health, Senior Director of Multi-Tiered Systems of Support, Attendance Manager, Director of Facilities, Director of Security Services, Director of Nutrition Services, Senior Director of Special Education, principals, teachers, labor union advisory participation, Senior Director of Humanities, Senior Director of STEAM, Regional Supts., Director of Risk Management, Director of Professional Learning, Project Managers, Student

¹ For the purposes of this guidance: "school" refers to all public schools, including public charter schools, public virtual charter schools, alternative education programs, private schools and the Oregon School for the Deaf. For ease of readability, "school" will be used inclusively to reference all of these settings.

² For the purposes of this guidance: "district" refers to a school district, education service district, public charter school sponsoring district, virtual public charter school sponsoring district, state sponsored public charter school, alternative education programs, private schools, and the Oregon School for the Deaf.

³ Tribal Consultation is a separate process from stakeholder engagement; consultation recognizes and affirms tribal rights of self-government and tribal sovereignty, and mandates state government to work with American Indian nations on a [government-to-government](#) basis.

	Engagement Coordinators, Family advocates, student groups (BIPOC), special education and english language learners, family surveys, staff surveys, parent engagement groups, email responses from website, consultation with District Management Group (DMG), culturally specific partner organizations, PPS health advisory panel, and other large districts in Oregon.
Local public health office(s) or officers(s)	Multnomah ESD and the Oregon Health Authority; in consultation with the CDC.
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Director of Risk Management, Joe Crelier Building level administrators (Enforcement)
Intended Effective Dates for this Plan	9/2/2020 to at least 11/5/2020
ESD Region	Multnomah

2. Please list efforts you have made to engage your community (public health information sharing, taking feedback on planning, etc.) in preparing for school in 2020-21. Include information on engagement with communities often underserved and marginalized and those communities disproportionately impacted by COVID-19.

In preparation for reopening school in fall 2020, Portland Public Schools began gathering feedback from students and staff in May 2020. In March, the Communications team at PPS stood up a landing page for all students and families with centralized supports and pandemic resources. Surveys were conducted at the district level and by some individual schools. Our rate of response in surveying historically underserved and marginalized communities was low, which led to the utilization of intentional focus groups with our Native American community members and Elders, Black students and families, and other families and students of color. Additional focus groups were held with student leaders, and Spanish-Speaking families. Please find a summary of these focus groups here: [Memorandum to the Board of Education, Reopening Focus Group Update](#)

The District will continue to engage our community on a district and individual level to ensure that we are meeting the needs of all students and families to the best of our abilities.

3. Indicate which instructional model will be used.

Select One:

☐ On-Site Learning ☐ Hybrid Learning ☒ Comprehensive Distance Learning

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-15 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>) by August 15, 2020 or prior to the beginning of the 2020-21 school year.

* **Note:** Private schools are required to comply with only sections 1-3 of the **Ready Schools, Safe Learners** guidance.

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

This section must be completed by any school that is seeking to provide instruction through Comprehensive Distance Learning.

Describe why you are selecting Comprehensive Distance Learning as the school's Instructional Model for the effective dates of this plan.

In keeping with local, regional and state guidance and new health directives, Portland Public Schools has determined that it is safest for students and staff to maintain severely limited physical contact. We believe it is both responsible and critical to base our decisions on what will best ensure the health and wellness of our students and staff. We will always prefer to have our students engaged in classroom-based learning, but given current conditions, it would be unsafe to have significant numbers of students and adults back on campus at this time.

We will use this Comprehensive Distance Learning model for a minimum of September 2 through November 5, and will evaluate in October whether it is feasible to open in the 2nd quarter. Based on medical advice, including local health authorities, PPS will continue to keep the health and wellness of students and staff on the forefront in our planning.

Describe how your school's model aligns to the [Comprehensive Distance Learning Guidance](#) (linked). In completing this part of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. Please name any requirements you need ODE to review for any possible accommodations.

Framing PPS Values

As we continue to navigate the ongoing COVID-19 pandemic, Portland Public Schools remains committed to providing a high-quality education for all students and ensuring the health and wellness of students and staff through a comprehensive distance learning model. To guide our work, we centered racial equity and social justice in all decision-making and hold three principles from our strategic plan at the core of our planning - ensure the health and wellness of staff and students, strengthen and innovate the instructional core, and cultivate connection and relationship for students, staff and our community.

Our overarching approach to reopening is a relentless pursuit of racial equity and social justice (RESJ). We believe in the fundamental right to human dignity and that generating an equitable world requires an educational system that intentionally disrupts - and builds leaders to disrupt - systems of oppression. Therefore, our work to reopen schools acknowledges and recognizes the inequities of our system prior to Covid-19 and does not seek to reopen schools by returning to what was "normal" before. Rather, we are deeply engaged in fundamentally accelerating and centering our RESJ work, constantly examining opportunities to increase RESJ strategies through organizational transformation and system-wide collaboration. By way of this central focus and in partnership with families and stakeholders, including those representing students of color, we will bring racial predictability and disproportionality to an end.

In PPS, we are utilizing Targeted Universalism as a driver. We aim to operationalize our RESJ values so that every student is served and our universal board goals are achieved; thus realizing the graduate profile from [our Vision](#). Our approach supports the distinct needs of BIPOC students while also acknowledging our mutual interdependence. We recognize with great urgency the need for aligned and coherent strategies that improve conditions so that every student, especially our BIPOC students have an educational experience where they can thrive. Our approach disrupts institutional and cultural racism and promotes tangible strategies and resources for RESJ. To this end, we will prioritize services for students historically underserved by our system, including Black, Native, students receiving special education services and second language learners. We have used these [Guiding Principles](#) to align our collective work through this process.

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Digital Learning Needs for Comprehensive Distance Learning

Privacy and Security tools (Umbrella) have been installed and remain persistent on all PPS devices and accounts that prevents students from accessing known inappropriate or malicious sites. Passwords for staff and students changed to a longer character length, and a new portal has been implemented to aid in remote support for password reset situations. Changes have been made to patching and software update mechanisms to allow for devices to remain updated even though they are outside the PPS network. All staff and students will be trained on responsible digital citizenship.

In addition to the distribution of devices, PPS acquired 1990 hotspots to provide connectivity for students where Comcast Internet Essentials was not a viable option. These hotspots will be either picked up from distribution locations or delivered using bus drivers to bring the devices to student homes to ensure that students and staff that did not already have internet access were given devices to facilitate that. Additionally, infrastructure changes were made to

allow take home IP phones that allow for teachers and staff to be able to make contact with students and families just as they would in the classroom.

Device deployment:

In the spring we handed out chromebooks and hotspots/Comcast connectivity for students and staff to be able to participate in distance based learning. We will continue to provide devices and work with families to ensure all students are able to connect to our comprehensive distance learning model. We will continue to provide devices to staff as needed so they can deliver the digital curriculum effectively. We offer a curbside service at the district office during work hours for chromebook repairs needed. If the chromebook cannot be repaired on site, the student/staff will receive a replacement chromebook at this time. The service desk is available during work hours for staff, students and families to contact via phone or email. If call center tech is unable to resolve on the phone, a helpdesk ticket will be created and followed up with the individual caller. An email to support will create a helpdesk ticket and the call center tech will follow up with the individual.

Digital Toolkit:

Portland Public Schools has developed a comprehensive and districtwide set of digital tools for every PPS classroom, teacher, and student. The [PPS Digital Toolkit](#) provides a set of digital tools that will enhance instructional strategies and content delivery. These tools will enhance the existing opportunities with both synchronous and asynchronous learning. These tools have been reviewed and evaluated for digital content quality and cultural relevance.

The tools fall into three categories: Instruction and Lesson Design, Creation and Engagement, and Content. Instruction and Lesson Design tools are those applications and system platforms that teachers use to deliver instruction, lessons, and communications. These include classroom content delivery and learning management systems, applications for communications, and lesson and assessment design tools. Creation and Engagement tools are used by teachers and students in distance learning, as well as in-classroom technology-enhanced instruction. These tools support student voice, elicit response, provide shared spaces for individual, small group, and whole-class collaboration, and engage students with the content. Content tools have been selected to assist our teachers in providing content, build opportunities for sustained practice, and apply learning in both distanced and in-person models of instruction.

Learning Platforms:

PPS has adopted two classroom learning platforms to meet the needs of our elementary and secondary students and teachers. These tools were selected because of their current use and success in PPS, knowledge of their toolset, depth of their function and capabilities, and their presence in the educational technology space. Both platforms allow teachers to create, post, interact, provide feedback, and assess with their students and will bring a single point of entry for students and families into classroom instruction.

Professional Development:

Ongoing and high-quality professional learning and training is essential for the successful implementation of Comprehensive Distance Learning. PPS will provide professional learning for all educators during the course of the summer, pre-service and throughout the school year. The content will be focused on best practices for distance learning, as well as technical “how to” training for digital tools and other operational functions.

Describe the school’s plan, including the anticipated timeline, for returning to Hybrid Learning or On-Site Learning consistent with the *Ready Schools, Safe Learners* guidance.

At this time PPS is planning for the opening of our physical buildings when it is deemed safe and appropriate under the Governor's directive. The District will utilize a comprehensive distance learning (CDL) platform for a minimum of the first quarter (through November 5th) and will evaluate all available health-related information to decide if our CDL will continue through the first semester or if we will be able to open to a hybrid model of instruction in November. We will continue to follow the Governor's orders and ODE's recommendations and guidance.

The remainder of this operational blueprint is not applicable to schools operating a Comprehensive Distance Learning Model.



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

Under ODE's **Ready Schools, Safe Learners** guidance, each school¹ has been directed to submit a plan to the district² in order to provide on-site and/or hybrid instruction. Districts must submit each school's plan to the local school board and make the plans available to the public. This form is to be used to document a district's, school's or program's plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the [Ready Schools, Safe Learners guidance](#) document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,³ parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Astor
Key Contact Person for this Plan	Blake Robertson
Phone Number of this Person	503 916 6244
Email Address of this Person	brobertson@pps.net
Sectors and position titles of those who informed the plan	Superintendent, Deputy Chiefs of Operations and Instruction, Chief Academic Officer, Chief of Schools, Chief of Staff, Legal Counsel, Chief of Student Support Services, Chief of Technology, Chief Operations Officer, Chief of Human Resources, Chief of Systems Performance, Senior Advisor Racial Equity and Social Justice, Chief of Engagement and Partnerships, Senior Director of Communications, Senior Director of Student Success and Health, Senior Director of Multi-Tiered Systems of Support, Attendance Manager, Director of Facilities, Director of Security Services, Director of Nutrition Services, Senior Director of Special Education, principals, teachers, labor union advisory participation, Senior Director of Humanities, Senior Director of STEAM, Regional Supts., Director of Risk Management, Director of Professional Learning, Project Managers, Student

¹ For the purposes of this guidance: "school" refers to all public schools, including public charter schools, public virtual charter schools, alternative education programs, private schools and the Oregon School for the Deaf. For ease of readability, "school" will be used inclusively to reference all of these settings.

² For the purposes of this guidance: "district" refers to a school district, education service district, public charter school sponsoring district, virtual public charter school sponsoring district, state sponsored public charter school, alternative education programs, private schools, and the Oregon School for the Deaf.

³ Tribal Consultation is a separate process from stakeholder engagement; consultation recognizes and affirms tribal rights of self-government and tribal sovereignty, and mandates state government to work with American Indian nations on a [government-to-government](#) basis.

	Engagement Coordinators, Family advocates, student groups (BIPOC), special education and english language learners, family surveys, staff surveys, parent engagement groups, email responses from website, consultation with District Management Group (DMG), culturally specific partner organizations, PPS health advisory panel, and other large districts in Oregon.
Local public health office(s) or officers(s)	Multnomah ESD and the Oregon Health Authority; in consultation with the CDC.
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Director of Risk Management, Joe Crelier Building level administrators (Enforcement)
Intended Effective Dates for this Plan	9/2/2020 to at least 11/5/2020
ESD Region	Multnomah

2. Please list efforts you have made to engage your community (public health information sharing, taking feedback on planning, etc.) in preparing for school in 2020-21. Include information on engagement with communities often underserved and marginalized and those communities disproportionately impacted by COVID-19.

In preparation for reopening school in fall 2020, Portland Public Schools began gathering feedback from students and staff in May 2020. In March, the Communications team at PPS stood up a landing page for all students and families with centralized supports and pandemic resources. Surveys were conducted at the district level and by some individual schools. Our rate of response in surveying historically underserved and marginalized communities was low, which led to the utilization of intentional focus groups with our Native American community members and Elders, Black students and families, and other families and students of color. Additional focus groups were held with student leaders, and Spanish-Speaking families. Please find a summary of these focus groups here: [Memorandum to the Board of Education, Reopening Focus Group Update](#)

The District will continue to engage our community on a district and individual level to ensure that we are meeting the needs of all students and families to the best of our abilities.

3. Indicate which instructional model will be used.

Select One:

☐ On-Site Learning ☐ Hybrid Learning ☒ Comprehensive Distance Learning

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-15 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>) by August 15, 2020 or prior to the beginning of the 2020-21 school year.

* **Note:** Private schools are required to comply with only sections 1-3 of the **Ready Schools, Safe Learners** guidance.

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

This section must be completed by any school that is seeking to provide instruction through Comprehensive Distance Learning.

Describe why you are selecting Comprehensive Distance Learning as the school's Instructional Model for the effective dates of this plan.

In keeping with local, regional and state guidance and new health directives, Portland Public Schools has determined that it is safest for students and staff to maintain severely limited physical contact. We believe it is both responsible and critical to base our decisions on what will best ensure the health and wellness of our students and staff. We will always prefer to have our students engaged in classroom-based learning, but given current conditions, it would be unsafe to have significant numbers of students and adults back on campus at this time.

We will use this Comprehensive Distance Learning model for a minimum of September 2 through November 5, and will evaluate in October whether it is feasible to open in the 2nd quarter. Based on medical advice, including local health authorities, PPS will continue to keep the health and wellness of students and staff on the forefront in our planning.

Describe how your school's model aligns to the [Comprehensive Distance Learning Guidance](#) (linked). In completing this part of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. Please name any requirements you need ODE to review for any possible accommodations.

Framing PPS Values

As we continue to navigate the ongoing COVID-19 pandemic, Portland Public Schools remains committed to providing a high-quality education for all students and ensuring the health and wellness of students and staff through a comprehensive distance learning model. To guide our work, we centered racial equity and social justice in all decision-making and hold three principles from our strategic plan at the core of our planning - ensure the health and wellness of staff and students, strengthen and innovate the instructional core, and cultivate connection and relationship for students, staff and our community.

Our overarching approach to reopening is a relentless pursuit of racial equity and social justice (RESJ). We believe in the fundamental right to human dignity and that generating an equitable world requires an educational system that intentionally disrupts - and builds leaders to disrupt - systems of oppression. Therefore, our work to reopen schools acknowledges and recognizes the inequities of our system prior to Covid-19 and does not seek to reopen schools by returning to what was "normal" before. Rather, we are deeply engaged in fundamentally accelerating and centering our RESJ work, constantly examining opportunities to increase RESJ strategies through organizational transformation and system-wide collaboration. By way of this central focus and in partnership with families and stakeholders, including those representing students of color, we will bring racial predictability and disproportionality to an end.

In PPS, we are utilizing Targeted Universalism as a driver. We aim to operationalize our RESJ values so that every student is served and our universal board goals are achieved; thus realizing the graduate profile from [our Vision](#). Our approach supports the distinct needs of BIPOC students while also acknowledging our mutual interdependence. We recognize with great urgency the need for aligned and coherent strategies that improve conditions so that every student, especially our BIPOC students have an educational experience where they can thrive. Our approach disrupts institutional and cultural racism and promotes tangible strategies and resources for RESJ. To this end, we will prioritize services for students historically underserved by our system, including Black, Native, students receiving special education services and second language learners. We have used these [Guiding Principles](#) to align our collective work through this process.

Academic Conditions for Comprehensive Distance Learning

Teaching, Learning & Instructional Time:

Our comprehensive distance learning plan is designed so that all students will receive an engaging, comprehensive, and rigorous academic experience every day of the week. Students will receive standards-based instruction across all academic areas and will build meaningful relationships with the educators in their school community. Instructional time requirements will be adhered to in every grade level, where more than 50% of the instructional time will be teacher-facilitated learning. To meet this requirement, elementary students will follow predictable routines,

procedures, and schedules, that align with developmentally appropriate recommendations for screen time and synchronous learning. Secondary students will follow a predictable bell schedule that incorporates synchronous check-ins, consistent and timely feedback, and peer interactions. All students will continue to receive access to a well-rounded education which includes physical education, health, arts, music, tiered supports, etc.

The learning day will be organized so that the time educators spend directly interacting with students will be high quality, focused on complex learning activities with a high cognitive demand and that are centered around student engagement. Students will have opportunities for guided learning with an educator, as well as opportunities to work with peers, families, and community members to apply their learning and practice their skills. Students will be expected to complete assigned learning activities each day. Students will participate in daily virtual instruction by satisfactorily engaging with synchronous class sessions as well as asynchronous tasks, completing assigned learning activities or assignments to demonstrate their learning. Parents and students will communicate with the teacher when in need of additional learning support. Portland Public Schools will also provide families a variety of ways to connect, one of which is through educator office hours, posted publicly, for students and families to access which will include a process to request and schedule translation services as needed.

Racial Equity and Access:

In the development of our plan, all of the work groups utilized our [Racial Equity and Social Justice Lens](#) to inform decision making and programming. The application of the lens is based on our belief that the district should adopt a student-centered, racial equity and social justice focused lens in all high leverage decisions in order to more deeply understand the barriers and opportunities impacting BIPOC students and families. Additionally, the regular application of the lens, documentation of our responses and review of those responses will help us critically examine our efforts to increase access and opportunity for BIPOC students and families. Our steering committee collectively reviewed our comprehensive plans and applied the RESJ lens on multiple occasions. They utilized data, parent and student input from engagement, partner input and the diverse experience of members to answer the prompts, review our plans and make adjustments to more directly respond to the needs of BIPOC students. As a result we believe our plan is strengthened through the collaborative and reflective process we employed to apply the RESJ Lens to address racial equity and access in our plans.

Special Education Services and English Language Development

Students receiving special education services will continue to receive instruction, technology, support, accommodations, and modifications as required by ESSA, IDEA, and/or ADA based on a virtual learning environment. The majority of each student's services will be provided synchronously (i.e., with the teacher/service provider and student working together through direct and simultaneous communication). If only asynchronous services are recommended, the parent or guardian will provide written consent to shift from synchronous to asynchronous service delivery. All IDEA requirements will be met during Comprehensive Distance Learning. This includes all IDEA timelines, delivery of all related services, delivery of SDI, implementation of IEPs, etc. Schools will provide Child Find obligations, including timely evaluation and eligibility determinations.

Students who are identified to receive English Language development services will be provided with language assistance services and supports that allow the student access to grade level academic content and scaffolded language experiences. PPS's English as a Second Language program will encourage ESL and general education/homeroom teachers to collaboratively plan for inclusive learning experiences that consider and support the language proficiency of each student.

Assessment, Grading, Reporting & Statewide Balanced Assessment:

Portland Public Schools (PPS) has developed a framework for a balanced assessment system and worked throughout the pre-pandemic portion of the 2019-2020 academic year to introduce additional efficiency into the assessment model. Anticipating the ongoing challenges to face-to-face instruction, PPS successfully piloted remote administration of the NWEA MAP assessments at one of our schools in the Spring of 2020.

During the 2020-2021 academic year, PPS is prepared to remotely administer MAP in grades 3-8 in the fall and winter. The fall assessment will allow our students and families to better understand the learning needs of our students as they enter the academic year, and it will provide our teachers and curriculum support teams the necessary data to align and plan instruction. The mid-year assessment will provide feedback regarding both student growth and achievement allowing for an additional point to adapt our supports.

In addition to this common measure of growth and achievement, students will also be presented with common curriculum embedded assessments (pre and post unit) that are aligned to the scope and sequence and are paired with each of the curriculum units. These will provide additional, focused and just-in time, measures of learning that will allow for adaptations to the delivery of the unit materials in order to provide tiered supports. Educators will regularly report progress to students and families and provide opportunities to redo or make up work without penalty and retain the highest earned grade.

Finally, the administration of remote computer adaptive measures will also help the system prepare for the challenges associated with a potential remote administration of the state summative assessments in English Language Arts, Mathematics, and Science.

Attendance:

With the pandemic in the spring of the 2019-2020 academic year, the importance of maintaining an active engagement with our students and families rose to the forefront of our work as a system. As we approach the 2020-2021 year, engagement remains a critical focus and reflecting that engagement through attendance and other metrics is critical. We are committed to following all ODE guidelines and requirements in regards to attendance.

At this time, we are preparing to collect on-line attendance, and we are exploring ways to leverage data from our learning management and instructional delivery systems as a means to monitor engagement and attendance. Our primary focus, at this time, is to provide near real time data back to our schools to facilitate and focus the efforts of our schools to engage our students and families. We fully expect that our local community partners will be assisting in our efforts to focus and engage our disenfranchised students and communities in partnership with our counselors, social workers, Restorative Justice (RJ) specialists, attendance coaches and student engagement specialists.

Clubs & Extracurricular Activities:

Clubs and extracurricular activities are a critical component of any school community. We will ensure activities, clubs, and student organizations are available and accessible to all students to the extent possible, while focusing on the health and wellness of our students and staff as our top priority.

Operational Conditions for Comprehensive Distance Learning

Nutrition:

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allow take home IP phones that allow for teachers and staff to be able to make contact with students and families just as they would in the classroom.

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The remainder of this operational blueprint is not applicable to schools operating a Comprehensive Distance Learning Model.



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

Under ODE's **Ready Schools, Safe Learners** guidance, each school¹ has been directed to submit a plan to the district² in order to provide on-site and/or hybrid instruction. Districts must submit each school's plan to the local school board and make the plans available to the public. This form is to be used to document a district's, school's or program's plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the [Ready Schools, Safe Learners guidance](#) document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,³ parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Atkinson
Key Contact Person for this Plan	Jennifer Fontana
Phone Number of this Person	503 916-6333
Email Address of this Person	jfontana@pps.net
Sectors and position titles of those who informed the plan	Superintendent, Deputy Chiefs of Operations and Instruction, Chief Academic Officer, Chief of Schools, Chief of Staff, Legal Counsel, Chief of Student Support Services, Chief of Technology, Chief Operations Officer, Chief of Human Resources, Chief of Systems Performance, Senior Advisor Racial Equity and Social Justice, Chief of Engagement and Partnerships, Senior Director of Communications, Senior Director of Student Success and Health, Senior Director of Multi-Tiered Systems of Support, Attendance Manager, Director of Facilities, Director of Security Services, Director of Nutrition Services, Senior Director of Special Education, principals, teachers, labor union advisory participation, Senior Director of Humanities, Senior Director of STEAM, Regional Supts., Director of Risk Management, Director of Professional Learning, Project Managers, Student

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	Engagement Coordinators, Family advocates, student groups (BIPOC), special education and english language learners, family surveys, staff surveys, parent engagement groups, email responses from website, consultation with District Management Group (DMG), culturally specific partner organizations, PPS health advisory panel, and other large districts in Oregon.
Local public health office(s) or officers(s)	Multnomah ESD and the Oregon Health Authority; in consultation with the CDC.
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Director of Risk Management, Joe Crelier Building level administrators (Enforcement)
Intended Effective Dates for this Plan	9/2/2020 to at least 11/5/2020
ESD Region	Multnomah

2. Please list efforts you have made to engage your community (public health information sharing, taking feedback on planning, etc.) in preparing for school in 2020-21. Include information on engagement with communities often underserved and marginalized and those communities disproportionately impacted by COVID-19.

In preparation for reopening school in fall 2020, Portland Public Schools began gathering feedback from students and staff in May 2020. In March, the Communications team at PPS stood up a landing page for all students and families with centralized supports and pandemic resources. Surveys were conducted at the district level and by some individual schools. Our rate of response in surveying historically underserved and marginalized communities was low, which led to the utilization of intentional focus groups with our Native American community members and Elders, Black students and families, and other families and students of color. Additional focus groups were held with student leaders, and Spanish-Speaking families. Please find a summary of these focus groups here: [Memorandum to the Board of Education, Reopening Focus Group Update](#)

The District will continue to engage our community on a district and individual level to ensure that we are meeting the needs of all students and families to the best of our abilities.

3. Indicate which instructional model will be used.

Select One:

☐ On-Site Learning ☐ Hybrid Learning ☒ Comprehensive Distance Learning

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-15 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>) by August 15, 2020 or prior to the beginning of the 2020-21 school year.

* **Note:** Private schools are required to comply with only sections 1-3 of the **Ready Schools, Safe Learners** guidance.

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

This section must be completed by any school that is seeking to provide instruction through Comprehensive Distance Learning.

Describe why you are selecting Comprehensive Distance Learning as the school's Instructional Model for the effective dates of this plan.

In keeping with local, regional and state guidance and new health directives, Portland Public Schools has determined that it is safest for students and staff to maintain severely limited physical contact. We believe it is both responsible and critical to base our decisions on what will best ensure the health and wellness of our students and staff. We will always prefer to have our students engaged in classroom-based learning, but given current conditions, it would be unsafe to have significant numbers of students and adults back on campus at this time.

We will use this Comprehensive Distance Learning model for a minimum of September 2 through November 5, and will evaluate in October whether it is feasible to open in the 2nd quarter. Based on medical advice, including local health authorities, PPS will continue to keep the health and wellness of students and staff on the forefront in our planning.

Describe how your school's model aligns to the [Comprehensive Distance Learning Guidance](#) (linked). In completing this part of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. Please name any requirements you need ODE to review for any possible accommodations.

Framing PPS Values

As we continue to navigate the ongoing COVID-19 pandemic, Portland Public Schools remains committed to providing a high-quality education for all students and ensuring the health and wellness of students and staff through a comprehensive distance learning model. To guide our work, we centered racial equity and social justice in all decision-making and hold three principles from our strategic plan at the core of our planning - ensure the health and wellness of staff and students, strengthen and innovate the instructional core, and cultivate connection and relationship for students, staff and our community.

Our overarching approach to reopening is a relentless pursuit of racial equity and social justice (RESJ). We believe in the fundamental right to human dignity and that generating an equitable world requires an educational system that intentionally disrupts - and builds leaders to disrupt - systems of oppression. Therefore, our work to reopen schools acknowledges and recognizes the inequities of our system prior to Covid-19 and does not seek to reopen schools by returning to what was "normal" before. Rather, we are deeply engaged in fundamentally accelerating and centering our RESJ work, constantly examining opportunities to increase RESJ strategies through organizational transformation and system-wide collaboration. By way of this central focus and in partnership with families and stakeholders, including those representing students of color, we will bring racial predictability and disproportionality to an end.

In PPS, we are utilizing Targeted Universalism as a driver. We aim to operationalize our RESJ values so that every student is served and our universal board goals are achieved; thus realizing the graduate profile from [our Vision](#). Our approach supports the distinct needs of BIPOC students while also acknowledging our mutual interdependence. We recognize with great urgency the need for aligned and coherent strategies that improve conditions so that every student, especially our BIPOC students have an educational experience where they can thrive. Our approach disrupts institutional and cultural racism and promotes tangible strategies and resources for RESJ. To this end, we will prioritize services for students historically underserved by our system, including Black, Native, students receiving special education services and second language learners. We have used these [Guiding Principles](#) to align our collective work through this process.

Academic Conditions for Comprehensive Distance Learning

Teaching, Learning & Instructional Time:

Our comprehensive distance learning plan is designed so that all students will receive an engaging, comprehensive, and rigorous academic experience every day of the week. Students will receive standards-based instruction across all academic areas and will build meaningful relationships with the educators in their school community. Instructional time requirements will be adhered to in every grade level, where more than 50% of the instructional time will be teacher-facilitated learning. To meet this requirement, elementary students will follow predictable routines,

procedures, and schedules, that align with developmentally appropriate recommendations for screen time and synchronous learning. Secondary students will follow a predictable bell schedule that incorporates synchronous check-ins, consistent and timely feedback, and peer interactions. All students will continue to receive access to a well-rounded education which includes physical education, health, arts, music, tiered supports, etc.

The learning day will be organized so that the time educators spend directly interacting with students will be high quality, focused on complex learning activities with a high cognitive demand and that are centered around student engagement. Students will have opportunities for guided learning with an educator, as well as opportunities to work with peers, families, and community members to apply their learning and practice their skills. Students will be expected to complete assigned learning activities each day. Students will participate in daily virtual instruction by satisfactorily engaging with synchronous class sessions as well as asynchronous tasks, completing assigned learning activities or assignments to demonstrate their learning. Parents and students will communicate with the teacher when in need of additional learning support. Portland Public Schools will also provide families a variety of ways to connect, one of which is through educator office hours, posted publicly, for students and families to access which will include a process to request and schedule translation services as needed.

Racial Equity and Access:

In the development of our plan, all of the work groups utilized our [Racial Equity and Social Justice Lens](#) to inform decision making and programming. The application of the lens is based on our belief that the district should adopt a student-centered, racial equity and social justice focused lens in all high leverage decisions in order to more deeply understand the barriers and opportunities impacting BIPOC students and families. Additionally, the regular application of the lens, documentation of our responses and review of those responses will help us critically examine our efforts to increase access and opportunity for BIPOC students and families. Our steering committee collectively reviewed our comprehensive plans and applied the RESJ lens on multiple occasions. They utilized data, parent and student input from engagement, partner input and the diverse experience of members to answer the prompts, review our plans and make adjustments to more directly respond to the needs of BIPOC students. As a result we believe our plan is strengthened through the collaborative and reflective process we employed to apply the RESJ Lens to address racial equity and access in our plans.

Special Education Services and English Language Development

Students receiving special education services will continue to receive instruction, technology, support, accommodations, and modifications as required by ESSA, IDEA, and/or ADA based on a virtual learning environment. The majority of each student's services will be provided synchronously (i.e., with the teacher/service provider and student working together through direct and simultaneous communication). If only asynchronous services are recommended, the parent or guardian will provide written consent to shift from synchronous to asynchronous service delivery. All IDEA requirements will be met during Comprehensive Distance Learning. This includes all IDEA timelines, delivery of all related services, delivery of SDI, implementation of IEPs, etc. Schools will provide Child Find obligations, including timely evaluation and eligibility determinations.

Students who are identified to receive English Language development services will be provided with language assistance services and supports that allow the student access to grade level academic content and scaffolded language experiences. PPS's English as a Second Language program will encourage ESL and general education/homeroom teachers to collaboratively plan for inclusive learning experiences that consider and support the language proficiency of each student.

Assessment, Grading, Reporting & Statewide Balanced Assessment:

Portland Public Schools (PPS) has developed a framework for a balanced assessment system and worked throughout the pre-pandemic portion of the 2019-2020 academic year to introduce additional efficiency into the assessment model. Anticipating the ongoing challenges to face-to-face instruction, PPS successfully piloted remote administration of the NWEA MAP assessments at one of our schools in the Spring of 2020.

During the 2020-2021 academic year, PPS is prepared to remotely administer MAP in grades 3-8 in the fall and winter. The fall assessment will allow our students and families to better understand the learning needs of our students as they enter the academic year, and it will provide our teachers and curriculum support teams the necessary data to align and plan instruction. The mid-year assessment will provide feedback regarding both student growth and achievement allowing for an additional point to adapt our supports.

In addition to this common measure of growth and achievement, students will also be presented with common curriculum embedded assessments (pre and post unit) that are aligned to the scope and sequence and are paired with each of the curriculum units. These will provide additional, focused and just-in time, measures of learning that will allow for adaptations to the delivery of the unit materials in order to provide tiered supports. Educators will regularly report progress to students and families and provide opportunities to redo or make up work without penalty and retain the highest earned grade.

Finally, the administration of remote computer adaptive measures will also help the system prepare for the challenges associated with a potential remote administration of the state summative assessments in English Language Arts, Mathematics, and Science.

Attendance:

With the pandemic in the spring of the 2019-2020 academic year, the importance of maintaining an active engagement with our students and families rose to the forefront of our work as a system. As we approach the 2020-2021 year, engagement remains a critical focus and reflecting that engagement through attendance and other metrics is critical. We are committed to following all ODE guidelines and requirements in regards to attendance.

At this time, we are preparing to collect on-line attendance, and we are exploring ways to leverage data from our learning management and instructional delivery systems as a means to monitor engagement and attendance. Our primary focus, at this time, is to provide near real time data back to our schools to facilitate and focus the efforts of our schools to engage our students and families. We fully expect that our local community partners will be assisting in our efforts to focus and engage our disenfranchised students and communities in partnership with our counselors, social workers, Restorative Justice (RJ) specialists, attendance coaches and student engagement specialists.

Clubs & Extracurricular Activities:

Clubs and extracurricular activities are a critical component of any school community. We will ensure activities, clubs, and student organizations are available and accessible to all students to the extent possible, while focusing on the health and wellness of our students and staff as our top priority.

Operational Conditions for Comprehensive Distance Learning

Nutrition:

Portland Public Schools understands food stability is one of the most important safety measures schools can provide to students. We will build upon our work in the spring and expand to serve more sites this fall. We will serve breakfast and lunch at up to 40 sites, specifically sites that are elected for Community Eligibility Provision (CEP) in the 2020-21 school year in order to focus resources and access to food and nutrition in our highest risk and need communities. Meals will be served to families 2 days/week (Mondays will include 2 days worth of food and Wednesdays will include 3 days worth of food). No weekend food is permissible at this time, though we may be able to add additional daily supper meals depending on eligible sites and waivers (pending request from ODE to USDA). Nutrition Services will partner with Transportation to deliver meals to homes as requested by the families. Families will be sent an opt in/consent form for requesting meal delivery to their home. Delivery schedule will depend on demand and routing schedule by the Transportation department. Meals will continue to be a mix of ready-to-eat foods, prepared recipes and foods that can be heated at home by families. Communication about meals, services and benefits will be provided throughout the fall to families and school communities. Nutrition Services staff will adhere to all district and department standard operating procedures and safety plans.

Communicable Disease Management Plan (CMDP) and safety plans:

We have developed, in conjunction with our local health authority and Multnomah ESD, and will implement our CMDP as staff report to buildings, based on individual and department needs. Safety plans are developed and approved by our Risk Management team before staff can enter a building and building leaders are responsible for adhering to the safety plan at all times. We have also developed a confirmed case protocol and have aligned all contact tracing, investigatory measures and reporting through a partnership with MESD and the health department. When we are notified of a possible exposure we work with them to investigate and notify.

Student and Family Support for Comprehensive Distance Learning

As a district, we understand and value the importance of student, family and community engagement as a means to positively impact a student's academic, social emotional outcomes and to address continuous improvement efforts. We are committed to building a collective and shared responsibility for outcomes, while strengthening our capacity and skills to achieve this goal and ensuring clear alignment between our intentions and actions to foster engagement that reflects the communities' values and break down barriers to student achievement in this unprecedented time. To this end, PPS will focus our first two weeks on Social Emotional Learning, connections and relationship building between students and staff.

Beyond the first two weeks, PPS will employ a variety of creative means to ensure that our students and families, especially our Black and Native communities, have the tools and support they need and feel empowered to engage and stay engaged in our Comprehensive Distance Learning platform. We will base our expectations of school engagement efforts on the work of our CSI & TSI summer program, Summer Connections Academy, and the lessons we have learned from those endeavors and from the springtime efforts. Some elements that were effective within those school communities included: relationship building and cultivating trust and rapport by calling families and students daily, reaching out to families through personal visits (physically distanced) and providing 1:1 virtual support as needed. We will also provide support at meal hubs and with some in-person conversations and relationship building on school lawns and sidewalks. We continue to provide support for teachers from our counselors and social workers on the best ways to interact and connect with families through a trauma informed lens.

Racial Equity and Social Justice Partnerships

PPS partners with sixteen different culturally specific organizations to implement our five RESJ Partnership Strategies with BIPOC students and families at prioritized schools. These strategies and resulting services provide critical connections between our schools and communities. These strategies are informed by relevant research that affirms their effectiveness in improving educational and social outcomes for students of color.

1. *Culturally Specific Family Engagement* - Family engagement is a high leverage strategy that supports student learning and is designed to reduce or eliminate institutional barriers for families of color to advocate for the needs of their students. There is significant research that supports the effectiveness of family support, advocacy and encouragement with positive student achievement and outcomes.
2. *Wrap Around Services* - Provision of culturally specific and culturally responsive services to support student academic and social success. This includes case management, academic tutoring/support, service referral, student groups, and progress monitoring. Wrap around services have a comprehensive approach to meeting the needs of students.
3. *Mentoring and Leadership Development* - Services are designed to provide positive relationship development and support to students to reduce disproportionate discipline rates and increase attendance and a sense of belonging at school for students of color. This includes providing positive and diverse adult relationships that are reflective of students' culture and identity.
4. *Extended Learning and Enrichment* - Programming provides safe, structured and engaging activities to enhance and expand the learning of students outside of school hours. This includes after school programming and enrichment activities. Enrichment activities provide opportunities for students to pursue learning in their own areas of interest and strengths. Research has shown that students engaged in these activities can lead to increased academic performance and attendance.
5. *Positive Cultural Identity Development and Advocacy* - Programming provides participating youth with exposure and

opportunity to engage in activities that empower them to embrace a confident and positive cultural identity while preserving and sharing cultural heritages and traditions amongst their peers. Activities provide opportunities for students to learn and practice new methods of self-expression in a safe and culturally affirming environment. Partners are actively engaged with the district to collaboratively plan for the start of school by adjusting their services to be provided virtually and in alignment with our plans. Partners are meeting with school leaders,

Mental, Social, and Emotional Health:

Our Multi-tiered Systems of Support (MTSS) team is creating Social Emotional Learning (SEL) activities for the K-5 soft start to begin on September 2nd. These activities will be focused on making connections, building relationships, and creating community. The Office of Teaching and Learning (OTL) and MTSS departments are also leading the development of a two-week health and wellness unit that will focus on promoting the social, emotional, and cognitive skills students need to develop positive relationships and thrive in school. This required K-5 unit is set for teachers to begin on September 14th.

Lastly, K-5 and 6-8 SEL units were developed by the SEL team in the spring which focus on supporting resilience during challenging and, often, traumatic times. This nine-week unit will be revised for educators to use after the completion of the health unit by September 28th.

- MTSS and OTL will collaborate closely on the development of health and wellness and the SEL soft start lessons/activities.
- The MTSS unit is being built with the CASEL Roadmap for Reopening Critical Practices and the PPS & ODE reopening guidance as the foundation.
- The K-5 health and wellness unit will be required as one of four required health units. This unit is required even if schools have other SEL programs.

Additionally, PPS will continue to contract with our mental health and substance use partners in order to provide teletherapy for students who need this level of support. Our counselors and social workers will also meet virtually with students and families in order to assist with emotional and mental health wellness, suicide ideation, student threats, and other mental health or behavioral related concerns or needs. We are also partnering with culturally specific providers to support students of color and additional families who need our assistance. Some of these supports will be through personal (physically distanced) visits either on campus at a community site, or near the student's home. This will be through student and family choice, which honors their preferences in ways they feel they can best be supported.

Childcare:

PPS and contracted, licensed child care providers are exploring distance learning child care services for PPS families and employees. Child care providers would operate fee based programs with state subsidies for qualifying families. If we determine this is a viable service, locations will be dispersed throughout the PPS boundary. Providers would be required to follow health and safety guidelines from the Oregon Early Learning Division.

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Updated 8/11/2020

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1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Beach
Key Contact Person for this Plan	Lisa Hawking
Phone Number of this Person	503 916 6236
Email Address of this Person	lhawking@pps.net
Sectors and position titles of those who informed the plan	Superintendent, Deputy Chiefs of Operations and Instruction, Chief Academic Officer, Chief of Schools, Chief of Staff, Legal Counsel, Chief of Student Support Services, Chief of Technology, Chief Operations Officer, Chief of Human Resources, Chief of Systems Performance, Senior Advisor Racial Equity and Social Justice, Chief of Engagement and Partnerships, Senior Director of Communications, Senior Director of Student Success and Health, Senior Director of Multi-Tiered Systems of Support, Attendance Manager, Director of Facilities, Director of Security Services, Director of Nutrition Services, Senior Director of Special Education, principals, teachers, labor union advisory participation, Senior Director of Humanities, Senior Director of STEAM, Regional Supts., Director of Risk Management, Director of Professional Learning, Project Managers, Student

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Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Director of Risk Management, Joe Crelier Building level administrators (Enforcement)
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The District will continue to engage our community on a district and individual level to ensure that we are meeting the needs of all students and families to the best of our abilities.

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Select One:

☐ On-Site Learning ☐ Hybrid Learning ☒ Comprehensive Distance Learning

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REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

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Teaching, Learning & Instructional Time:

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procedures, and schedules, that align with developmentally appropriate recommendations for screen time and synchronous learning. Secondary students will follow a predictable bell schedule that incorporates synchronous check-ins, consistent and timely feedback, and peer interactions. All students will continue to receive access to a well-rounded education which includes physical education, health, arts, music, tiered supports, etc.

The learning day will be organized so that the time educators spend directly interacting with students will be high quality, focused on complex learning activities with a high cognitive demand and that are centered around student engagement. Students will have opportunities for guided learning with an educator, as well as opportunities to work with peers, families, and community members to apply their learning and practice their skills. Students will be expected to complete assigned learning activities each day. Students will participate in daily virtual instruction by satisfactorily engaging with synchronous class sessions as well as asynchronous tasks, completing assigned learning activities or assignments to demonstrate their learning. Parents and students will communicate with the teacher when in need of additional learning support. Portland Public Schools will also provide families a variety of ways to connect, one of which is through educator office hours, posted publicly, for students and families to access which will include a process to request and schedule translation services as needed.

Racial Equity and Access:

In the development of our plan, all of the work groups utilized our [Racial Equity and Social Justice Lens](#) to inform decision making and programming. The application of the lens is based on our belief that the district should adopt a student-centered, racial equity and social justice focused lens in all high leverage decisions in order to more deeply understand the barriers and opportunities impacting BIPOC students and families. Additionally, the regular application of the lens, documentation of our responses and review of those responses will help us critically examine our efforts to increase access and opportunity for BIPOC students and families. Our steering committee collectively reviewed our comprehensive plans and applied the RESJ lens on multiple occasions. They utilized data, parent and student input from engagement, partner input and the diverse experience of members to answer the prompts, review our plans and make adjustments to more directly respond to the needs of BIPOC students. As a result we believe our plan is strengthened through the collaborative and reflective process we employed to apply the RESJ Lens to address racial equity and access in our plans.

Special Education Services and English Language Development

Students receiving special education services will continue to receive instruction, technology, support, accommodations, and modifications as required by ESSA, IDEA, and/or ADA based on a virtual learning environment. The majority of each student's services will be provided synchronously (i.e., with the teacher/service provider and student working together through direct and simultaneous communication). If only asynchronous services are recommended, the parent or guardian will provide written consent to shift from synchronous to asynchronous service delivery. All IDEA requirements will be met during Comprehensive Distance Learning. This includes all IDEA timelines, delivery of all related services, delivery of SDI, implementation of IEPs, etc. Schools will provide Child Find obligations, including timely evaluation and eligibility determinations.

Students who are identified to receive English Language development services will be provided with language assistance services and supports that allow the student access to grade level academic content and scaffolded language experiences. PPS's English as a Second Language program will encourage ESL and general education/homeroom teachers to collaboratively plan for inclusive learning experiences that consider and support the language proficiency of each student.

Assessment, Grading, Reporting & Statewide Balanced Assessment:

Portland Public Schools (PPS) has developed a framework for a balanced assessment system and worked throughout the pre-pandemic portion of the 2019-2020 academic year to introduce additional efficiency into the assessment model. Anticipating the ongoing challenges to face-to-face instruction, PPS successfully piloted remote administration of the NWEA MAP assessments at one of our schools in the Spring of 2020.

During the 2020-2021 academic year, PPS is prepared to remotely administer MAP in grades 3-8 in the fall and winter. The fall assessment will allow our students and families to better understand the learning needs of our students as they enter the academic year, and it will provide our teachers and curriculum support teams the necessary data to align and plan instruction. The mid-year assessment will provide feedback regarding both student growth and achievement allowing for an additional point to adapt our supports.

In addition to this common measure of growth and achievement, students will also be presented with common curriculum embedded assessments (pre and post unit) that are aligned to the scope and sequence and are paired with each of the curriculum units. These will provide additional, focused and just-in time, measures of learning that will allow for adaptations to the delivery of the unit materials in order to provide tiered supports. Educators will regularly report progress to students and families and provide opportunities to redo or make up work without penalty and retain the highest earned grade.

Finally, the administration of remote computer adaptive measures will also help the system prepare for the challenges associated with a potential remote administration of the state summative assessments in English Language Arts, Mathematics, and Science.

Attendance:

With the pandemic in the spring of the 2019-2020 academic year, the importance of maintaining an active engagement with our students and families rose to the forefront of our work as a system. As we approach the 2020-2021 year, engagement remains a critical focus and reflecting that engagement through attendance and other metrics is critical. We are committed to following all ODE guidelines and requirements in regards to attendance.

At this time, we are preparing to collect on-line attendance, and we are exploring ways to leverage data from our learning management and instructional delivery systems as a means to monitor engagement and attendance. Our primary focus, at this time, is to provide near real time data back to our schools to facilitate and focus the efforts of our schools to engage our students and families. We fully expect that our local community partners will be assisting in our efforts to focus and engage our disenfranchised students and communities in partnership with our counselors, social workers, Restorative Justice (RJ) specialists, attendance coaches and student engagement specialists.

Clubs & Extracurricular Activities:

Clubs and extracurricular activities are a critical component of any school community. We will ensure activities, clubs, and student organizations are available and accessible to all students to the extent possible, while focusing on the health and wellness of our students and staff as our top priority.

Operational Conditions for Comprehensive Distance Learning

Nutrition:

Portland Public Schools understands food stability is one of the most important safety measures schools can provide to students. We will build upon our work in the spring and expand to serve more sites this fall. We will serve breakfast and lunch at up to 40 sites, specifically sites that are elected for Community Eligibility Provision (CEP) in the 2020-21 school year in order to focus resources and access to food and nutrition in our highest risk and need communities. Meals will be served to families 2 days/week (Mondays will include 2 days worth of food and Wednesdays will include 3 days worth of food). No weekend food is permissible at this time, though we may be able to add additional daily supper meals depending on eligible sites and waivers (pending request from ODE to USDA). Nutrition Services will partner with Transportation to deliver meals to homes as requested by the families. Families will be sent an opt in/consent form for requesting meal delivery to their home. Delivery schedule will depend on demand and routing schedule by the Transportation department. Meals will continue to be a mix of ready-to-eat foods, prepared recipes and foods that can be heated at home by families. Communication about meals, services and benefits will be provided throughout the fall to families and school communities. Nutrition Services staff will adhere to all district and department standard operating procedures and safety plans.

Communicable Disease Management Plan (CMDP) and safety plans:

We have developed, in conjunction with our local health authority and Multnomah ESD, and will implement our CMDP as staff report to buildings, based on individual and department needs. Safety plans are developed and approved by our Risk Management team before staff can enter a building and building leaders are responsible for adhering to the safety plan at all times. We have also developed a confirmed case protocol and have aligned all contact tracing, investigatory measures and reporting through a partnership with MESD and the health department. When we are notified of a possible exposure we work with them to investigate and notify.

Student and Family Support for Comprehensive Distance Learning

As a district, we understand and value the importance of student, family and community engagement as a means to positively impact a student's academic, social emotional outcomes and to address continuous improvement efforts. We are committed to building a collective and shared responsibility for outcomes, while strengthening our capacity and skills to achieve this goal and ensuring clear alignment between our intentions and actions to foster engagement that reflects the communities' values and break down barriers to student achievement in this unprecedented time. To this end, PPS will focus our first two weeks on Social Emotional Learning, connections and relationship building between students and staff.

Beyond the first two weeks, PPS will employ a variety of creative means to ensure that our students and families, especially our Black and Native communities, have the tools and support they need and feel empowered to engage and stay engaged in our Comprehensive Distance Learning platform. We will base our expectations of school engagement efforts on the work of our CSI & TSI summer program, Summer Connections Academy, and the lessons we have learned from those endeavors and from the springtime efforts. Some elements that were effective within those school communities included: relationship building and cultivating trust and rapport by calling families and students daily, reaching out to families through personal visits (physically distanced) and providing 1:1 virtual support as needed. We will also provide support at meal hubs and with some in-person conversations and relationship building on school lawns and sidewalks. We continue to provide support for teachers from our counselors and social workers on the best ways to interact and connect with families through a trauma informed lens.

Racial Equity and Social Justice Partnerships

PPS partners with sixteen different culturally specific organizations to implement our five RESJ Partnership Strategies with BIPOC students and families at prioritized schools. These strategies and resulting services provide critical connections between our schools and communities. These strategies are informed by relevant research that affirms their effectiveness in improving educational and social outcomes for students of color.

1. *Culturally Specific Family Engagement* - Family engagement is a high leverage strategy that supports student learning and is designed to reduce or eliminate institutional barriers for families of color to advocate for the needs of their students. There is significant research that supports the effectiveness of family support, advocacy and encouragement with positive student achievement and outcomes.
2. *Wrap Around Services* - Provision of culturally specific and culturally responsive services to support student academic and social success. This includes case management, academic tutoring/support, service referral, student groups, and progress monitoring. Wrap around services have a comprehensive approach to meeting the needs of students.
3. *Mentoring and Leadership Development* - Services are designed to provide positive relationship development and support to students to reduce disproportionate discipline rates and increase attendance and a sense of belonging at school for students of color. This includes providing positive and diverse adult relationships that are reflective of students' culture and identity.
4. *Extended Learning and Enrichment* - Programming provides safe, structured and engaging activities to enhance and expand the learning of students outside of school hours. This includes after school programming and enrichment activities. Enrichment activities provide opportunities for students to pursue learning in their own areas of interest and strengths. Research has shown that students engaged in these activities can lead to increased academic performance and attendance.
5. *Positive Cultural Identity Development and Advocacy* - Programming provides participating youth with exposure and

opportunity to engage in activities that empower them to embrace a confident and positive cultural identity while preserving and sharing cultural heritages and traditions amongst their peers. Activities provide opportunities for students to learn and practice new methods of self-expression in a safe and culturally affirming environment. Partners are actively engaged with the district to collaboratively plan for the start of school by adjusting their services to be provided virtually and in alignment with our plans. Partners are meeting with school leaders,

Mental, Social, and Emotional Health:

Our Multi-tiered Systems of Support (MTSS) team is creating Social Emotional Learning (SEL) activities for the K-5 soft start to begin on September 2nd. These activities will be focused on making connections, building relationships, and creating community. The Office of Teaching and Learning (OTL) and MTSS departments are also leading the development of a two-week health and wellness unit that will focus on promoting the social, emotional, and cognitive skills students need to develop positive relationships and thrive in school. This required K-5 unit is set for teachers to begin on September 14th.

Lastly, K-5 and 6-8 SEL units were developed by the SEL team in the spring which focus on supporting resilience during challenging and, often, traumatic times. This nine-week unit will be revised for educators to use after the completion of the health unit by September 28th.

- MTSS and OTL will collaborate closely on the development of health and wellness and the SEL soft start lessons/activities.
- The MTSS unit is being built with the CASEL Roadmap for Reopening Critical Practices and the PPS & ODE reopening guidance as the foundation.
- The K-5 health and wellness unit will be required as one of four required health units. This unit is required even if schools have other SEL programs.

Additionally, PPS will continue to contract with our mental health and substance use partners in order to provide teletherapy for students who need this level of support. Our counselors and social workers will also meet virtually with students and families in order to assist with emotional and mental health wellness, suicide ideation, student threats, and other mental health or behavioral related concerns or needs. We are also partnering with culturally specific providers to support students of color and additional families who need our assistance. Some of these supports will be through personal (physically distanced) visits either on campus at a community site, or near the student's home. This will be through student and family choice, which honors their preferences in ways they feel they can best be supported.

Childcare:

PPS and contracted, licensed child care providers are exploring distance learning child care services for PPS families and employees. Child care providers would operate fee based programs with state subsidies for qualifying families. If we determine this is a viable service, locations will be dispersed throughout the PPS boundary. Providers would be required to follow health and safety guidelines from the Oregon Early Learning Division.

Digital Learning Needs for Comprehensive Distance Learning

Privacy and Security tools (Umbrella) have been installed and remain persistent on all PPS devices and accounts that prevents students from accessing known inappropriate or malicious sites. Passwords for staff and students changed to a longer character length, and a new portal has been implemented to aid in remote support for password reset situations. Changes have been made to patching and software update mechanisms to allow for devices to remain updated even though they are outside the PPS network. All staff and students will be trained on responsible digital citizenship.

In addition to the distribution of devices, PPS acquired 1990 hotspots to provide connectivity for students where Comcast Internet Essentials was not a viable option. These hotspots will be either picked up from distribution locations or delivered using bus drivers to bring the devices to student homes to ensure that students and staff that did not already have internet access were given devices to facilitate that. Additionally, infrastructure changes were made to

allow take home IP phones that allow for teachers and staff to be able to make contact with students and families just as they would in the classroom.

Device deployment:

In the spring we handed out chromebooks and hotspots/Comcast connectivity for students and staff to be able to participate in distance based learning. We will continue to provide devices and work with families to ensure all students are able to connect to our comprehensive distance learning model. We will continue to provide devices to staff as needed so they can deliver the digital curriculum effectively. We offer a curbside service at the district office during work hours for chromebook repairs needed. If the chromebook cannot be repaired on site, the student/staff will receive a replacement chromebook at this time. The service desk is available during work hours for staff, students and families to contact via phone or email. If call center tech is unable to resolve on the phone, a helpdesk ticket will be created and followed up with the individual caller. An email to support will create a helpdesk ticket and the call center tech will follow up with the individual.

Digital Toolkit:

Portland Public Schools has developed a comprehensive and districtwide set of digital tools for every PPS classroom, teacher, and student. The [PPS Digital Toolkit](#) provides a set of digital tools that will enhance instructional strategies and content delivery. These tools will enhance the existing opportunities with both synchronous and asynchronous learning. These tools have been reviewed and evaluated for digital content quality and cultural relevance.

The tools fall into three categories: Instruction and Lesson Design, Creation and Engagement, and Content. Instruction and Lesson Design tools are those applications and system platforms that teachers use to deliver instruction, lessons, and communications. These include classroom content delivery and learning management systems, applications for communications, and lesson and assessment design tools. Creation and Engagement tools are used by teachers and students in distance learning, as well as in-classroom technology-enhanced instruction. These tools support student voice, elicit response, provide shared spaces for individual, small group, and whole-class collaboration, and engage students with the content. Content tools have been selected to assist our teachers in providing content, build opportunities for sustained practice, and apply learning in both distanced and in-person models of instruction.

Learning Platforms:

PPS has adopted two classroom learning platforms to meet the needs of our elementary and secondary students and teachers. These tools were selected because of their current use and success in PPS, knowledge of their toolset, depth of their function and capabilities, and their presence in the educational technology space. Both platforms allow teachers to create, post, interact, provide feedback, and assess with their students and will bring a single point of entry for students and families into classroom instruction.

Professional Development:

Ongoing and high-quality professional learning and training is essential for the successful implementation of Comprehensive Distance Learning. PPS will provide professional learning for all educators during the course of the summer, pre-service and throughout the school year. The content will be focused on best practices for distance learning, as well as technical “how to” training for digital tools and other operational functions.

Describe the school’s plan, including the anticipated timeline, for returning to Hybrid Learning or On-Site Learning consistent with the *Ready Schools, Safe Learners* guidance.

At this time PPS is planning for the opening of our physical buildings when it is deemed safe and appropriate under the Governor's directive. The District will utilize a comprehensive distance learning (CDL) platform for a minimum of the first quarter (through November 5th) and will evaluate all available health-related information to decide if our CDL will continue through the first semester or if we will be able to open to a hybrid model of instruction in November. We will continue to follow the Governor's orders and ODE's recommendations and guidance.

The remainder of this operational blueprint is not applicable to schools operating a Comprehensive Distance Learning Model.



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

Under ODE's **Ready Schools, Safe Learners** guidance, each school¹ has been directed to submit a plan to the district² in order to provide on-site and/or hybrid instruction. Districts must submit each school's plan to the local school board and make the plans available to the public. This form is to be used to document a district's, school's or program's plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the [Ready Schools, Safe Learners guidance](#) document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,³ parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Beaumont
Key Contact Person for this Plan	Harriette Vimegnon
Phone Number of this Person	503 916 5610
Email Address of this Person	vimegnon@pps.net
Sectors and position titles of those who informed the plan	Superintendent, Deputy Chiefs of Operations and Instruction, Chief Academic Officer, Chief of Schools, Chief of Staff, Legal Counsel, Chief of Student Support Services, Chief of Technology, Chief Operations Officer, Chief of Human Resources, Chief of Systems Performance, Senior Advisor Racial Equity and Social Justice, Chief of Engagement and Partnerships, Senior Director of Communications, Senior Director of Student Success and Health, Senior Director of Multi-Tiered Systems of Support, Attendance Manager, Director of Facilities, Director of Security Services, Director of Nutrition Services, Senior Director of Special Education, principals, teachers, labor union advisory participation, Senior Director of Humanities, Senior Director of STEAM, Regional Supts., Director of Risk Management, Director of Professional Learning, Project Managers, Student

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Operational Conditions for Comprehensive Distance Learning

Nutrition:

Portland Public Schools understands food stability is one of the most important safety measures schools can provide to students. We will build upon our work in the spring and expand to serve more sites this fall. We will serve breakfast and lunch at up to 40 sites, specifically sites that are elected for Community Eligibility Provision (CEP) in the 2020-21 school year in order to focus resources and access to food and nutrition in our highest risk and need communities. Meals will be served to families 2 days/week (Mondays will include 2 days worth of food and Wednesdays will include 3 days worth of food). No weekend food is permissible at this time, though we may be able to add additional daily supper meals depending on eligible sites and waivers (pending request from ODE to USDA). Nutrition Services will partner with Transportation to deliver meals to homes as requested by the families. Families will be sent an opt in/consent form for requesting meal delivery to their home. Delivery schedule will depend on demand and routing schedule by the Transportation department. Meals will continue to be a mix of ready-to-eat foods, prepared recipes and foods that can be heated at home by families. Communication about meals, services and benefits will be provided throughout the fall to families and school communities. Nutrition Services staff will adhere to all district and department standard operating procedures and safety plans.

Communicable Disease Management Plan (CMDP) and safety plans:

We have developed, in conjunction with our local health authority and Multnomah ESD, and will implement our CMDP as staff report to buildings, based on individual and department needs. Safety plans are developed and approved by our Risk Management team before staff can enter a building and building leaders are responsible for adhering to the safety plan at all times. We have also developed a confirmed case protocol and have aligned all contact tracing, investigatory measures and reporting through a partnership with MESD and the health department. When we are notified of a possible exposure we work with them to investigate and notify.

Student and Family Support for Comprehensive Distance Learning

As a district, we understand and value the importance of student, family and community engagement as a means to positively impact a student's academic, social emotional outcomes and to address continuous improvement efforts. We are committed to building a collective and shared responsibility for outcomes, while strengthening our capacity and skills to achieve this goal and ensuring clear alignment between our intentions and actions to foster engagement that reflects the communities' values and break down barriers to student achievement in this unprecedented time. To this end, PPS will focus our first two weeks on Social Emotional Learning, connections and relationship building between students and staff.

Beyond the first two weeks, PPS will employ a variety of creative means to ensure that our students and families, especially our Black and Native communities, have the tools and support they need and feel empowered to engage and stay engaged in our Comprehensive Distance Learning platform. We will base our expectations of school engagement efforts on the work of our CSI & TSI summer program, Summer Connections Academy, and the lessons we have learned from those endeavors and from the springtime efforts. Some elements that were effective within those school communities included: relationship building and cultivating trust and rapport by calling families and students daily, reaching out to families through personal visits (physically distanced) and providing 1:1 virtual support as needed. We will also provide support at meal hubs and with some in-person conversations and relationship building on school lawns and sidewalks. We continue to provide support for teachers from our counselors and social workers on the best ways to interact and connect with families through a trauma informed lens.

Racial Equity and Social Justice Partnerships

PPS partners with sixteen different culturally specific organizations to implement our five RESJ Partnership Strategies with BIPOC students and families at prioritized schools. These strategies and resulting services provide critical connections between our schools and communities. These strategies are informed by relevant research that affirms their effectiveness in improving educational and social outcomes for students of color.

1. *Culturally Specific Family Engagement* - Family engagement is a high leverage strategy that supports student learning and is designed to reduce or eliminate institutional barriers for families of color to advocate for the needs of their students. There is significant research that supports the effectiveness of family support, advocacy and encouragement with positive student achievement and outcomes.
2. *Wrap Around Services* - Provision of culturally specific and culturally responsive services to support student academic and social success. This includes case management, academic tutoring/support, service referral, student groups, and progress monitoring. Wrap around services have a comprehensive approach to meeting the needs of students.
3. *Mentoring and Leadership Development* - Services are designed to provide positive relationship development and support to students to reduce disproportionate discipline rates and increase attendance and a sense of belonging at school for students of color. This includes providing positive and diverse adult relationships that are reflective of students' culture and identity.
4. *Extended Learning and Enrichment* - Programming provides safe, structured and engaging activities to enhance and expand the learning of students outside of school hours. This includes after school programming and enrichment activities. Enrichment activities provide opportunities for students to pursue learning in their own areas of interest and strengths. Research has shown that students engaged in these activities can lead to increased academic performance and attendance.
5. *Positive Cultural Identity Development and Advocacy* - Programming provides participating youth with exposure and

opportunity to engage in activities that empower them to embrace a confident and positive cultural identity while preserving and sharing cultural heritages and traditions amongst their peers. Activities provide opportunities for students to learn and practice new methods of self-expression in a safe and culturally affirming environment. Partners are actively engaged with the district to collaboratively plan for the start of school by adjusting their services to be provided virtually and in alignment with our plans. Partners are meeting with school leaders,

Mental, Social, and Emotional Health:

Our Multi-tiered Systems of Support (MTSS) team is creating Social Emotional Learning (SEL) activities for the K-5 soft start to begin on September 2nd. These activities will be focused on making connections, building relationships, and creating community. The Office of Teaching and Learning (OTL) and MTSS departments are also leading the development of a two-week health and wellness unit that will focus on promoting the social, emotional, and cognitive skills students need to develop positive relationships and thrive in school. This required K-5 unit is set for teachers to begin on September 14th.

Lastly, K-5 and 6-8 SEL units were developed by the SEL team in the spring which focus on supporting resilience during challenging and, often, traumatic times. This nine-week unit will be revised for educators to use after the completion of the health unit by September 28th.

- MTSS and OTL will collaborate closely on the development of health and wellness and the SEL soft start lessons/activities.
- The MTSS unit is being built with the CASEL Roadmap for Reopening Critical Practices and the PPS & ODE reopening guidance as the foundation.
- The K-5 health and wellness unit will be required as one of four required health units. This unit is required even if schools have other SEL programs.

Additionally, PPS will continue to contract with our mental health and substance use partners in order to provide teletherapy for students who need this level of support. Our counselors and social workers will also meet virtually with students and families in order to assist with emotional and mental health wellness, suicide ideation, student threats, and other mental health or behavioral related concerns or needs. We are also partnering with culturally specific providers to support students of color and additional families who need our assistance. Some of these supports will be through personal (physically distanced) visits either on campus at a community site, or near the student's home. This will be through student and family choice, which honors their preferences in ways they feel they can best be supported.

Childcare:

PPS and contracted, licensed child care providers are exploring distance learning child care services for PPS families and employees. Child care providers would operate fee based programs with state subsidies for qualifying families. If we determine this is a viable service, locations will be dispersed throughout the PPS boundary. Providers would be required to follow health and safety guidelines from the Oregon Early Learning Division.

Digital Learning Needs for Comprehensive Distance Learning

Privacy and Security tools (Umbrella) have been installed and remain persistent on all PPS devices and accounts that prevents students from accessing known inappropriate or malicious sites. Passwords for staff and students changed to a longer character length, and a new portal has been implemented to aid in remote support for password reset situations. Changes have been made to patching and software update mechanisms to allow for devices to remain updated even though they are outside the PPS network. All staff and students will be trained on responsible digital citizenship.

In addition to the distribution of devices, PPS acquired 1990 hotspots to provide connectivity for students where Comcast Internet Essentials was not a viable option. These hotspots will be either picked up from distribution locations or delivered using bus drivers to bring the devices to student homes to ensure that students and staff that did not already have internet access were given devices to facilitate that. Additionally, infrastructure changes were made to

allow take home IP phones that allow for teachers and staff to be able to make contact with students and families just as they would in the classroom.

Device deployment:

In the spring we handed out chromebooks and hotspots/Comcast connectivity for students and staff to be able to participate in distance based learning. We will continue to provide devices and work with families to ensure all students are able to connect to our comprehensive distance learning model. We will continue to provide devices to staff as needed so they can deliver the digital curriculum effectively. We offer a curbside service at the district office during work hours for chromebook repairs needed. If the chromebook cannot be repaired on site, the student/staff will receive a replacement chromebook at this time. The service desk is available during work hours for staff, students and families to contact via phone or email. If call center tech is unable to resolve on the phone, a helpdesk ticket will be created and followed up with the individual caller. An email to support will create a helpdesk ticket and the call center tech will follow up with the individual.

Digital Toolkit:

Portland Public Schools has developed a comprehensive and districtwide set of digital tools for every PPS classroom, teacher, and student. The [PPS Digital Toolkit](#) provides a set of digital tools that will enhance instructional strategies and content delivery. These tools will enhance the existing opportunities with both synchronous and asynchronous learning. These tools have been reviewed and evaluated for digital content quality and cultural relevance.

The tools fall into three categories: Instruction and Lesson Design, Creation and Engagement, and Content. Instruction and Lesson Design tools are those applications and system platforms that teachers use to deliver instruction, lessons, and communications. These include classroom content delivery and learning management systems, applications for communications, and lesson and assessment design tools. Creation and Engagement tools are used by teachers and students in distance learning, as well as in-classroom technology-enhanced instruction. These tools support student voice, elicit response, provide shared spaces for individual, small group, and whole-class collaboration, and engage students with the content. Content tools have been selected to assist our teachers in providing content, build opportunities for sustained practice, and apply learning in both distanced and in-person models of instruction.

Learning Platforms:

PPS has adopted two classroom learning platforms to meet the needs of our elementary and secondary students and teachers. These tools were selected because of their current use and success in PPS, knowledge of their toolset, depth of their function and capabilities, and their presence in the educational technology space. Both platforms allow teachers to create, post, interact, provide feedback, and assess with their students and will bring a single point of entry for students and families into classroom instruction.

Professional Development:

Ongoing and high-quality professional learning and training is essential for the successful implementation of Comprehensive Distance Learning. PPS will provide professional learning for all educators during the course of the summer, pre-service and throughout the school year. The content will be focused on best practices for distance learning, as well as technical “how to” training for digital tools and other operational functions.

Describe the school’s plan, including the anticipated timeline, for returning to Hybrid Learning or On-Site Learning consistent with the *Ready Schools, Safe Learners* guidance.

At this time PPS is planning for the opening of our physical buildings when it is deemed safe and appropriate under the Governor's directive. The District will utilize a comprehensive distance learning (CDL) platform for a minimum of the first quarter (through November 5th) and will evaluate all available health-related information to decide if our CDL will continue through the first semester or if we will be able to open to a hybrid model of instruction in November. We will continue to follow the Governor's orders and ODE's recommendations and guidance.

The remainder of this operational blueprint is not applicable to schools operating a Comprehensive Distance Learning Model.



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

Under ODE's **Ready Schools, Safe Learners** guidance, each school¹ has been directed to submit a plan to the district² in order to provide on-site and/or hybrid instruction. Districts must submit each school's plan to the local school board and make the plans available to the public. This form is to be used to document a district's, school's or program's plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the [Ready Schools, Safe Learners guidance](#) document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,³ parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Benson High School
Key Contact Person for this Plan	Curtis Wilson
Phone Number of this Person	503 916 5100
Email Address of this Person	cwilson@pps.net
Sectors and position titles of those who informed the plan	Superintendent, Deputy Chiefs of Operations and Instruction, Chief Academic Officer, Chief of Schools, Chief of Staff, Legal Counsel, Chief of Student Support Services, Chief of Technology, Chief Operations Officer, Chief of Human Resources, Chief of Systems Performance, Senior Advisor Racial Equity and Social Justice, Chief of Engagement and Partnerships, Senior Director of Communications, Senior Director of Student Success and Health, Senior Director of Multi-Tiered Systems of Support, Attendance Manager, Director of Facilities, Director of Security Services, Director of Nutrition Services, Senior Director of Special Education, principals, teachers, labor union advisory participation, Senior Director of Humanities, Senior Director of STEAM, Regional Supts., Director of Risk Management, Director of Professional Learning, Project Managers, Student

¹ For the purposes of this guidance: "school" refers to all public schools, including public charter schools, public virtual charter schools, alternative education programs, private schools and the Oregon School for the Deaf. For ease of readability, "school" will be used inclusively to reference all of these settings.

² For the purposes of this guidance: "district" refers to a school district, education service district, public charter school sponsoring district, virtual public charter school sponsoring district, state sponsored public charter school, alternative education programs, private schools, and the Oregon School for the Deaf.

³ Tribal Consultation is a separate process from stakeholder engagement; consultation recognizes and affirms tribal rights of self-government and tribal sovereignty, and mandates state government to work with American Indian nations on a [government-to-government](#) basis.

	Engagement Coordinators, Family advocates, student groups (BIPOC), special education and english language learners, family surveys, staff surveys, parent engagement groups, email responses from website, consultation with District Management Group (DMG), culturally specific partner organizations, PPS health advisory panel, and other large districts in Oregon.
Local public health office(s) or officers(s)	Multnomah ESD and the Oregon Health Authority; in consultation with the CDC.
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Director of Risk Management, Joe Crelier Building level administrators (Enforcement)
Intended Effective Dates for this Plan	9/2/2020 to at least 11/5/2020
ESD Region	Multnomah

2. Please list efforts you have made to engage your community (public health information sharing, taking feedback on planning, etc.) in preparing for school in 2020-21. Include information on engagement with communities often underserved and marginalized and those communities disproportionately impacted by COVID-19.

In preparation for reopening school in fall 2020, Portland Public Schools began gathering feedback from students and staff in May 2020. In March, the Communications team at PPS stood up a landing page for all students and families with centralized supports and pandemic resources. Surveys were conducted at the district level and by some individual schools. Our rate of response in surveying historically underserved and marginalized communities was low, which led to the utilization of intentional focus groups with our Native American community members and Elders, Black students and families, and other families and students of color. Additional focus groups were held with student leaders, and Spanish-Speaking families. Please find a summary of these focus groups here: [Memorandum to the Board of Education, Reopening Focus Group Update](#)

The District will continue to engage our community on a district and individual level to ensure that we are meeting the needs of all students and families to the best of our abilities.

3. Indicate which instructional model will be used.

Select One:

☐ On-Site Learning ☐ Hybrid Learning ☒ Comprehensive Distance Learning

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-15 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>) by August 15, 2020 or prior to the beginning of the 2020-21 school year.

* **Note:** Private schools are required to comply with only sections 1-3 of the **Ready Schools, Safe Learners** guidance.

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

This section must be completed by any school that is seeking to provide instruction through Comprehensive Distance Learning.

Describe why you are selecting Comprehensive Distance Learning as the school's Instructional Model for the effective dates of this plan.

In keeping with local, regional and state guidance and new health directives, Portland Public Schools has determined that it is safest for students and staff to maintain severely limited physical contact. We believe it is both responsible and critical to base our decisions on what will best ensure the health and wellness of our students and staff. We will always prefer to have our students engaged in classroom-based learning, but given current conditions, it would be unsafe to have significant numbers of students and adults back on campus at this time.

We will use this Comprehensive Distance Learning model for a minimum of September 2 through November 5, and will evaluate in October whether it is feasible to open in the 2nd quarter. Based on medical advice, including local health authorities, PPS will continue to keep the health and wellness of students and staff on the forefront in our planning.

Describe how your school's model aligns to the [Comprehensive Distance Learning Guidance](#) (linked). In completing this part of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. Please name any requirements you need ODE to review for any possible accommodations.

Framing PPS Values

As we continue to navigate the ongoing COVID-19 pandemic, Portland Public Schools remains committed to providing a high-quality education for all students and ensuring the health and wellness of students and staff through a comprehensive distance learning model. To guide our work, we centered racial equity and social justice in all decision-making and hold three principles from our strategic plan at the core of our planning - ensure the health and wellness of staff and students, strengthen and innovate the instructional core, and cultivate connection and relationship for students, staff and our community.

Our overarching approach to reopening is a relentless pursuit of racial equity and social justice (RESJ). We believe in the fundamental right to human dignity and that generating an equitable world requires an educational system that intentionally disrupts - and builds leaders to disrupt - systems of oppression. Therefore, our work to reopen schools acknowledges and recognizes the inequities of our system prior to Covid-19 and does not seek to reopen schools by returning to what was "normal" before. Rather, we are deeply engaged in fundamentally accelerating and centering our RESJ work, constantly examining opportunities to increase RESJ strategies through organizational transformation and system-wide collaboration. By way of this central focus and in partnership with families and stakeholders, including those representing students of color, we will bring racial predictability and disproportionality to an end.

In PPS, we are utilizing Targeted Universalism as a driver. We aim to operationalize our RESJ values so that every student is served and our universal board goals are achieved; thus realizing the graduate profile from [our Vision](#). Our approach supports the distinct needs of BIPOC students while also acknowledging our mutual interdependence. We recognize with great urgency the need for aligned and coherent strategies that improve conditions so that every student, especially our BIPOC students have an educational experience where they can thrive. Our approach disrupts institutional and cultural racism and promotes tangible strategies and resources for RESJ. To this end, we will prioritize services for students historically underserved by our system, including Black, Native, students receiving special education services and second language learners. We have used these [Guiding Principles](#) to align our collective work through this process.

Academic Conditions for Comprehensive Distance Learning

Teaching, Learning & Instructional Time:

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Digital Learning Needs for Comprehensive Distance Learning

Privacy and Security tools (Umbrella) have been installed and remain persistent on all PPS devices and accounts that prevents students from accessing known inappropriate or malicious sites. Passwords for staff and students changed to a longer character length, and a new portal has been implemented to aid in remote support for password reset situations. Changes have been made to patching and software update mechanisms to allow for devices to remain updated even though they are outside the PPS network. All staff and students will be trained on responsible digital citizenship.

In addition to the distribution of devices, PPS acquired 1990 hotspots to provide connectivity for students where Comcast Internet Essentials was not a viable option. These hotspots will be either picked up from distribution locations or delivered using bus drivers to bring the devices to student homes to ensure that students and staff that did not already have internet access were given devices to facilitate that. Additionally, infrastructure changes were made to

allow take home IP phones that allow for teachers and staff to be able to make contact with students and families just as they would in the classroom.

Device deployment:

In the spring we handed out chromebooks and hotspots/Comcast connectivity for students and staff to be able to participate in distance based learning. We will continue to provide devices and work with families to ensure all students are able to connect to our comprehensive distance learning model. We will continue to provide devices to staff as needed so they can deliver the digital curriculum effectively. We offer a curbside service at the district office during work hours for chromebook repairs needed. If the chromebook cannot be repaired on site, the student/staff will receive a replacement chromebook at this time. The service desk is available during work hours for staff, students and families to contact via phone or email. If call center tech is unable to resolve on the phone, a helpdesk ticket will be created and followed up with the individual caller. An email to support will create a helpdesk ticket and the call center tech will follow up with the individual.

Digital Toolkit:

Portland Public Schools has developed a comprehensive and districtwide set of digital tools for every PPS classroom, teacher, and student. The [PPS Digital Toolkit](#) provides a set of digital tools that will enhance instructional strategies and content delivery. These tools will enhance the existing opportunities with both synchronous and asynchronous learning. These tools have been reviewed and evaluated for digital content quality and cultural relevance.

The tools fall into three categories: Instruction and Lesson Design, Creation and Engagement, and Content. Instruction and Lesson Design tools are those applications and system platforms that teachers use to deliver instruction, lessons, and communications. These include classroom content delivery and learning management systems, applications for communications, and lesson and assessment design tools. Creation and Engagement tools are used by teachers and students in distance learning, as well as in-classroom technology-enhanced instruction. These tools support student voice, elicit response, provide shared spaces for individual, small group, and whole-class collaboration, and engage students with the content. Content tools have been selected to assist our teachers in providing content, build opportunities for sustained practice, and apply learning in both distanced and in-person models of instruction.

Learning Platforms:

PPS has adopted two classroom learning platforms to meet the needs of our elementary and secondary students and teachers. These tools were selected because of their current use and success in PPS, knowledge of their toolset, depth of their function and capabilities, and their presence in the educational technology space. Both platforms allow teachers to create, post, interact, provide feedback, and assess with their students and will bring a single point of entry for students and families into classroom instruction.

Professional Development:

Ongoing and high-quality professional learning and training is essential for the successful implementation of Comprehensive Distance Learning. PPS will provide professional learning for all educators during the course of the summer, pre-service and throughout the school year. The content will be focused on best practices for distance learning, as well as technical “how to” training for digital tools and other operational functions.

Describe the school’s plan, including the anticipated timeline, for returning to Hybrid Learning or On-Site Learning consistent with the *Ready Schools, Safe Learners* guidance.

At this time PPS is planning for the opening of our physical buildings when it is deemed safe and appropriate under the Governor's directive. The District will utilize a comprehensive distance learning (CDL) platform for a minimum of the first quarter (through November 5th) and will evaluate all available health-related information to decide if our CDL will continue through the first semester or if we will be able to open to a hybrid model of instruction in November. We will continue to follow the Governor's orders and ODE's recommendations and guidance.

The remainder of this operational blueprint is not applicable to schools operating a Comprehensive Distance Learning Model.



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

Under ODE's **Ready Schools, Safe Learners** guidance, each school¹ has been directed to submit a plan to the district² in order to provide on-site and/or hybrid instruction. Districts must submit each school's plan to the local school board and make the plans available to the public. This form is to be used to document a district's, school's or program's plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the [Ready Schools, Safe Learners guidance](#) document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,³ parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Beverly Cleary
Key Contact Person for this Plan	John Ferraro
Phone Number of this Person	503 916 6480
Email Address of this Person	jferraro@pps.net
Sectors and position titles of those who informed the plan	Superintendent, Deputy Chiefs of Operations and Instruction, Chief Academic Officer, Chief of Schools, Chief of Staff, Legal Counsel, Chief of Student Support Services, Chief of Technology, Chief Operations Officer, Chief of Human Resources, Chief of Systems Performance, Senior Advisor Racial Equity and Social Justice, Chief of Engagement and Partnerships, Senior Director of Communications, Senior Director of Student Success and Health, Senior Director of Multi-Tiered Systems of Support, Attendance Manager, Director of Facilities, Director of Security Services, Director of Nutrition Services, Senior Director of Special Education, principals, teachers, labor union advisory participation, Senior Director of Humanities, Senior Director of STEAM, Regional Supts., Director of Risk Management, Director of Professional Learning, Project Managers, Student

¹ For the purposes of this guidance: "school" refers to all public schools, including public charter schools, public virtual charter schools, alternative education programs, private schools and the Oregon School for the Deaf. For ease of readability, "school" will be used inclusively to reference all of these settings.

² For the purposes of this guidance: "district" refers to a school district, education service district, public charter school sponsoring district, virtual public charter school sponsoring district, state sponsored public charter school, alternative education programs, private schools, and the Oregon School for the Deaf.

³ Tribal Consultation is a separate process from stakeholder engagement; consultation recognizes and affirms tribal rights of self-government and tribal sovereignty, and mandates state government to work with American Indian nations on a [government-to-government](#) basis.

	Engagement Coordinators, Family advocates, student groups (BIPOC), special education and english language learners, family surveys, staff surveys, parent engagement groups, email responses from website, consultation with District Management Group (DMG), culturally specific partner organizations, PPS health advisory panel, and other large districts in Oregon.
Local public health office(s) or officers(s)	Multnomah ESD and the Oregon Health Authority; in consultation with the CDC.
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Director of Risk Management, Joe Crelier Building level administrators (Enforcement)
Intended Effective Dates for this Plan	9/2/2020 to at least 11/5/2020
ESD Region	Multnomah

2. Please list efforts you have made to engage your community (public health information sharing, taking feedback on planning, etc.) in preparing for school in 2020-21. Include information on engagement with communities often underserved and marginalized and those communities disproportionately impacted by COVID-19.

In preparation for reopening school in fall 2020, Portland Public Schools began gathering feedback from students and staff in May 2020. In March, the Communications team at PPS stood up a landing page for all students and families with centralized supports and pandemic resources. Surveys were conducted at the district level and by some individual schools. Our rate of response in surveying historically underserved and marginalized communities was low, which led to the utilization of intentional focus groups with our Native American community members and Elders, Black students and families, and other families and students of color. Additional focus groups were held with student leaders, and Spanish-Speaking families. Please find a summary of these focus groups here: [Memorandum to the Board of Education, Reopening Focus Group Update](#)

The District will continue to engage our community on a district and individual level to ensure that we are meeting the needs of all students and families to the best of our abilities.

3. Indicate which instructional model will be used.

Select One:

☐ On-Site Learning ☐ Hybrid Learning ☒ Comprehensive Distance Learning

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-15 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>) by August 15, 2020 or prior to the beginning of the 2020-21 school year.

* **Note:** Private schools are required to comply with only sections 1-3 of the **Ready Schools, Safe Learners** guidance.

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

This section must be completed by any school that is seeking to provide instruction through Comprehensive Distance Learning.

Describe why you are selecting Comprehensive Distance Learning as the school's Instructional Model for the effective dates of this plan.

In keeping with local, regional and state guidance and new health directives, Portland Public Schools has determined that it is safest for students and staff to maintain severely limited physical contact. We believe it is both responsible and critical to base our decisions on what will best ensure the health and wellness of our students and staff. We will always prefer to have our students engaged in classroom-based learning, but given current conditions, it would be unsafe to have significant numbers of students and adults back on campus at this time.

We will use this Comprehensive Distance Learning model for a minimum of September 2 through November 5, and will evaluate in October whether it is feasible to open in the 2nd quarter. Based on medical advice, including local health authorities, PPS will continue to keep the health and wellness of students and staff on the forefront in our planning.

Describe how your school's model aligns to the [Comprehensive Distance Learning Guidance](#) (linked). In completing this part of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. Please name any requirements you need ODE to review for any possible accommodations.

Framing PPS Values

As we continue to navigate the ongoing COVID-19 pandemic, Portland Public Schools remains committed to providing a high-quality education for all students and ensuring the health and wellness of students and staff through a comprehensive distance learning model. To guide our work, we centered racial equity and social justice in all decision-making and hold three principles from our strategic plan at the core of our planning - ensure the health and wellness of staff and students, strengthen and innovate the instructional core, and cultivate connection and relationship for students, staff and our community.

Our overarching approach to reopening is a relentless pursuit of racial equity and social justice (RESJ). We believe in the fundamental right to human dignity and that generating an equitable world requires an educational system that intentionally disrupts - and builds leaders to disrupt - systems of oppression. Therefore, our work to reopen schools acknowledges and recognizes the inequities of our system prior to Covid-19 and does not seek to reopen schools by returning to what was "normal" before. Rather, we are deeply engaged in fundamentally accelerating and centering our RESJ work, constantly examining opportunities to increase RESJ strategies through organizational transformation and system-wide collaboration. By way of this central focus and in partnership with families and stakeholders, including those representing students of color, we will bring racial predictability and disproportionality to an end.

In PPS, we are utilizing Targeted Universalism as a driver. We aim to operationalize our RESJ values so that every student is served and our universal board goals are achieved; thus realizing the graduate profile from [our Vision](#). Our approach supports the distinct needs of BIPOC students while also acknowledging our mutual interdependence. We recognize with great urgency the need for aligned and coherent strategies that improve conditions so that every student, especially our BIPOC students have an educational experience where they can thrive. Our approach disrupts institutional and cultural racism and promotes tangible strategies and resources for RESJ. To this end, we will prioritize services for students historically underserved by our system, including Black, Native, students receiving special education services and second language learners. We have used these [Guiding Principles](#) to align our collective work through this process.

Academic Conditions for Comprehensive Distance Learning

Teaching, Learning & Instructional Time:

Our comprehensive distance learning plan is designed so that all students will receive an engaging, comprehensive, and rigorous academic experience every day of the week. Students will receive standards-based instruction across all academic areas and will build meaningful relationships with the educators in their school community. Instructional time requirements will be adhered to in every grade level, where more than 50% of the instructional time will be teacher-facilitated learning. To meet this requirement, elementary students will follow predictable routines,

procedures, and schedules, that align with developmentally appropriate recommendations for screen time and synchronous learning. Secondary students will follow a predictable bell schedule that incorporates synchronous check-ins, consistent and timely feedback, and peer interactions. All students will continue to receive access to a well-rounded education which includes physical education, health, arts, music, tiered supports, etc.

The learning day will be organized so that the time educators spend directly interacting with students will be high quality, focused on complex learning activities with a high cognitive demand and that are centered around student engagement. Students will have opportunities for guided learning with an educator, as well as opportunities to work with peers, families, and community members to apply their learning and practice their skills. Students will be expected to complete assigned learning activities each day. Students will participate in daily virtual instruction by satisfactorily engaging with synchronous class sessions as well as asynchronous tasks, completing assigned learning activities or assignments to demonstrate their learning. Parents and students will communicate with the teacher when in need of additional learning support. Portland Public Schools will also provide families a variety of ways to connect, one of which is through educator office hours, posted publicly, for students and families to access which will include a process to request and schedule translation services as needed.

Racial Equity and Access:

In the development of our plan, all of the work groups utilized our [Racial Equity and Social Justice Lens](#) to inform decision making and programming. The application of the lens is based on our belief that the district should adopt a student-centered, racial equity and social justice focused lens in all high leverage decisions in order to more deeply understand the barriers and opportunities impacting BIPOC students and families. Additionally, the regular application of the lens, documentation of our responses and review of those responses will help us critically examine our efforts to increase access and opportunity for BIPOC students and families. Our steering committee collectively reviewed our comprehensive plans and applied the RESJ lens on multiple occasions. They utilized data, parent and student input from engagement, partner input and the diverse experience of members to answer the prompts, review our plans and make adjustments to more directly respond to the needs of BIPOC students. As a result we believe our plan is strengthened through the collaborative and reflective process we employed to apply the RESJ Lens to address racial equity and access in our plans.

Special Education Services and English Language Development

Students receiving special education services will continue to receive instruction, technology, support, accommodations, and modifications as required by ESSA, IDEA, and/or ADA based on a virtual learning environment. The majority of each student's services will be provided synchronously (i.e., with the teacher/service provider and student working together through direct and simultaneous communication). If only asynchronous services are recommended, the parent or guardian will provide written consent to shift from synchronous to asynchronous service delivery. All IDEA requirements will be met during Comprehensive Distance Learning. This includes all IDEA timelines, delivery of all related services, delivery of SDI, implementation of IEPs, etc. Schools will provide Child Find obligations, including timely evaluation and eligibility determinations.

Students who are identified to receive English Language development services will be provided with language assistance services and supports that allow the student access to grade level academic content and scaffolded language experiences. PPS's English as a Second Language program will encourage ESL and general education/homeroom teachers to collaboratively plan for inclusive learning experiences that consider and support the language proficiency of each student.

Assessment, Grading, Reporting & Statewide Balanced Assessment:

Portland Public Schools (PPS) has developed a framework for a balanced assessment system and worked throughout the pre-pandemic portion of the 2019-2020 academic year to introduce additional efficiency into the assessment model. Anticipating the ongoing challenges to face-to-face instruction, PPS successfully piloted remote administration of the NWEA MAP assessments at one of our schools in the Spring of 2020.

During the 2020-2021 academic year, PPS is prepared to remotely administer MAP in grades 3-8 in the fall and winter. The fall assessment will allow our students and families to better understand the learning needs of our students as they enter the academic year, and it will provide our teachers and curriculum support teams the necessary data to align and plan instruction. The mid-year assessment will provide feedback regarding both student growth and achievement allowing for an additional point to adapt our supports.

In addition to this common measure of growth and achievement, students will also be presented with common curriculum embedded assessments (pre and post unit) that are aligned to the scope and sequence and are paired with each of the curriculum units. These will provide additional, focused and just-in time, measures of learning that will allow for adaptations to the delivery of the unit materials in order to provide tiered supports. Educators will regularly report progress to students and families and provide opportunities to redo or make up work without penalty and retain the highest earned grade.

Finally, the administration of remote computer adaptive measures will also help the system prepare for the challenges associated with a potential remote administration of the state summative assessments in English Language Arts, Mathematics, and Science.

Attendance:

With the pandemic in the spring of the 2019-2020 academic year, the importance of maintaining an active engagement with our students and families rose to the forefront of our work as a system. As we approach the 2020-2021 year, engagement remains a critical focus and reflecting that engagement through attendance and other metrics is critical. We are committed to following all ODE guidelines and requirements in regards to attendance.

At this time, we are preparing to collect on-line attendance, and we are exploring ways to leverage data from our learning management and instructional delivery systems as a means to monitor engagement and attendance. Our primary focus, at this time, is to provide near real time data back to our schools to facilitate and focus the efforts of our schools to engage our students and families. We fully expect that our local community partners will be assisting in our efforts to focus and engage our disenfranchised students and communities in partnership with our counselors, social workers, Restorative Justice (RJ) specialists, attendance coaches and student engagement specialists.

Clubs & Extracurricular Activities:

Clubs and extracurricular activities are a critical component of any school community. We will ensure activities, clubs, and student organizations are available and accessible to all students to the extent possible, while focusing on the health and wellness of our students and staff as our top priority.

Operational Conditions for Comprehensive Distance Learning

Nutrition:

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allow take home IP phones that allow for teachers and staff to be able to make contact with students and families just as they would in the classroom.

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OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

Under ODE's **Ready Schools, Safe Learners** guidance, each school¹ has been directed to submit a plan to the district² in order to provide on-site and/or hybrid instruction. Districts must submit each school's plan to the local school board and make the plans available to the public. This form is to be used to document a district's, school's or program's plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the [Ready Schools, Safe Learners guidance](#) document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,³ parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Beverly Cleary
Key Contact Person for this Plan	John Ferraro
Phone Number of this Person	503 916 6766
Email Address of this Person	jferraro@pps.net
Sectors and position titles of those who informed the plan	Superintendent, Deputy Chiefs of Operations and Instruction, Chief Academic Officer, Chief of Schools, Chief of Staff, Legal Counsel, Chief of Student Support Services, Chief of Technology, Chief Operations Officer, Chief of Human Resources, Chief of Systems Performance, Senior Advisor Racial Equity and Social Justice, Chief of Engagement and Partnerships, Senior Director of Communications, Senior Director of Student Success and Health, Senior Director of Multi-Tiered Systems of Support, Attendance Manager, Director of Facilities, Director of Security Services, Director of Nutrition Services, Senior Director of Special Education, principals, teachers, labor union advisory participation, Senior Director of Humanities, Senior Director of STEAM, Regional Supts., Director of Risk Management, Director of Professional Learning, Project Managers, Student

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	Engagement Coordinators, Family advocates, student groups (BIPOC), special education and english language learners, family surveys, staff surveys, parent engagement groups, email responses from website, consultation with District Management Group (DMG), culturally specific partner organizations, PPS health advisory panel, and other large districts in Oregon.
Local public health office(s) or officers(s)	Multnomah ESD and the Oregon Health Authority; in consultation with the CDC.
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Director of Risk Management, Joe Crelier Building level administrators (Enforcement)
Intended Effective Dates for this Plan	9/2/2020 to at least 11/5/2020
ESD Region	Multnomah

2. Please list efforts you have made to engage your community (public health information sharing, taking feedback on planning, etc.) in preparing for school in 2020-21. Include information on engagement with communities often underserved and marginalized and those communities disproportionately impacted by COVID-19.

In preparation for reopening school in fall 2020, Portland Public Schools began gathering feedback from students and staff in May 2020. In March, the Communications team at PPS stood up a landing page for all students and families with centralized supports and pandemic resources. Surveys were conducted at the district level and by some individual schools. Our rate of response in surveying historically underserved and marginalized communities was low, which led to the utilization of intentional focus groups with our Native American community members and Elders, Black students and families, and other families and students of color. Additional focus groups were held with student leaders, and Spanish-Speaking families. Please find a summary of these focus groups here: [Memorandum to the Board of Education, Reopening Focus Group Update](#)

The District will continue to engage our community on a district and individual level to ensure that we are meeting the needs of all students and families to the best of our abilities.

3. Indicate which instructional model will be used.

Select One:

☐ On-Site Learning ☐ Hybrid Learning ☒ Comprehensive Distance Learning

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-15 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>) by August 15, 2020 or prior to the beginning of the 2020-21 school year.

* **Note:** Private schools are required to comply with only sections 1-3 of the **Ready Schools, Safe Learners** guidance.

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

This section must be completed by any school that is seeking to provide instruction through Comprehensive Distance Learning.

Describe why you are selecting Comprehensive Distance Learning as the school's Instructional Model for the effective dates of this plan.

In keeping with local, regional and state guidance and new health directives, Portland Public Schools has determined that it is safest for students and staff to maintain severely limited physical contact. We believe it is both responsible and critical to base our decisions on what will best ensure the health and wellness of our students and staff. We will always prefer to have our students engaged in classroom-based learning, but given current conditions, it would be unsafe to have significant numbers of students and adults back on campus at this time.

We will use this Comprehensive Distance Learning model for a minimum of September 2 through November 5, and will evaluate in October whether it is feasible to open in the 2nd quarter. Based on medical advice, including local health authorities, PPS will continue to keep the health and wellness of students and staff on the forefront in our planning.

Describe how your school's model aligns to the [Comprehensive Distance Learning Guidance](#) (linked). In completing this part of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. Please name any requirements you need ODE to review for any possible accommodations.

Framing PPS Values

As we continue to navigate the ongoing COVID-19 pandemic, Portland Public Schools remains committed to providing a high-quality education for all students and ensuring the health and wellness of students and staff through a comprehensive distance learning model. To guide our work, we centered racial equity and social justice in all decision-making and hold three principles from our strategic plan at the core of our planning - ensure the health and wellness of staff and students, strengthen and innovate the instructional core, and cultivate connection and relationship for students, staff and our community.

Our overarching approach to reopening is a relentless pursuit of racial equity and social justice (RESJ). We believe in the fundamental right to human dignity and that generating an equitable world requires an educational system that intentionally disrupts - and builds leaders to disrupt - systems of oppression. Therefore, our work to reopen schools acknowledges and recognizes the inequities of our system prior to Covid-19 and does not seek to reopen schools by returning to what was "normal" before. Rather, we are deeply engaged in fundamentally accelerating and centering our RESJ work, constantly examining opportunities to increase RESJ strategies through organizational transformation and system-wide collaboration. By way of this central focus and in partnership with families and stakeholders, including those representing students of color, we will bring racial predictability and disproportionality to an end.

In PPS, we are utilizing Targeted Universalism as a driver. We aim to operationalize our RESJ values so that every student is served and our universal board goals are achieved; thus realizing the graduate profile from [our Vision](#). Our approach supports the distinct needs of BIPOC students while also acknowledging our mutual interdependence. We recognize with great urgency the need for aligned and coherent strategies that improve conditions so that every student, especially our BIPOC students have an educational experience where they can thrive. Our approach disrupts institutional and cultural racism and promotes tangible strategies and resources for RESJ. To this end, we will prioritize services for students historically underserved by our system, including Black, Native, students receiving special education services and second language learners. We have used these [Guiding Principles](#) to align our collective work through this process.

Academic Conditions for Comprehensive Distance Learning

Teaching, Learning & Instructional Time:

Our comprehensive distance learning plan is designed so that all students will receive an engaging, comprehensive, and rigorous academic experience every day of the week. Students will receive standards-based instruction across all academic areas and will build meaningful relationships with the educators in their school community. Instructional time requirements will be adhered to in every grade level, where more than 50% of the instructional time will be teacher-facilitated learning. To meet this requirement, elementary students will follow predictable routines,

procedures, and schedules, that align with developmentally appropriate recommendations for screen time and synchronous learning. Secondary students will follow a predictable bell schedule that incorporates synchronous check-ins, consistent and timely feedback, and peer interactions. All students will continue to receive access to a well-rounded education which includes physical education, health, arts, music, tiered supports, etc.

The learning day will be organized so that the time educators spend directly interacting with students will be high quality, focused on complex learning activities with a high cognitive demand and that are centered around student engagement. Students will have opportunities for guided learning with an educator, as well as opportunities to work with peers, families, and community members to apply their learning and practice their skills. Students will be expected to complete assigned learning activities each day. Students will participate in daily virtual instruction by satisfactorily engaging with synchronous class sessions as well as asynchronous tasks, completing assigned learning activities or assignments to demonstrate their learning. Parents and students will communicate with the teacher when in need of additional learning support. Portland Public Schools will also provide families a variety of ways to connect, one of which is through educator office hours, posted publicly, for students and families to access which will include a process to request and schedule translation services as needed.

Racial Equity and Access:

In the development of our plan, all of the work groups utilized our [Racial Equity and Social Justice Lens](#) to inform decision making and programming. The application of the lens is based on our belief that the district should adopt a student-centered, racial equity and social justice focused lens in all high leverage decisions in order to more deeply understand the barriers and opportunities impacting BIPOC students and families. Additionally, the regular application of the lens, documentation of our responses and review of those responses will help us critically examine our efforts to increase access and opportunity for BIPOC students and families. Our steering committee collectively reviewed our comprehensive plans and applied the RESJ lens on multiple occasions. They utilized data, parent and student input from engagement, partner input and the diverse experience of members to answer the prompts, review our plans and make adjustments to more directly respond to the needs of BIPOC students. As a result we believe our plan is strengthened through the collaborative and reflective process we employed to apply the RESJ Lens to address racial equity and access in our plans.

Special Education Services and English Language Development

Students receiving special education services will continue to receive instruction, technology, support, accommodations, and modifications as required by ESSA, IDEA, and/or ADA based on a virtual learning environment. The majority of each student's services will be provided synchronously (i.e., with the teacher/service provider and student working together through direct and simultaneous communication). If only asynchronous services are recommended, the parent or guardian will provide written consent to shift from synchronous to asynchronous service delivery. All IDEA requirements will be met during Comprehensive Distance Learning. This includes all IDEA timelines, delivery of all related services, delivery of SDI, implementation of IEPs, etc. Schools will provide Child Find obligations, including timely evaluation and eligibility determinations.

Students who are identified to receive English Language development services will be provided with language assistance services and supports that allow the student access to grade level academic content and scaffolded language experiences. PPS's English as a Second Language program will encourage ESL and general education/homeroom teachers to collaboratively plan for inclusive learning experiences that consider and support the language proficiency of each student.

Assessment, Grading, Reporting & Statewide Balanced Assessment:

Portland Public Schools (PPS) has developed a framework for a balanced assessment system and worked throughout the pre-pandemic portion of the 2019-2020 academic year to introduce additional efficiency into the assessment model. Anticipating the ongoing challenges to face-to-face instruction, PPS successfully piloted remote administration of the NWEA MAP assessments at one of our schools in the Spring of 2020.

During the 2020-2021 academic year, PPS is prepared to remotely administer MAP in grades 3-8 in the fall and winter. The fall assessment will allow our students and families to better understand the learning needs of our students as they enter the academic year, and it will provide our teachers and curriculum support teams the necessary data to align and plan instruction. The mid-year assessment will provide feedback regarding both student growth and achievement allowing for an additional point to adapt our supports.

In addition to this common measure of growth and achievement, students will also be presented with common curriculum embedded assessments (pre and post unit) that are aligned to the scope and sequence and are paired with each of the curriculum units. These will provide additional, focused and just-in time, measures of learning that will allow for adaptations to the delivery of the unit materials in order to provide tiered supports. Educators will regularly report progress to students and families and provide opportunities to redo or make up work without penalty and retain the highest earned grade.

Finally, the administration of remote computer adaptive measures will also help the system prepare for the challenges associated with a potential remote administration of the state summative assessments in English Language Arts, Mathematics, and Science.

Attendance:

With the pandemic in the spring of the 2019-2020 academic year, the importance of maintaining an active engagement with our students and families rose to the forefront of our work as a system. As we approach the 2020-2021 year, engagement remains a critical focus and reflecting that engagement through attendance and other metrics is critical. We are committed to following all ODE guidelines and requirements in regards to attendance.

At this time, we are preparing to collect on-line attendance, and we are exploring ways to leverage data from our learning management and instructional delivery systems as a means to monitor engagement and attendance. Our primary focus, at this time, is to provide near real time data back to our schools to facilitate and focus the efforts of our schools to engage our students and families. We fully expect that our local community partners will be assisting in our efforts to focus and engage our disenfranchised students and communities in partnership with our counselors, social workers, Restorative Justice (RJ) specialists, attendance coaches and student engagement specialists.

Clubs & Extracurricular Activities:

Clubs and extracurricular activities are a critical component of any school community. We will ensure activities, clubs, and student organizations are available and accessible to all students to the extent possible, while focusing on the health and wellness of our students and staff as our top priority.

Operational Conditions for Comprehensive Distance Learning

Nutrition:

Portland Public Schools understands food stability is one of the most important safety measures schools can provide to students. We will build upon our work in the spring and expand to serve more sites this fall. We will serve breakfast and lunch at up to 40 sites, specifically sites that are elected for Community Eligibility Provision (CEP) in the 2020-21 school year in order to focus resources and access to food and nutrition in our highest risk and need communities. Meals will be served to families 2 days/week (Mondays will include 2 days worth of food and Wednesdays will include 3 days worth of food). No weekend food is permissible at this time, though we may be able to add additional daily supper meals depending on eligible sites and waivers (pending request from ODE to USDA). Nutrition Services will partner with Transportation to deliver meals to homes as requested by the families. Families will be sent an opt in/consent form for requesting meal delivery to their home. Delivery schedule will depend on demand and routing schedule by the Transportation department. Meals will continue to be a mix of ready-to-eat foods, prepared recipes and foods that can be heated at home by families. Communication about meals, services and benefits will be provided throughout the fall to families and school communities. Nutrition Services staff will adhere to all district and department standard operating procedures and safety plans.

Communicable Disease Management Plan (CMDP) and safety plans:

We have developed, in conjunction with our local health authority and Multnomah ESD, and will implement our CMDP as staff report to buildings, based on individual and department needs. Safety plans are developed and approved by our Risk Management team before staff can enter a building and building leaders are responsible for adhering to the safety plan at all times. We have also developed a confirmed case protocol and have aligned all contact tracing, investigatory measures and reporting through a partnership with MESD and the health department. When we are notified of a possible exposure we work with them to investigate and notify.

Student and Family Support for Comprehensive Distance Learning

As a district, we understand and value the importance of student, family and community engagement as a means to positively impact a student's academic, social emotional outcomes and to address continuous improvement efforts. We are committed to building a collective and shared responsibility for outcomes, while strengthening our capacity and skills to achieve this goal and ensuring clear alignment between our intentions and actions to foster engagement that reflects the communities' values and break down barriers to student achievement in this unprecedented time. To this end, PPS will focus our first two weeks on Social Emotional Learning, connections and relationship building between students and staff.

Beyond the first two weeks, PPS will employ a variety of creative means to ensure that our students and families, especially our Black and Native communities, have the tools and support they need and feel empowered to engage and stay engaged in our Comprehensive Distance Learning platform. We will base our expectations of school engagement efforts on the work of our CSI & TSI summer program, Summer Connections Academy, and the lessons we have learned from those endeavors and from the springtime efforts. Some elements that were effective within those school communities included: relationship building and cultivating trust and rapport by calling families and students daily, reaching out to families through personal visits (physically distanced) and providing 1:1 virtual support as needed. We will also provide support at meal hubs and with some in-person conversations and relationship building on school lawns and sidewalks. We continue to provide support for teachers from our counselors and social workers on the best ways to interact and connect with families through a trauma informed lens.

Racial Equity and Social Justice Partnerships

PPS partners with sixteen different culturally specific organizations to implement our five RESJ Partnership Strategies with BIPOC students and families at prioritized schools. These strategies and resulting services provide critical connections between our schools and communities. These strategies are informed by relevant research that affirms their effectiveness in improving educational and social outcomes for students of color.

1. *Culturally Specific Family Engagement* - Family engagement is a high leverage strategy that supports student learning and is designed to reduce or eliminate institutional barriers for families of color to advocate for the needs of their students. There is significant research that supports the effectiveness of family support, advocacy and encouragement with positive student achievement and outcomes.
2. *Wrap Around Services* - Provision of culturally specific and culturally responsive services to support student academic and social success. This includes case management, academic tutoring/support, service referral, student groups, and progress monitoring. Wrap around services have a comprehensive approach to meeting the needs of students.
3. *Mentoring and Leadership Development* - Services are designed to provide positive relationship development and support to students to reduce disproportionate discipline rates and increase attendance and a sense of belonging at school for students of color. This includes providing positive and diverse adult relationships that are reflective of students' culture and identity.
4. *Extended Learning and Enrichment* - Programming provides safe, structured and engaging activities to enhance and expand the learning of students outside of school hours. This includes after school programming and enrichment activities. Enrichment activities provide opportunities for students to pursue learning in their own areas of interest and strengths. Research has shown that students engaged in these activities can lead to increased academic performance and attendance.
5. *Positive Cultural Identity Development and Advocacy* - Programming provides participating youth with exposure and

opportunity to engage in activities that empower them to embrace a confident and positive cultural identity while preserving and sharing cultural heritages and traditions amongst their peers. Activities provide opportunities for students to learn and practice new methods of self-expression in a safe and culturally affirming environment. Partners are actively engaged with the district to collaboratively plan for the start of school by adjusting their services to be provided virtually and in alignment with our plans. Partners are meeting with school leaders,

Mental, Social, and Emotional Health:

Our Multi-tiered Systems of Support (MTSS) team is creating Social Emotional Learning (SEL) activities for the K-5 soft start to begin on September 2nd. These activities will be focused on making connections, building relationships, and creating community. The Office of Teaching and Learning (OTL) and MTSS departments are also leading the development of a two-week health and wellness unit that will focus on promoting the social, emotional, and cognitive skills students need to develop positive relationships and thrive in school. This required K-5 unit is set for teachers to begin on September 14th.

Lastly, K-5 and 6-8 SEL units were developed by the SEL team in the spring which focus on supporting resilience during challenging and, often, traumatic times. This nine-week unit will be revised for educators to use after the completion of the health unit by September 28th.

- MTSS and OTL will collaborate closely on the development of health and wellness and the SEL soft start lessons/activities.
- The MTSS unit is being built with the CASEL Roadmap for Reopening Critical Practices and the PPS & ODE reopening guidance as the foundation.
- The K-5 health and wellness unit will be required as one of four required health units. This unit is required even if schools have other SEL programs.

Additionally, PPS will continue to contract with our mental health and substance use partners in order to provide teletherapy for students who need this level of support. Our counselors and social workers will also meet virtually with students and families in order to assist with emotional and mental health wellness, suicide ideation, student threats, and other mental health or behavioral related concerns or needs. We are also partnering with culturally specific providers to support students of color and additional families who need our assistance. Some of these supports will be through personal (physically distanced) visits either on campus at a community site, or near the student's home. This will be through student and family choice, which honors their preferences in ways they feel they can best be supported.

Childcare:

PPS and contracted, licensed child care providers are exploring distance learning child care services for PPS families and employees. Child care providers would operate fee based programs with state subsidies for qualifying families. If we determine this is a viable service, locations will be dispersed throughout the PPS boundary. Providers would be required to follow health and safety guidelines from the Oregon Early Learning Division.

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Updated 8/11/2020

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1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Boise Eliot / Humboldt
Key Contact Person for this Plan	Kaveh Pakseresht
Phone Number of this Person	503 916 6171
Email Address of this Person	kpaksere@pps.net
Sectors and position titles of those who informed the plan	Superintendent, Deputy Chiefs of Operations and Instruction, Chief Academic Officer, Chief of Schools, Chief of Staff, Legal Counsel, Chief of Student Support Services, Chief of Technology, Chief Operations Officer, Chief of Human Resources, Chief of Systems Performance, Senior Advisor Racial Equity and Social Justice, Chief of Engagement and Partnerships, Senior Director of Communications, Senior Director of Student Success and Health, Senior Director of Multi-Tiered Systems of Support, Attendance Manager, Director of Facilities, Director of Security Services, Director of Nutrition Services, Senior Director of Special Education, principals, teachers, labor union advisory participation, Senior Director of Humanities, Senior Director of STEAM, Regional Supts., Director of Risk Management, Director of Professional Learning, Project Managers, Student

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Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Director of Risk Management, Joe Crelier Building level administrators (Enforcement)
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The District will continue to engage our community on a district and individual level to ensure that we are meeting the needs of all students and families to the best of our abilities.

3. Indicate which instructional model will be used.

Select One:

☐ On-Site Learning ☐ Hybrid Learning ☒ Comprehensive Distance Learning

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REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

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Teaching, Learning & Instructional Time:

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procedures, and schedules, that align with developmentally appropriate recommendations for screen time and synchronous learning. Secondary students will follow a predictable bell schedule that incorporates synchronous check-ins, consistent and timely feedback, and peer interactions. All students will continue to receive access to a well-rounded education which includes physical education, health, arts, music, tiered supports, etc.

The learning day will be organized so that the time educators spend directly interacting with students will be high quality, focused on complex learning activities with a high cognitive demand and that are centered around student engagement. Students will have opportunities for guided learning with an educator, as well as opportunities to work with peers, families, and community members to apply their learning and practice their skills. Students will be expected to complete assigned learning activities each day. Students will participate in daily virtual instruction by satisfactorily engaging with synchronous class sessions as well as asynchronous tasks, completing assigned learning activities or assignments to demonstrate their learning. Parents and students will communicate with the teacher when in need of additional learning support. Portland Public Schools will also provide families a variety of ways to connect, one of which is through educator office hours, posted publicly, for students and families to access which will include a process to request and schedule translation services as needed.

Racial Equity and Access:

In the development of our plan, all of the work groups utilized our [Racial Equity and Social Justice Lens](#) to inform decision making and programming. The application of the lens is based on our belief that the district should adopt a student-centered, racial equity and social justice focused lens in all high leverage decisions in order to more deeply understand the barriers and opportunities impacting BIPOC students and families. Additionally, the regular application of the lens, documentation of our responses and review of those responses will help us critically examine our efforts to increase access and opportunity for BIPOC students and families. Our steering committee collectively reviewed our comprehensive plans and applied the RESJ lens on multiple occasions. They utilized data, parent and student input from engagement, partner input and the diverse experience of members to answer the prompts, review our plans and make adjustments to more directly respond to the needs of BIPOC students. As a result we believe our plan is strengthened through the collaborative and reflective process we employed to apply the RESJ Lens to address racial equity and access in our plans.

Special Education Services and English Language Development

Students receiving special education services will continue to receive instruction, technology, support, accommodations, and modifications as required by ESSA, IDEA, and/or ADA based on a virtual learning environment. The majority of each student's services will be provided synchronously (i.e., with the teacher/service provider and student working together through direct and simultaneous communication). If only asynchronous services are recommended, the parent or guardian will provide written consent to shift from synchronous to asynchronous service delivery. All IDEA requirements will be met during Comprehensive Distance Learning. This includes all IDEA timelines, delivery of all related services, delivery of SDI, implementation of IEPs, etc. Schools will provide Child Find obligations, including timely evaluation and eligibility determinations.

Students who are identified to receive English Language development services will be provided with language assistance services and supports that allow the student access to grade level academic content and scaffolded language experiences. PPS's English as a Second Language program will encourage ESL and general education/homeroom teachers to collaboratively plan for inclusive learning experiences that consider and support the language proficiency of each student.

Assessment, Grading, Reporting & Statewide Balanced Assessment:

Portland Public Schools (PPS) has developed a framework for a balanced assessment system and worked throughout the pre-pandemic portion of the 2019-2020 academic year to introduce additional efficiency into the assessment model. Anticipating the ongoing challenges to face-to-face instruction, PPS successfully piloted remote administration of the NWEA MAP assessments at one of our schools in the Spring of 2020.

During the 2020-2021 academic year, PPS is prepared to remotely administer MAP in grades 3-8 in the fall and winter. The fall assessment will allow our students and families to better understand the learning needs of our students as they enter the academic year, and it will provide our teachers and curriculum support teams the necessary data to align and plan instruction. The mid-year assessment will provide feedback regarding both student growth and achievement allowing for an additional point to adapt our supports.

In addition to this common measure of growth and achievement, students will also be presented with common curriculum embedded assessments (pre and post unit) that are aligned to the scope and sequence and are paired with each of the curriculum units. These will provide additional, focused and just-in time, measures of learning that will allow for adaptations to the delivery of the unit materials in order to provide tiered supports. Educators will regularly report progress to students and families and provide opportunities to redo or make up work without penalty and retain the highest earned grade.

Finally, the administration of remote computer adaptive measures will also help the system prepare for the challenges associated with a potential remote administration of the state summative assessments in English Language Arts, Mathematics, and Science.

Attendance:

With the pandemic in the spring of the 2019-2020 academic year, the importance of maintaining an active engagement with our students and families rose to the forefront of our work as a system. As we approach the 2020-2021 year, engagement remains a critical focus and reflecting that engagement through attendance and other metrics is critical. We are committed to following all ODE guidelines and requirements in regards to attendance.

At this time, we are preparing to collect on-line attendance, and we are exploring ways to leverage data from our learning management and instructional delivery systems as a means to monitor engagement and attendance. Our primary focus, at this time, is to provide near real time data back to our schools to facilitate and focus the efforts of our schools to engage our students and families. We fully expect that our local community partners will be assisting in our efforts to focus and engage our disenfranchised students and communities in partnership with our counselors, social workers, Restorative Justice (RJ) specialists, attendance coaches and student engagement specialists.

Clubs & Extracurricular Activities:

Clubs and extracurricular activities are a critical component of any school community. We will ensure activities, clubs, and student organizations are available and accessible to all students to the extent possible, while focusing on the health and wellness of our students and staff as our top priority.

Operational Conditions for Comprehensive Distance Learning

Nutrition:

Portland Public Schools understands food stability is one of the most important safety measures schools can provide to students. We will build upon our work in the spring and expand to serve more sites this fall. We will serve breakfast and lunch at up to 40 sites, specifically sites that are elected for Community Eligibility Provision (CEP) in the 2020-21 school year in order to focus resources and access to food and nutrition in our highest risk and need communities. Meals will be served to families 2 days/week (Mondays will include 2 days worth of food and Wednesdays will include 3 days worth of food). No weekend food is permissible at this time, though we may be able to add additional daily supper meals depending on eligible sites and waivers (pending request from ODE to USDA). Nutrition Services will partner with Transportation to deliver meals to homes as requested by the families. Families will be sent an opt in/consent form for requesting meal delivery to their home. Delivery schedule will depend on demand and routing schedule by the Transportation department. Meals will continue to be a mix of ready-to-eat foods, prepared recipes and foods that can be heated at home by families. Communication about meals, services and benefits will be provided throughout the fall to families and school communities. Nutrition Services staff will adhere to all district and department standard operating procedures and safety plans.

Communicable Disease Management Plan (CMDP) and safety plans:

We have developed, in conjunction with our local health authority and Multnomah ESD, and will implement our CMDP as staff report to buildings, based on individual and department needs. Safety plans are developed and approved by our Risk Management team before staff can enter a building and building leaders are responsible for adhering to the safety plan at all times. We have also developed a confirmed case protocol and have aligned all contact tracing, investigatory measures and reporting through a partnership with MESD and the health department. When we are notified of a possible exposure we work with them to investigate and notify.

Student and Family Support for Comprehensive Distance Learning

As a district, we understand and value the importance of student, family and community engagement as a means to positively impact a student's academic, social emotional outcomes and to address continuous improvement efforts. We are committed to building a collective and shared responsibility for outcomes, while strengthening our capacity and skills to achieve this goal and ensuring clear alignment between our intentions and actions to foster engagement that reflects the communities' values and break down barriers to student achievement in this unprecedented time. To this end, PPS will focus our first two weeks on Social Emotional Learning, connections and relationship building between students and staff.

Beyond the first two weeks, PPS will employ a variety of creative means to ensure that our students and families, especially our Black and Native communities, have the tools and support they need and feel empowered to engage and stay engaged in our Comprehensive Distance Learning platform. We will base our expectations of school engagement efforts on the work of our CSI & TSI summer program, Summer Connections Academy, and the lessons we have learned from those endeavors and from the springtime efforts. Some elements that were effective within those school communities included: relationship building and cultivating trust and rapport by calling families and students daily, reaching out to families through personal visits (physically distanced) and providing 1:1 virtual support as needed. We will also provide support at meal hubs and with some in-person conversations and relationship building on school lawns and sidewalks. We continue to provide support for teachers from our counselors and social workers on the best ways to interact and connect with families through a trauma informed lens.

Racial Equity and Social Justice Partnerships

PPS partners with sixteen different culturally specific organizations to implement our five RESJ Partnership Strategies with BIPOC students and families at prioritized schools. These strategies and resulting services provide critical connections between our schools and communities. These strategies are informed by relevant research that affirms their effectiveness in improving educational and social outcomes for students of color.

1. *Culturally Specific Family Engagement* - Family engagement is a high leverage strategy that supports student learning and is designed to reduce or eliminate institutional barriers for families of color to advocate for the needs of their students. There is significant research that supports the effectiveness of family support, advocacy and encouragement with positive student achievement and outcomes.
2. *Wrap Around Services* - Provision of culturally specific and culturally responsive services to support student academic and social success. This includes case management, academic tutoring/support, service referral, student groups, and progress monitoring. Wrap around services have a comprehensive approach to meeting the needs of students.
3. *Mentoring and Leadership Development* - Services are designed to provide positive relationship development and support to students to reduce disproportionate discipline rates and increase attendance and a sense of belonging at school for students of color. This includes providing positive and diverse adult relationships that are reflective of students' culture and identity.
4. *Extended Learning and Enrichment* - Programming provides safe, structured and engaging activities to enhance and expand the learning of students outside of school hours. This includes after school programming and enrichment activities. Enrichment activities provide opportunities for students to pursue learning in their own areas of interest and strengths. Research has shown that students engaged in these activities can lead to increased academic performance and attendance.
5. *Positive Cultural Identity Development and Advocacy* - Programming provides participating youth with exposure and

opportunity to engage in activities that empower them to embrace a confident and positive cultural identity while preserving and sharing cultural heritages and traditions amongst their peers. Activities provide opportunities for students to learn and practice new methods of self-expression in a safe and culturally affirming environment. Partners are actively engaged with the district to collaboratively plan for the start of school by adjusting their services to be provided virtually and in alignment with our plans. Partners are meeting with school leaders,

Mental, Social, and Emotional Health:

Our Multi-tiered Systems of Support (MTSS) team is creating Social Emotional Learning (SEL) activities for the K-5 soft start to begin on September 2nd. These activities will be focused on making connections, building relationships, and creating community. The Office of Teaching and Learning (OTL) and MTSS departments are also leading the development of a two-week health and wellness unit that will focus on promoting the social, emotional, and cognitive skills students need to develop positive relationships and thrive in school. This required K-5 unit is set for teachers to begin on September 14th.

Lastly, K-5 and 6-8 SEL units were developed by the SEL team in the spring which focus on supporting resilience during challenging and, often, traumatic times. This nine-week unit will be revised for educators to use after the completion of the health unit by September 28th.

- MTSS and OTL will collaborate closely on the development of health and wellness and the SEL soft start lessons/activities.
- The MTSS unit is being built with the CASEL Roadmap for Reopening Critical Practices and the PPS & ODE reopening guidance as the foundation.
- The K-5 health and wellness unit will be required as one of four required health units. This unit is required even if schools have other SEL programs.

Additionally, PPS will continue to contract with our mental health and substance use partners in order to provide teletherapy for students who need this level of support. Our counselors and social workers will also meet virtually with students and families in order to assist with emotional and mental health wellness, suicide ideation, student threats, and other mental health or behavioral related concerns or needs. We are also partnering with culturally specific providers to support students of color and additional families who need our assistance. Some of these supports will be through personal (physically distanced) visits either on campus at a community site, or near the student's home. This will be through student and family choice, which honors their preferences in ways they feel they can best be supported.

Childcare:

PPS and contracted, licensed child care providers are exploring distance learning child care services for PPS families and employees. Child care providers would operate fee based programs with state subsidies for qualifying families. If we determine this is a viable service, locations will be dispersed throughout the PPS boundary. Providers would be required to follow health and safety guidelines from the Oregon Early Learning Division.

Digital Learning Needs for Comprehensive Distance Learning

Privacy and Security tools (Umbrella) have been installed and remain persistent on all PPS devices and accounts that prevents students from accessing known inappropriate or malicious sites. Passwords for staff and students changed to a longer character length, and a new portal has been implemented to aid in remote support for password reset situations. Changes have been made to patching and software update mechanisms to allow for devices to remain updated even though they are outside the PPS network. All staff and students will be trained on responsible digital citizenship.

In addition to the distribution of devices, PPS acquired 1990 hotspots to provide connectivity for students where Comcast Internet Essentials was not a viable option. These hotspots will be either picked up from distribution locations or delivered using bus drivers to bring the devices to student homes to ensure that students and staff that did not already have internet access were given devices to facilitate that. Additionally, infrastructure changes were made to

allow take home IP phones that allow for teachers and staff to be able to make contact with students and families just as they would in the classroom.

Device deployment:

In the spring we handed out chromebooks and hotspots/Comcast connectivity for students and staff to be able to participate in distance based learning. We will continue to provide devices and work with families to ensure all students are able to connect to our comprehensive distance learning model. We will continue to provide devices to staff as needed so they can deliver the digital curriculum effectively. We offer a curbside service at the district office during work hours for chromebook repairs needed. If the chromebook cannot be repaired on site, the student/staff will receive a replacement chromebook at this time. The service desk is available during work hours for staff, students and families to contact via phone or email. If call center tech is unable to resolve on the phone, a helpdesk ticket will be created and followed up with the individual caller. An email to support will create a helpdesk ticket and the call center tech will follow up with the individual.

Digital Toolkit:

Portland Public Schools has developed a comprehensive and districtwide set of digital tools for every PPS classroom, teacher, and student. The [PPS Digital Toolkit](#) provides a set of digital tools that will enhance instructional strategies and content delivery. These tools will enhance the existing opportunities with both synchronous and asynchronous learning. These tools have been reviewed and evaluated for digital content quality and cultural relevance.

The tools fall into three categories: Instruction and Lesson Design, Creation and Engagement, and Content. Instruction and Lesson Design tools are those applications and system platforms that teachers use to deliver instruction, lessons, and communications. These include classroom content delivery and learning management systems, applications for communications, and lesson and assessment design tools. Creation and Engagement tools are used by teachers and students in distance learning, as well as in-classroom technology-enhanced instruction. These tools support student voice, elicit response, provide shared spaces for individual, small group, and whole-class collaboration, and engage students with the content. Content tools have been selected to assist our teachers in providing content, build opportunities for sustained practice, and apply learning in both distanced and in-person models of instruction.

Learning Platforms:

PPS has adopted two classroom learning platforms to meet the needs of our elementary and secondary students and teachers. These tools were selected because of their current use and success in PPS, knowledge of their toolset, depth of their function and capabilities, and their presence in the educational technology space. Both platforms allow teachers to create, post, interact, provide feedback, and assess with their students and will bring a single point of entry for students and families into classroom instruction.

Professional Development:

Ongoing and high-quality professional learning and training is essential for the successful implementation of Comprehensive Distance Learning. PPS will provide professional learning for all educators during the course of the summer, pre-service and throughout the school year. The content will be focused on best practices for distance learning, as well as technical “how to” training for digital tools and other operational functions.

Describe the school’s plan, including the anticipated timeline, for returning to Hybrid Learning or On-Site Learning consistent with the *Ready Schools, Safe Learners* guidance.

At this time PPS is planning for the opening of our physical buildings when it is deemed safe and appropriate under the Governor's directive. The District will utilize a comprehensive distance learning (CDL) platform for a minimum of the first quarter (through November 5th) and will evaluate all available health-related information to decide if our CDL will continue through the first semester or if we will be able to open to a hybrid model of instruction in November. We will continue to follow the Governor's orders and ODE's recommendations and guidance.

The remainder of this operational blueprint is not applicable to schools operating a Comprehensive Distance Learning Model.



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

Under ODE's **Ready Schools, Safe Learners** guidance, each school¹ has been directed to submit a plan to the district² in order to provide on-site and/or hybrid instruction. Districts must submit each school's plan to the local school board and make the plans available to the public. This form is to be used to document a district's, school's or program's plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the [Ready Schools, Safe Learners guidance](#) document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,³ parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Bridger
Key Contact Person for this Plan	Melissa Schachner
Phone Number of this Person	503 916 6336
Email Address of this Person	mschachner@pps.net
Sectors and position titles of those who informed the plan	Superintendent, Deputy Chiefs of Operations and Instruction, Chief Academic Officer, Chief of Schools, Chief of Staff, Legal Counsel, Chief of Student Support Services, Chief of Technology, Chief Operations Officer, Chief of Human Resources, Chief of Systems Performance, Senior Advisor Racial Equity and Social Justice, Chief of Engagement and Partnerships, Senior Director of Communications, Senior Director of Student Success and Health, Senior Director of Multi-Tiered Systems of Support, Attendance Manager, Director of Facilities, Director of Security Services, Director of Nutrition Services, Senior Director of Special Education, principals, teachers, labor union advisory participation, Senior Director of Humanities, Senior Director of STEAM, Regional Supts., Director of Risk Management, Director of Professional Learning, Project Managers, Student

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Clubs and extracurricular activities are a critical component of any school community. We will ensure activities, clubs, and student organizations are available and accessible to all students to the extent possible, while focusing on the health and wellness of our students and staff as our top priority.

Operational Conditions for Comprehensive Distance Learning

Nutrition:

Portland Public Schools understands food stability is one of the most important safety measures schools can provide to students. We will build upon our work in the spring and expand to serve more sites this fall. We will serve breakfast and lunch at up to 40 sites, specifically sites that are elected for Community Eligibility Provision (CEP) in the 2020-21 school year in order to focus resources and access to food and nutrition in our highest risk and need communities. Meals will be served to families 2 days/week (Mondays will include 2 days worth of food and Wednesdays will include 3 days worth of food). No weekend food is permissible at this time, though we may be able to add additional daily supper meals depending on eligible sites and waivers (pending request from ODE to USDA). Nutrition Services will partner with Transportation to deliver meals to homes as requested by the families. Families will be sent an opt in/consent form for requesting meal delivery to their home. Delivery schedule will depend on demand and routing schedule by the Transportation department. Meals will continue to be a mix of ready-to-eat foods, prepared recipes and foods that can be heated at home by families. Communication about meals, services and benefits will be provided throughout the fall to families and school communities. Nutrition Services staff will adhere to all district and department standard operating procedures and safety plans.

Communicable Disease Management Plan (CMDP) and safety plans:

We have developed, in conjunction with our local health authority and Multnomah ESD, and will implement our CMDP as staff report to buildings, based on individual and department needs. Safety plans are developed and approved by our Risk Management team before staff can enter a building and building leaders are responsible for adhering to the safety plan at all times. We have also developed a confirmed case protocol and have aligned all contact tracing, investigatory measures and reporting through a partnership with MESD and the health department. When we are notified of a possible exposure we work with them to investigate and notify.

Student and Family Support for Comprehensive Distance Learning

As a district, we understand and value the importance of student, family and community engagement as a means to positively impact a student's academic, social emotional outcomes and to address continuous improvement efforts. We are committed to building a collective and shared responsibility for outcomes, while strengthening our capacity and skills to achieve this goal and ensuring clear alignment between our intentions and actions to foster engagement that reflects the communities' values and break down barriers to student achievement in this unprecedented time. To this end, PPS will focus our first two weeks on Social Emotional Learning, connections and relationship building between students and staff.

Beyond the first two weeks, PPS will employ a variety of creative means to ensure that our students and families, especially our Black and Native communities, have the tools and support they need and feel empowered to engage and stay engaged in our Comprehensive Distance Learning platform. We will base our expectations of school engagement efforts on the work of our CSI & TSI summer program, Summer Connections Academy, and the lessons we have learned from those endeavors and from the springtime efforts. Some elements that were effective within those school communities included: relationship building and cultivating trust and rapport by calling families and students daily, reaching out to families through personal visits (physically distanced) and providing 1:1 virtual support as needed. We will also provide support at meal hubs and with some in-person conversations and relationship building on school lawns and sidewalks. We continue to provide support for teachers from our counselors and social workers on the best ways to interact and connect with families through a trauma informed lens.

Racial Equity and Social Justice Partnerships

PPS partners with sixteen different culturally specific organizations to implement our five RESJ Partnership Strategies with BIPOC students and families at prioritized schools. These strategies and resulting services provide critical connections between our schools and communities. These strategies are informed by relevant research that affirms their effectiveness in improving educational and social outcomes for students of color.

1. *Culturally Specific Family Engagement* - Family engagement is a high leverage strategy that supports student learning and is designed to reduce or eliminate institutional barriers for families of color to advocate for the needs of their students. There is significant research that supports the effectiveness of family support, advocacy and encouragement with positive student achievement and outcomes.
2. *Wrap Around Services* - Provision of culturally specific and culturally responsive services to support student academic and social success. This includes case management, academic tutoring/support, service referral, student groups, and progress monitoring. Wrap around services have a comprehensive approach to meeting the needs of students.
3. *Mentoring and Leadership Development* - Services are designed to provide positive relationship development and support to students to reduce disproportionate discipline rates and increase attendance and a sense of belonging at school for students of color. This includes providing positive and diverse adult relationships that are reflective of students' culture and identity.
4. *Extended Learning and Enrichment* - Programming provides safe, structured and engaging activities to enhance and expand the learning of students outside of school hours. This includes after school programming and enrichment activities. Enrichment activities provide opportunities for students to pursue learning in their own areas of interest and strengths. Research has shown that students engaged in these activities can lead to increased academic performance and attendance.
5. *Positive Cultural Identity Development and Advocacy* - Programming provides participating youth with exposure and

opportunity to engage in activities that empower them to embrace a confident and positive cultural identity while preserving and sharing cultural heritages and traditions amongst their peers. Activities provide opportunities for students to learn and practice new methods of self-expression in a safe and culturally affirming environment. Partners are actively engaged with the district to collaboratively plan for the start of school by adjusting their services to be provided virtually and in alignment with our plans. Partners are meeting with school leaders,

Mental, Social, and Emotional Health:

Our Multi-tiered Systems of Support (MTSS) team is creating Social Emotional Learning (SEL) activities for the K-5 soft start to begin on September 2nd. These activities will be focused on making connections, building relationships, and creating community. The Office of Teaching and Learning (OTL) and MTSS departments are also leading the development of a two-week health and wellness unit that will focus on promoting the social, emotional, and cognitive skills students need to develop positive relationships and thrive in school. This required K-5 unit is set for teachers to begin on September 14th.

Lastly, K-5 and 6-8 SEL units were developed by the SEL team in the spring which focus on supporting resilience during challenging and, often, traumatic times. This nine-week unit will be revised for educators to use after the completion of the health unit by September 28th.

- MTSS and OTL will collaborate closely on the development of health and wellness and the SEL soft start lessons/activities.
- The MTSS unit is being built with the CASEL Roadmap for Reopening Critical Practices and the PPS & ODE reopening guidance as the foundation.
- The K-5 health and wellness unit will be required as one of four required health units. This unit is required even if schools have other SEL programs.

Additionally, PPS will continue to contract with our mental health and substance use partners in order to provide teletherapy for students who need this level of support. Our counselors and social workers will also meet virtually with students and families in order to assist with emotional and mental health wellness, suicide ideation, student threats, and other mental health or behavioral related concerns or needs. We are also partnering with culturally specific providers to support students of color and additional families who need our assistance. Some of these supports will be through personal (physically distanced) visits either on campus at a community site, or near the student's home. This will be through student and family choice, which honors their preferences in ways they feel they can best be supported.

Childcare:

PPS and contracted, licensed child care providers are exploring distance learning child care services for PPS families and employees. Child care providers would operate fee based programs with state subsidies for qualifying families. If we determine this is a viable service, locations will be dispersed throughout the PPS boundary. Providers would be required to follow health and safety guidelines from the Oregon Early Learning Division.

Digital Learning Needs for Comprehensive Distance Learning

Privacy and Security tools (Umbrella) have been installed and remain persistent on all PPS devices and accounts that prevents students from accessing known inappropriate or malicious sites. Passwords for staff and students changed to a longer character length, and a new portal has been implemented to aid in remote support for password reset situations. Changes have been made to patching and software update mechanisms to allow for devices to remain updated even though they are outside the PPS network. All staff and students will be trained on responsible digital citizenship.

In addition to the distribution of devices, PPS acquired 1990 hotspots to provide connectivity for students where Comcast Internet Essentials was not a viable option. These hotspots will be either picked up from distribution locations or delivered using bus drivers to bring the devices to student homes to ensure that students and staff that did not already have internet access were given devices to facilitate that. Additionally, infrastructure changes were made to

allow take home IP phones that allow for teachers and staff to be able to make contact with students and families just as they would in the classroom.

Device deployment:

In the spring we handed out chromebooks and hotspots/Comcast connectivity for students and staff to be able to participate in distance based learning. We will continue to provide devices and work with families to ensure all students are able to connect to our comprehensive distance learning model. We will continue to provide devices to staff as needed so they can deliver the digital curriculum effectively. We offer a curbside service at the district office during work hours for chromebook repairs needed. If the chromebook cannot be repaired on site, the student/staff will receive a replacement chromebook at this time. The service desk is available during work hours for staff, students and families to contact via phone or email. If call center tech is unable to resolve on the phone, a helpdesk ticket will be created and followed up with the individual caller. An email to support will create a helpdesk ticket and the call center tech will follow up with the individual.

Digital Toolkit:

Portland Public Schools has developed a comprehensive and districtwide set of digital tools for every PPS classroom, teacher, and student. The [PPS Digital Toolkit](#) provides a set of digital tools that will enhance instructional strategies and content delivery. These tools will enhance the existing opportunities with both synchronous and asynchronous learning. These tools have been reviewed and evaluated for digital content quality and cultural relevance.

The tools fall into three categories: Instruction and Lesson Design, Creation and Engagement, and Content. Instruction and Lesson Design tools are those applications and system platforms that teachers use to deliver instruction, lessons, and communications. These include classroom content delivery and learning management systems, applications for communications, and lesson and assessment design tools. Creation and Engagement tools are used by teachers and students in distance learning, as well as in-classroom technology-enhanced instruction. These tools support student voice, elicit response, provide shared spaces for individual, small group, and whole-class collaboration, and engage students with the content. Content tools have been selected to assist our teachers in providing content, build opportunities for sustained practice, and apply learning in both distanced and in-person models of instruction.

Learning Platforms:

PPS has adopted two classroom learning platforms to meet the needs of our elementary and secondary students and teachers. These tools were selected because of their current use and success in PPS, knowledge of their toolset, depth of their function and capabilities, and their presence in the educational technology space. Both platforms allow teachers to create, post, interact, provide feedback, and assess with their students and will bring a single point of entry for students and families into classroom instruction.

Professional Development:

Ongoing and high-quality professional learning and training is essential for the successful implementation of Comprehensive Distance Learning. PPS will provide professional learning for all educators during the course of the summer, pre-service and throughout the school year. The content will be focused on best practices for distance learning, as well as technical “how to” training for digital tools and other operational functions.

Describe the school’s plan, including the anticipated timeline, for returning to Hybrid Learning or On-Site Learning consistent with the *Ready Schools, Safe Learners* guidance.

At this time PPS is planning for the opening of our physical buildings when it is deemed safe and appropriate under the Governor's directive. The District will utilize a comprehensive distance learning (CDL) platform for a minimum of the first quarter (through November 5th) and will evaluate all available health-related information to decide if our CDL will continue through the first semester or if we will be able to open to a hybrid model of instruction in November. We will continue to follow the Governor's orders and ODE's recommendations and guidance.

The remainder of this operational blueprint is not applicable to schools operating a Comprehensive Distance Learning Model.



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

Under ODE's **Ready Schools, Safe Learners** guidance, each school¹ has been directed to submit a plan to the district² in order to provide on-site and/or hybrid instruction. Districts must submit each school's plan to the local school board and make the plans available to the public. This form is to be used to document a district's, school's or program's plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the [Ready Schools, Safe Learners guidance](#) document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,³ parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Bridlemile
Key Contact Person for this Plan	Jerome Townsend
Phone Number of this Person	
Email Address of this Person	
Sectors and position titles of those who informed the plan	Superintendent, Deputy Chiefs of Operations and Instruction, Chief Academic Officer, Chief of Schools, Chief of Staff, Legal Counsel, Chief of Student Support Services, Chief of Technology, Chief Operations Officer, Chief of Human Resources, Chief of Systems Performance, Senior Advisor Racial Equity and Social Justice, Chief of Engagement and Partnerships, Senior Director of Communications, Senior Director of Student Success and Health, Senior Director of Multi-Tiered Systems of Support, Attendance Manager, Director of Facilities, Director of Security Services, Director of Nutrition Services, Senior Director of Special Education, principals, teachers, labor union advisory participation, Senior Director of Humanities, Senior Director of STEAM, Regional Supts., Director of Risk Management, Director of Professional Learning, Project Managers, Student

¹ For the purposes of this guidance: "school" refers to all public schools, including public charter schools, public virtual charter schools, alternative education programs, private schools and the Oregon School for the Deaf. For ease of readability, "school" will be used inclusively to reference all of these settings.

² For the purposes of this guidance: "district" refers to a school district, education service district, public charter school sponsoring district, virtual public charter school sponsoring district, state sponsored public charter school, alternative education programs, private schools, and the Oregon School for the Deaf.

³ Tribal Consultation is a separate process from stakeholder engagement; consultation recognizes and affirms tribal rights of self-government and tribal sovereignty, and mandates state government to work with American Indian nations on a [government-to-government](#) basis.

	Engagement Coordinators, Family advocates, student groups (BIPOC), special education and english language learners, family surveys, staff surveys, parent engagement groups, email responses from website, consultation with District Management Group (DMG), culturally specific partner organizations, PPS health advisory panel, and other large districts in Oregon.
Local public health office(s) or officers(s)	Multnomah ESD and the Oregon Health Authority; in consultation with the CDC.
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Director of Risk Management, Joe Crelier Building level administrators (Enforcement)
Intended Effective Dates for this Plan	9/2/2020 to at least 11/5/2020
ESD Region	Multnomah

2. Please list efforts you have made to engage your community (public health information sharing, taking feedback on planning, etc.) in preparing for school in 2020-21. Include information on engagement with communities often underserved and marginalized and those communities disproportionately impacted by COVID-19.

In preparation for reopening school in fall 2020, Portland Public Schools began gathering feedback from students and staff in May 2020. In March, the Communications team at PPS stood up a landing page for all students and families with centralized supports and pandemic resources. Surveys were conducted at the district level and by some individual schools. Our rate of response in surveying historically underserved and marginalized communities was low, which led to the utilization of intentional focus groups with our Native American community members and Elders, Black students and families, and other families and students of color. Additional focus groups were held with student leaders, and Spanish-Speaking families. Please find a summary of these focus groups here: [Memorandum to the Board of Education, Reopening Focus Group Update](#)

The District will continue to engage our community on a district and individual level to ensure that we are meeting the needs of all students and families to the best of our abilities.

3. Indicate which instructional model will be used.

Select One:

☐ On-Site Learning ☐ Hybrid Learning ☒ Comprehensive Distance Learning

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-15 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>) by August 15, 2020 or prior to the beginning of the 2020-21 school year.

* **Note:** Private schools are required to comply with only sections 1-3 of the **Ready Schools, Safe Learners** guidance.

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

This section must be completed by any school that is seeking to provide instruction through Comprehensive Distance Learning.

Describe why you are selecting Comprehensive Distance Learning as the school's Instructional Model for the effective dates of this plan.

In keeping with local, regional and state guidance and new health directives, Portland Public Schools has determined that it is safest for students and staff to maintain severely limited physical contact. We believe it is both responsible and critical to base our decisions on what will best ensure the health and wellness of our students and staff. We will always prefer to have our students engaged in classroom-based learning, but given current conditions, it would be unsafe to have significant numbers of students and adults back on campus at this time.

We will use this Comprehensive Distance Learning model for a minimum of September 2 through November 5, and will evaluate in October whether it is feasible to open in the 2nd quarter. Based on medical advice, including local health authorities, PPS will continue to keep the health and wellness of students and staff on the forefront in our planning.

Describe how your school's model aligns to the [Comprehensive Distance Learning Guidance](#) (linked). In completing this part of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. Please name any requirements you need ODE to review for any possible accommodations.

Framing PPS Values

As we continue to navigate the ongoing COVID-19 pandemic, Portland Public Schools remains committed to providing a high-quality education for all students and ensuring the health and wellness of students and staff through a comprehensive distance learning model. To guide our work, we centered racial equity and social justice in all decision-making and hold three principles from our strategic plan at the core of our planning - ensure the health and wellness of staff and students, strengthen and innovate the instructional core, and cultivate connection and relationship for students, staff and our community.

Our overarching approach to reopening is a relentless pursuit of racial equity and social justice (RESJ). We believe in the fundamental right to human dignity and that generating an equitable world requires an educational system that intentionally disrupts - and builds leaders to disrupt - systems of oppression. Therefore, our work to reopen schools acknowledges and recognizes the inequities of our system prior to Covid-19 and does not seek to reopen schools by returning to what was "normal" before. Rather, we are deeply engaged in fundamentally accelerating and centering our RESJ work, constantly examining opportunities to increase RESJ strategies through organizational transformation and system-wide collaboration. By way of this central focus and in partnership with families and stakeholders, including those representing students of color, we will bring racial predictability and disproportionality to an end.

In PPS, we are utilizing Targeted Universalism as a driver. We aim to operationalize our RESJ values so that every student is served and our universal board goals are achieved; thus realizing the graduate profile from [our Vision](#). Our approach supports the distinct needs of BIPOC students while also acknowledging our mutual interdependence. We recognize with great urgency the need for aligned and coherent strategies that improve conditions so that every student, especially our BIPOC students have an educational experience where they can thrive. Our approach disrupts institutional and cultural racism and promotes tangible strategies and resources for RESJ. To this end, we will prioritize services for students historically underserved by our system, including Black, Native, students receiving special education services and second language learners. We have used these [Guiding Principles](#) to align our collective work through this process.

Academic Conditions for Comprehensive Distance Learning

Teaching, Learning & Instructional Time:

Our comprehensive distance learning plan is designed so that all students will receive an engaging, comprehensive, and rigorous academic experience every day of the week. Students will receive standards-based instruction across all academic areas and will build meaningful relationships with the educators in their school community. Instructional time requirements will be adhered to in every grade level, where more than 50% of the instructional time will be teacher-facilitated learning. To meet this requirement, elementary students will follow predictable routines,

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Digital Learning Needs for Comprehensive Distance Learning

Privacy and Security tools (Umbrella) have been installed and remain persistent on all PPS devices and accounts that prevents students from accessing known inappropriate or malicious sites. Passwords for staff and students changed to a longer character length, and a new portal has been implemented to aid in remote support for password reset situations. Changes have been made to patching and software update mechanisms to allow for devices to remain updated even though they are outside the PPS network. All staff and students will be trained on responsible digital citizenship.

In addition to the distribution of devices, PPS acquired 1990 hotspots to provide connectivity for students where Comcast Internet Essentials was not a viable option. These hotspots will be either picked up from distribution locations or delivered using bus drivers to bring the devices to student homes to ensure that students and staff that did not already have internet access were given devices to facilitate that. Additionally, infrastructure changes were made to

allow take home IP phones that allow for teachers and staff to be able to make contact with students and families just as they would in the classroom.

Device deployment:

In the spring we handed out chromebooks and hotspots/Comcast connectivity for students and staff to be able to participate in distance based learning. We will continue to provide devices and work with families to ensure all students are able to connect to our comprehensive distance learning model. We will continue to provide devices to staff as needed so they can deliver the digital curriculum effectively. We offer a curbside service at the district office during work hours for chromebook repairs needed. If the chromebook cannot be repaired on site, the student/staff will receive a replacement chromebook at this time. The service desk is available during work hours for staff, students and families to contact via phone or email. If call center tech is unable to resolve on the phone, a helpdesk ticket will be created and followed up with the individual caller. An email to support will create a helpdesk ticket and the call center tech will follow up with the individual.

Digital Toolkit:

Portland Public Schools has developed a comprehensive and districtwide set of digital tools for every PPS classroom, teacher, and student. The [PPS Digital Toolkit](#) provides a set of digital tools that will enhance instructional strategies and content delivery. These tools will enhance the existing opportunities with both synchronous and asynchronous learning. These tools have been reviewed and evaluated for digital content quality and cultural relevance.

The tools fall into three categories: Instruction and Lesson Design, Creation and Engagement, and Content. Instruction and Lesson Design tools are those applications and system platforms that teachers use to deliver instruction, lessons, and communications. These include classroom content delivery and learning management systems, applications for communications, and lesson and assessment design tools. Creation and Engagement tools are used by teachers and students in distance learning, as well as in-classroom technology-enhanced instruction. These tools support student voice, elicit response, provide shared spaces for individual, small group, and whole-class collaboration, and engage students with the content. Content tools have been selected to assist our teachers in providing content, build opportunities for sustained practice, and apply learning in both distanced and in-person models of instruction.

Learning Platforms:

PPS has adopted two classroom learning platforms to meet the needs of our elementary and secondary students and teachers. These tools were selected because of their current use and success in PPS, knowledge of their toolset, depth of their function and capabilities, and their presence in the educational technology space. Both platforms allow teachers to create, post, interact, provide feedback, and assess with their students and will bring a single point of entry for students and families into classroom instruction.

Professional Development:

Ongoing and high-quality professional learning and training is essential for the successful implementation of Comprehensive Distance Learning. PPS will provide professional learning for all educators during the course of the summer, pre-service and throughout the school year. The content will be focused on best practices for distance learning, as well as technical “how to” training for digital tools and other operational functions.

Describe the school’s plan, including the anticipated timeline, for returning to Hybrid Learning or On-Site Learning consistent with the *Ready Schools, Safe Learners* guidance.

At this time PPS is planning for the opening of our physical buildings when it is deemed safe and appropriate under the Governor's directive. The District will utilize a comprehensive distance learning (CDL) platform for a minimum of the first quarter (through November 5th) and will evaluate all available health-related information to decide if our CDL will continue through the first semester or if we will be able to open to a hybrid model of instruction in November. We will continue to follow the Governor's orders and ODE's recommendations and guidance.

The remainder of this operational blueprint is not applicable to schools operating a Comprehensive Distance Learning Model.



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

Under ODE's **Ready Schools, Safe Learners** guidance, each school¹ has been directed to submit a plan to the district² in order to provide on-site and/or hybrid instruction. Districts must submit each school's plan to the local school board and make the plans available to the public. This form is to be used to document a district's, school's or program's plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the [Ready Schools, Safe Learners guidance](#) document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,³ parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Buckman
Key Contact Person for this Plan	Teresa Seidel
Phone Number of this Person	503 916 6230
Email Address of this Person	tseidel@pps.net
Sectors and position titles of those who informed the plan	Superintendent, Deputy Chiefs of Operations and Instruction, Chief Academic Officer, Chief of Schools, Chief of Staff, Legal Counsel, Chief of Student Support Services, Chief of Technology, Chief Operations Officer, Chief of Human Resources, Chief of Systems Performance, Senior Advisor Racial Equity and Social Justice, Chief of Engagement and Partnerships, Senior Director of Communications, Senior Director of Student Success and Health, Senior Director of Multi-Tiered Systems of Support, Attendance Manager, Director of Facilities, Director of Security Services, Director of Nutrition Services, Senior Director of Special Education, principals, teachers, labor union advisory participation, Senior Director of Humanities, Senior Director of STEAM, Regional Supts., Director of Risk Management, Director of Professional Learning, Project Managers, Student

¹ For the purposes of this guidance: "school" refers to all public schools, including public charter schools, public virtual charter schools, alternative education programs, private schools and the Oregon School for the Deaf. For ease of readability, "school" will be used inclusively to reference all of these settings.

² For the purposes of this guidance: "district" refers to a school district, education service district, public charter school sponsoring district, virtual public charter school sponsoring district, state sponsored public charter school, alternative education programs, private schools, and the Oregon School for the Deaf.

³ Tribal Consultation is a separate process from stakeholder engagement; consultation recognizes and affirms tribal rights of self-government and tribal sovereignty, and mandates state government to work with American Indian nations on a [government-to-government](#) basis.

	Engagement Coordinators, Family advocates, student groups (BIPOC), special education and english language learners, family surveys, staff surveys, parent engagement groups, email responses from website, consultation with District Management Group (DMG), culturally specific partner organizations, PPS health advisory panel, and other large districts in Oregon.
Local public health office(s) or officers(s)	Multnomah ESD and the Oregon Health Authority; in consultation with the CDC.
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Director of Risk Management, Joe Crelier Building level administrators (Enforcement)
Intended Effective Dates for this Plan	9/2/2020 to at least 11/5/2020
ESD Region	Multnomah

2. Please list efforts you have made to engage your community (public health information sharing, taking feedback on planning, etc.) in preparing for school in 2020-21. Include information on engagement with communities often underserved and marginalized and those communities disproportionately impacted by COVID-19.

In preparation for reopening school in fall 2020, Portland Public Schools began gathering feedback from students and staff in May 2020. In March, the Communications team at PPS stood up a landing page for all students and families with centralized supports and pandemic resources. Surveys were conducted at the district level and by some individual schools. Our rate of response in surveying historically underserved and marginalized communities was low, which led to the utilization of intentional focus groups with our Native American community members and Elders, Black students and families, and other families and students of color. Additional focus groups were held with student leaders, and Spanish-Speaking families. Please find a summary of these focus groups here: [Memorandum to the Board of Education, Reopening Focus Group Update](#)

The District will continue to engage our community on a district and individual level to ensure that we are meeting the needs of all students and families to the best of our abilities.

3. Indicate which instructional model will be used.

Select One:

☐ On-Site Learning ☐ Hybrid Learning ☒ Comprehensive Distance Learning

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-15 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>) by August 15, 2020 or prior to the beginning of the 2020-21 school year.

* **Note:** Private schools are required to comply with only sections 1-3 of the **Ready Schools, Safe Learners** guidance.

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

This section must be completed by any school that is seeking to provide instruction through Comprehensive Distance Learning.

Describe why you are selecting Comprehensive Distance Learning as the school's Instructional Model for the effective dates of this plan.

In keeping with local, regional and state guidance and new health directives, Portland Public Schools has determined that it is safest for students and staff to maintain severely limited physical contact. We believe it is both responsible and critical to base our decisions on what will best ensure the health and wellness of our students and staff. We will always prefer to have our students engaged in classroom-based learning, but given current conditions, it would be unsafe to have significant numbers of students and adults back on campus at this time.

We will use this Comprehensive Distance Learning model for a minimum of September 2 through November 5, and will evaluate in October whether it is feasible to open in the 2nd quarter. Based on medical advice, including local health authorities, PPS will continue to keep the health and wellness of students and staff on the forefront in our planning.

Describe how your school's model aligns to the [Comprehensive Distance Learning Guidance](#) (linked). In completing this part of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. Please name any requirements you need ODE to review for any possible accommodations.

Framing PPS Values

As we continue to navigate the ongoing COVID-19 pandemic, Portland Public Schools remains committed to providing a high-quality education for all students and ensuring the health and wellness of students and staff through a comprehensive distance learning model. To guide our work, we centered racial equity and social justice in all decision-making and hold three principles from our strategic plan at the core of our planning - ensure the health and wellness of staff and students, strengthen and innovate the instructional core, and cultivate connection and relationship for students, staff and our community.

Our overarching approach to reopening is a relentless pursuit of racial equity and social justice (RESJ). We believe in the fundamental right to human dignity and that generating an equitable world requires an educational system that intentionally disrupts - and builds leaders to disrupt - systems of oppression. Therefore, our work to reopen schools acknowledges and recognizes the inequities of our system prior to Covid-19 and does not seek to reopen schools by returning to what was "normal" before. Rather, we are deeply engaged in fundamentally accelerating and centering our RESJ work, constantly examining opportunities to increase RESJ strategies through organizational transformation and system-wide collaboration. By way of this central focus and in partnership with families and stakeholders, including those representing students of color, we will bring racial predictability and disproportionality to an end.

In PPS, we are utilizing Targeted Universalism as a driver. We aim to operationalize our RESJ values so that every student is served and our universal board goals are achieved; thus realizing the graduate profile from [our Vision](#). Our approach supports the distinct needs of BIPOC students while also acknowledging our mutual interdependence. We recognize with great urgency the need for aligned and coherent strategies that improve conditions so that every student, especially our BIPOC students have an educational experience where they can thrive. Our approach disrupts institutional and cultural racism and promotes tangible strategies and resources for RESJ. To this end, we will prioritize services for students historically underserved by our system, including Black, Native, students receiving special education services and second language learners. We have used these [Guiding Principles](#) to align our collective work through this process.

Academic Conditions for Comprehensive Distance Learning

Teaching, Learning & Instructional Time:

Our comprehensive distance learning plan is designed so that all students will receive an engaging, comprehensive, and rigorous academic experience every day of the week. Students will receive standards-based instruction across all academic areas and will build meaningful relationships with the educators in their school community. Instructional time requirements will be adhered to in every grade level, where more than 50% of the instructional time will be teacher-facilitated learning. To meet this requirement, elementary students will follow predictable routines,

procedures, and schedules, that align with developmentally appropriate recommendations for screen time and synchronous learning. Secondary students will follow a predictable bell schedule that incorporates synchronous check-ins, consistent and timely feedback, and peer interactions. All students will continue to receive access to a well-rounded education which includes physical education, health, arts, music, tiered supports, etc.

The learning day will be organized so that the time educators spend directly interacting with students will be high quality, focused on complex learning activities with a high cognitive demand and that are centered around student engagement. Students will have opportunities for guided learning with an educator, as well as opportunities to work with peers, families, and community members to apply their learning and practice their skills. Students will be expected to complete assigned learning activities each day. Students will participate in daily virtual instruction by satisfactorily engaging with synchronous class sessions as well as asynchronous tasks, completing assigned learning activities or assignments to demonstrate their learning. Parents and students will communicate with the teacher when in need of additional learning support. Portland Public Schools will also provide families a variety of ways to connect, one of which is through educator office hours, posted publicly, for students and families to access which will include a process to request and schedule translation services as needed.

Racial Equity and Access:

In the development of our plan, all of the work groups utilized our [Racial Equity and Social Justice Lens](#) to inform decision making and programming. The application of the lens is based on our belief that the district should adopt a student-centered, racial equity and social justice focused lens in all high leverage decisions in order to more deeply understand the barriers and opportunities impacting BIPOC students and families. Additionally, the regular application of the lens, documentation of our responses and review of those responses will help us critically examine our efforts to increase access and opportunity for BIPOC students and families. Our steering committee collectively reviewed our comprehensive plans and applied the RESJ lens on multiple occasions. They utilized data, parent and student input from engagement, partner input and the diverse experience of members to answer the prompts, review our plans and make adjustments to more directly respond to the needs of BIPOC students. As a result we believe our plan is strengthened through the collaborative and reflective process we employed to apply the RESJ Lens to address racial equity and access in our plans.

Special Education Services and English Language Development

Students receiving special education services will continue to receive instruction, technology, support, accommodations, and modifications as required by ESSA, IDEA, and/or ADA based on a virtual learning environment. The majority of each student's services will be provided synchronously (i.e., with the teacher/service provider and student working together through direct and simultaneous communication). If only asynchronous services are recommended, the parent or guardian will provide written consent to shift from synchronous to asynchronous service delivery. All IDEA requirements will be met during Comprehensive Distance Learning. This includes all IDEA timelines, delivery of all related services, delivery of SDI, implementation of IEPs, etc. Schools will provide Child Find obligations, including timely evaluation and eligibility determinations.

Students who are identified to receive English Language development services will be provided with language assistance services and supports that allow the student access to grade level academic content and scaffolded language experiences. PPS's English as a Second Language program will encourage ESL and general education/homeroom teachers to collaboratively plan for inclusive learning experiences that consider and support the language proficiency of each student.

Assessment, Grading, Reporting & Statewide Balanced Assessment:

Portland Public Schools (PPS) has developed a framework for a balanced assessment system and worked throughout the pre-pandemic portion of the 2019-2020 academic year to introduce additional efficiency into the assessment model. Anticipating the ongoing challenges to face-to-face instruction, PPS successfully piloted remote administration of the NWEA MAP assessments at one of our schools in the Spring of 2020.

During the 2020-2021 academic year, PPS is prepared to remotely administer MAP in grades 3-8 in the fall and winter. The fall assessment will allow our students and families to better understand the learning needs of our students as they enter the academic year, and it will provide our teachers and curriculum support teams the necessary data to align and plan instruction. The mid-year assessment will provide feedback regarding both student growth and achievement allowing for an additional point to adapt our supports.

In addition to this common measure of growth and achievement, students will also be presented with common curriculum embedded assessments (pre and post unit) that are aligned to the scope and sequence and are paired with each of the curriculum units. These will provide additional, focused and just-in time, measures of learning that will allow for adaptations to the delivery of the unit materials in order to provide tiered supports. Educators will regularly report progress to students and families and provide opportunities to redo or make up work without penalty and retain the highest earned grade.

Finally, the administration of remote computer adaptive measures will also help the system prepare for the challenges associated with a potential remote administration of the state summative assessments in English Language Arts, Mathematics, and Science.

Attendance:

With the pandemic in the spring of the 2019-2020 academic year, the importance of maintaining an active engagement with our students and families rose to the forefront of our work as a system. As we approach the 2020-2021 year, engagement remains a critical focus and reflecting that engagement through attendance and other metrics is critical. We are committed to following all ODE guidelines and requirements in regards to attendance.

At this time, we are preparing to collect on-line attendance, and we are exploring ways to leverage data from our learning management and instructional delivery systems as a means to monitor engagement and attendance. Our primary focus, at this time, is to provide near real time data back to our schools to facilitate and focus the efforts of our schools to engage our students and families. We fully expect that our local community partners will be assisting in our efforts to focus and engage our disenfranchised students and communities in partnership with our counselors, social workers, Restorative Justice (RJ) specialists, attendance coaches and student engagement specialists.

Clubs & Extracurricular Activities:

Clubs and extracurricular activities are a critical component of any school community. We will ensure activities, clubs, and student organizations are available and accessible to all students to the extent possible, while focusing on the health and wellness of our students and staff as our top priority.

Operational Conditions for Comprehensive Distance Learning

Nutrition:

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allow take home IP phones that allow for teachers and staff to be able to make contact with students and families just as they would in the classroom.

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OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

Under ODE's **Ready Schools, Safe Learners** guidance, each school¹ has been directed to submit a plan to the district² in order to provide on-site and/or hybrid instruction. Districts must submit each school's plan to the local school board and make the plans available to the public. This form is to be used to document a district's, school's or program's plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the [Ready Schools, Safe Learners guidance](#) document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,³ parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Capitol Hill
Key Contact Person for this Plan	Aimee Alexander-Shea
Phone Number of this Person	503 916 6303
Email Address of this Person	aalexandershea@pps.net
Sectors and position titles of those who informed the plan	Superintendent, Deputy Chiefs of Operations and Instruction, Chief Academic Officer, Chief of Schools, Chief of Staff, Legal Counsel, Chief of Student Support Services, Chief of Technology, Chief Operations Officer, Chief of Human Resources, Chief of Systems Performance, Senior Advisor Racial Equity and Social Justice, Chief of Engagement and Partnerships, Senior Director of Communications, Senior Director of Student Success and Health, Senior Director of Multi-Tiered Systems of Support, Attendance Manager, Director of Facilities, Director of Security Services, Director of Nutrition Services, Senior Director of Special Education, principals, teachers, labor union advisory participation, Senior Director of Humanities, Senior Director of STEAM, Regional Supts., Director of Risk Management, Director of Professional Learning, Project Managers, Student

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	Engagement Coordinators, Family advocates, student groups (BIPOC), special education and english language learners, family surveys, staff surveys, parent engagement groups, email responses from website, consultation with District Management Group (DMG), culturally specific partner organizations, PPS health advisory panel, and other large districts in Oregon.
Local public health office(s) or officers(s)	Multnomah ESD and the Oregon Health Authority; in consultation with the CDC.
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Director of Risk Management, Joe Crelier Building level administrators (Enforcement)
Intended Effective Dates for this Plan	9/2/2020 to at least 11/5/2020
ESD Region	Multnomah

2. Please list efforts you have made to engage your community (public health information sharing, taking feedback on planning, etc.) in preparing for school in 2020-21. Include information on engagement with communities often underserved and marginalized and those communities disproportionately impacted by COVID-19.

In preparation for reopening school in fall 2020, Portland Public Schools began gathering feedback from students and staff in May 2020. In March, the Communications team at PPS stood up a landing page for all students and families with centralized supports and pandemic resources. Surveys were conducted at the district level and by some individual schools. Our rate of response in surveying historically underserved and marginalized communities was low, which led to the utilization of intentional focus groups with our Native American community members and Elders, Black students and families, and other families and students of color. Additional focus groups were held with student leaders, and Spanish-Speaking families. Please find a summary of these focus groups here: [Memorandum to the Board of Education, Reopening Focus Group Update](#)

The District will continue to engage our community on a district and individual level to ensure that we are meeting the needs of all students and families to the best of our abilities.

3. Indicate which instructional model will be used.

Select One:

☐ On-Site Learning ☐ Hybrid Learning ☒ Comprehensive Distance Learning

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-15 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>) by August 15, 2020 or prior to the beginning of the 2020-21 school year.

* **Note:** Private schools are required to comply with only sections 1-3 of the **Ready Schools, Safe Learners** guidance.

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

This section must be completed by any school that is seeking to provide instruction through Comprehensive Distance Learning.

Describe why you are selecting Comprehensive Distance Learning as the school's Instructional Model for the effective dates of this plan.

In keeping with local, regional and state guidance and new health directives, Portland Public Schools has determined that it is safest for students and staff to maintain severely limited physical contact. We believe it is both responsible and critical to base our decisions on what will best ensure the health and wellness of our students and staff. We will always prefer to have our students engaged in classroom-based learning, but given current conditions, it would be unsafe to have significant numbers of students and adults back on campus at this time.

We will use this Comprehensive Distance Learning model for a minimum of September 2 through November 5, and will evaluate in October whether it is feasible to open in the 2nd quarter. Based on medical advice, including local health authorities, PPS will continue to keep the health and wellness of students and staff on the forefront in our planning.

Describe how your school's model aligns to the [Comprehensive Distance Learning Guidance](#) (linked). In completing this part of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. Please name any requirements you need ODE to review for any possible accommodations.

Framing PPS Values

As we continue to navigate the ongoing COVID-19 pandemic, Portland Public Schools remains committed to providing a high-quality education for all students and ensuring the health and wellness of students and staff through a comprehensive distance learning model. To guide our work, we centered racial equity and social justice in all decision-making and hold three principles from our strategic plan at the core of our planning - ensure the health and wellness of staff and students, strengthen and innovate the instructional core, and cultivate connection and relationship for students, staff and our community.

Our overarching approach to reopening is a relentless pursuit of racial equity and social justice (RESJ). We believe in the fundamental right to human dignity and that generating an equitable world requires an educational system that intentionally disrupts - and builds leaders to disrupt - systems of oppression. Therefore, our work to reopen schools acknowledges and recognizes the inequities of our system prior to Covid-19 and does not seek to reopen schools by returning to what was "normal" before. Rather, we are deeply engaged in fundamentally accelerating and centering our RESJ work, constantly examining opportunities to increase RESJ strategies through organizational transformation and system-wide collaboration. By way of this central focus and in partnership with families and stakeholders, including those representing students of color, we will bring racial predictability and disproportionality to an end.

In PPS, we are utilizing Targeted Universalism as a driver. We aim to operationalize our RESJ values so that every student is served and our universal board goals are achieved; thus realizing the graduate profile from [our Vision](#). Our approach supports the distinct needs of BIPOC students while also acknowledging our mutual interdependence. We recognize with great urgency the need for aligned and coherent strategies that improve conditions so that every student, especially our BIPOC students have an educational experience where they can thrive. Our approach disrupts institutional and cultural racism and promotes tangible strategies and resources for RESJ. To this end, we will prioritize services for students historically underserved by our system, including Black, Native, students receiving special education services and second language learners. We have used these [Guiding Principles](#) to align our collective work through this process.

Academic Conditions for Comprehensive Distance Learning

Teaching, Learning & Instructional Time:

Our comprehensive distance learning plan is designed so that all students will receive an engaging, comprehensive, and rigorous academic experience every day of the week. Students will receive standards-based instruction across all academic areas and will build meaningful relationships with the educators in their school community. Instructional time requirements will be adhered to in every grade level, where more than 50% of the instructional time will be teacher-facilitated learning. To meet this requirement, elementary students will follow predictable routines,

procedures, and schedules, that align with developmentally appropriate recommendations for screen time and synchronous learning. Secondary students will follow a predictable bell schedule that incorporates synchronous check-ins, consistent and timely feedback, and peer interactions. All students will continue to receive access to a well-rounded education which includes physical education, health, arts, music, tiered supports, etc.

The learning day will be organized so that the time educators spend directly interacting with students will be high quality, focused on complex learning activities with a high cognitive demand and that are centered around student engagement. Students will have opportunities for guided learning with an educator, as well as opportunities to work with peers, families, and community members to apply their learning and practice their skills. Students will be expected to complete assigned learning activities each day. Students will participate in daily virtual instruction by satisfactorily engaging with synchronous class sessions as well as asynchronous tasks, completing assigned learning activities or assignments to demonstrate their learning. Parents and students will communicate with the teacher when in need of additional learning support. Portland Public Schools will also provide families a variety of ways to connect, one of which is through educator office hours, posted publicly, for students and families to access which will include a process to request and schedule translation services as needed.

Racial Equity and Access:

In the development of our plan, all of the work groups utilized our [Racial Equity and Social Justice Lens](#) to inform decision making and programming. The application of the lens is based on our belief that the district should adopt a student-centered, racial equity and social justice focused lens in all high leverage decisions in order to more deeply understand the barriers and opportunities impacting BIPOC students and families. Additionally, the regular application of the lens, documentation of our responses and review of those responses will help us critically examine our efforts to increase access and opportunity for BIPOC students and families. Our steering committee collectively reviewed our comprehensive plans and applied the RESJ lens on multiple occasions. They utilized data, parent and student input from engagement, partner input and the diverse experience of members to answer the prompts, review our plans and make adjustments to more directly respond to the needs of BIPOC students. As a result we believe our plan is strengthened through the collaborative and reflective process we employed to apply the RESJ Lens to address racial equity and access in our plans.

Special Education Services and English Language Development

Students receiving special education services will continue to receive instruction, technology, support, accommodations, and modifications as required by ESSA, IDEA, and/or ADA based on a virtual learning environment. The majority of each student's services will be provided synchronously (i.e., with the teacher/service provider and student working together through direct and simultaneous communication). If only asynchronous services are recommended, the parent or guardian will provide written consent to shift from synchronous to asynchronous service delivery. All IDEA requirements will be met during Comprehensive Distance Learning. This includes all IDEA timelines, delivery of all related services, delivery of SDI, implementation of IEPs, etc. Schools will provide Child Find obligations, including timely evaluation and eligibility determinations.

Students who are identified to receive English Language development services will be provided with language assistance services and supports that allow the student access to grade level academic content and scaffolded language experiences. PPS's English as a Second Language program will encourage ESL and general education/homeroom teachers to collaboratively plan for inclusive learning experiences that consider and support the language proficiency of each student.

Assessment, Grading, Reporting & Statewide Balanced Assessment:

Portland Public Schools (PPS) has developed a framework for a balanced assessment system and worked throughout the pre-pandemic portion of the 2019-2020 academic year to introduce additional efficiency into the assessment model. Anticipating the ongoing challenges to face-to-face instruction, PPS successfully piloted remote administration of the NWEA MAP assessments at one of our schools in the Spring of 2020.

During the 2020-2021 academic year, PPS is prepared to remotely administer MAP in grades 3-8 in the fall and winter. The fall assessment will allow our students and families to better understand the learning needs of our students as they enter the academic year, and it will provide our teachers and curriculum support teams the necessary data to align and plan instruction. The mid-year assessment will provide feedback regarding both student growth and achievement allowing for an additional point to adapt our supports.

In addition to this common measure of growth and achievement, students will also be presented with common curriculum embedded assessments (pre and post unit) that are aligned to the scope and sequence and are paired with each of the curriculum units. These will provide additional, focused and just-in time, measures of learning that will allow for adaptations to the delivery of the unit materials in order to provide tiered supports. Educators will regularly report progress to students and families and provide opportunities to redo or make up work without penalty and retain the highest earned grade.

Finally, the administration of remote computer adaptive measures will also help the system prepare for the challenges associated with a potential remote administration of the state summative assessments in English Language Arts, Mathematics, and Science.

Attendance:

With the pandemic in the spring of the 2019-2020 academic year, the importance of maintaining an active engagement with our students and families rose to the forefront of our work as a system. As we approach the 2020-2021 year, engagement remains a critical focus and reflecting that engagement through attendance and other metrics is critical. We are committed to following all ODE guidelines and requirements in regards to attendance.

At this time, we are preparing to collect on-line attendance, and we are exploring ways to leverage data from our learning management and instructional delivery systems as a means to monitor engagement and attendance. Our primary focus, at this time, is to provide near real time data back to our schools to facilitate and focus the efforts of our schools to engage our students and families. We fully expect that our local community partners will be assisting in our efforts to focus and engage our disenfranchised students and communities in partnership with our counselors, social workers, Restorative Justice (RJ) specialists, attendance coaches and student engagement specialists.

Clubs & Extracurricular Activities:

Clubs and extracurricular activities are a critical component of any school community. We will ensure activities, clubs, and student organizations are available and accessible to all students to the extent possible, while focusing on the health and wellness of our students and staff as our top priority.

Operational Conditions for Comprehensive Distance Learning

Nutrition:

Portland Public Schools understands food stability is one of the most important safety measures schools can provide to students. We will build upon our work in the spring and expand to serve more sites this fall. We will serve breakfast and lunch at up to 40 sites, specifically sites that are elected for Community Eligibility Provision (CEP) in the 2020-21 school year in order to focus resources and access to food and nutrition in our highest risk and need communities. Meals will be served to families 2 days/week (Mondays will include 2 days worth of food and Wednesdays will include 3 days worth of food). No weekend food is permissible at this time, though we may be able to add additional daily supper meals depending on eligible sites and waivers (pending request from ODE to USDA). Nutrition Services will partner with Transportation to deliver meals to homes as requested by the families. Families will be sent an opt in/consent form for requesting meal delivery to their home. Delivery schedule will depend on demand and routing schedule by the Transportation department. Meals will continue to be a mix of ready-to-eat foods, prepared recipes and foods that can be heated at home by families. Communication about meals, services and benefits will be provided throughout the fall to families and school communities. Nutrition Services staff will adhere to all district and department standard operating procedures and safety plans.

Communicable Disease Management Plan (CMDP) and safety plans:

We have developed, in conjunction with our local health authority and Multnomah ESD, and will implement our CMDP as staff report to buildings, based on individual and department needs. Safety plans are developed and approved by our Risk Management team before staff can enter a building and building leaders are responsible for adhering to the safety plan at all times. We have also developed a confirmed case protocol and have aligned all contact tracing, investigatory measures and reporting through a partnership with MESD and the health department. When we are notified of a possible exposure we work with them to investigate and notify.

Student and Family Support for Comprehensive Distance Learning

As a district, we understand and value the importance of student, family and community engagement as a means to positively impact a student's academic, social emotional outcomes and to address continuous improvement efforts. We are committed to building a collective and shared responsibility for outcomes, while strengthening our capacity and skills to achieve this goal and ensuring clear alignment between our intentions and actions to foster engagement that reflects the communities' values and break down barriers to student achievement in this unprecedented time. To this end, PPS will focus our first two weeks on Social Emotional Learning, connections and relationship building between students and staff.

Beyond the first two weeks, PPS will employ a variety of creative means to ensure that our students and families, especially our Black and Native communities, have the tools and support they need and feel empowered to engage and stay engaged in our Comprehensive Distance Learning platform. We will base our expectations of school engagement efforts on the work of our CSI & TSI summer program, Summer Connections Academy, and the lessons we have learned from those endeavors and from the springtime efforts. Some elements that were effective within those school communities included: relationship building and cultivating trust and rapport by calling families and students daily, reaching out to families through personal visits (physically distanced) and providing 1:1 virtual support as needed. We will also provide support at meal hubs and with some in-person conversations and relationship building on school lawns and sidewalks. We continue to provide support for teachers from our counselors and social workers on the best ways to interact and connect with families through a trauma informed lens.

Racial Equity and Social Justice Partnerships

PPS partners with sixteen different culturally specific organizations to implement our five RESJ Partnership Strategies with BIPOC students and families at prioritized schools. These strategies and resulting services provide critical connections between our schools and communities. These strategies are informed by relevant research that affirms their effectiveness in improving educational and social outcomes for students of color.

1. *Culturally Specific Family Engagement* - Family engagement is a high leverage strategy that supports student learning and is designed to reduce or eliminate institutional barriers for families of color to advocate for the needs of their students. There is significant research that supports the effectiveness of family support, advocacy and encouragement with positive student achievement and outcomes.
2. *Wrap Around Services* - Provision of culturally specific and culturally responsive services to support student academic and social success. This includes case management, academic tutoring/support, service referral, student groups, and progress monitoring. Wrap around services have a comprehensive approach to meeting the needs of students.
3. *Mentoring and Leadership Development* - Services are designed to provide positive relationship development and support to students to reduce disproportionate discipline rates and increase attendance and a sense of belonging at school for students of color. This includes providing positive and diverse adult relationships that are reflective of students' culture and identity.
4. *Extended Learning and Enrichment* - Programming provides safe, structured and engaging activities to enhance and expand the learning of students outside of school hours. This includes after school programming and enrichment activities. Enrichment activities provide opportunities for students to pursue learning in their own areas of interest and strengths. Research has shown that students engaged in these activities can lead to increased academic performance and attendance.
5. *Positive Cultural Identity Development and Advocacy* - Programming provides participating youth with exposure and

opportunity to engage in activities that empower them to embrace a confident and positive cultural identity while preserving and sharing cultural heritages and traditions amongst their peers. Activities provide opportunities for students to learn and practice new methods of self-expression in a safe and culturally affirming environment. Partners are actively engaged with the district to collaboratively plan for the start of school by adjusting their services to be provided virtually and in alignment with our plans. Partners are meeting with school leaders,

Mental, Social, and Emotional Health:

Our Multi-tiered Systems of Support (MTSS) team is creating Social Emotional Learning (SEL) activities for the K-5 soft start to begin on September 2nd. These activities will be focused on making connections, building relationships, and creating community. The Office of Teaching and Learning (OTL) and MTSS departments are also leading the development of a two-week health and wellness unit that will focus on promoting the social, emotional, and cognitive skills students need to develop positive relationships and thrive in school. This required K-5 unit is set for teachers to begin on September 14th.

Lastly, K-5 and 6-8 SEL units were developed by the SEL team in the spring which focus on supporting resilience during challenging and, often, traumatic times. This nine-week unit will be revised for educators to use after the completion of the health unit by September 28th.

- MTSS and OTL will collaborate closely on the development of health and wellness and the SEL soft start lessons/activities.
- The MTSS unit is being built with the CASEL Roadmap for Reopening Critical Practices and the PPS & ODE reopening guidance as the foundation.
- The K-5 health and wellness unit will be required as one of four required health units. This unit is required even if schools have other SEL programs.

Additionally, PPS will continue to contract with our mental health and substance use partners in order to provide teletherapy for students who need this level of support. Our counselors and social workers will also meet virtually with students and families in order to assist with emotional and mental health wellness, suicide ideation, student threats, and other mental health or behavioral related concerns or needs. We are also partnering with culturally specific providers to support students of color and additional families who need our assistance. Some of these supports will be through personal (physically distanced) visits either on campus at a community site, or near the student's home. This will be through student and family choice, which honors their preferences in ways they feel they can best be supported.

Childcare:

PPS and contracted, licensed child care providers are exploring distance learning child care services for PPS families and employees. Child care providers would operate fee based programs with state subsidies for qualifying families. If we determine this is a viable service, locations will be dispersed throughout the PPS boundary. Providers would be required to follow health and safety guidelines from the Oregon Early Learning Division.

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Updated 8/11/2020

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1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Cesar Chavez
Key Contact Person for this Plan	Risa Munoz
Phone Number of this Person	503 916 5666
Email Address of this Person	rmunoz@pps.net
Sectors and position titles of those who informed the plan	Superintendent, Deputy Chiefs of Operations and Instruction, Chief Academic Officer, Chief of Schools, Chief of Staff, Legal Counsel, Chief of Student Support Services, Chief of Technology, Chief Operations Officer, Chief of Human Resources, Chief of Systems Performance, Senior Advisor Racial Equity and Social Justice, Chief of Engagement and Partnerships, Senior Director of Communications, Senior Director of Student Success and Health, Senior Director of Multi-Tiered Systems of Support, Attendance Manager, Director of Facilities, Director of Security Services, Director of Nutrition Services, Senior Director of Special Education, principals, teachers, labor union advisory participation, Senior Director of Humanities, Senior Director of STEAM, Regional Supts., Director of Risk Management, Director of Professional Learning, Project Managers, Student

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Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Director of Risk Management, Joe Crelier Building level administrators (Enforcement)
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The District will continue to engage our community on a district and individual level to ensure that we are meeting the needs of all students and families to the best of our abilities.

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Select One:

☐ On-Site Learning ☐ Hybrid Learning ☒ Comprehensive Distance Learning

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REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

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Teaching, Learning & Instructional Time:

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procedures, and schedules, that align with developmentally appropriate recommendations for screen time and synchronous learning. Secondary students will follow a predictable bell schedule that incorporates synchronous check-ins, consistent and timely feedback, and peer interactions. All students will continue to receive access to a well-rounded education which includes physical education, health, arts, music, tiered supports, etc.

The learning day will be organized so that the time educators spend directly interacting with students will be high quality, focused on complex learning activities with a high cognitive demand and that are centered around student engagement. Students will have opportunities for guided learning with an educator, as well as opportunities to work with peers, families, and community members to apply their learning and practice their skills. Students will be expected to complete assigned learning activities each day. Students will participate in daily virtual instruction by satisfactorily engaging with synchronous class sessions as well as asynchronous tasks, completing assigned learning activities or assignments to demonstrate their learning. Parents and students will communicate with the teacher when in need of additional learning support. Portland Public Schools will also provide families a variety of ways to connect, one of which is through educator office hours, posted publicly, for students and families to access which will include a process to request and schedule translation services as needed.

Racial Equity and Access:

In the development of our plan, all of the work groups utilized our [Racial Equity and Social Justice Lens](#) to inform decision making and programming. The application of the lens is based on our belief that the district should adopt a student-centered, racial equity and social justice focused lens in all high leverage decisions in order to more deeply understand the barriers and opportunities impacting BIPOC students and families. Additionally, the regular application of the lens, documentation of our responses and review of those responses will help us critically examine our efforts to increase access and opportunity for BIPOC students and families. Our steering committee collectively reviewed our comprehensive plans and applied the RESJ lens on multiple occasions. They utilized data, parent and student input from engagement, partner input and the diverse experience of members to answer the prompts, review our plans and make adjustments to more directly respond to the needs of BIPOC students. As a result we believe our plan is strengthened through the collaborative and reflective process we employed to apply the RESJ Lens to address racial equity and access in our plans.

Special Education Services and English Language Development

Students receiving special education services will continue to receive instruction, technology, support, accommodations, and modifications as required by ESSA, IDEA, and/or ADA based on a virtual learning environment. The majority of each student's services will be provided synchronously (i.e., with the teacher/service provider and student working together through direct and simultaneous communication). If only asynchronous services are recommended, the parent or guardian will provide written consent to shift from synchronous to asynchronous service delivery. All IDEA requirements will be met during Comprehensive Distance Learning. This includes all IDEA timelines, delivery of all related services, delivery of SDI, implementation of IEPs, etc. Schools will provide Child Find obligations, including timely evaluation and eligibility determinations.

Students who are identified to receive English Language development services will be provided with language assistance services and supports that allow the student access to grade level academic content and scaffolded language experiences. PPS's English as a Second Language program will encourage ESL and general education/homeroom teachers to collaboratively plan for inclusive learning experiences that consider and support the language proficiency of each student.

Assessment, Grading, Reporting & Statewide Balanced Assessment:

Portland Public Schools (PPS) has developed a framework for a balanced assessment system and worked throughout the pre-pandemic portion of the 2019-2020 academic year to introduce additional efficiency into the assessment model. Anticipating the ongoing challenges to face-to-face instruction, PPS successfully piloted remote administration of the NWEA MAP assessments at one of our schools in the Spring of 2020.

During the 2020-2021 academic year, PPS is prepared to remotely administer MAP in grades 3-8 in the fall and winter. The fall assessment will allow our students and families to better understand the learning needs of our students as they enter the academic year, and it will provide our teachers and curriculum support teams the necessary data to align and plan instruction. The mid-year assessment will provide feedback regarding both student growth and achievement allowing for an additional point to adapt our supports.

In addition to this common measure of growth and achievement, students will also be presented with common curriculum embedded assessments (pre and post unit) that are aligned to the scope and sequence and are paired with each of the curriculum units. These will provide additional, focused and just-in time, measures of learning that will allow for adaptations to the delivery of the unit materials in order to provide tiered supports. Educators will regularly report progress to students and families and provide opportunities to redo or make up work without penalty and retain the highest earned grade.

Finally, the administration of remote computer adaptive measures will also help the system prepare for the challenges associated with a potential remote administration of the state summative assessments in English Language Arts, Mathematics, and Science.

Attendance:

With the pandemic in the spring of the 2019-2020 academic year, the importance of maintaining an active engagement with our students and families rose to the forefront of our work as a system. As we approach the 2020-2021 year, engagement remains a critical focus and reflecting that engagement through attendance and other metrics is critical. We are committed to following all ODE guidelines and requirements in regards to attendance.

At this time, we are preparing to collect on-line attendance, and we are exploring ways to leverage data from our learning management and instructional delivery systems as a means to monitor engagement and attendance. Our primary focus, at this time, is to provide near real time data back to our schools to facilitate and focus the efforts of our schools to engage our students and families. We fully expect that our local community partners will be assisting in our efforts to focus and engage our disenfranchised students and communities in partnership with our counselors, social workers, Restorative Justice (RJ) specialists, attendance coaches and student engagement specialists.

Clubs & Extracurricular Activities:

Clubs and extracurricular activities are a critical component of any school community. We will ensure activities, clubs, and student organizations are available and accessible to all students to the extent possible, while focusing on the health and wellness of our students and staff as our top priority.

Operational Conditions for Comprehensive Distance Learning

Nutrition:

Portland Public Schools understands food stability is one of the most important safety measures schools can provide to students. We will build upon our work in the spring and expand to serve more sites this fall. We will serve breakfast and lunch at up to 40 sites, specifically sites that are elected for Community Eligibility Provision (CEP) in the 2020-21 school year in order to focus resources and access to food and nutrition in our highest risk and need communities. Meals will be served to families 2 days/week (Mondays will include 2 days worth of food and Wednesdays will include 3 days worth of food). No weekend food is permissible at this time, though we may be able to add additional daily supper meals depending on eligible sites and waivers (pending request from ODE to USDA). Nutrition Services will partner with Transportation to deliver meals to homes as requested by the families. Families will be sent an opt in/consent form for requesting meal delivery to their home. Delivery schedule will depend on demand and routing schedule by the Transportation department. Meals will continue to be a mix of ready-to-eat foods, prepared recipes and foods that can be heated at home by families. Communication about meals, services and benefits will be provided throughout the fall to families and school communities. Nutrition Services staff will adhere to all district and department standard operating procedures and safety plans.

Communicable Disease Management Plan (CMDP) and safety plans:

We have developed, in conjunction with our local health authority and Multnomah ESD, and will implement our CMDP as staff report to buildings, based on individual and department needs. Safety plans are developed and approved by our Risk Management team before staff can enter a building and building leaders are responsible for adhering to the safety plan at all times. We have also developed a confirmed case protocol and have aligned all contact tracing, investigatory measures and reporting through a partnership with MESD and the health department. When we are notified of a possible exposure we work with them to investigate and notify.

Student and Family Support for Comprehensive Distance Learning

As a district, we understand and value the importance of student, family and community engagement as a means to positively impact a student's academic, social emotional outcomes and to address continuous improvement efforts. We are committed to building a collective and shared responsibility for outcomes, while strengthening our capacity and skills to achieve this goal and ensuring clear alignment between our intentions and actions to foster engagement that reflects the communities' values and break down barriers to student achievement in this unprecedented time. To this end, PPS will focus our first two weeks on Social Emotional Learning, connections and relationship building between students and staff.

Beyond the first two weeks, PPS will employ a variety of creative means to ensure that our students and families, especially our Black and Native communities, have the tools and support they need and feel empowered to engage and stay engaged in our Comprehensive Distance Learning platform. We will base our expectations of school engagement efforts on the work of our CSI & TSI summer program, Summer Connections Academy, and the lessons we have learned from those endeavors and from the springtime efforts. Some elements that were effective within those school communities included: relationship building and cultivating trust and rapport by calling families and students daily, reaching out to families through personal visits (physically distanced) and providing 1:1 virtual support as needed. We will also provide support at meal hubs and with some in-person conversations and relationship building on school lawns and sidewalks. We continue to provide support for teachers from our counselors and social workers on the best ways to interact and connect with families through a trauma informed lens.

Racial Equity and Social Justice Partnerships

PPS partners with sixteen different culturally specific organizations to implement our five RESJ Partnership Strategies with BIPOC students and families at prioritized schools. These strategies and resulting services provide critical connections between our schools and communities. These strategies are informed by relevant research that affirms their effectiveness in improving educational and social outcomes for students of color.

1. *Culturally Specific Family Engagement* - Family engagement is a high leverage strategy that supports student learning and is designed to reduce or eliminate institutional barriers for families of color to advocate for the needs of their students. There is significant research that supports the effectiveness of family support, advocacy and encouragement with positive student achievement and outcomes.
2. *Wrap Around Services* - Provision of culturally specific and culturally responsive services to support student academic and social success. This includes case management, academic tutoring/support, service referral, student groups, and progress monitoring. Wrap around services have a comprehensive approach to meeting the needs of students.
3. *Mentoring and Leadership Development* - Services are designed to provide positive relationship development and support to students to reduce disproportionate discipline rates and increase attendance and a sense of belonging at school for students of color. This includes providing positive and diverse adult relationships that are reflective of students' culture and identity.
4. *Extended Learning and Enrichment* - Programming provides safe, structured and engaging activities to enhance and expand the learning of students outside of school hours. This includes after school programming and enrichment activities. Enrichment activities provide opportunities for students to pursue learning in their own areas of interest and strengths. Research has shown that students engaged in these activities can lead to increased academic performance and attendance.
5. *Positive Cultural Identity Development and Advocacy* - Programming provides participating youth with exposure and

opportunity to engage in activities that empower them to embrace a confident and positive cultural identity while preserving and sharing cultural heritages and traditions amongst their peers. Activities provide opportunities for students to learn and practice new methods of self-expression in a safe and culturally affirming environment. Partners are actively engaged with the district to collaboratively plan for the start of school by adjusting their services to be provided virtually and in alignment with our plans. Partners are meeting with school leaders,

Mental, Social, and Emotional Health:

Our Multi-tiered Systems of Support (MTSS) team is creating Social Emotional Learning (SEL) activities for the K-5 soft start to begin on September 2nd. These activities will be focused on making connections, building relationships, and creating community. The Office of Teaching and Learning (OTL) and MTSS departments are also leading the development of a two-week health and wellness unit that will focus on promoting the social, emotional, and cognitive skills students need to develop positive relationships and thrive in school. This required K-5 unit is set for teachers to begin on September 14th.

Lastly, K-5 and 6-8 SEL units were developed by the SEL team in the spring which focus on supporting resilience during challenging and, often, traumatic times. This nine-week unit will be revised for educators to use after the completion of the health unit by September 28th.

- MTSS and OTL will collaborate closely on the development of health and wellness and the SEL soft start lessons/activities.
- The MTSS unit is being built with the CASEL Roadmap for Reopening Critical Practices and the PPS & ODE reopening guidance as the foundation.
- The K-5 health and wellness unit will be required as one of four required health units. This unit is required even if schools have other SEL programs.

Additionally, PPS will continue to contract with our mental health and substance use partners in order to provide teletherapy for students who need this level of support. Our counselors and social workers will also meet virtually with students and families in order to assist with emotional and mental health wellness, suicide ideation, student threats, and other mental health or behavioral related concerns or needs. We are also partnering with culturally specific providers to support students of color and additional families who need our assistance. Some of these supports will be through personal (physically distanced) visits either on campus at a community site, or near the student's home. This will be through student and family choice, which honors their preferences in ways they feel they can best be supported.

Childcare:

PPS and contracted, licensed child care providers are exploring distance learning child care services for PPS families and employees. Child care providers would operate fee based programs with state subsidies for qualifying families. If we determine this is a viable service, locations will be dispersed throughout the PPS boundary. Providers would be required to follow health and safety guidelines from the Oregon Early Learning Division.

Digital Learning Needs for Comprehensive Distance Learning

Privacy and Security tools (Umbrella) have been installed and remain persistent on all PPS devices and accounts that prevents students from accessing known inappropriate or malicious sites. Passwords for staff and students changed to a longer character length, and a new portal has been implemented to aid in remote support for password reset situations. Changes have been made to patching and software update mechanisms to allow for devices to remain updated even though they are outside the PPS network. All staff and students will be trained on responsible digital citizenship.

In addition to the distribution of devices, PPS acquired 1990 hotspots to provide connectivity for students where Comcast Internet Essentials was not a viable option. These hotspots will be either picked up from distribution locations or delivered using bus drivers to bring the devices to student homes to ensure that students and staff that did not already have internet access were given devices to facilitate that. Additionally, infrastructure changes were made to

allow take home IP phones that allow for teachers and staff to be able to make contact with students and families just as they would in the classroom.

Device deployment:

In the spring we handed out chromebooks and hotspots/Comcast connectivity for students and staff to be able to participate in distance based learning. We will continue to provide devices and work with families to ensure all students are able to connect to our comprehensive distance learning model. We will continue to provide devices to staff as needed so they can deliver the digital curriculum effectively. We offer a curbside service at the district office during work hours for chromebook repairs needed. If the chromebook cannot be repaired on site, the student/staff will receive a replacement chromebook at this time. The service desk is available during work hours for staff, students and families to contact via phone or email. If call center tech is unable to resolve on the phone, a helpdesk ticket will be created and followed up with the individual caller. An email to support will create a helpdesk ticket and the call center tech will follow up with the individual.

Digital Toolkit:

Portland Public Schools has developed a comprehensive and districtwide set of digital tools for every PPS classroom, teacher, and student. The [PPS Digital Toolkit](#) provides a set of digital tools that will enhance instructional strategies and content delivery. These tools will enhance the existing opportunities with both synchronous and asynchronous learning. These tools have been reviewed and evaluated for digital content quality and cultural relevance.

The tools fall into three categories: Instruction and Lesson Design, Creation and Engagement, and Content. Instruction and Lesson Design tools are those applications and system platforms that teachers use to deliver instruction, lessons, and communications. These include classroom content delivery and learning management systems, applications for communications, and lesson and assessment design tools. Creation and Engagement tools are used by teachers and students in distance learning, as well as in-classroom technology-enhanced instruction. These tools support student voice, elicit response, provide shared spaces for individual, small group, and whole-class collaboration, and engage students with the content. Content tools have been selected to assist our teachers in providing content, build opportunities for sustained practice, and apply learning in both distanced and in-person models of instruction.

Learning Platforms:

PPS has adopted two classroom learning platforms to meet the needs of our elementary and secondary students and teachers. These tools were selected because of their current use and success in PPS, knowledge of their toolset, depth of their function and capabilities, and their presence in the educational technology space. Both platforms allow teachers to create, post, interact, provide feedback, and assess with their students and will bring a single point of entry for students and families into classroom instruction.

Professional Development:

Ongoing and high-quality professional learning and training is essential for the successful implementation of Comprehensive Distance Learning. PPS will provide professional learning for all educators during the course of the summer, pre-service and throughout the school year. The content will be focused on best practices for distance learning, as well as technical “how to” training for digital tools and other operational functions.

Describe the school’s plan, including the anticipated timeline, for returning to Hybrid Learning or On-Site Learning consistent with the *Ready Schools, Safe Learners* guidance.

At this time PPS is planning for the opening of our physical buildings when it is deemed safe and appropriate under the Governor's directive. The District will utilize a comprehensive distance learning (CDL) platform for a minimum of the first quarter (through November 5th) and will evaluate all available health-related information to decide if our CDL will continue through the first semester or if we will be able to open to a hybrid model of instruction in November. We will continue to follow the Governor's orders and ODE's recommendations and guidance.

The remainder of this operational blueprint is not applicable to schools operating a Comprehensive Distance Learning Model.



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

Under ODE's **Ready Schools, Safe Learners** guidance, each school¹ has been directed to submit a plan to the district² in order to provide on-site and/or hybrid instruction. Districts must submit each school's plan to the local school board and make the plans available to the public. This form is to be used to document a district's, school's or program's plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the [Ready Schools, Safe Learners guidance](#) document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,³ parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Chapman
Key Contact Person for this Plan	Pam Van Der Wolf
Phone Number of this Person	503 916 6295
Email Address of this Person	pvanderw@pps.net
Sectors and position titles of those who informed the plan	Superintendent, Deputy Chiefs of Operations and Instruction, Chief Academic Officer, Chief of Schools, Chief of Staff, Legal Counsel, Chief of Student Support Services, Chief of Technology, Chief Operations Officer, Chief of Human Resources, Chief of Systems Performance, Senior Advisor Racial Equity and Social Justice, Chief of Engagement and Partnerships, Senior Director of Communications, Senior Director of Student Success and Health, Senior Director of Multi-Tiered Systems of Support, Attendance Manager, Director of Facilities, Director of Security Services, Director of Nutrition Services, Senior Director of Special Education, principals, teachers, labor union advisory participation, Senior Director of Humanities, Senior Director of STEAM, Regional Supts., Director of Risk Management, Director of Professional Learning, Project Managers, Student

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Operational Conditions for Comprehensive Distance Learning

Nutrition:

Portland Public Schools understands food stability is one of the most important safety measures schools can provide to students. We will build upon our work in the spring and expand to serve more sites this fall. We will serve breakfast and lunch at up to 40 sites, specifically sites that are elected for Community Eligibility Provision (CEP) in the 2020-21 school year in order to focus resources and access to food and nutrition in our highest risk and need communities. Meals will be served to families 2 days/week (Mondays will include 2 days worth of food and Wednesdays will include 3 days worth of food). No weekend food is permissible at this time, though we may be able to add additional daily supper meals depending on eligible sites and waivers (pending request from ODE to USDA). Nutrition Services will partner with Transportation to deliver meals to homes as requested by the families. Families will be sent an opt in/consent form for requesting meal delivery to their home. Delivery schedule will depend on demand and routing schedule by the Transportation department. Meals will continue to be a mix of ready-to-eat foods, prepared recipes and foods that can be heated at home by families. Communication about meals, services and benefits will be provided throughout the fall to families and school communities. Nutrition Services staff will adhere to all district and department standard operating procedures and safety plans.

Communicable Disease Management Plan (CMDP) and safety plans:

We have developed, in conjunction with our local health authority and Multnomah ESD, and will implement our CMDP as staff report to buildings, based on individual and department needs. Safety plans are developed and approved by our Risk Management team before staff can enter a building and building leaders are responsible for adhering to the safety plan at all times. We have also developed a confirmed case protocol and have aligned all contact tracing, investigatory measures and reporting through a partnership with MESD and the health department. When we are notified of a possible exposure we work with them to investigate and notify.

Student and Family Support for Comprehensive Distance Learning

As a district, we understand and value the importance of student, family and community engagement as a means to positively impact a student's academic, social emotional outcomes and to address continuous improvement efforts. We are committed to building a collective and shared responsibility for outcomes, while strengthening our capacity and skills to achieve this goal and ensuring clear alignment between our intentions and actions to foster engagement that reflects the communities' values and break down barriers to student achievement in this unprecedented time. To this end, PPS will focus our first two weeks on Social Emotional Learning, connections and relationship building between students and staff.

Beyond the first two weeks, PPS will employ a variety of creative means to ensure that our students and families, especially our Black and Native communities, have the tools and support they need and feel empowered to engage and stay engaged in our Comprehensive Distance Learning platform. We will base our expectations of school engagement efforts on the work of our CSI & TSI summer program, Summer Connections Academy, and the lessons we have learned from those endeavors and from the springtime efforts. Some elements that were effective within those school communities included: relationship building and cultivating trust and rapport by calling families and students daily, reaching out to families through personal visits (physically distanced) and providing 1:1 virtual support as needed. We will also provide support at meal hubs and with some in-person conversations and relationship building on school lawns and sidewalks. We continue to provide support for teachers from our counselors and social workers on the best ways to interact and connect with families through a trauma informed lens.

Racial Equity and Social Justice Partnerships

PPS partners with sixteen different culturally specific organizations to implement our five RESJ Partnership Strategies with BIPOC students and families at prioritized schools. These strategies and resulting services provide critical connections between our schools and communities. These strategies are informed by relevant research that affirms their effectiveness in improving educational and social outcomes for students of color.

1. *Culturally Specific Family Engagement* - Family engagement is a high leverage strategy that supports student learning and is designed to reduce or eliminate institutional barriers for families of color to advocate for the needs of their students. There is significant research that supports the effectiveness of family support, advocacy and encouragement with positive student achievement and outcomes.
2. *Wrap Around Services* - Provision of culturally specific and culturally responsive services to support student academic and social success. This includes case management, academic tutoring/support, service referral, student groups, and progress monitoring. Wrap around services have a comprehensive approach to meeting the needs of students.
3. *Mentoring and Leadership Development* - Services are designed to provide positive relationship development and support to students to reduce disproportionate discipline rates and increase attendance and a sense of belonging at school for students of color. This includes providing positive and diverse adult relationships that are reflective of students' culture and identity.
4. *Extended Learning and Enrichment* - Programming provides safe, structured and engaging activities to enhance and expand the learning of students outside of school hours. This includes after school programming and enrichment activities. Enrichment activities provide opportunities for students to pursue learning in their own areas of interest and strengths. Research has shown that students engaged in these activities can lead to increased academic performance and attendance.
5. *Positive Cultural Identity Development and Advocacy* - Programming provides participating youth with exposure and

opportunity to engage in activities that empower them to embrace a confident and positive cultural identity while preserving and sharing cultural heritages and traditions amongst their peers. Activities provide opportunities for students to learn and practice new methods of self-expression in a safe and culturally affirming environment. Partners are actively engaged with the district to collaboratively plan for the start of school by adjusting their services to be provided virtually and in alignment with our plans. Partners are meeting with school leaders,

Mental, Social, and Emotional Health:

Our Multi-tiered Systems of Support (MTSS) team is creating Social Emotional Learning (SEL) activities for the K-5 soft start to begin on September 2nd. These activities will be focused on making connections, building relationships, and creating community. The Office of Teaching and Learning (OTL) and MTSS departments are also leading the development of a two-week health and wellness unit that will focus on promoting the social, emotional, and cognitive skills students need to develop positive relationships and thrive in school. This required K-5 unit is set for teachers to begin on September 14th.

Lastly, K-5 and 6-8 SEL units were developed by the SEL team in the spring which focus on supporting resilience during challenging and, often, traumatic times. This nine-week unit will be revised for educators to use after the completion of the health unit by September 28th.

- MTSS and OTL will collaborate closely on the development of health and wellness and the SEL soft start lessons/activities.
- The MTSS unit is being built with the CASEL Roadmap for Reopening Critical Practices and the PPS & ODE reopening guidance as the foundation.
- The K-5 health and wellness unit will be required as one of four required health units. This unit is required even if schools have other SEL programs.

Additionally, PPS will continue to contract with our mental health and substance use partners in order to provide teletherapy for students who need this level of support. Our counselors and social workers will also meet virtually with students and families in order to assist with emotional and mental health wellness, suicide ideation, student threats, and other mental health or behavioral related concerns or needs. We are also partnering with culturally specific providers to support students of color and additional families who need our assistance. Some of these supports will be through personal (physically distanced) visits either on campus at a community site, or near the student's home. This will be through student and family choice, which honors their preferences in ways they feel they can best be supported.

Childcare:

PPS and contracted, licensed child care providers are exploring distance learning child care services for PPS families and employees. Child care providers would operate fee based programs with state subsidies for qualifying families. If we determine this is a viable service, locations will be dispersed throughout the PPS boundary. Providers would be required to follow health and safety guidelines from the Oregon Early Learning Division.

Digital Learning Needs for Comprehensive Distance Learning

Privacy and Security tools (Umbrella) have been installed and remain persistent on all PPS devices and accounts that prevents students from accessing known inappropriate or malicious sites. Passwords for staff and students changed to a longer character length, and a new portal has been implemented to aid in remote support for password reset situations. Changes have been made to patching and software update mechanisms to allow for devices to remain updated even though they are outside the PPS network. All staff and students will be trained on responsible digital citizenship.

In addition to the distribution of devices, PPS acquired 1990 hotspots to provide connectivity for students where Comcast Internet Essentials was not a viable option. These hotspots will be either picked up from distribution locations or delivered using bus drivers to bring the devices to student homes to ensure that students and staff that did not already have internet access were given devices to facilitate that. Additionally, infrastructure changes were made to

allow take home IP phones that allow for teachers and staff to be able to make contact with students and families just as they would in the classroom.

Device deployment:

In the spring we handed out chromebooks and hotspots/Comcast connectivity for students and staff to be able to participate in distance based learning. We will continue to provide devices and work with families to ensure all students are able to connect to our comprehensive distance learning model. We will continue to provide devices to staff as needed so they can deliver the digital curriculum effectively. We offer a curbside service at the district office during work hours for chromebook repairs needed. If the chromebook cannot be repaired on site, the student/staff will receive a replacement chromebook at this time. The service desk is available during work hours for staff, students and families to contact via phone or email. If call center tech is unable to resolve on the phone, a helpdesk ticket will be created and followed up with the individual caller. An email to support will create a helpdesk ticket and the call center tech will follow up with the individual.

Digital Toolkit:

Portland Public Schools has developed a comprehensive and districtwide set of digital tools for every PPS classroom, teacher, and student. The [PPS Digital Toolkit](#) provides a set of digital tools that will enhance instructional strategies and content delivery. These tools will enhance the existing opportunities with both synchronous and asynchronous learning. These tools have been reviewed and evaluated for digital content quality and cultural relevance.

The tools fall into three categories: Instruction and Lesson Design, Creation and Engagement, and Content. Instruction and Lesson Design tools are those applications and system platforms that teachers use to deliver instruction, lessons, and communications. These include classroom content delivery and learning management systems, applications for communications, and lesson and assessment design tools. Creation and Engagement tools are used by teachers and students in distance learning, as well as in-classroom technology-enhanced instruction. These tools support student voice, elicit response, provide shared spaces for individual, small group, and whole-class collaboration, and engage students with the content. Content tools have been selected to assist our teachers in providing content, build opportunities for sustained practice, and apply learning in both distanced and in-person models of instruction.

Learning Platforms:

PPS has adopted two classroom learning platforms to meet the needs of our elementary and secondary students and teachers. These tools were selected because of their current use and success in PPS, knowledge of their toolset, depth of their function and capabilities, and their presence in the educational technology space. Both platforms allow teachers to create, post, interact, provide feedback, and assess with their students and will bring a single point of entry for students and families into classroom instruction.

Professional Development:

Ongoing and high-quality professional learning and training is essential for the successful implementation of Comprehensive Distance Learning. PPS will provide professional learning for all educators during the course of the summer, pre-service and throughout the school year. The content will be focused on best practices for distance learning, as well as technical “how to” training for digital tools and other operational functions.

Describe the school’s plan, including the anticipated timeline, for returning to Hybrid Learning or On-Site Learning consistent with the *Ready Schools, Safe Learners* guidance.

At this time PPS is planning for the opening of our physical buildings when it is deemed safe and appropriate under the Governor's directive. The District will utilize a comprehensive distance learning (CDL) platform for a minimum of the first quarter (through November 5th) and will evaluate all available health-related information to decide if our CDL will continue through the first semester or if we will be able to open to a hybrid model of instruction in November. We will continue to follow the Governor's orders and ODE's recommendations and guidance.

The remainder of this operational blueprint is not applicable to schools operating a Comprehensive Distance Learning Model.



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

Under ODE's **Ready Schools, Safe Learners** guidance, each school¹ has been directed to submit a plan to the district² in order to provide on-site and/or hybrid instruction. Districts must submit each school's plan to the local school board and make the plans available to the public. This form is to be used to document a district's, school's or program's plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the [Ready Schools, Safe Learners guidance](#) document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,³ parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Chief Joseph
Key Contact Person for this Plan	Amber Gerber
Phone Number of this Person	503 916 6255
Email Address of this Person	agerber@pps.net
Sectors and position titles of those who informed the plan	Superintendent, Deputy Chiefs of Operations and Instruction, Chief Academic Officer, Chief of Schools, Chief of Staff, Legal Counsel, Chief of Student Support Services, Chief of Technology, Chief Operations Officer, Chief of Human Resources, Chief of Systems Performance, Senior Advisor Racial Equity and Social Justice, Chief of Engagement and Partnerships, Senior Director of Communications, Senior Director of Student Success and Health, Senior Director of Multi-Tiered Systems of Support, Attendance Manager, Director of Facilities, Director of Security Services, Director of Nutrition Services, Senior Director of Special Education, principals, teachers, labor union advisory participation, Senior Director of Humanities, Senior Director of STEAM, Regional Supts., Director of Risk Management, Director of Professional Learning, Project Managers, Student

¹ For the purposes of this guidance: "school" refers to all public schools, including public charter schools, public virtual charter schools, alternative education programs, private schools and the Oregon School for the Deaf. For ease of readability, "school" will be used inclusively to reference all of these settings.

² For the purposes of this guidance: "district" refers to a school district, education service district, public charter school sponsoring district, virtual public charter school sponsoring district, state sponsored public charter school, alternative education programs, private schools, and the Oregon School for the Deaf.

³ Tribal Consultation is a separate process from stakeholder engagement; consultation recognizes and affirms tribal rights of self-government and tribal sovereignty, and mandates state government to work with American Indian nations on a [government-to-government](#) basis.

	Engagement Coordinators, Family advocates, student groups (BIPOC), special education and english language learners, family surveys, staff surveys, parent engagement groups, email responses from website, consultation with District Management Group (DMG), culturally specific partner organizations, PPS health advisory panel, and other large districts in Oregon.
Local public health office(s) or officers(s)	Multnomah ESD and the Oregon Health Authority; in consultation with the CDC.
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Director of Risk Management, Joe Crelier Building level administrators (Enforcement)
Intended Effective Dates for this Plan	9/2/2020 to at least 11/5/2020
ESD Region	Multnomah

2. Please list efforts you have made to engage your community (public health information sharing, taking feedback on planning, etc.) in preparing for school in 2020-21. Include information on engagement with communities often underserved and marginalized and those communities disproportionately impacted by COVID-19.

In preparation for reopening school in fall 2020, Portland Public Schools began gathering feedback from students and staff in May 2020. In March, the Communications team at PPS stood up a landing page for all students and families with centralized supports and pandemic resources. Surveys were conducted at the district level and by some individual schools. Our rate of response in surveying historically underserved and marginalized communities was low, which led to the utilization of intentional focus groups with our Native American community members and Elders, Black students and families, and other families and students of color. Additional focus groups were held with student leaders, and Spanish-Speaking families. Please find a summary of these focus groups here: [Memorandum to the Board of Education, Reopening Focus Group Update](#)

The District will continue to engage our community on a district and individual level to ensure that we are meeting the needs of all students and families to the best of our abilities.

3. Indicate which instructional model will be used.

Select One:

☐ On-Site Learning ☐ Hybrid Learning ☒ Comprehensive Distance Learning

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-15 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>) by August 15, 2020 or prior to the beginning of the 2020-21 school year.

* **Note:** Private schools are required to comply with only sections 1-3 of the **Ready Schools, Safe Learners** guidance.

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

This section must be completed by any school that is seeking to provide instruction through Comprehensive Distance Learning.

Describe why you are selecting Comprehensive Distance Learning as the school's Instructional Model for the effective dates of this plan.

In keeping with local, regional and state guidance and new health directives, Portland Public Schools has determined that it is safest for students and staff to maintain severely limited physical contact. We believe it is both responsible and critical to base our decisions on what will best ensure the health and wellness of our students and staff. We will always prefer to have our students engaged in classroom-based learning, but given current conditions, it would be unsafe to have significant numbers of students and adults back on campus at this time.

We will use this Comprehensive Distance Learning model for a minimum of September 2 through November 5, and will evaluate in October whether it is feasible to open in the 2nd quarter. Based on medical advice, including local health authorities, PPS will continue to keep the health and wellness of students and staff on the forefront in our planning.

Describe how your school's model aligns to the [Comprehensive Distance Learning Guidance](#) (linked). In completing this part of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. Please name any requirements you need ODE to review for any possible accommodations.

Framing PPS Values

As we continue to navigate the ongoing COVID-19 pandemic, Portland Public Schools remains committed to providing a high-quality education for all students and ensuring the health and wellness of students and staff through a comprehensive distance learning model. To guide our work, we centered racial equity and social justice in all decision-making and hold three principles from our strategic plan at the core of our planning - ensure the health and wellness of staff and students, strengthen and innovate the instructional core, and cultivate connection and relationship for students, staff and our community.

Our overarching approach to reopening is a relentless pursuit of racial equity and social justice (RESJ). We believe in the fundamental right to human dignity and that generating an equitable world requires an educational system that intentionally disrupts - and builds leaders to disrupt - systems of oppression. Therefore, our work to reopen schools acknowledges and recognizes the inequities of our system prior to Covid-19 and does not seek to reopen schools by returning to what was "normal" before. Rather, we are deeply engaged in fundamentally accelerating and centering our RESJ work, constantly examining opportunities to increase RESJ strategies through organizational transformation and system-wide collaboration. By way of this central focus and in partnership with families and stakeholders, including those representing students of color, we will bring racial predictability and disproportionality to an end.

In PPS, we are utilizing Targeted Universalism as a driver. We aim to operationalize our RESJ values so that every student is served and our universal board goals are achieved; thus realizing the graduate profile from [our Vision](#). Our approach supports the distinct needs of BIPOC students while also acknowledging our mutual interdependence. We recognize with great urgency the need for aligned and coherent strategies that improve conditions so that every student, especially our BIPOC students have an educational experience where they can thrive. Our approach disrupts institutional and cultural racism and promotes tangible strategies and resources for RESJ. To this end, we will prioritize services for students historically underserved by our system, including Black, Native, students receiving special education services and second language learners. We have used these [Guiding Principles](#) to align our collective work through this process.

Academic Conditions for Comprehensive Distance Learning

Teaching, Learning & Instructional Time:

Our comprehensive distance learning plan is designed so that all students will receive an engaging, comprehensive, and rigorous academic experience every day of the week. Students will receive standards-based instruction across all academic areas and will build meaningful relationships with the educators in their school community. Instructional time requirements will be adhered to in every grade level, where more than 50% of the instructional time will be teacher-facilitated learning. To meet this requirement, elementary students will follow predictable routines,

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Digital Learning Needs for Comprehensive Distance Learning

Privacy and Security tools (Umbrella) have been installed and remain persistent on all PPS devices and accounts that prevents students from accessing known inappropriate or malicious sites. Passwords for staff and students changed to a longer character length, and a new portal has been implemented to aid in remote support for password reset situations. Changes have been made to patching and software update mechanisms to allow for devices to remain updated even though they are outside the PPS network. All staff and students will be trained on responsible digital citizenship.

In addition to the distribution of devices, PPS acquired 1990 hotspots to provide connectivity for students where Comcast Internet Essentials was not a viable option. These hotspots will be either picked up from distribution locations or delivered using bus drivers to bring the devices to student homes to ensure that students and staff that did not already have internet access were given devices to facilitate that. Additionally, infrastructure changes were made to

allow take home IP phones that allow for teachers and staff to be able to make contact with students and families just as they would in the classroom.

Device deployment:

In the spring we handed out chromebooks and hotspots/Comcast connectivity for students and staff to be able to participate in distance based learning. We will continue to provide devices and work with families to ensure all students are able to connect to our comprehensive distance learning model. We will continue to provide devices to staff as needed so they can deliver the digital curriculum effectively. We offer a curbside service at the district office during work hours for chromebook repairs needed. If the chromebook cannot be repaired on site, the student/staff will receive a replacement chromebook at this time. The service desk is available during work hours for staff, students and families to contact via phone or email. If call center tech is unable to resolve on the phone, a helpdesk ticket will be created and followed up with the individual caller. An email to support will create a helpdesk ticket and the call center tech will follow up with the individual.

Digital Toolkit:

Portland Public Schools has developed a comprehensive and districtwide set of digital tools for every PPS classroom, teacher, and student. The [PPS Digital Toolkit](#) provides a set of digital tools that will enhance instructional strategies and content delivery. These tools will enhance the existing opportunities with both synchronous and asynchronous learning. These tools have been reviewed and evaluated for digital content quality and cultural relevance.

The tools fall into three categories: Instruction and Lesson Design, Creation and Engagement, and Content. Instruction and Lesson Design tools are those applications and system platforms that teachers use to deliver instruction, lessons, and communications. These include classroom content delivery and learning management systems, applications for communications, and lesson and assessment design tools. Creation and Engagement tools are used by teachers and students in distance learning, as well as in-classroom technology-enhanced instruction. These tools support student voice, elicit response, provide shared spaces for individual, small group, and whole-class collaboration, and engage students with the content. Content tools have been selected to assist our teachers in providing content, build opportunities for sustained practice, and apply learning in both distanced and in-person models of instruction.

Learning Platforms:

PPS has adopted two classroom learning platforms to meet the needs of our elementary and secondary students and teachers. These tools were selected because of their current use and success in PPS, knowledge of their toolset, depth of their function and capabilities, and their presence in the educational technology space. Both platforms allow teachers to create, post, interact, provide feedback, and assess with their students and will bring a single point of entry for students and families into classroom instruction.

Professional Development:

Ongoing and high-quality professional learning and training is essential for the successful implementation of Comprehensive Distance Learning. PPS will provide professional learning for all educators during the course of the summer, pre-service and throughout the school year. The content will be focused on best practices for distance learning, as well as technical “how to” training for digital tools and other operational functions.

Describe the school’s plan, including the anticipated timeline, for returning to Hybrid Learning or On-Site Learning consistent with the *Ready Schools, Safe Learners* guidance.

At this time PPS is planning for the opening of our physical buildings when it is deemed safe and appropriate under the Governor's directive. The District will utilize a comprehensive distance learning (CDL) platform for a minimum of the first quarter (through November 5th) and will evaluate all available health-related information to decide if our CDL will continue through the first semester or if we will be able to open to a hybrid model of instruction in November. We will continue to follow the Governor's orders and ODE's recommendations and guidance.

The remainder of this operational blueprint is not applicable to schools operating a Comprehensive Distance Learning Model.



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

Under ODE's **Ready Schools, Safe Learners** guidance, each school¹ has been directed to submit a plan to the district² in order to provide on-site and/or hybrid instruction. Districts must submit each school's plan to the local school board and make the plans available to the public. This form is to be used to document a district's, school's or program's plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the [Ready Schools, Safe Learners guidance](#) document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,³ parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Cleveland High School
Key Contact Person for this Plan	JoAnn Wadkins
Phone Number of this Person	503 916 5120
Email Address of this Person	jwadkins@pps.net
Sectors and position titles of those who informed the plan	Superintendent, Deputy Chiefs of Operations and Instruction, Chief Academic Officer, Chief of Schools, Chief of Staff, Legal Counsel, Chief of Student Support Services, Chief of Technology, Chief Operations Officer, Chief of Human Resources, Chief of Systems Performance, Senior Advisor Racial Equity and Social Justice, Chief of Engagement and Partnerships, Senior Director of Communications, Senior Director of Student Success and Health, Senior Director of Multi-Tiered Systems of Support, Attendance Manager, Director of Facilities, Director of Security Services, Director of Nutrition Services, Senior Director of Special Education, principals, teachers, labor union advisory participation, Senior Director of Humanities, Senior Director of STEAM, Regional Supts., Director of Risk Management, Director of Professional Learning, Project Managers, Student

¹ For the purposes of this guidance: "school" refers to all public schools, including public charter schools, public virtual charter schools, alternative education programs, private schools and the Oregon School for the Deaf. For ease of readability, "school" will be used inclusively to reference all of these settings.

² For the purposes of this guidance: "district" refers to a school district, education service district, public charter school sponsoring district, virtual public charter school sponsoring district, state sponsored public charter school, alternative education programs, private schools, and the Oregon School for the Deaf.

³ Tribal Consultation is a separate process from stakeholder engagement; consultation recognizes and affirms tribal rights of self-government and tribal sovereignty, and mandates state government to work with American Indian nations on a [government-to-government](#) basis.

	Engagement Coordinators, Family advocates, student groups (BIPOC), special education and english language learners, family surveys, staff surveys, parent engagement groups, email responses from website, consultation with District Management Group (DMG), culturally specific partner organizations, PPS health advisory panel, and other large districts in Oregon.
Local public health office(s) or officers(s)	Multnomah ESD and the Oregon Health Authority; in consultation with the CDC.
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Director of Risk Management, Joe Crelier Building level administrators (Enforcement)
Intended Effective Dates for this Plan	9/2/2020 to at least 11/5/2020
ESD Region	Multnomah

2. Please list efforts you have made to engage your community (public health information sharing, taking feedback on planning, etc.) in preparing for school in 2020-21. Include information on engagement with communities often underserved and marginalized and those communities disproportionately impacted by COVID-19.

In preparation for reopening school in fall 2020, Portland Public Schools began gathering feedback from students and staff in May 2020. In March, the Communications team at PPS stood up a landing page for all students and families with centralized supports and pandemic resources. Surveys were conducted at the district level and by some individual schools. Our rate of response in surveying historically underserved and marginalized communities was low, which led to the utilization of intentional focus groups with our Native American community members and Elders, Black students and families, and other families and students of color. Additional focus groups were held with student leaders, and Spanish-Speaking families. Please find a summary of these focus groups here: [Memorandum to the Board of Education, Reopening Focus Group Update](#)

The District will continue to engage our community on a district and individual level to ensure that we are meeting the needs of all students and families to the best of our abilities.

3. Indicate which instructional model will be used.

Select One:

☐ On-Site Learning ☐ Hybrid Learning ☒ Comprehensive Distance Learning

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-15 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>) by August 15, 2020 or prior to the beginning of the 2020-21 school year.

* **Note:** Private schools are required to comply with only sections 1-3 of the **Ready Schools, Safe Learners** guidance.

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

This section must be completed by any school that is seeking to provide instruction through Comprehensive Distance Learning.

Describe why you are selecting Comprehensive Distance Learning as the school's Instructional Model for the effective dates of this plan.

In keeping with local, regional and state guidance and new health directives, Portland Public Schools has determined that it is safest for students and staff to maintain severely limited physical contact. We believe it is both responsible and critical to base our decisions on what will best ensure the health and wellness of our students and staff. We will always prefer to have our students engaged in classroom-based learning, but given current conditions, it would be unsafe to have significant numbers of students and adults back on campus at this time.

We will use this Comprehensive Distance Learning model for a minimum of September 2 through November 5, and will evaluate in October whether it is feasible to open in the 2nd quarter. Based on medical advice, including local health authorities, PPS will continue to keep the health and wellness of students and staff on the forefront in our planning.

Describe how your school's model aligns to the [Comprehensive Distance Learning Guidance](#) (linked). In completing this part of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. Please name any requirements you need ODE to review for any possible accommodations.

Framing PPS Values

As we continue to navigate the ongoing COVID-19 pandemic, Portland Public Schools remains committed to providing a high-quality education for all students and ensuring the health and wellness of students and staff through a comprehensive distance learning model. To guide our work, we centered racial equity and social justice in all decision-making and hold three principles from our strategic plan at the core of our planning - ensure the health and wellness of staff and students, strengthen and innovate the instructional core, and cultivate connection and relationship for students, staff and our community.

Our overarching approach to reopening is a relentless pursuit of racial equity and social justice (RESJ). We believe in the fundamental right to human dignity and that generating an equitable world requires an educational system that intentionally disrupts - and builds leaders to disrupt - systems of oppression. Therefore, our work to reopen schools acknowledges and recognizes the inequities of our system prior to Covid-19 and does not seek to reopen schools by returning to what was "normal" before. Rather, we are deeply engaged in fundamentally accelerating and centering our RESJ work, constantly examining opportunities to increase RESJ strategies through organizational transformation and system-wide collaboration. By way of this central focus and in partnership with families and stakeholders, including those representing students of color, we will bring racial predictability and disproportionality to an end.

In PPS, we are utilizing Targeted Universalism as a driver. We aim to operationalize our RESJ values so that every student is served and our universal board goals are achieved; thus realizing the graduate profile from [our Vision](#). Our approach supports the distinct needs of BIPOC students while also acknowledging our mutual interdependence. We recognize with great urgency the need for aligned and coherent strategies that improve conditions so that every student, especially our BIPOC students have an educational experience where they can thrive. Our approach disrupts institutional and cultural racism and promotes tangible strategies and resources for RESJ. To this end, we will prioritize services for students historically underserved by our system, including Black, Native, students receiving special education services and second language learners. We have used these [Guiding Principles](#) to align our collective work through this process.

Academic Conditions for Comprehensive Distance Learning

Teaching, Learning & Instructional Time:

Our comprehensive distance learning plan is designed so that all students will receive an engaging, comprehensive, and rigorous academic experience every day of the week. Students will receive standards-based instruction across all academic areas and will build meaningful relationships with the educators in their school community. Instructional time requirements will be adhered to in every grade level, where more than 50% of the instructional time will be teacher-facilitated learning. To meet this requirement, elementary students will follow predictable routines,

procedures, and schedules, that align with developmentally appropriate recommendations for screen time and synchronous learning. Secondary students will follow a predictable bell schedule that incorporates synchronous check-ins, consistent and timely feedback, and peer interactions. All students will continue to receive access to a well-rounded education which includes physical education, health, arts, music, tiered supports, etc.

The learning day will be organized so that the time educators spend directly interacting with students will be high quality, focused on complex learning activities with a high cognitive demand and that are centered around student engagement. Students will have opportunities for guided learning with an educator, as well as opportunities to work with peers, families, and community members to apply their learning and practice their skills. Students will be expected to complete assigned learning activities each day. Students will participate in daily virtual instruction by satisfactorily engaging with synchronous class sessions as well as asynchronous tasks, completing assigned learning activities or assignments to demonstrate their learning. Parents and students will communicate with the teacher when in need of additional learning support. Portland Public Schools will also provide families a variety of ways to connect, one of which is through educator office hours, posted publicly, for students and families to access which will include a process to request and schedule translation services as needed.

Racial Equity and Access:

In the development of our plan, all of the work groups utilized our [Racial Equity and Social Justice Lens](#) to inform decision making and programming. The application of the lens is based on our belief that the district should adopt a student-centered, racial equity and social justice focused lens in all high leverage decisions in order to more deeply understand the barriers and opportunities impacting BIPOC students and families. Additionally, the regular application of the lens, documentation of our responses and review of those responses will help us critically examine our efforts to increase access and opportunity for BIPOC students and families. Our steering committee collectively reviewed our comprehensive plans and applied the RESJ lens on multiple occasions. They utilized data, parent and student input from engagement, partner input and the diverse experience of members to answer the prompts, review our plans and make adjustments to more directly respond to the needs of BIPOC students. As a result we believe our plan is strengthened through the collaborative and reflective process we employed to apply the RESJ Lens to address racial equity and access in our plans.

Special Education Services and English Language Development

Students receiving special education services will continue to receive instruction, technology, support, accommodations, and modifications as required by ESSA, IDEA, and/or ADA based on a virtual learning environment. The majority of each student's services will be provided synchronously (i.e., with the teacher/service provider and student working together through direct and simultaneous communication). If only asynchronous services are recommended, the parent or guardian will provide written consent to shift from synchronous to asynchronous service delivery. All IDEA requirements will be met during Comprehensive Distance Learning. This includes all IDEA timelines, delivery of all related services, delivery of SDI, implementation of IEPs, etc. Schools will provide Child Find obligations, including timely evaluation and eligibility determinations.

Students who are identified to receive English Language development services will be provided with language assistance services and supports that allow the student access to grade level academic content and scaffolded language experiences. PPS's English as a Second Language program will encourage ESL and general education/homeroom teachers to collaboratively plan for inclusive learning experiences that consider and support the language proficiency of each student.

Assessment, Grading, Reporting & Statewide Balanced Assessment:

Portland Public Schools (PPS) has developed a framework for a balanced assessment system and worked throughout the pre-pandemic portion of the 2019-2020 academic year to introduce additional efficiency into the assessment model. Anticipating the ongoing challenges to face-to-face instruction, PPS successfully piloted remote administration of the NWEA MAP assessments at one of our schools in the Spring of 2020.

During the 2020-2021 academic year, PPS is prepared to remotely administer MAP in grades 3-8 in the fall and winter. The fall assessment will allow our students and families to better understand the learning needs of our students as they enter the academic year, and it will provide our teachers and curriculum support teams the necessary data to align and plan instruction. The mid-year assessment will provide feedback regarding both student growth and achievement allowing for an additional point to adapt our supports.

In addition to this common measure of growth and achievement, students will also be presented with common curriculum embedded assessments (pre and post unit) that are aligned to the scope and sequence and are paired with each of the curriculum units. These will provide additional, focused and just-in time, measures of learning that will allow for adaptations to the delivery of the unit materials in order to provide tiered supports. Educators will regularly report progress to students and families and provide opportunities to redo or make up work without penalty and retain the highest earned grade.

Finally, the administration of remote computer adaptive measures will also help the system prepare for the challenges associated with a potential remote administration of the state summative assessments in English Language Arts, Mathematics, and Science.

Attendance:

With the pandemic in the spring of the 2019-2020 academic year, the importance of maintaining an active engagement with our students and families rose to the forefront of our work as a system. As we approach the 2020-2021 year, engagement remains a critical focus and reflecting that engagement through attendance and other metrics is critical. We are committed to following all ODE guidelines and requirements in regards to attendance.

At this time, we are preparing to collect on-line attendance, and we are exploring ways to leverage data from our learning management and instructional delivery systems as a means to monitor engagement and attendance. Our primary focus, at this time, is to provide near real time data back to our schools to facilitate and focus the efforts of our schools to engage our students and families. We fully expect that our local community partners will be assisting in our efforts to focus and engage our disenfranchised students and communities in partnership with our counselors, social workers, Restorative Justice (RJ) specialists, attendance coaches and student engagement specialists.

Clubs & Extracurricular Activities:

Clubs and extracurricular activities are a critical component of any school community. We will ensure activities, clubs, and student organizations are available and accessible to all students to the extent possible, while focusing on the health and wellness of our students and staff as our top priority.

Operational Conditions for Comprehensive Distance Learning

Nutrition:

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allow take home IP phones that allow for teachers and staff to be able to make contact with students and families just as they would in the classroom.

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The remainder of this operational blueprint is not applicable to schools operating a Comprehensive Distance Learning Model.



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

Under ODE's **Ready Schools, Safe Learners** guidance, each school¹ has been directed to submit a plan to the district² in order to provide on-site and/or hybrid instruction. Districts must submit each school's plan to the local school board and make the plans available to the public. This form is to be used to document a district's, school's or program's plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the [Ready Schools, Safe Learners guidance](#) document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,³ parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Columbia Regional
Key Contact Person for this Plan	Lisa McConachie
Phone Number of this Person	503 916 5570
Email Address of this Person	lmccconac@pps.net
Sectors and position titles of those who informed the plan	Superintendent, Deputy Chiefs of Operations and Instruction, Chief Academic Officer, Chief of Schools, Chief of Staff, Legal Counsel, Chief of Student Support Services, Chief of Technology, Chief Operations Officer, Chief of Human Resources, Chief of Systems Performance, Senior Advisor Racial Equity and Social Justice, Chief of Engagement and Partnerships, Senior Director of Communications, Senior Director of Student Success and Health, Senior Director of Multi-Tiered Systems of Support, Attendance Manager, Director of Facilities, Director of Security Services, Director of Nutrition Services, Senior Director of Special Education, principals, teachers, labor union advisory participation, Senior Director of Humanities, Senior Director of STEAM, Regional Supts., Director of Risk Management, Director of Professional Learning, Project Managers, Student

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	Engagement Coordinators, Family advocates, student groups (BIPOC), special education and english language learners, family surveys, staff surveys, parent engagement groups, email responses from website, consultation with District Management Group (DMG), culturally specific partner organizations, PPS health advisory panel, and other large districts in Oregon.
Local public health office(s) or officers(s)	Multnomah ESD and the Oregon Health Authority; in consultation with the CDC.
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Director of Risk Management, Joe Crelier Building level administrators (Enforcement)
Intended Effective Dates for this Plan	9/2/2020 to at least 11/5/2020
ESD Region	Multnomah

2. Please list efforts you have made to engage your community (public health information sharing, taking feedback on planning, etc.) in preparing for school in 2020-21. Include information on engagement with communities often underserved and marginalized and those communities disproportionately impacted by COVID-19.

In preparation for reopening school in fall 2020, Portland Public Schools began gathering feedback from students and staff in May 2020. In March, the Communications team at PPS stood up a landing page for all students and families with centralized supports and pandemic resources. Surveys were conducted at the district level and by some individual schools. Our rate of response in surveying historically underserved and marginalized communities was low, which led to the utilization of intentional focus groups with our Native American community members and Elders, Black students and families, and other families and students of color. Additional focus groups were held with student leaders, and Spanish-Speaking families. Please find a summary of these focus groups here: [Memorandum to the Board of Education, Reopening Focus Group Update](#)

The District will continue to engage our community on a district and individual level to ensure that we are meeting the needs of all students and families to the best of our abilities.

3. Indicate which instructional model will be used.

Select One:

☐ On-Site Learning ☐ Hybrid Learning ☒ Comprehensive Distance Learning

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-15 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>) by August 15, 2020 or prior to the beginning of the 2020-21 school year.

* **Note:** Private schools are required to comply with only sections 1-3 of the **Ready Schools, Safe Learners** guidance.

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

This section must be completed by any school that is seeking to provide instruction through Comprehensive Distance Learning.

Describe why you are selecting Comprehensive Distance Learning as the school's Instructional Model for the effective dates of this plan.

In keeping with local, regional and state guidance and new health directives, Portland Public Schools has determined that it is safest for students and staff to maintain severely limited physical contact. We believe it is both responsible and critical to base our decisions on what will best ensure the health and wellness of our students and staff. We will always prefer to have our students engaged in classroom-based learning, but given current conditions, it would be unsafe to have significant numbers of students and adults back on campus at this time.

We will use this Comprehensive Distance Learning model for a minimum of September 2 through November 5, and will evaluate in October whether it is feasible to open in the 2nd quarter. Based on medical advice, including local health authorities, PPS will continue to keep the health and wellness of students and staff on the forefront in our planning.

Describe how your school's model aligns to the [Comprehensive Distance Learning Guidance](#) (linked). In completing this part of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. Please name any requirements you need ODE to review for any possible accommodations.

Framing PPS Values

As we continue to navigate the ongoing COVID-19 pandemic, Portland Public Schools remains committed to providing a high-quality education for all students and ensuring the health and wellness of students and staff through a comprehensive distance learning model. To guide our work, we centered racial equity and social justice in all decision-making and hold three principles from our strategic plan at the core of our planning - ensure the health and wellness of staff and students, strengthen and innovate the instructional core, and cultivate connection and relationship for students, staff and our community.

Our overarching approach to reopening is a relentless pursuit of racial equity and social justice (RESJ). We believe in the fundamental right to human dignity and that generating an equitable world requires an educational system that intentionally disrupts - and builds leaders to disrupt - systems of oppression. Therefore, our work to reopen schools acknowledges and recognizes the inequities of our system prior to Covid-19 and does not seek to reopen schools by returning to what was "normal" before. Rather, we are deeply engaged in fundamentally accelerating and centering our RESJ work, constantly examining opportunities to increase RESJ strategies through organizational transformation and system-wide collaboration. By way of this central focus and in partnership with families and stakeholders, including those representing students of color, we will bring racial predictability and disproportionality to an end.

In PPS, we are utilizing Targeted Universalism as a driver. We aim to operationalize our RESJ values so that every student is served and our universal board goals are achieved; thus realizing the graduate profile from [our Vision](#). Our approach supports the distinct needs of BIPOC students while also acknowledging our mutual interdependence. We recognize with great urgency the need for aligned and coherent strategies that improve conditions so that every student, especially our BIPOC students have an educational experience where they can thrive. Our approach disrupts institutional and cultural racism and promotes tangible strategies and resources for RESJ. To this end, we will prioritize services for students historically underserved by our system, including Black, Native, students receiving special education services and second language learners. We have used these [Guiding Principles](#) to align our collective work through this process.

Academic Conditions for Comprehensive Distance Learning

Teaching, Learning & Instructional Time:

Our comprehensive distance learning plan is designed so that all students will receive an engaging, comprehensive, and rigorous academic experience every day of the week. Students will receive standards-based instruction across all academic areas and will build meaningful relationships with the educators in their school community. Instructional time requirements will be adhered to in every grade level, where more than 50% of the instructional time will be teacher-facilitated learning. To meet this requirement, elementary students will follow predictable routines,

procedures, and schedules, that align with developmentally appropriate recommendations for screen time and synchronous learning. Secondary students will follow a predictable bell schedule that incorporates synchronous check-ins, consistent and timely feedback, and peer interactions. All students will continue to receive access to a well-rounded education which includes physical education, health, arts, music, tiered supports, etc.

The learning day will be organized so that the time educators spend directly interacting with students will be high quality, focused on complex learning activities with a high cognitive demand and that are centered around student engagement. Students will have opportunities for guided learning with an educator, as well as opportunities to work with peers, families, and community members to apply their learning and practice their skills. Students will be expected to complete assigned learning activities each day. Students will participate in daily virtual instruction by satisfactorily engaging with synchronous class sessions as well as asynchronous tasks, completing assigned learning activities or assignments to demonstrate their learning. Parents and students will communicate with the teacher when in need of additional learning support. Portland Public Schools will also provide families a variety of ways to connect, one of which is through educator office hours, posted publicly, for students and families to access which will include a process to request and schedule translation services as needed.

Racial Equity and Access:

In the development of our plan, all of the work groups utilized our [Racial Equity and Social Justice Lens](#) to inform decision making and programming. The application of the lens is based on our belief that the district should adopt a student-centered, racial equity and social justice focused lens in all high leverage decisions in order to more deeply understand the barriers and opportunities impacting BIPOC students and families. Additionally, the regular application of the lens, documentation of our responses and review of those responses will help us critically examine our efforts to increase access and opportunity for BIPOC students and families. Our steering committee collectively reviewed our comprehensive plans and applied the RESJ lens on multiple occasions. They utilized data, parent and student input from engagement, partner input and the diverse experience of members to answer the prompts, review our plans and make adjustments to more directly respond to the needs of BIPOC students. As a result we believe our plan is strengthened through the collaborative and reflective process we employed to apply the RESJ Lens to address racial equity and access in our plans.

Special Education Services and English Language Development

Students receiving special education services will continue to receive instruction, technology, support, accommodations, and modifications as required by ESSA, IDEA, and/or ADA based on a virtual learning environment. The majority of each student's services will be provided synchronously (i.e., with the teacher/service provider and student working together through direct and simultaneous communication). If only asynchronous services are recommended, the parent or guardian will provide written consent to shift from synchronous to asynchronous service delivery. All IDEA requirements will be met during Comprehensive Distance Learning. This includes all IDEA timelines, delivery of all related services, delivery of SDI, implementation of IEPs, etc. Schools will provide Child Find obligations, including timely evaluation and eligibility determinations.

Students who are identified to receive English Language development services will be provided with language assistance services and supports that allow the student access to grade level academic content and scaffolded language experiences. PPS's English as a Second Language program will encourage ESL and general education/homeroom teachers to collaboratively plan for inclusive learning experiences that consider and support the language proficiency of each student.

Assessment, Grading, Reporting & Statewide Balanced Assessment:

Portland Public Schools (PPS) has developed a framework for a balanced assessment system and worked throughout the pre-pandemic portion of the 2019-2020 academic year to introduce additional efficiency into the assessment model. Anticipating the ongoing challenges to face-to-face instruction, PPS successfully piloted remote administration of the NWEA MAP assessments at one of our schools in the Spring of 2020.

During the 2020-2021 academic year, PPS is prepared to remotely administer MAP in grades 3-8 in the fall and winter. The fall assessment will allow our students and families to better understand the learning needs of our students as they enter the academic year, and it will provide our teachers and curriculum support teams the necessary data to align and plan instruction. The mid-year assessment will provide feedback regarding both student growth and achievement allowing for an additional point to adapt our supports.

In addition to this common measure of growth and achievement, students will also be presented with common curriculum embedded assessments (pre and post unit) that are aligned to the scope and sequence and are paired with each of the curriculum units. These will provide additional, focused and just-in time, measures of learning that will allow for adaptations to the delivery of the unit materials in order to provide tiered supports. Educators will regularly report progress to students and families and provide opportunities to redo or make up work without penalty and retain the highest earned grade.

Finally, the administration of remote computer adaptive measures will also help the system prepare for the challenges associated with a potential remote administration of the state summative assessments in English Language Arts, Mathematics, and Science.

Attendance:

With the pandemic in the spring of the 2019-2020 academic year, the importance of maintaining an active engagement with our students and families rose to the forefront of our work as a system. As we approach the 2020-2021 year, engagement remains a critical focus and reflecting that engagement through attendance and other metrics is critical. We are committed to following all ODE guidelines and requirements in regards to attendance.

At this time, we are preparing to collect on-line attendance, and we are exploring ways to leverage data from our learning management and instructional delivery systems as a means to monitor engagement and attendance. Our primary focus, at this time, is to provide near real time data back to our schools to facilitate and focus the efforts of our schools to engage our students and families. We fully expect that our local community partners will be assisting in our efforts to focus and engage our disenfranchised students and communities in partnership with our counselors, social workers, Restorative Justice (RJ) specialists, attendance coaches and student engagement specialists.

Clubs & Extracurricular Activities:

Clubs and extracurricular activities are a critical component of any school community. We will ensure activities, clubs, and student organizations are available and accessible to all students to the extent possible, while focusing on the health and wellness of our students and staff as our top priority.

Operational Conditions for Comprehensive Distance Learning

Nutrition:

Portland Public Schools understands food stability is one of the most important safety measures schools can provide to students. We will build upon our work in the spring and expand to serve more sites this fall. We will serve breakfast and lunch at up to 40 sites, specifically sites that are elected for Community Eligibility Provision (CEP) in the 2020-21 school year in order to focus resources and access to food and nutrition in our highest risk and need communities. Meals will be served to families 2 days/week (Mondays will include 2 days worth of food and Wednesdays will include 3 days worth of food). No weekend food is permissible at this time, though we may be able to add additional daily supper meals depending on eligible sites and waivers (pending request from ODE to USDA). Nutrition Services will partner with Transportation to deliver meals to homes as requested by the families. Families will be sent an opt in/consent form for requesting meal delivery to their home. Delivery schedule will depend on demand and routing schedule by the Transportation department. Meals will continue to be a mix of ready-to-eat foods, prepared recipes and foods that can be heated at home by families. Communication about meals, services and benefits will be provided throughout the fall to families and school communities. Nutrition Services staff will adhere to all district and department standard operating procedures and safety plans.

Communicable Disease Management Plan (CMDP) and safety plans:

We have developed, in conjunction with our local health authority and Multnomah ESD, and will implement our CMDP as staff report to buildings, based on individual and department needs. Safety plans are developed and approved by our Risk Management team before staff can enter a building and building leaders are responsible for adhering to the safety plan at all times. We have also developed a confirmed case protocol and have aligned all contact tracing, investigatory measures and reporting through a partnership with MESD and the health department. When we are notified of a possible exposure we work with them to investigate and notify.

Student and Family Support for Comprehensive Distance Learning

As a district, we understand and value the importance of student, family and community engagement as a means to positively impact a student's academic, social emotional outcomes and to address continuous improvement efforts. We are committed to building a collective and shared responsibility for outcomes, while strengthening our capacity and skills to achieve this goal and ensuring clear alignment between our intentions and actions to foster engagement that reflects the communities' values and break down barriers to student achievement in this unprecedented time. To this end, PPS will focus our first two weeks on Social Emotional Learning, connections and relationship building between students and staff.

Beyond the first two weeks, PPS will employ a variety of creative means to ensure that our students and families, especially our Black and Native communities, have the tools and support they need and feel empowered to engage and stay engaged in our Comprehensive Distance Learning platform. We will base our expectations of school engagement efforts on the work of our CSI & TSI summer program, Summer Connections Academy, and the lessons we have learned from those endeavors and from the springtime efforts. Some elements that were effective within those school communities included: relationship building and cultivating trust and rapport by calling families and students daily, reaching out to families through personal visits (physically distanced) and providing 1:1 virtual support as needed. We will also provide support at meal hubs and with some in-person conversations and relationship building on school lawns and sidewalks. We continue to provide support for teachers from our counselors and social workers on the best ways to interact and connect with families through a trauma informed lens.

Racial Equity and Social Justice Partnerships

PPS partners with sixteen different culturally specific organizations to implement our five RESJ Partnership Strategies with BIPOC students and families at prioritized schools. These strategies and resulting services provide critical connections between our schools and communities. These strategies are informed by relevant research that affirms their effectiveness in improving educational and social outcomes for students of color.

1. *Culturally Specific Family Engagement* - Family engagement is a high leverage strategy that supports student learning and is designed to reduce or eliminate institutional barriers for families of color to advocate for the needs of their students. There is significant research that supports the effectiveness of family support, advocacy and encouragement with positive student achievement and outcomes.
2. *Wrap Around Services* - Provision of culturally specific and culturally responsive services to support student academic and social success. This includes case management, academic tutoring/support, service referral, student groups, and progress monitoring. Wrap around services have a comprehensive approach to meeting the needs of students.
3. *Mentoring and Leadership Development* - Services are designed to provide positive relationship development and support to students to reduce disproportionate discipline rates and increase attendance and a sense of belonging at school for students of color. This includes providing positive and diverse adult relationships that are reflective of students' culture and identity.
4. *Extended Learning and Enrichment* - Programming provides safe, structured and engaging activities to enhance and expand the learning of students outside of school hours. This includes after school programming and enrichment activities. Enrichment activities provide opportunities for students to pursue learning in their own areas of interest and strengths. Research has shown that students engaged in these activities can lead to increased academic performance and attendance.
5. *Positive Cultural Identity Development and Advocacy* - Programming provides participating youth with exposure and

opportunity to engage in activities that empower them to embrace a confident and positive cultural identity while preserving and sharing cultural heritages and traditions amongst their peers. Activities provide opportunities for students to learn and practice new methods of self-expression in a safe and culturally affirming environment. Partners are actively engaged with the district to collaboratively plan for the start of school by adjusting their services to be provided virtually and in alignment with our plans. Partners are meeting with school leaders,

Mental, Social, and Emotional Health:

Our Multi-tiered Systems of Support (MTSS) team is creating Social Emotional Learning (SEL) activities for the K-5 soft start to begin on September 2nd. These activities will be focused on making connections, building relationships, and creating community. The Office of Teaching and Learning (OTL) and MTSS departments are also leading the development of a two-week health and wellness unit that will focus on promoting the social, emotional, and cognitive skills students need to develop positive relationships and thrive in school. This required K-5 unit is set for teachers to begin on September 14th.

Lastly, K-5 and 6-8 SEL units were developed by the SEL team in the spring which focus on supporting resilience during challenging and, often, traumatic times. This nine-week unit will be revised for educators to use after the completion of the health unit by September 28th.

- MTSS and OTL will collaborate closely on the development of health and wellness and the SEL soft start lessons/activities.
- The MTSS unit is being built with the CASEL Roadmap for Reopening Critical Practices and the PPS & ODE reopening guidance as the foundation.
- The K-5 health and wellness unit will be required as one of four required health units. This unit is required even if schools have other SEL programs.

Additionally, PPS will continue to contract with our mental health and substance use partners in order to provide teletherapy for students who need this level of support. Our counselors and social workers will also meet virtually with students and families in order to assist with emotional and mental health wellness, suicide ideation, student threats, and other mental health or behavioral related concerns or needs. We are also partnering with culturally specific providers to support students of color and additional families who need our assistance. Some of these supports will be through personal (physically distanced) visits either on campus at a community site, or near the student's home. This will be through student and family choice, which honors their preferences in ways they feel they can best be supported.

Childcare:

PPS and contracted, licensed child care providers are exploring distance learning child care services for PPS families and employees. Child care providers would operate fee based programs with state subsidies for qualifying families. If we determine this is a viable service, locations will be dispersed throughout the PPS boundary. Providers would be required to follow health and safety guidelines from the Oregon Early Learning Division.

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Updated 8/11/2020

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1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Community Transition Program
Key Contact Person for this Plan	Thelina O'Daniel
Phone Number of this Person	503 916 5817
Email Address of this Person	todaniel@pps.net
Sectors and position titles of those who informed the plan	Superintendent, Deputy Chiefs of Operations and Instruction, Chief Academic Officer, Chief of Schools, Chief of Staff, Legal Counsel, Chief of Student Support Services, Chief of Technology, Chief Operations Officer, Chief of Human Resources, Chief of Systems Performance, Senior Advisor Racial Equity and Social Justice, Chief of Engagement and Partnerships, Senior Director of Communications, Senior Director of Student Success and Health, Senior Director of Multi-Tiered Systems of Support, Attendance Manager, Director of Facilities, Director of Security Services, Director of Nutrition Services, Senior Director of Special Education, principals, teachers, labor union advisory participation, Senior Director of Humanities, Senior Director of STEAM, Regional Supts., Director of Risk Management, Director of Professional Learning, Project Managers, Student

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Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Director of Risk Management, Joe Crelier Building level administrators (Enforcement)
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The District will continue to engage our community on a district and individual level to ensure that we are meeting the needs of all students and families to the best of our abilities.

3. Indicate which instructional model will be used.

Select One:

☐ On-Site Learning ☐ Hybrid Learning ☒ Comprehensive Distance Learning

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REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

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Teaching, Learning & Instructional Time:

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procedures, and schedules, that align with developmentally appropriate recommendations for screen time and synchronous learning. Secondary students will follow a predictable bell schedule that incorporates synchronous check-ins, consistent and timely feedback, and peer interactions. All students will continue to receive access to a well-rounded education which includes physical education, health, arts, music, tiered supports, etc.

The learning day will be organized so that the time educators spend directly interacting with students will be high quality, focused on complex learning activities with a high cognitive demand and that are centered around student engagement. Students will have opportunities for guided learning with an educator, as well as opportunities to work with peers, families, and community members to apply their learning and practice their skills. Students will be expected to complete assigned learning activities each day. Students will participate in daily virtual instruction by satisfactorily engaging with synchronous class sessions as well as asynchronous tasks, completing assigned learning activities or assignments to demonstrate their learning. Parents and students will communicate with the teacher when in need of additional learning support. Portland Public Schools will also provide families a variety of ways to connect, one of which is through educator office hours, posted publicly, for students and families to access which will include a process to request and schedule translation services as needed.

Racial Equity and Access:

In the development of our plan, all of the work groups utilized our [Racial Equity and Social Justice Lens](#) to inform decision making and programming. The application of the lens is based on our belief that the district should adopt a student-centered, racial equity and social justice focused lens in all high leverage decisions in order to more deeply understand the barriers and opportunities impacting BIPOC students and families. Additionally, the regular application of the lens, documentation of our responses and review of those responses will help us critically examine our efforts to increase access and opportunity for BIPOC students and families. Our steering committee collectively reviewed our comprehensive plans and applied the RESJ lens on multiple occasions. They utilized data, parent and student input from engagement, partner input and the diverse experience of members to answer the prompts, review our plans and make adjustments to more directly respond to the needs of BIPOC students. As a result we believe our plan is strengthened through the collaborative and reflective process we employed to apply the RESJ Lens to address racial equity and access in our plans.

Special Education Services and English Language Development

Students receiving special education services will continue to receive instruction, technology, support, accommodations, and modifications as required by ESSA, IDEA, and/or ADA based on a virtual learning environment. The majority of each student's services will be provided synchronously (i.e., with the teacher/service provider and student working together through direct and simultaneous communication). If only asynchronous services are recommended, the parent or guardian will provide written consent to shift from synchronous to asynchronous service delivery. All IDEA requirements will be met during Comprehensive Distance Learning. This includes all IDEA timelines, delivery of all related services, delivery of SDI, implementation of IEPs, etc. Schools will provide Child Find obligations, including timely evaluation and eligibility determinations.

Students who are identified to receive English Language development services will be provided with language assistance services and supports that allow the student access to grade level academic content and scaffolded language experiences. PPS's English as a Second Language program will encourage ESL and general education/homeroom teachers to collaboratively plan for inclusive learning experiences that consider and support the language proficiency of each student.

Assessment, Grading, Reporting & Statewide Balanced Assessment:

Portland Public Schools (PPS) has developed a framework for a balanced assessment system and worked throughout the pre-pandemic portion of the 2019-2020 academic year to introduce additional efficiency into the assessment model. Anticipating the ongoing challenges to face-to-face instruction, PPS successfully piloted remote administration of the NWEA MAP assessments at one of our schools in the Spring of 2020.

During the 2020-2021 academic year, PPS is prepared to remotely administer MAP in grades 3-8 in the fall and winter. The fall assessment will allow our students and families to better understand the learning needs of our students as they enter the academic year, and it will provide our teachers and curriculum support teams the necessary data to align and plan instruction. The mid-year assessment will provide feedback regarding both student growth and achievement allowing for an additional point to adapt our supports.

In addition to this common measure of growth and achievement, students will also be presented with common curriculum embedded assessments (pre and post unit) that are aligned to the scope and sequence and are paired with each of the curriculum units. These will provide additional, focused and just-in time, measures of learning that will allow for adaptations to the delivery of the unit materials in order to provide tiered supports. Educators will regularly report progress to students and families and provide opportunities to redo or make up work without penalty and retain the highest earned grade.

Finally, the administration of remote computer adaptive measures will also help the system prepare for the challenges associated with a potential remote administration of the state summative assessments in English Language Arts, Mathematics, and Science.

Attendance:

With the pandemic in the spring of the 2019-2020 academic year, the importance of maintaining an active engagement with our students and families rose to the forefront of our work as a system. As we approach the 2020-2021 year, engagement remains a critical focus and reflecting that engagement through attendance and other metrics is critical. We are committed to following all ODE guidelines and requirements in regards to attendance.

At this time, we are preparing to collect on-line attendance, and we are exploring ways to leverage data from our learning management and instructional delivery systems as a means to monitor engagement and attendance. Our primary focus, at this time, is to provide near real time data back to our schools to facilitate and focus the efforts of our schools to engage our students and families. We fully expect that our local community partners will be assisting in our efforts to focus and engage our disenfranchised students and communities in partnership with our counselors, social workers, Restorative Justice (RJ) specialists, attendance coaches and student engagement specialists.

Clubs & Extracurricular Activities:

Clubs and extracurricular activities are a critical component of any school community. We will ensure activities, clubs, and student organizations are available and accessible to all students to the extent possible, while focusing on the health and wellness of our students and staff as our top priority.

Operational Conditions for Comprehensive Distance Learning

Nutrition:

Portland Public Schools understands food stability is one of the most important safety measures schools can provide to students. We will build upon our work in the spring and expand to serve more sites this fall. We will serve breakfast and lunch at up to 40 sites, specifically sites that are elected for Community Eligibility Provision (CEP) in the 2020-21 school year in order to focus resources and access to food and nutrition in our highest risk and need communities. Meals will be served to families 2 days/week (Mondays will include 2 days worth of food and Wednesdays will include 3 days worth of food). No weekend food is permissible at this time, though we may be able to add additional daily supper meals depending on eligible sites and waivers (pending request from ODE to USDA). Nutrition Services will partner with Transportation to deliver meals to homes as requested by the families. Families will be sent an opt in/consent form for requesting meal delivery to their home. Delivery schedule will depend on demand and routing schedule by the Transportation department. Meals will continue to be a mix of ready-to-eat foods, prepared recipes and foods that can be heated at home by families. Communication about meals, services and benefits will be provided throughout the fall to families and school communities. Nutrition Services staff will adhere to all district and department standard operating procedures and safety plans.

Communicable Disease Management Plan (CMDP) and safety plans:

We have developed, in conjunction with our local health authority and Multnomah ESD, and will implement our CMDP as staff report to buildings, based on individual and department needs. Safety plans are developed and approved by our Risk Management team before staff can enter a building and building leaders are responsible for adhering to the safety plan at all times. We have also developed a confirmed case protocol and have aligned all contact tracing, investigatory measures and reporting through a partnership with MESD and the health department. When we are notified of a possible exposure we work with them to investigate and notify.

Student and Family Support for Comprehensive Distance Learning

As a district, we understand and value the importance of student, family and community engagement as a means to positively impact a student's academic, social emotional outcomes and to address continuous improvement efforts. We are committed to building a collective and shared responsibility for outcomes, while strengthening our capacity and skills to achieve this goal and ensuring clear alignment between our intentions and actions to foster engagement that reflects the communities' values and break down barriers to student achievement in this unprecedented time. To this end, PPS will focus our first two weeks on Social Emotional Learning, connections and relationship building between students and staff.

Beyond the first two weeks, PPS will employ a variety of creative means to ensure that our students and families, especially our Black and Native communities, have the tools and support they need and feel empowered to engage and stay engaged in our Comprehensive Distance Learning platform. We will base our expectations of school engagement efforts on the work of our CSI & TSI summer program, Summer Connections Academy, and the lessons we have learned from those endeavors and from the springtime efforts. Some elements that were effective within those school communities included: relationship building and cultivating trust and rapport by calling families and students daily, reaching out to families through personal visits (physically distanced) and providing 1:1 virtual support as needed. We will also provide support at meal hubs and with some in-person conversations and relationship building on school lawns and sidewalks. We continue to provide support for teachers from our counselors and social workers on the best ways to interact and connect with families through a trauma informed lens.

Racial Equity and Social Justice Partnerships

PPS partners with sixteen different culturally specific organizations to implement our five RESJ Partnership Strategies with BIPOC students and families at prioritized schools. These strategies and resulting services provide critical connections between our schools and communities. These strategies are informed by relevant research that affirms their effectiveness in improving educational and social outcomes for students of color.

1. *Culturally Specific Family Engagement* - Family engagement is a high leverage strategy that supports student learning and is designed to reduce or eliminate institutional barriers for families of color to advocate for the needs of their students. There is significant research that supports the effectiveness of family support, advocacy and encouragement with positive student achievement and outcomes.
2. *Wrap Around Services* - Provision of culturally specific and culturally responsive services to support student academic and social success. This includes case management, academic tutoring/support, service referral, student groups, and progress monitoring. Wrap around services have a comprehensive approach to meeting the needs of students.
3. *Mentoring and Leadership Development* - Services are designed to provide positive relationship development and support to students to reduce disproportionate discipline rates and increase attendance and a sense of belonging at school for students of color. This includes providing positive and diverse adult relationships that are reflective of students' culture and identity.
4. *Extended Learning and Enrichment* - Programming provides safe, structured and engaging activities to enhance and expand the learning of students outside of school hours. This includes after school programming and enrichment activities. Enrichment activities provide opportunities for students to pursue learning in their own areas of interest and strengths. Research has shown that students engaged in these activities can lead to increased academic performance and attendance.
5. *Positive Cultural Identity Development and Advocacy* - Programming provides participating youth with exposure and

opportunity to engage in activities that empower them to embrace a confident and positive cultural identity while preserving and sharing cultural heritages and traditions amongst their peers. Activities provide opportunities for students to learn and practice new methods of self-expression in a safe and culturally affirming environment. Partners are actively engaged with the district to collaboratively plan for the start of school by adjusting their services to be provided virtually and in alignment with our plans. Partners are meeting with school leaders,

Mental, Social, and Emotional Health:

Our Multi-tiered Systems of Support (MTSS) team is creating Social Emotional Learning (SEL) activities for the K-5 soft start to begin on September 2nd. These activities will be focused on making connections, building relationships, and creating community. The Office of Teaching and Learning (OTL) and MTSS departments are also leading the development of a two-week health and wellness unit that will focus on promoting the social, emotional, and cognitive skills students need to develop positive relationships and thrive in school. This required K-5 unit is set for teachers to begin on September 14th.

Lastly, K-5 and 6-8 SEL units were developed by the SEL team in the spring which focus on supporting resilience during challenging and, often, traumatic times. This nine-week unit will be revised for educators to use after the completion of the health unit by September 28th.

- MTSS and OTL will collaborate closely on the development of health and wellness and the SEL soft start lessons/activities.
- The MTSS unit is being built with the CASEL Roadmap for Reopening Critical Practices and the PPS & ODE reopening guidance as the foundation.
- The K-5 health and wellness unit will be required as one of four required health units. This unit is required even if schools have other SEL programs.

Additionally, PPS will continue to contract with our mental health and substance use partners in order to provide teletherapy for students who need this level of support. Our counselors and social workers will also meet virtually with students and families in order to assist with emotional and mental health wellness, suicide ideation, student threats, and other mental health or behavioral related concerns or needs. We are also partnering with culturally specific providers to support students of color and additional families who need our assistance. Some of these supports will be through personal (physically distanced) visits either on campus at a community site, or near the student's home. This will be through student and family choice, which honors their preferences in ways they feel they can best be supported.

Childcare:

PPS and contracted, licensed child care providers are exploring distance learning child care services for PPS families and employees. Child care providers would operate fee based programs with state subsidies for qualifying families. If we determine this is a viable service, locations will be dispersed throughout the PPS boundary. Providers would be required to follow health and safety guidelines from the Oregon Early Learning Division.

Digital Learning Needs for Comprehensive Distance Learning

Privacy and Security tools (Umbrella) have been installed and remain persistent on all PPS devices and accounts that prevents students from accessing known inappropriate or malicious sites. Passwords for staff and students changed to a longer character length, and a new portal has been implemented to aid in remote support for password reset situations. Changes have been made to patching and software update mechanisms to allow for devices to remain updated even though they are outside the PPS network. All staff and students will be trained on responsible digital citizenship.

In addition to the distribution of devices, PPS acquired 1990 hotspots to provide connectivity for students where Comcast Internet Essentials was not a viable option. These hotspots will be either picked up from distribution locations or delivered using bus drivers to bring the devices to student homes to ensure that students and staff that did not already have internet access were given devices to facilitate that. Additionally, infrastructure changes were made to

allow take home IP phones that allow for teachers and staff to be able to make contact with students and families just as they would in the classroom.

Device deployment:

In the spring we handed out chromebooks and hotspots/Comcast connectivity for students and staff to be able to participate in distance based learning. We will continue to provide devices and work with families to ensure all students are able to connect to our comprehensive distance learning model. We will continue to provide devices to staff as needed so they can deliver the digital curriculum effectively. We offer a curbside service at the district office during work hours for chromebook repairs needed. If the chromebook cannot be repaired on site, the student/staff will receive a replacement chromebook at this time. The service desk is available during work hours for staff, students and families to contact via phone or email. If call center tech is unable to resolve on the phone, a helpdesk ticket will be created and followed up with the individual caller. An email to support will create a helpdesk ticket and the call center tech will follow up with the individual.

Digital Toolkit:

Portland Public Schools has developed a comprehensive and districtwide set of digital tools for every PPS classroom, teacher, and student. The [PPS Digital Toolkit](#) provides a set of digital tools that will enhance instructional strategies and content delivery. These tools will enhance the existing opportunities with both synchronous and asynchronous learning. These tools have been reviewed and evaluated for digital content quality and cultural relevance.

The tools fall into three categories: Instruction and Lesson Design, Creation and Engagement, and Content. Instruction and Lesson Design tools are those applications and system platforms that teachers use to deliver instruction, lessons, and communications. These include classroom content delivery and learning management systems, applications for communications, and lesson and assessment design tools. Creation and Engagement tools are used by teachers and students in distance learning, as well as in-classroom technology-enhanced instruction. These tools support student voice, elicit response, provide shared spaces for individual, small group, and whole-class collaboration, and engage students with the content. Content tools have been selected to assist our teachers in providing content, build opportunities for sustained practice, and apply learning in both distanced and in-person models of instruction.

Learning Platforms:

PPS has adopted two classroom learning platforms to meet the needs of our elementary and secondary students and teachers. These tools were selected because of their current use and success in PPS, knowledge of their toolset, depth of their function and capabilities, and their presence in the educational technology space. Both platforms allow teachers to create, post, interact, provide feedback, and assess with their students and will bring a single point of entry for students and families into classroom instruction.

Professional Development:

Ongoing and high-quality professional learning and training is essential for the successful implementation of Comprehensive Distance Learning. PPS will provide professional learning for all educators during the course of the summer, pre-service and throughout the school year. The content will be focused on best practices for distance learning, as well as technical “how to” training for digital tools and other operational functions.

Describe the school’s plan, including the anticipated timeline, for returning to Hybrid Learning or On-Site Learning consistent with the *Ready Schools, Safe Learners* guidance.

At this time PPS is planning for the opening of our physical buildings when it is deemed safe and appropriate under the Governor's directive. The District will utilize a comprehensive distance learning (CDL) platform for a minimum of the first quarter (through November 5th) and will evaluate all available health-related information to decide if our CDL will continue through the first semester or if we will be able to open to a hybrid model of instruction in November. We will continue to follow the Governor's orders and ODE's recommendations and guidance.

The remainder of this operational blueprint is not applicable to schools operating a Comprehensive Distance Learning Model.



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

Under ODE's **Ready Schools, Safe Learners** guidance, each school¹ has been directed to submit a plan to the district² in order to provide on-site and/or hybrid instruction. Districts must submit each school's plan to the local school board and make the plans available to the public. This form is to be used to document a district's, school's or program's plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the [Ready Schools, Safe Learners guidance](#) document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,³ parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Creative Science School
Key Contact Person for this Plan	Meisha Plotzke
Phone Number of this Person	503 916 6431
Email Address of this Person	mplotzke@pps.net
Sectors and position titles of those who informed the plan	Superintendent, Deputy Chiefs of Operations and Instruction, Chief Academic Officer, Chief of Schools, Chief of Staff, Legal Counsel, Chief of Student Support Services, Chief of Technology, Chief Operations Officer, Chief of Human Resources, Chief of Systems Performance, Senior Advisor Racial Equity and Social Justice, Chief of Engagement and Partnerships, Senior Director of Communications, Senior Director of Student Success and Health, Senior Director of Multi-Tiered Systems of Support, Attendance Manager, Director of Facilities, Director of Security Services, Director of Nutrition Services, Senior Director of Special Education, principals, teachers, labor union advisory participation, Senior Director of Humanities, Senior Director of STEAM, Regional Supts., Director of Risk Management, Director of Professional Learning, Project Managers, Student

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Operational Conditions for Comprehensive Distance Learning

Nutrition:

Portland Public Schools understands food stability is one of the most important safety measures schools can provide to students. We will build upon our work in the spring and expand to serve more sites this fall. We will serve breakfast and lunch at up to 40 sites, specifically sites that are elected for Community Eligibility Provision (CEP) in the 2020-21 school year in order to focus resources and access to food and nutrition in our highest risk and need communities. Meals will be served to families 2 days/week (Mondays will include 2 days worth of food and Wednesdays will include 3 days worth of food). No weekend food is permissible at this time, though we may be able to add additional daily supper meals depending on eligible sites and waivers (pending request from ODE to USDA). Nutrition Services will partner with Transportation to deliver meals to homes as requested by the families. Families will be sent an opt in/consent form for requesting meal delivery to their home. Delivery schedule will depend on demand and routing schedule by the Transportation department. Meals will continue to be a mix of ready-to-eat foods, prepared recipes and foods that can be heated at home by families. Communication about meals, services and benefits will be provided throughout the fall to families and school communities. Nutrition Services staff will adhere to all district and department standard operating procedures and safety plans.

Communicable Disease Management Plan (CMDP) and safety plans:

We have developed, in conjunction with our local health authority and Multnomah ESD, and will implement our CMDP as staff report to buildings, based on individual and department needs. Safety plans are developed and approved by our Risk Management team before staff can enter a building and building leaders are responsible for adhering to the safety plan at all times. We have also developed a confirmed case protocol and have aligned all contact tracing, investigatory measures and reporting through a partnership with MESD and the health department. When we are notified of a possible exposure we work with them to investigate and notify.

Student and Family Support for Comprehensive Distance Learning

As a district, we understand and value the importance of student, family and community engagement as a means to positively impact a student's academic, social emotional outcomes and to address continuous improvement efforts. We are committed to building a collective and shared responsibility for outcomes, while strengthening our capacity and skills to achieve this goal and ensuring clear alignment between our intentions and actions to foster engagement that reflects the communities' values and break down barriers to student achievement in this unprecedented time. To this end, PPS will focus our first two weeks on Social Emotional Learning, connections and relationship building between students and staff.

Beyond the first two weeks, PPS will employ a variety of creative means to ensure that our students and families, especially our Black and Native communities, have the tools and support they need and feel empowered to engage and stay engaged in our Comprehensive Distance Learning platform. We will base our expectations of school engagement efforts on the work of our CSI & TSI summer program, Summer Connections Academy, and the lessons we have learned from those endeavors and from the springtime efforts. Some elements that were effective within those school communities included: relationship building and cultivating trust and rapport by calling families and students daily, reaching out to families through personal visits (physically distanced) and providing 1:1 virtual support as needed. We will also provide support at meal hubs and with some in-person conversations and relationship building on school lawns and sidewalks. We continue to provide support for teachers from our counselors and social workers on the best ways to interact and connect with families through a trauma informed lens.

Racial Equity and Social Justice Partnerships

PPS partners with sixteen different culturally specific organizations to implement our five RESJ Partnership Strategies with BIPOC students and families at prioritized schools. These strategies and resulting services provide critical connections between our schools and communities. These strategies are informed by relevant research that affirms their effectiveness in improving educational and social outcomes for students of color.

1. *Culturally Specific Family Engagement* - Family engagement is a high leverage strategy that supports student learning and is designed to reduce or eliminate institutional barriers for families of color to advocate for the needs of their students. There is significant research that supports the effectiveness of family support, advocacy and encouragement with positive student achievement and outcomes.
2. *Wrap Around Services* - Provision of culturally specific and culturally responsive services to support student academic and social success. This includes case management, academic tutoring/support, service referral, student groups, and progress monitoring. Wrap around services have a comprehensive approach to meeting the needs of students.
3. *Mentoring and Leadership Development* - Services are designed to provide positive relationship development and support to students to reduce disproportionate discipline rates and increase attendance and a sense of belonging at school for students of color. This includes providing positive and diverse adult relationships that are reflective of students' culture and identity.
4. *Extended Learning and Enrichment* - Programming provides safe, structured and engaging activities to enhance and expand the learning of students outside of school hours. This includes after school programming and enrichment activities. Enrichment activities provide opportunities for students to pursue learning in their own areas of interest and strengths. Research has shown that students engaged in these activities can lead to increased academic performance and attendance.
5. *Positive Cultural Identity Development and Advocacy* - Programming provides participating youth with exposure and

opportunity to engage in activities that empower them to embrace a confident and positive cultural identity while preserving and sharing cultural heritages and traditions amongst their peers. Activities provide opportunities for students to learn and practice new methods of self-expression in a safe and culturally affirming environment. Partners are actively engaged with the district to collaboratively plan for the start of school by adjusting their services to be provided virtually and in alignment with our plans. Partners are meeting with school leaders,

Mental, Social, and Emotional Health:

Our Multi-tiered Systems of Support (MTSS) team is creating Social Emotional Learning (SEL) activities for the K-5 soft start to begin on September 2nd. These activities will be focused on making connections, building relationships, and creating community. The Office of Teaching and Learning (OTL) and MTSS departments are also leading the development of a two-week health and wellness unit that will focus on promoting the social, emotional, and cognitive skills students need to develop positive relationships and thrive in school. This required K-5 unit is set for teachers to begin on September 14th.

Lastly, K-5 and 6-8 SEL units were developed by the SEL team in the spring which focus on supporting resilience during challenging and, often, traumatic times. This nine-week unit will be revised for educators to use after the completion of the health unit by September 28th.

- MTSS and OTL will collaborate closely on the development of health and wellness and the SEL soft start lessons/activities.
- The MTSS unit is being built with the CASEL Roadmap for Reopening Critical Practices and the PPS & ODE reopening guidance as the foundation.
- The K-5 health and wellness unit will be required as one of four required health units. This unit is required even if schools have other SEL programs.

Additionally, PPS will continue to contract with our mental health and substance use partners in order to provide teletherapy for students who need this level of support. Our counselors and social workers will also meet virtually with students and families in order to assist with emotional and mental health wellness, suicide ideation, student threats, and other mental health or behavioral related concerns or needs. We are also partnering with culturally specific providers to support students of color and additional families who need our assistance. Some of these supports will be through personal (physically distanced) visits either on campus at a community site, or near the student's home. This will be through student and family choice, which honors their preferences in ways they feel they can best be supported.

Childcare:

PPS and contracted, licensed child care providers are exploring distance learning child care services for PPS families and employees. Child care providers would operate fee based programs with state subsidies for qualifying families. If we determine this is a viable service, locations will be dispersed throughout the PPS boundary. Providers would be required to follow health and safety guidelines from the Oregon Early Learning Division.

Digital Learning Needs for Comprehensive Distance Learning

Privacy and Security tools (Umbrella) have been installed and remain persistent on all PPS devices and accounts that prevents students from accessing known inappropriate or malicious sites. Passwords for staff and students changed to a longer character length, and a new portal has been implemented to aid in remote support for password reset situations. Changes have been made to patching and software update mechanisms to allow for devices to remain updated even though they are outside the PPS network. All staff and students will be trained on responsible digital citizenship.

In addition to the distribution of devices, PPS acquired 1990 hotspots to provide connectivity for students where Comcast Internet Essentials was not a viable option. These hotspots will be either picked up from distribution locations or delivered using bus drivers to bring the devices to student homes to ensure that students and staff that did not already have internet access were given devices to facilitate that. Additionally, infrastructure changes were made to

allow take home IP phones that allow for teachers and staff to be able to make contact with students and families just as they would in the classroom.

Device deployment:

In the spring we handed out chromebooks and hotspots/Comcast connectivity for students and staff to be able to participate in distance based learning. We will continue to provide devices and work with families to ensure all students are able to connect to our comprehensive distance learning model. We will continue to provide devices to staff as needed so they can deliver the digital curriculum effectively. We offer a curbside service at the district office during work hours for chromebook repairs needed. If the chromebook cannot be repaired on site, the student/staff will receive a replacement chromebook at this time. The service desk is available during work hours for staff, students and families to contact via phone or email. If call center tech is unable to resolve on the phone, a helpdesk ticket will be created and followed up with the individual caller. An email to support will create a helpdesk ticket and the call center tech will follow up with the individual.

Digital Toolkit:

Portland Public Schools has developed a comprehensive and districtwide set of digital tools for every PPS classroom, teacher, and student. The [PPS Digital Toolkit](#) provides a set of digital tools that will enhance instructional strategies and content delivery. These tools will enhance the existing opportunities with both synchronous and asynchronous learning. These tools have been reviewed and evaluated for digital content quality and cultural relevance.

The tools fall into three categories: Instruction and Lesson Design, Creation and Engagement, and Content. Instruction and Lesson Design tools are those applications and system platforms that teachers use to deliver instruction, lessons, and communications. These include classroom content delivery and learning management systems, applications for communications, and lesson and assessment design tools. Creation and Engagement tools are used by teachers and students in distance learning, as well as in-classroom technology-enhanced instruction. These tools support student voice, elicit response, provide shared spaces for individual, small group, and whole-class collaboration, and engage students with the content. Content tools have been selected to assist our teachers in providing content, build opportunities for sustained practice, and apply learning in both distanced and in-person models of instruction.

Learning Platforms:

PPS has adopted two classroom learning platforms to meet the needs of our elementary and secondary students and teachers. These tools were selected because of their current use and success in PPS, knowledge of their toolset, depth of their function and capabilities, and their presence in the educational technology space. Both platforms allow teachers to create, post, interact, provide feedback, and assess with their students and will bring a single point of entry for students and families into classroom instruction.

Professional Development:

Ongoing and high-quality professional learning and training is essential for the successful implementation of Comprehensive Distance Learning. PPS will provide professional learning for all educators during the course of the summer, pre-service and throughout the school year. The content will be focused on best practices for distance learning, as well as technical “how to” training for digital tools and other operational functions.

Describe the school’s plan, including the anticipated timeline, for returning to Hybrid Learning or On-Site Learning consistent with the *Ready Schools, Safe Learners* guidance.

At this time PPS is planning for the opening of our physical buildings when it is deemed safe and appropriate under the Governor's directive. The District will utilize a comprehensive distance learning (CDL) platform for a minimum of the first quarter (through November 5th) and will evaluate all available health-related information to decide if our CDL will continue through the first semester or if we will be able to open to a hybrid model of instruction in November. We will continue to follow the Governor's orders and ODE's recommendations and guidance.

The remainder of this operational blueprint is not applicable to schools operating a Comprehensive Distance Learning Model.



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

Under ODE's **Ready Schools, Safe Learners** guidance, each school¹ has been directed to submit a plan to the district² in order to provide on-site and/or hybrid instruction. Districts must submit each school's plan to the local school board and make the plans available to the public. This form is to be used to document a district's, school's or program's plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the [Ready Schools, Safe Learners guidance](#) document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,³ parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Creston
Key Contact Person for this Plan	Angelica Cruz
Phone Number of this Person	503 916 6430
Email Address of this Person	acruz@pps.net
Sectors and position titles of those who informed the plan	Superintendent, Deputy Chiefs of Operations and Instruction, Chief Academic Officer, Chief of Schools, Chief of Staff, Legal Counsel, Chief of Student Support Services, Chief of Technology, Chief Operations Officer, Chief of Human Resources, Chief of Systems Performance, Senior Advisor Racial Equity and Social Justice, Chief of Engagement and Partnerships, Senior Director of Communications, Senior Director of Student Success and Health, Senior Director of Multi-Tiered Systems of Support, Attendance Manager, Director of Facilities, Director of Security Services, Director of Nutrition Services, Senior Director of Special Education, principals, teachers, labor union advisory participation, Senior Director of Humanities, Senior Director of STEAM, Regional Supts., Director of Risk Management, Director of Professional Learning, Project Managers, Student

¹ For the purposes of this guidance: "school" refers to all public schools, including public charter schools, public virtual charter schools, alternative education programs, private schools and the Oregon School for the Deaf. For ease of readability, "school" will be used inclusively to reference all of these settings.

² For the purposes of this guidance: "district" refers to a school district, education service district, public charter school sponsoring district, virtual public charter school sponsoring district, state sponsored public charter school, alternative education programs, private schools, and the Oregon School for the Deaf.

³ Tribal Consultation is a separate process from stakeholder engagement; consultation recognizes and affirms tribal rights of self-government and tribal sovereignty, and mandates state government to work with American Indian nations on a [government-to-government](#) basis.

	Engagement Coordinators, Family advocates, student groups (BIPOC), special education and english language learners, family surveys, staff surveys, parent engagement groups, email responses from website, consultation with District Management Group (DMG), culturally specific partner organizations, PPS health advisory panel, and other large districts in Oregon.
Local public health office(s) or officers(s)	Multnomah ESD and the Oregon Health Authority; in consultation with the CDC.
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Director of Risk Management, Joe Crelier Building level administrators (Enforcement)
Intended Effective Dates for this Plan	9/2/2020 to at least 11/5/2020
ESD Region	Multnomah

2. Please list efforts you have made to engage your community (public health information sharing, taking feedback on planning, etc.) in preparing for school in 2020-21. Include information on engagement with communities often underserved and marginalized and those communities disproportionately impacted by COVID-19.

In preparation for reopening school in fall 2020, Portland Public Schools began gathering feedback from students and staff in May 2020. In March, the Communications team at PPS stood up a landing page for all students and families with centralized supports and pandemic resources. Surveys were conducted at the district level and by some individual schools. Our rate of response in surveying historically underserved and marginalized communities was low, which led to the utilization of intentional focus groups with our Native American community members and Elders, Black students and families, and other families and students of color. Additional focus groups were held with student leaders, and Spanish-Speaking families. Please find a summary of these focus groups here: [Memorandum to the Board of Education, Reopening Focus Group Update](#)

The District will continue to engage our community on a district and individual level to ensure that we are meeting the needs of all students and families to the best of our abilities.

3. Indicate which instructional model will be used.

Select One:

☐ On-Site Learning ☐ Hybrid Learning ☒ Comprehensive Distance Learning

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-15 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>) by August 15, 2020 or prior to the beginning of the 2020-21 school year.

* **Note:** Private schools are required to comply with only sections 1-3 of the **Ready Schools, Safe Learners** guidance.

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

This section must be completed by any school that is seeking to provide instruction through Comprehensive Distance Learning.

Describe why you are selecting Comprehensive Distance Learning as the school's Instructional Model for the effective dates of this plan.

In keeping with local, regional and state guidance and new health directives, Portland Public Schools has determined that it is safest for students and staff to maintain severely limited physical contact. We believe it is both responsible and critical to base our decisions on what will best ensure the health and wellness of our students and staff. We will always prefer to have our students engaged in classroom-based learning, but given current conditions, it would be unsafe to have significant numbers of students and adults back on campus at this time.

We will use this Comprehensive Distance Learning model for a minimum of September 2 through November 5, and will evaluate in October whether it is feasible to open in the 2nd quarter. Based on medical advice, including local health authorities, PPS will continue to keep the health and wellness of students and staff on the forefront in our planning.

Describe how your school's model aligns to the [Comprehensive Distance Learning Guidance](#) (linked). In completing this part of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. Please name any requirements you need ODE to review for any possible accommodations.

Framing PPS Values

As we continue to navigate the ongoing COVID-19 pandemic, Portland Public Schools remains committed to providing a high-quality education for all students and ensuring the health and wellness of students and staff through a comprehensive distance learning model. To guide our work, we centered racial equity and social justice in all decision-making and hold three principles from our strategic plan at the core of our planning - ensure the health and wellness of staff and students, strengthen and innovate the instructional core, and cultivate connection and relationship for students, staff and our community.

Our overarching approach to reopening is a relentless pursuit of racial equity and social justice (RESJ). We believe in the fundamental right to human dignity and that generating an equitable world requires an educational system that intentionally disrupts - and builds leaders to disrupt - systems of oppression. Therefore, our work to reopen schools acknowledges and recognizes the inequities of our system prior to Covid-19 and does not seek to reopen schools by returning to what was "normal" before. Rather, we are deeply engaged in fundamentally accelerating and centering our RESJ work, constantly examining opportunities to increase RESJ strategies through organizational transformation and system-wide collaboration. By way of this central focus and in partnership with families and stakeholders, including those representing students of color, we will bring racial predictability and disproportionality to an end.

In PPS, we are utilizing Targeted Universalism as a driver. We aim to operationalize our RESJ values so that every student is served and our universal board goals are achieved; thus realizing the graduate profile from [our Vision](#). Our approach supports the distinct needs of BIPOC students while also acknowledging our mutual interdependence. We recognize with great urgency the need for aligned and coherent strategies that improve conditions so that every student, especially our BIPOC students have an educational experience where they can thrive. Our approach disrupts institutional and cultural racism and promotes tangible strategies and resources for RESJ. To this end, we will prioritize services for students historically underserved by our system, including Black, Native, students receiving special education services and second language learners. We have used these [Guiding Principles](#) to align our collective work through this process.

Academic Conditions for Comprehensive Distance Learning

Teaching, Learning & Instructional Time:

Our comprehensive distance learning plan is designed so that all students will receive an engaging, comprehensive, and rigorous academic experience every day of the week. Students will receive standards-based instruction across all academic areas and will build meaningful relationships with the educators in their school community. Instructional time requirements will be adhered to in every grade level, where more than 50% of the instructional time will be teacher-facilitated learning. To meet this requirement, elementary students will follow predictable routines,

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Digital Learning Needs for Comprehensive Distance Learning

Privacy and Security tools (Umbrella) have been installed and remain persistent on all PPS devices and accounts that prevents students from accessing known inappropriate or malicious sites. Passwords for staff and students changed to a longer character length, and a new portal has been implemented to aid in remote support for password reset situations. Changes have been made to patching and software update mechanisms to allow for devices to remain updated even though they are outside the PPS network. All staff and students will be trained on responsible digital citizenship.

In addition to the distribution of devices, PPS acquired 1990 hotspots to provide connectivity for students where Comcast Internet Essentials was not a viable option. These hotspots will be either picked up from distribution locations or delivered using bus drivers to bring the devices to student homes to ensure that students and staff that did not already have internet access were given devices to facilitate that. Additionally, infrastructure changes were made to

allow take home IP phones that allow for teachers and staff to be able to make contact with students and families just as they would in the classroom.

Device deployment:

In the spring we handed out chromebooks and hotspots/Comcast connectivity for students and staff to be able to participate in distance based learning. We will continue to provide devices and work with families to ensure all students are able to connect to our comprehensive distance learning model. We will continue to provide devices to staff as needed so they can deliver the digital curriculum effectively. We offer a curbside service at the district office during work hours for chromebook repairs needed. If the chromebook cannot be repaired on site, the student/staff will receive a replacement chromebook at this time. The service desk is available during work hours for staff, students and families to contact via phone or email. If call center tech is unable to resolve on the phone, a helpdesk ticket will be created and followed up with the individual caller. An email to support will create a helpdesk ticket and the call center tech will follow up with the individual.

Digital Toolkit:

Portland Public Schools has developed a comprehensive and districtwide set of digital tools for every PPS classroom, teacher, and student. The [PPS Digital Toolkit](#) provides a set of digital tools that will enhance instructional strategies and content delivery. These tools will enhance the existing opportunities with both synchronous and asynchronous learning. These tools have been reviewed and evaluated for digital content quality and cultural relevance.

The tools fall into three categories: Instruction and Lesson Design, Creation and Engagement, and Content. Instruction and Lesson Design tools are those applications and system platforms that teachers use to deliver instruction, lessons, and communications. These include classroom content delivery and learning management systems, applications for communications, and lesson and assessment design tools. Creation and Engagement tools are used by teachers and students in distance learning, as well as in-classroom technology-enhanced instruction. These tools support student voice, elicit response, provide shared spaces for individual, small group, and whole-class collaboration, and engage students with the content. Content tools have been selected to assist our teachers in providing content, build opportunities for sustained practice, and apply learning in both distanced and in-person models of instruction.

Learning Platforms:

PPS has adopted two classroom learning platforms to meet the needs of our elementary and secondary students and teachers. These tools were selected because of their current use and success in PPS, knowledge of their toolset, depth of their function and capabilities, and their presence in the educational technology space. Both platforms allow teachers to create, post, interact, provide feedback, and assess with their students and will bring a single point of entry for students and families into classroom instruction.

Professional Development:

Ongoing and high-quality professional learning and training is essential for the successful implementation of Comprehensive Distance Learning. PPS will provide professional learning for all educators during the course of the summer, pre-service and throughout the school year. The content will be focused on best practices for distance learning, as well as technical “how to” training for digital tools and other operational functions.

Describe the school’s plan, including the anticipated timeline, for returning to Hybrid Learning or On-Site Learning consistent with the *Ready Schools, Safe Learners* guidance.

At this time PPS is planning for the opening of our physical buildings when it is deemed safe and appropriate under the Governor's directive. The District will utilize a comprehensive distance learning (CDL) platform for a minimum of the first quarter (through November 5th) and will evaluate all available health-related information to decide if our CDL will continue through the first semester or if we will be able to open to a hybrid model of instruction in November. We will continue to follow the Governor's orders and ODE's recommendations and guidance.

The remainder of this operational blueprint is not applicable to schools operating a Comprehensive Distance Learning Model.



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

Under ODE's **Ready Schools, Safe Learners** guidance, each school¹ has been directed to submit a plan to the district² in order to provide on-site and/or hybrid instruction. Districts must submit each school's plan to the local school board and make the plans available to the public. This form is to be used to document a district's, school's or program's plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the [Ready Schools, Safe Learners guidance](#) document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,³ parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Da Vinci
Key Contact Person for this Plan	Fred Locke
Phone Number of this Person	503 916 5356
Email Address of this Person	fwlocke@pps.net
Sectors and position titles of those who informed the plan	Superintendent, Deputy Chiefs of Operations and Instruction, Chief Academic Officer, Chief of Schools, Chief of Staff, Legal Counsel, Chief of Student Support Services, Chief of Technology, Chief Operations Officer, Chief of Human Resources, Chief of Systems Performance, Senior Advisor Racial Equity and Social Justice, Chief of Engagement and Partnerships, Senior Director of Communications, Senior Director of Student Success and Health, Senior Director of Multi-Tiered Systems of Support, Attendance Manager, Director of Facilities, Director of Security Services, Director of Nutrition Services, Senior Director of Special Education, principals, teachers, labor union advisory participation, Senior Director of Humanities, Senior Director of STEAM, Regional Supts., Director of Risk Management, Director of Professional Learning, Project Managers, Student

¹ For the purposes of this guidance: "school" refers to all public schools, including public charter schools, public virtual charter schools, alternative education programs, private schools and the Oregon School for the Deaf. For ease of readability, "school" will be used inclusively to reference all of these settings.

² For the purposes of this guidance: "district" refers to a school district, education service district, public charter school sponsoring district, virtual public charter school sponsoring district, state sponsored public charter school, alternative education programs, private schools, and the Oregon School for the Deaf.

³ Tribal Consultation is a separate process from stakeholder engagement; consultation recognizes and affirms tribal rights of self-government and tribal sovereignty, and mandates state government to work with American Indian nations on a [government-to-government](#) basis.

	Engagement Coordinators, Family advocates, student groups (BIPOC), special education and english language learners, family surveys, staff surveys, parent engagement groups, email responses from website, consultation with District Management Group (DMG), culturally specific partner organizations, PPS health advisory panel, and other large districts in Oregon.
Local public health office(s) or officers(s)	Multnomah ESD and the Oregon Health Authority; in consultation with the CDC.
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Director of Risk Management, Joe Crelier Building level administrators (Enforcement)
Intended Effective Dates for this Plan	9/2/2020 to at least 11/5/2020
ESD Region	Multnomah

2. Please list efforts you have made to engage your community (public health information sharing, taking feedback on planning, etc.) in preparing for school in 2020-21. Include information on engagement with communities often underserved and marginalized and those communities disproportionately impacted by COVID-19.

In preparation for reopening school in fall 2020, Portland Public Schools began gathering feedback from students and staff in May 2020. In March, the Communications team at PPS stood up a landing page for all students and families with centralized supports and pandemic resources. Surveys were conducted at the district level and by some individual schools. Our rate of response in surveying historically underserved and marginalized communities was low, which led to the utilization of intentional focus groups with our Native American community members and Elders, Black students and families, and other families and students of color. Additional focus groups were held with student leaders, and Spanish-Speaking families. Please find a summary of these focus groups here: [Memorandum to the Board of Education, Reopening Focus Group Update](#)

The District will continue to engage our community on a district and individual level to ensure that we are meeting the needs of all students and families to the best of our abilities.

3. Indicate which instructional model will be used.

Select One:

☐ On-Site Learning ☐ Hybrid Learning ☒ Comprehensive Distance Learning

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-15 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>) by August 15, 2020 or prior to the beginning of the 2020-21 school year.

* **Note:** Private schools are required to comply with only sections 1-3 of the **Ready Schools, Safe Learners** guidance.

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

This section must be completed by any school that is seeking to provide instruction through Comprehensive Distance Learning.

Describe why you are selecting Comprehensive Distance Learning as the school's Instructional Model for the effective dates of this plan.

In keeping with local, regional and state guidance and new health directives, Portland Public Schools has determined that it is safest for students and staff to maintain severely limited physical contact. We believe it is both responsible and critical to base our decisions on what will best ensure the health and wellness of our students and staff. We will always prefer to have our students engaged in classroom-based learning, but given current conditions, it would be unsafe to have significant numbers of students and adults back on campus at this time.

We will use this Comprehensive Distance Learning model for a minimum of September 2 through November 5, and will evaluate in October whether it is feasible to open in the 2nd quarter. Based on medical advice, including local health authorities, PPS will continue to keep the health and wellness of students and staff on the forefront in our planning.

Describe how your school's model aligns to the [Comprehensive Distance Learning Guidance](#) (linked). In completing this part of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. Please name any requirements you need ODE to review for any possible accommodations.

Framing PPS Values

As we continue to navigate the ongoing COVID-19 pandemic, Portland Public Schools remains committed to providing a high-quality education for all students and ensuring the health and wellness of students and staff through a comprehensive distance learning model. To guide our work, we centered racial equity and social justice in all decision-making and hold three principles from our strategic plan at the core of our planning - ensure the health and wellness of staff and students, strengthen and innovate the instructional core, and cultivate connection and relationship for students, staff and our community.

Our overarching approach to reopening is a relentless pursuit of racial equity and social justice (RESJ). We believe in the fundamental right to human dignity and that generating an equitable world requires an educational system that intentionally disrupts - and builds leaders to disrupt - systems of oppression. Therefore, our work to reopen schools acknowledges and recognizes the inequities of our system prior to Covid-19 and does not seek to reopen schools by returning to what was "normal" before. Rather, we are deeply engaged in fundamentally accelerating and centering our RESJ work, constantly examining opportunities to increase RESJ strategies through organizational transformation and system-wide collaboration. By way of this central focus and in partnership with families and stakeholders, including those representing students of color, we will bring racial predictability and disproportionality to an end.

In PPS, we are utilizing Targeted Universalism as a driver. We aim to operationalize our RESJ values so that every student is served and our universal board goals are achieved; thus realizing the graduate profile from [our Vision](#). Our approach supports the distinct needs of BIPOC students while also acknowledging our mutual interdependence. We recognize with great urgency the need for aligned and coherent strategies that improve conditions so that every student, especially our BIPOC students have an educational experience where they can thrive. Our approach disrupts institutional and cultural racism and promotes tangible strategies and resources for RESJ. To this end, we will prioritize services for students historically underserved by our system, including Black, Native, students receiving special education services and second language learners. We have used these [Guiding Principles](#) to align our collective work through this process.

Academic Conditions for Comprehensive Distance Learning

Teaching, Learning & Instructional Time:

Our comprehensive distance learning plan is designed so that all students will receive an engaging, comprehensive, and rigorous academic experience every day of the week. Students will receive standards-based instruction across all academic areas and will build meaningful relationships with the educators in their school community. Instructional time requirements will be adhered to in every grade level, where more than 50% of the instructional time will be teacher-facilitated learning. To meet this requirement, elementary students will follow predictable routines,

procedures, and schedules, that align with developmentally appropriate recommendations for screen time and synchronous learning. Secondary students will follow a predictable bell schedule that incorporates synchronous check-ins, consistent and timely feedback, and peer interactions. All students will continue to receive access to a well-rounded education which includes physical education, health, arts, music, tiered supports, etc.

The learning day will be organized so that the time educators spend directly interacting with students will be high quality, focused on complex learning activities with a high cognitive demand and that are centered around student engagement. Students will have opportunities for guided learning with an educator, as well as opportunities to work with peers, families, and community members to apply their learning and practice their skills. Students will be expected to complete assigned learning activities each day. Students will participate in daily virtual instruction by satisfactorily engaging with synchronous class sessions as well as asynchronous tasks, completing assigned learning activities or assignments to demonstrate their learning. Parents and students will communicate with the teacher when in need of additional learning support. Portland Public Schools will also provide families a variety of ways to connect, one of which is through educator office hours, posted publicly, for students and families to access which will include a process to request and schedule translation services as needed.

Racial Equity and Access:

In the development of our plan, all of the work groups utilized our [Racial Equity and Social Justice Lens](#) to inform decision making and programming. The application of the lens is based on our belief that the district should adopt a student-centered, racial equity and social justice focused lens in all high leverage decisions in order to more deeply understand the barriers and opportunities impacting BIPOC students and families. Additionally, the regular application of the lens, documentation of our responses and review of those responses will help us critically examine our efforts to increase access and opportunity for BIPOC students and families. Our steering committee collectively reviewed our comprehensive plans and applied the RESJ lens on multiple occasions. They utilized data, parent and student input from engagement, partner input and the diverse experience of members to answer the prompts, review our plans and make adjustments to more directly respond to the needs of BIPOC students. As a result we believe our plan is strengthened through the collaborative and reflective process we employed to apply the RESJ Lens to address racial equity and access in our plans.

Special Education Services and English Language Development

Students receiving special education services will continue to receive instruction, technology, support, accommodations, and modifications as required by ESSA, IDEA, and/or ADA based on a virtual learning environment. The majority of each student's services will be provided synchronously (i.e., with the teacher/service provider and student working together through direct and simultaneous communication). If only asynchronous services are recommended, the parent or guardian will provide written consent to shift from synchronous to asynchronous service delivery. All IDEA requirements will be met during Comprehensive Distance Learning. This includes all IDEA timelines, delivery of all related services, delivery of SDI, implementation of IEPs, etc. Schools will provide Child Find obligations, including timely evaluation and eligibility determinations.

Students who are identified to receive English Language development services will be provided with language assistance services and supports that allow the student access to grade level academic content and scaffolded language experiences. PPS's English as a Second Language program will encourage ESL and general education/homeroom teachers to collaboratively plan for inclusive learning experiences that consider and support the language proficiency of each student.

Assessment, Grading, Reporting & Statewide Balanced Assessment:

Portland Public Schools (PPS) has developed a framework for a balanced assessment system and worked throughout the pre-pandemic portion of the 2019-2020 academic year to introduce additional efficiency into the assessment model. Anticipating the ongoing challenges to face-to-face instruction, PPS successfully piloted remote administration of the NWEA MAP assessments at one of our schools in the Spring of 2020.

During the 2020-2021 academic year, PPS is prepared to remotely administer MAP in grades 3-8 in the fall and winter. The fall assessment will allow our students and families to better understand the learning needs of our students as they enter the academic year, and it will provide our teachers and curriculum support teams the necessary data to align and plan instruction. The mid-year assessment will provide feedback regarding both student growth and achievement allowing for an additional point to adapt our supports.

In addition to this common measure of growth and achievement, students will also be presented with common curriculum embedded assessments (pre and post unit) that are aligned to the scope and sequence and are paired with each of the curriculum units. These will provide additional, focused and just-in time, measures of learning that will allow for adaptations to the delivery of the unit materials in order to provide tiered supports. Educators will regularly report progress to students and families and provide opportunities to redo or make up work without penalty and retain the highest earned grade.

Finally, the administration of remote computer adaptive measures will also help the system prepare for the challenges associated with a potential remote administration of the state summative assessments in English Language Arts, Mathematics, and Science.

Attendance:

With the pandemic in the spring of the 2019-2020 academic year, the importance of maintaining an active engagement with our students and families rose to the forefront of our work as a system. As we approach the 2020-2021 year, engagement remains a critical focus and reflecting that engagement through attendance and other metrics is critical. We are committed to following all ODE guidelines and requirements in regards to attendance.

At this time, we are preparing to collect on-line attendance, and we are exploring ways to leverage data from our learning management and instructional delivery systems as a means to monitor engagement and attendance. Our primary focus, at this time, is to provide near real time data back to our schools to facilitate and focus the efforts of our schools to engage our students and families. We fully expect that our local community partners will be assisting in our efforts to focus and engage our disenfranchised students and communities in partnership with our counselors, social workers, Restorative Justice (RJ) specialists, attendance coaches and student engagement specialists.

Clubs & Extracurricular Activities:

Clubs and extracurricular activities are a critical component of any school community. We will ensure activities, clubs, and student organizations are available and accessible to all students to the extent possible, while focusing on the health and wellness of our students and staff as our top priority.

Operational Conditions for Comprehensive Distance Learning

Nutrition:

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allow take home IP phones that allow for teachers and staff to be able to make contact with students and families just as they would in the classroom.

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The remainder of this operational blueprint is not applicable to schools operating a Comprehensive Distance Learning Model.



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

Under ODE's **Ready Schools, Safe Learners** guidance, each school¹ has been directed to submit a plan to the district² in order to provide on-site and/or hybrid instruction. Districts must submit each school's plan to the local school board and make the plans available to the public. This form is to be used to document a district's, school's or program's plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the [Ready Schools, Safe Learners guidance](#) document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,³ parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	DART
Key Contact Person for this Plan	Michael Conn
Phone Number of this Person	503 916 6457
Email Address of this Person	mconn1@pps.net
Sectors and position titles of those who informed the plan	Superintendent, Deputy Chiefs of Operations and Instruction, Chief Academic Officer, Chief of Schools, Chief of Staff, Legal Counsel, Chief of Student Support Services, Chief of Technology, Chief Operations Officer, Chief of Human Resources, Chief of Systems Performance, Senior Advisor Racial Equity and Social Justice, Chief of Engagement and Partnerships, Senior Director of Communications, Senior Director of Student Success and Health, Senior Director of Multi-Tiered Systems of Support, Attendance Manager, Director of Facilities, Director of Security Services, Director of Nutrition Services, Senior Director of Special Education, principals, teachers, labor union advisory participation, Senior Director of Humanities, Senior Director of STEAM, Regional Supts., Director of Risk Management, Director of Professional Learning, Project Managers, Student

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	Engagement Coordinators, Family advocates, student groups (BIPOC), special education and english language learners, family surveys, staff surveys, parent engagement groups, email responses from website, consultation with District Management Group (DMG), culturally specific partner organizations, PPS health advisory panel, and other large districts in Oregon.
Local public health office(s) or officers(s)	Multnomah ESD and the Oregon Health Authority; in consultation with the CDC.
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Director of Risk Management, Joe Crelier Building level administrators (Enforcement)
Intended Effective Dates for this Plan	9/2/2020 to at least 11/5/2020
ESD Region	Multnomah

2. Please list efforts you have made to engage your community (public health information sharing, taking feedback on planning, etc.) in preparing for school in 2020-21. Include information on engagement with communities often underserved and marginalized and those communities disproportionately impacted by COVID-19.

In preparation for reopening school in fall 2020, Portland Public Schools began gathering feedback from students and staff in May 2020. In March, the Communications team at PPS stood up a landing page for all students and families with centralized supports and pandemic resources. Surveys were conducted at the district level and by some individual schools. Our rate of response in surveying historically underserved and marginalized communities was low, which led to the utilization of intentional focus groups with our Native American community members and Elders, Black students and families, and other families and students of color. Additional focus groups were held with student leaders, and Spanish-Speaking families. Please find a summary of these focus groups here: [Memorandum to the Board of Education, Reopening Focus Group Update](#)

The District will continue to engage our community on a district and individual level to ensure that we are meeting the needs of all students and families to the best of our abilities.

3. Indicate which instructional model will be used.

Select One:

☐ On-Site Learning ☐ Hybrid Learning ☒ Comprehensive Distance Learning

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-15 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>) by August 15, 2020 or prior to the beginning of the 2020-21 school year.

* **Note:** Private schools are required to comply with only sections 1-3 of the **Ready Schools, Safe Learners** guidance.

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

This section must be completed by any school that is seeking to provide instruction through Comprehensive Distance Learning.

Describe why you are selecting Comprehensive Distance Learning as the school's Instructional Model for the effective dates of this plan.

In keeping with local, regional and state guidance and new health directives, Portland Public Schools has determined that it is safest for students and staff to maintain severely limited physical contact. We believe it is both responsible and critical to base our decisions on what will best ensure the health and wellness of our students and staff. We will always prefer to have our students engaged in classroom-based learning, but given current conditions, it would be unsafe to have significant numbers of students and adults back on campus at this time.

We will use this Comprehensive Distance Learning model for a minimum of September 2 through November 5, and will evaluate in October whether it is feasible to open in the 2nd quarter. Based on medical advice, including local health authorities, PPS will continue to keep the health and wellness of students and staff on the forefront in our planning.

Describe how your school's model aligns to the [Comprehensive Distance Learning Guidance](#) (linked). In completing this part of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. Please name any requirements you need ODE to review for any possible accommodations.

Framing PPS Values

As we continue to navigate the ongoing COVID-19 pandemic, Portland Public Schools remains committed to providing a high-quality education for all students and ensuring the health and wellness of students and staff through a comprehensive distance learning model. To guide our work, we centered racial equity and social justice in all decision-making and hold three principles from our strategic plan at the core of our planning - ensure the health and wellness of staff and students, strengthen and innovate the instructional core, and cultivate connection and relationship for students, staff and our community.

Our overarching approach to reopening is a relentless pursuit of racial equity and social justice (RESJ). We believe in the fundamental right to human dignity and that generating an equitable world requires an educational system that intentionally disrupts - and builds leaders to disrupt - systems of oppression. Therefore, our work to reopen schools acknowledges and recognizes the inequities of our system prior to Covid-19 and does not seek to reopen schools by returning to what was "normal" before. Rather, we are deeply engaged in fundamentally accelerating and centering our RESJ work, constantly examining opportunities to increase RESJ strategies through organizational transformation and system-wide collaboration. By way of this central focus and in partnership with families and stakeholders, including those representing students of color, we will bring racial predictability and disproportionality to an end.

In PPS, we are utilizing Targeted Universalism as a driver. We aim to operationalize our RESJ values so that every student is served and our universal board goals are achieved; thus realizing the graduate profile from [our Vision](#). Our approach supports the distinct needs of BIPOC students while also acknowledging our mutual interdependence. We recognize with great urgency the need for aligned and coherent strategies that improve conditions so that every student, especially our BIPOC students have an educational experience where they can thrive. Our approach disrupts institutional and cultural racism and promotes tangible strategies and resources for RESJ. To this end, we will prioritize services for students historically underserved by our system, including Black, Native, students receiving special education services and second language learners. We have used these [Guiding Principles](#) to align our collective work through this process.

Academic Conditions for Comprehensive Distance Learning

Teaching, Learning & Instructional Time:

Our comprehensive distance learning plan is designed so that all students will receive an engaging, comprehensive, and rigorous academic experience every day of the week. Students will receive standards-based instruction across all academic areas and will build meaningful relationships with the educators in their school community. Instructional time requirements will be adhered to in every grade level, where more than 50% of the instructional time will be teacher-facilitated learning. To meet this requirement, elementary students will follow predictable routines,

procedures, and schedules, that align with developmentally appropriate recommendations for screen time and synchronous learning. Secondary students will follow a predictable bell schedule that incorporates synchronous check-ins, consistent and timely feedback, and peer interactions. All students will continue to receive access to a well-rounded education which includes physical education, health, arts, music, tiered supports, etc.

The learning day will be organized so that the time educators spend directly interacting with students will be high quality, focused on complex learning activities with a high cognitive demand and that are centered around student engagement. Students will have opportunities for guided learning with an educator, as well as opportunities to work with peers, families, and community members to apply their learning and practice their skills. Students will be expected to complete assigned learning activities each day. Students will participate in daily virtual instruction by satisfactorily engaging with synchronous class sessions as well as asynchronous tasks, completing assigned learning activities or assignments to demonstrate their learning. Parents and students will communicate with the teacher when in need of additional learning support. Portland Public Schools will also provide families a variety of ways to connect, one of which is through educator office hours, posted publicly, for students and families to access which will include a process to request and schedule translation services as needed.

Racial Equity and Access:

In the development of our plan, all of the work groups utilized our [Racial Equity and Social Justice Lens](#) to inform decision making and programming. The application of the lens is based on our belief that the district should adopt a student-centered, racial equity and social justice focused lens in all high leverage decisions in order to more deeply understand the barriers and opportunities impacting BIPOC students and families. Additionally, the regular application of the lens, documentation of our responses and review of those responses will help us critically examine our efforts to increase access and opportunity for BIPOC students and families. Our steering committee collectively reviewed our comprehensive plans and applied the RESJ lens on multiple occasions. They utilized data, parent and student input from engagement, partner input and the diverse experience of members to answer the prompts, review our plans and make adjustments to more directly respond to the needs of BIPOC students. As a result we believe our plan is strengthened through the collaborative and reflective process we employed to apply the RESJ Lens to address racial equity and access in our plans.

Special Education Services and English Language Development

Students receiving special education services will continue to receive instruction, technology, support, accommodations, and modifications as required by ESSA, IDEA, and/or ADA based on a virtual learning environment. The majority of each student's services will be provided synchronously (i.e., with the teacher/service provider and student working together through direct and simultaneous communication). If only asynchronous services are recommended, the parent or guardian will provide written consent to shift from synchronous to asynchronous service delivery. All IDEA requirements will be met during Comprehensive Distance Learning. This includes all IDEA timelines, delivery of all related services, delivery of SDI, implementation of IEPs, etc. Schools will provide Child Find obligations, including timely evaluation and eligibility determinations.

Students who are identified to receive English Language development services will be provided with language assistance services and supports that allow the student access to grade level academic content and scaffolded language experiences. PPS's English as a Second Language program will encourage ESL and general education/homeroom teachers to collaboratively plan for inclusive learning experiences that consider and support the language proficiency of each student.

Assessment, Grading, Reporting & Statewide Balanced Assessment:

Portland Public Schools (PPS) has developed a framework for a balanced assessment system and worked throughout the pre-pandemic portion of the 2019-2020 academic year to introduce additional efficiency into the assessment model. Anticipating the ongoing challenges to face-to-face instruction, PPS successfully piloted remote administration of the NWEA MAP assessments at one of our schools in the Spring of 2020.

During the 2020-2021 academic year, PPS is prepared to remotely administer MAP in grades 3-8 in the fall and winter. The fall assessment will allow our students and families to better understand the learning needs of our students as they enter the academic year, and it will provide our teachers and curriculum support teams the necessary data to align and plan instruction. The mid-year assessment will provide feedback regarding both student growth and achievement allowing for an additional point to adapt our supports.

In addition to this common measure of growth and achievement, students will also be presented with common curriculum embedded assessments (pre and post unit) that are aligned to the scope and sequence and are paired with each of the curriculum units. These will provide additional, focused and just-in time, measures of learning that will allow for adaptations to the delivery of the unit materials in order to provide tiered supports. Educators will regularly report progress to students and families and provide opportunities to redo or make up work without penalty and retain the highest earned grade.

Finally, the administration of remote computer adaptive measures will also help the system prepare for the challenges associated with a potential remote administration of the state summative assessments in English Language Arts, Mathematics, and Science.

Attendance:

With the pandemic in the spring of the 2019-2020 academic year, the importance of maintaining an active engagement with our students and families rose to the forefront of our work as a system. As we approach the 2020-2021 year, engagement remains a critical focus and reflecting that engagement through attendance and other metrics is critical. We are committed to following all ODE guidelines and requirements in regards to attendance.

At this time, we are preparing to collect on-line attendance, and we are exploring ways to leverage data from our learning management and instructional delivery systems as a means to monitor engagement and attendance. Our primary focus, at this time, is to provide near real time data back to our schools to facilitate and focus the efforts of our schools to engage our students and families. We fully expect that our local community partners will be assisting in our efforts to focus and engage our disenfranchised students and communities in partnership with our counselors, social workers, Restorative Justice (RJ) specialists, attendance coaches and student engagement specialists.

Clubs & Extracurricular Activities:

Clubs and extracurricular activities are a critical component of any school community. We will ensure activities, clubs, and student organizations are available and accessible to all students to the extent possible, while focusing on the health and wellness of our students and staff as our top priority.

Operational Conditions for Comprehensive Distance Learning

Nutrition:

Portland Public Schools understands food stability is one of the most important safety measures schools can provide to students. We will build upon our work in the spring and expand to serve more sites this fall. We will serve breakfast and lunch at up to 40 sites, specifically sites that are elected for Community Eligibility Provision (CEP) in the 2020-21 school year in order to focus resources and access to food and nutrition in our highest risk and need communities. Meals will be served to families 2 days/week (Mondays will include 2 days worth of food and Wednesdays will include 3 days worth of food). No weekend food is permissible at this time, though we may be able to add additional daily supper meals depending on eligible sites and waivers (pending request from ODE to USDA). Nutrition Services will partner with Transportation to deliver meals to homes as requested by the families. Families will be sent an opt in/consent form for requesting meal delivery to their home. Delivery schedule will depend on demand and routing schedule by the Transportation department. Meals will continue to be a mix of ready-to-eat foods, prepared recipes and foods that can be heated at home by families. Communication about meals, services and benefits will be provided throughout the fall to families and school communities. Nutrition Services staff will adhere to all district and department standard operating procedures and safety plans.

Communicable Disease Management Plan (CMDP) and safety plans:

We have developed, in conjunction with our local health authority and Multnomah ESD, and will implement our CMDP as staff report to buildings, based on individual and department needs. Safety plans are developed and approved by our Risk Management team before staff can enter a building and building leaders are responsible for adhering to the safety plan at all times. We have also developed a confirmed case protocol and have aligned all contact tracing, investigatory measures and reporting through a partnership with MESD and the health department. When we are notified of a possible exposure we work with them to investigate and notify.

Student and Family Support for Comprehensive Distance Learning

As a district, we understand and value the importance of student, family and community engagement as a means to positively impact a student's academic, social emotional outcomes and to address continuous improvement efforts. We are committed to building a collective and shared responsibility for outcomes, while strengthening our capacity and skills to achieve this goal and ensuring clear alignment between our intentions and actions to foster engagement that reflects the communities' values and break down barriers to student achievement in this unprecedented time. To this end, PPS will focus our first two weeks on Social Emotional Learning, connections and relationship building between students and staff.

Beyond the first two weeks, PPS will employ a variety of creative means to ensure that our students and families, especially our Black and Native communities, have the tools and support they need and feel empowered to engage and stay engaged in our Comprehensive Distance Learning platform. We will base our expectations of school engagement efforts on the work of our CSI & TSI summer program, Summer Connections Academy, and the lessons we have learned from those endeavors and from the springtime efforts. Some elements that were effective within those school communities included: relationship building and cultivating trust and rapport by calling families and students daily, reaching out to families through personal visits (physically distanced) and providing 1:1 virtual support as needed. We will also provide support at meal hubs and with some in-person conversations and relationship building on school lawns and sidewalks. We continue to provide support for teachers from our counselors and social workers on the best ways to interact and connect with families through a trauma informed lens.

Racial Equity and Social Justice Partnerships

PPS partners with sixteen different culturally specific organizations to implement our five RESJ Partnership Strategies with BIPOC students and families at prioritized schools. These strategies and resulting services provide critical connections between our schools and communities. These strategies are informed by relevant research that affirms their effectiveness in improving educational and social outcomes for students of color.

1. *Culturally Specific Family Engagement* - Family engagement is a high leverage strategy that supports student learning and is designed to reduce or eliminate institutional barriers for families of color to advocate for the needs of their students. There is significant research that supports the effectiveness of family support, advocacy and encouragement with positive student achievement and outcomes.
2. *Wrap Around Services* - Provision of culturally specific and culturally responsive services to support student academic and social success. This includes case management, academic tutoring/support, service referral, student groups, and progress monitoring. Wrap around services have a comprehensive approach to meeting the needs of students.
3. *Mentoring and Leadership Development* - Services are designed to provide positive relationship development and support to students to reduce disproportionate discipline rates and increase attendance and a sense of belonging at school for students of color. This includes providing positive and diverse adult relationships that are reflective of students' culture and identity.
4. *Extended Learning and Enrichment* - Programming provides safe, structured and engaging activities to enhance and expand the learning of students outside of school hours. This includes after school programming and enrichment activities. Enrichment activities provide opportunities for students to pursue learning in their own areas of interest and strengths. Research has shown that students engaged in these activities can lead to increased academic performance and attendance.
5. *Positive Cultural Identity Development and Advocacy* - Programming provides participating youth with exposure and

opportunity to engage in activities that empower them to embrace a confident and positive cultural identity while preserving and sharing cultural heritages and traditions amongst their peers. Activities provide opportunities for students to learn and practice new methods of self-expression in a safe and culturally affirming environment. Partners are actively engaged with the district to collaboratively plan for the start of school by adjusting their services to be provided virtually and in alignment with our plans. Partners are meeting with school leaders,

Mental, Social, and Emotional Health:

Our Multi-tiered Systems of Support (MTSS) team is creating Social Emotional Learning (SEL) activities for the K-5 soft start to begin on September 2nd. These activities will be focused on making connections, building relationships, and creating community. The Office of Teaching and Learning (OTL) and MTSS departments are also leading the development of a two-week health and wellness unit that will focus on promoting the social, emotional, and cognitive skills students need to develop positive relationships and thrive in school. This required K-5 unit is set for teachers to begin on September 14th.

Lastly, K-5 and 6-8 SEL units were developed by the SEL team in the spring which focus on supporting resilience during challenging and, often, traumatic times. This nine-week unit will be revised for educators to use after the completion of the health unit by September 28th.

- MTSS and OTL will collaborate closely on the development of health and wellness and the SEL soft start lessons/activities.
- The MTSS unit is being built with the CASEL Roadmap for Reopening Critical Practices and the PPS & ODE reopening guidance as the foundation.
- The K-5 health and wellness unit will be required as one of four required health units. This unit is required even if schools have other SEL programs.

Additionally, PPS will continue to contract with our mental health and substance use partners in order to provide teletherapy for students who need this level of support. Our counselors and social workers will also meet virtually with students and families in order to assist with emotional and mental health wellness, suicide ideation, student threats, and other mental health or behavioral related concerns or needs. We are also partnering with culturally specific providers to support students of color and additional families who need our assistance. Some of these supports will be through personal (physically distanced) visits either on campus at a community site, or near the student's home. This will be through student and family choice, which honors their preferences in ways they feel they can best be supported.

Childcare:

PPS and contracted, licensed child care providers are exploring distance learning child care services for PPS families and employees. Child care providers would operate fee based programs with state subsidies for qualifying families. If we determine this is a viable service, locations will be dispersed throughout the PPS boundary. Providers would be required to follow health and safety guidelines from the Oregon Early Learning Division.

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Updated 8/11/2020

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1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Duniway
Key Contact Person for this Plan	Matt Goldstein
Phone Number of this Person	503 916 6343
Email Address of this Person	mgoldste@pps.net
Sectors and position titles of those who informed the plan	Superintendent, Deputy Chiefs of Operations and Instruction, Chief Academic Officer, Chief of Schools, Chief of Staff, Legal Counsel, Chief of Student Support Services, Chief of Technology, Chief Operations Officer, Chief of Human Resources, Chief of Systems Performance, Senior Advisor Racial Equity and Social Justice, Chief of Engagement and Partnerships, Senior Director of Communications, Senior Director of Student Success and Health, Senior Director of Multi-Tiered Systems of Support, Attendance Manager, Director of Facilities, Director of Security Services, Director of Nutrition Services, Senior Director of Special Education, principals, teachers, labor union advisory participation, Senior Director of Humanities, Senior Director of STEAM, Regional Supts., Director of Risk Management, Director of Professional Learning, Project Managers, Student

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Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Director of Risk Management, Joe Crelier Building level administrators (Enforcement)
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The District will continue to engage our community on a district and individual level to ensure that we are meeting the needs of all students and families to the best of our abilities.

3. Indicate which instructional model will be used.

Select One:

☐ On-Site Learning ☐ Hybrid Learning ☒ Comprehensive Distance Learning

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REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

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Teaching, Learning & Instructional Time:

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procedures, and schedules, that align with developmentally appropriate recommendations for screen time and synchronous learning. Secondary students will follow a predictable bell schedule that incorporates synchronous check-ins, consistent and timely feedback, and peer interactions. All students will continue to receive access to a well-rounded education which includes physical education, health, arts, music, tiered supports, etc.

The learning day will be organized so that the time educators spend directly interacting with students will be high quality, focused on complex learning activities with a high cognitive demand and that are centered around student engagement. Students will have opportunities for guided learning with an educator, as well as opportunities to work with peers, families, and community members to apply their learning and practice their skills. Students will be expected to complete assigned learning activities each day. Students will participate in daily virtual instruction by satisfactorily engaging with synchronous class sessions as well as asynchronous tasks, completing assigned learning activities or assignments to demonstrate their learning. Parents and students will communicate with the teacher when in need of additional learning support. Portland Public Schools will also provide families a variety of ways to connect, one of which is through educator office hours, posted publicly, for students and families to access which will include a process to request and schedule translation services as needed.

Racial Equity and Access:

In the development of our plan, all of the work groups utilized our [Racial Equity and Social Justice Lens](#) to inform decision making and programming. The application of the lens is based on our belief that the district should adopt a student-centered, racial equity and social justice focused lens in all high leverage decisions in order to more deeply understand the barriers and opportunities impacting BIPOC students and families. Additionally, the regular application of the lens, documentation of our responses and review of those responses will help us critically examine our efforts to increase access and opportunity for BIPOC students and families. Our steering committee collectively reviewed our comprehensive plans and applied the RESJ lens on multiple occasions. They utilized data, parent and student input from engagement, partner input and the diverse experience of members to answer the prompts, review our plans and make adjustments to more directly respond to the needs of BIPOC students. As a result we believe our plan is strengthened through the collaborative and reflective process we employed to apply the RESJ Lens to address racial equity and access in our plans.

Special Education Services and English Language Development

Students receiving special education services will continue to receive instruction, technology, support, accommodations, and modifications as required by ESSA, IDEA, and/or ADA based on a virtual learning environment. The majority of each student's services will be provided synchronously (i.e., with the teacher/service provider and student working together through direct and simultaneous communication). If only asynchronous services are recommended, the parent or guardian will provide written consent to shift from synchronous to asynchronous service delivery. All IDEA requirements will be met during Comprehensive Distance Learning. This includes all IDEA timelines, delivery of all related services, delivery of SDI, implementation of IEPs, etc. Schools will provide Child Find obligations, including timely evaluation and eligibility determinations.

Students who are identified to receive English Language development services will be provided with language assistance services and supports that allow the student access to grade level academic content and scaffolded language experiences. PPS's English as a Second Language program will encourage ESL and general education/homeroom teachers to collaboratively plan for inclusive learning experiences that consider and support the language proficiency of each student.

Assessment, Grading, Reporting & Statewide Balanced Assessment:

Portland Public Schools (PPS) has developed a framework for a balanced assessment system and worked throughout the pre-pandemic portion of the 2019-2020 academic year to introduce additional efficiency into the assessment model. Anticipating the ongoing challenges to face-to-face instruction, PPS successfully piloted remote administration of the NWEA MAP assessments at one of our schools in the Spring of 2020.

During the 2020-2021 academic year, PPS is prepared to remotely administer MAP in grades 3-8 in the fall and winter. The fall assessment will allow our students and families to better understand the learning needs of our students as they enter the academic year, and it will provide our teachers and curriculum support teams the necessary data to align and plan instruction. The mid-year assessment will provide feedback regarding both student growth and achievement allowing for an additional point to adapt our supports.

In addition to this common measure of growth and achievement, students will also be presented with common curriculum embedded assessments (pre and post unit) that are aligned to the scope and sequence and are paired with each of the curriculum units. These will provide additional, focused and just-in time, measures of learning that will allow for adaptations to the delivery of the unit materials in order to provide tiered supports. Educators will regularly report progress to students and families and provide opportunities to redo or make up work without penalty and retain the highest earned grade.

Finally, the administration of remote computer adaptive measures will also help the system prepare for the challenges associated with a potential remote administration of the state summative assessments in English Language Arts, Mathematics, and Science.

Attendance:

With the pandemic in the spring of the 2019-2020 academic year, the importance of maintaining an active engagement with our students and families rose to the forefront of our work as a system. As we approach the 2020-2021 year, engagement remains a critical focus and reflecting that engagement through attendance and other metrics is critical. We are committed to following all ODE guidelines and requirements in regards to attendance.

At this time, we are preparing to collect on-line attendance, and we are exploring ways to leverage data from our learning management and instructional delivery systems as a means to monitor engagement and attendance. Our primary focus, at this time, is to provide near real time data back to our schools to facilitate and focus the efforts of our schools to engage our students and families. We fully expect that our local community partners will be assisting in our efforts to focus and engage our disenfranchised students and communities in partnership with our counselors, social workers, Restorative Justice (RJ) specialists, attendance coaches and student engagement specialists.

Clubs & Extracurricular Activities:

Clubs and extracurricular activities are a critical component of any school community. We will ensure activities, clubs, and student organizations are available and accessible to all students to the extent possible, while focusing on the health and wellness of our students and staff as our top priority.

Operational Conditions for Comprehensive Distance Learning

Nutrition:

Portland Public Schools understands food stability is one of the most important safety measures schools can provide to students. We will build upon our work in the spring and expand to serve more sites this fall. We will serve breakfast and lunch at up to 40 sites, specifically sites that are elected for Community Eligibility Provision (CEP) in the 2020-21 school year in order to focus resources and access to food and nutrition in our highest risk and need communities. Meals will be served to families 2 days/week (Mondays will include 2 days worth of food and Wednesdays will include 3 days worth of food). No weekend food is permissible at this time, though we may be able to add additional daily supper meals depending on eligible sites and waivers (pending request from ODE to USDA). Nutrition Services will partner with Transportation to deliver meals to homes as requested by the families. Families will be sent an opt in/consent form for requesting meal delivery to their home. Delivery schedule will depend on demand and routing schedule by the Transportation department. Meals will continue to be a mix of ready-to-eat foods, prepared recipes and foods that can be heated at home by families. Communication about meals, services and benefits will be provided throughout the fall to families and school communities. Nutrition Services staff will adhere to all district and department standard operating procedures and safety plans.

Communicable Disease Management Plan (CMDP) and safety plans:

We have developed, in conjunction with our local health authority and Multnomah ESD, and will implement our CMDP as staff report to buildings, based on individual and department needs. Safety plans are developed and approved by our Risk Management team before staff can enter a building and building leaders are responsible for adhering to the safety plan at all times. We have also developed a confirmed case protocol and have aligned all contact tracing, investigatory measures and reporting through a partnership with MESD and the health department. When we are notified of a possible exposure we work with them to investigate and notify.

Student and Family Support for Comprehensive Distance Learning

As a district, we understand and value the importance of student, family and community engagement as a means to positively impact a student's academic, social emotional outcomes and to address continuous improvement efforts. We are committed to building a collective and shared responsibility for outcomes, while strengthening our capacity and skills to achieve this goal and ensuring clear alignment between our intentions and actions to foster engagement that reflects the communities' values and break down barriers to student achievement in this unprecedented time. To this end, PPS will focus our first two weeks on Social Emotional Learning, connections and relationship building between students and staff.

Beyond the first two weeks, PPS will employ a variety of creative means to ensure that our students and families, especially our Black and Native communities, have the tools and support they need and feel empowered to engage and stay engaged in our Comprehensive Distance Learning platform. We will base our expectations of school engagement efforts on the work of our CSI & TSI summer program, Summer Connections Academy, and the lessons we have learned from those endeavors and from the springtime efforts. Some elements that were effective within those school communities included: relationship building and cultivating trust and rapport by calling families and students daily, reaching out to families through personal visits (physically distanced) and providing 1:1 virtual support as needed. We will also provide support at meal hubs and with some in-person conversations and relationship building on school lawns and sidewalks. We continue to provide support for teachers from our counselors and social workers on the best ways to interact and connect with families through a trauma informed lens.

Racial Equity and Social Justice Partnerships

PPS partners with sixteen different culturally specific organizations to implement our five RESJ Partnership Strategies with BIPOC students and families at prioritized schools. These strategies and resulting services provide critical connections between our schools and communities. These strategies are informed by relevant research that affirms their effectiveness in improving educational and social outcomes for students of color.

1. *Culturally Specific Family Engagement* - Family engagement is a high leverage strategy that supports student learning and is designed to reduce or eliminate institutional barriers for families of color to advocate for the needs of their students. There is significant research that supports the effectiveness of family support, advocacy and encouragement with positive student achievement and outcomes.
2. *Wrap Around Services* - Provision of culturally specific and culturally responsive services to support student academic and social success. This includes case management, academic tutoring/support, service referral, student groups, and progress monitoring. Wrap around services have a comprehensive approach to meeting the needs of students.
3. *Mentoring and Leadership Development* - Services are designed to provide positive relationship development and support to students to reduce disproportionate discipline rates and increase attendance and a sense of belonging at school for students of color. This includes providing positive and diverse adult relationships that are reflective of students' culture and identity.
4. *Extended Learning and Enrichment* - Programming provides safe, structured and engaging activities to enhance and expand the learning of students outside of school hours. This includes after school programming and enrichment activities. Enrichment activities provide opportunities for students to pursue learning in their own areas of interest and strengths. Research has shown that students engaged in these activities can lead to increased academic performance and attendance.
5. *Positive Cultural Identity Development and Advocacy* - Programming provides participating youth with exposure and

opportunity to engage in activities that empower them to embrace a confident and positive cultural identity while preserving and sharing cultural heritages and traditions amongst their peers. Activities provide opportunities for students to learn and practice new methods of self-expression in a safe and culturally affirming environment. Partners are actively engaged with the district to collaboratively plan for the start of school by adjusting their services to be provided virtually and in alignment with our plans. Partners are meeting with school leaders,

Mental, Social, and Emotional Health:

Our Multi-tiered Systems of Support (MTSS) team is creating Social Emotional Learning (SEL) activities for the K-5 soft start to begin on September 2nd. These activities will be focused on making connections, building relationships, and creating community. The Office of Teaching and Learning (OTL) and MTSS departments are also leading the development of a two-week health and wellness unit that will focus on promoting the social, emotional, and cognitive skills students need to develop positive relationships and thrive in school. This required K-5 unit is set for teachers to begin on September 14th.

Lastly, K-5 and 6-8 SEL units were developed by the SEL team in the spring which focus on supporting resilience during challenging and, often, traumatic times. This nine-week unit will be revised for educators to use after the completion of the health unit by September 28th.

- MTSS and OTL will collaborate closely on the development of health and wellness and the SEL soft start lessons/activities.
- The MTSS unit is being built with the CASEL Roadmap for Reopening Critical Practices and the PPS & ODE reopening guidance as the foundation.
- The K-5 health and wellness unit will be required as one of four required health units. This unit is required even if schools have other SEL programs.

Additionally, PPS will continue to contract with our mental health and substance use partners in order to provide teletherapy for students who need this level of support. Our counselors and social workers will also meet virtually with students and families in order to assist with emotional and mental health wellness, suicide ideation, student threats, and other mental health or behavioral related concerns or needs. We are also partnering with culturally specific providers to support students of color and additional families who need our assistance. Some of these supports will be through personal (physically distanced) visits either on campus at a community site, or near the student's home. This will be through student and family choice, which honors their preferences in ways they feel they can best be supported.

Childcare:

PPS and contracted, licensed child care providers are exploring distance learning child care services for PPS families and employees. Child care providers would operate fee based programs with state subsidies for qualifying families. If we determine this is a viable service, locations will be dispersed throughout the PPS boundary. Providers would be required to follow health and safety guidelines from the Oregon Early Learning Division.

Digital Learning Needs for Comprehensive Distance Learning

Privacy and Security tools (Umbrella) have been installed and remain persistent on all PPS devices and accounts that prevents students from accessing known inappropriate or malicious sites. Passwords for staff and students changed to a longer character length, and a new portal has been implemented to aid in remote support for password reset situations. Changes have been made to patching and software update mechanisms to allow for devices to remain updated even though they are outside the PPS network. All staff and students will be trained on responsible digital citizenship.

In addition to the distribution of devices, PPS acquired 1990 hotspots to provide connectivity for students where Comcast Internet Essentials was not a viable option. These hotspots will be either picked up from distribution locations or delivered using bus drivers to bring the devices to student homes to ensure that students and staff that did not already have internet access were given devices to facilitate that. Additionally, infrastructure changes were made to

allow take home IP phones that allow for teachers and staff to be able to make contact with students and families just as they would in the classroom.

Device deployment:

In the spring we handed out chromebooks and hotspots/Comcast connectivity for students and staff to be able to participate in distance based learning. We will continue to provide devices and work with families to ensure all students are able to connect to our comprehensive distance learning model. We will continue to provide devices to staff as needed so they can deliver the digital curriculum effectively. We offer a curbside service at the district office during work hours for chromebook repairs needed. If the chromebook cannot be repaired on site, the student/staff will receive a replacement chromebook at this time. The service desk is available during work hours for staff, students and families to contact via phone or email. If call center tech is unable to resolve on the phone, a helpdesk ticket will be created and followed up with the individual caller. An email to support will create a helpdesk ticket and the call center tech will follow up with the individual.

Digital Toolkit:

Portland Public Schools has developed a comprehensive and districtwide set of digital tools for every PPS classroom, teacher, and student. The [PPS Digital Toolkit](#) provides a set of digital tools that will enhance instructional strategies and content delivery. These tools will enhance the existing opportunities with both synchronous and asynchronous learning. These tools have been reviewed and evaluated for digital content quality and cultural relevance.

The tools fall into three categories: Instruction and Lesson Design, Creation and Engagement, and Content. Instruction and Lesson Design tools are those applications and system platforms that teachers use to deliver instruction, lessons, and communications. These include classroom content delivery and learning management systems, applications for communications, and lesson and assessment design tools. Creation and Engagement tools are used by teachers and students in distance learning, as well as in-classroom technology-enhanced instruction. These tools support student voice, elicit response, provide shared spaces for individual, small group, and whole-class collaboration, and engage students with the content. Content tools have been selected to assist our teachers in providing content, build opportunities for sustained practice, and apply learning in both distanced and in-person models of instruction.

Learning Platforms:

PPS has adopted two classroom learning platforms to meet the needs of our elementary and secondary students and teachers. These tools were selected because of their current use and success in PPS, knowledge of their toolset, depth of their function and capabilities, and their presence in the educational technology space. Both platforms allow teachers to create, post, interact, provide feedback, and assess with their students and will bring a single point of entry for students and families into classroom instruction.

Professional Development:

Ongoing and high-quality professional learning and training is essential for the successful implementation of Comprehensive Distance Learning. PPS will provide professional learning for all educators during the course of the summer, pre-service and throughout the school year. The content will be focused on best practices for distance learning, as well as technical “how to” training for digital tools and other operational functions.

Describe the school’s plan, including the anticipated timeline, for returning to Hybrid Learning or On-Site Learning consistent with the *Ready Schools, Safe Learners* guidance.

At this time PPS is planning for the opening of our physical buildings when it is deemed safe and appropriate under the Governor's directive. The District will utilize a comprehensive distance learning (CDL) platform for a minimum of the first quarter (through November 5th) and will evaluate all available health-related information to decide if our CDL will continue through the first semester or if we will be able to open to a hybrid model of instruction in November. We will continue to follow the Governor's orders and ODE's recommendations and guidance.

The remainder of this operational blueprint is not applicable to schools operating a Comprehensive Distance Learning Model.



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

Under ODE's **Ready Schools, Safe Learners** guidance, each school¹ has been directed to submit a plan to the district² in order to provide on-site and/or hybrid instruction. Districts must submit each school's plan to the local school board and make the plans available to the public. This form is to be used to document a district's, school's or program's plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the [Ready Schools, Safe Learners guidance](#) document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,³ parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Early Learners
Key Contact Person for this Plan	Robert Cantwell
Phone Number of this Person	503 916 6269
Email Address of this Person	eisham@pps.net
Sectors and position titles of those who informed the plan	Superintendent, Deputy Chiefs of Operations and Instruction, Chief Academic Officer, Chief of Schools, Chief of Staff, Legal Counsel, Chief of Student Support Services, Chief of Technology, Chief Operations Officer, Chief of Human Resources, Chief of Systems Performance, Senior Advisor Racial Equity and Social Justice, Chief of Engagement and Partnerships, Senior Director of Communications, Senior Director of Student Success and Health, Senior Director of Multi-Tiered Systems of Support, Attendance Manager, Director of Facilities, Director of Security Services, Director of Nutrition Services, Senior Director of Special Education, principals, teachers, labor union advisory participation, Senior Director of Humanities, Senior Director of STEAM, Regional Supts., Director of Risk Management, Director of Professional Learning, Project Managers, Student

¹ For the purposes of this guidance: "school" refers to all public schools, including public charter schools, public virtual charter schools, alternative education programs, private schools and the Oregon School for the Deaf. For ease of readability, "school" will be used inclusively to reference all of these settings.

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Operational Conditions for Comprehensive Distance Learning

Nutrition:

Portland Public Schools understands food stability is one of the most important safety measures schools can provide to students. We will build upon our work in the spring and expand to serve more sites this fall. We will serve breakfast and lunch at up to 40 sites, specifically sites that are elected for Community Eligibility Provision (CEP) in the 2020-21 school year in order to focus resources and access to food and nutrition in our highest risk and need communities. Meals will be served to families 2 days/week (Mondays will include 2 days worth of food and Wednesdays will include 3 days worth of food). No weekend food is permissible at this time, though we may be able to add additional daily supper meals depending on eligible sites and waivers (pending request from ODE to USDA). Nutrition Services will partner with Transportation to deliver meals to homes as requested by the families. Families will be sent an opt in/consent form for requesting meal delivery to their home. Delivery schedule will depend on demand and routing schedule by the Transportation department. Meals will continue to be a mix of ready-to-eat foods, prepared recipes and foods that can be heated at home by families. Communication about meals, services and benefits will be provided throughout the fall to families and school communities. Nutrition Services staff will adhere to all district and department standard operating procedures and safety plans.

Communicable Disease Management Plan (CMDP) and safety plans:

We have developed, in conjunction with our local health authority and Multnomah ESD, and will implement our CMDP as staff report to buildings, based on individual and department needs. Safety plans are developed and approved by our Risk Management team before staff can enter a building and building leaders are responsible for adhering to the safety plan at all times. We have also developed a confirmed case protocol and have aligned all contact tracing, investigatory measures and reporting through a partnership with MESD and the health department. When we are notified of a possible exposure we work with them to investigate and notify.

Student and Family Support for Comprehensive Distance Learning

As a district, we understand and value the importance of student, family and community engagement as a means to positively impact a student's academic, social emotional outcomes and to address continuous improvement efforts. We are committed to building a collective and shared responsibility for outcomes, while strengthening our capacity and skills to achieve this goal and ensuring clear alignment between our intentions and actions to foster engagement that reflects the communities' values and break down barriers to student achievement in this unprecedented time. To this end, PPS will focus our first two weeks on Social Emotional Learning, connections and relationship building between students and staff.

Beyond the first two weeks, PPS will employ a variety of creative means to ensure that our students and families, especially our Black and Native communities, have the tools and support they need and feel empowered to engage and stay engaged in our Comprehensive Distance Learning platform. We will base our expectations of school engagement efforts on the work of our CSI & TSI summer program, Summer Connections Academy, and the lessons we have learned from those endeavors and from the springtime efforts. Some elements that were effective within those school communities included: relationship building and cultivating trust and rapport by calling families and students daily, reaching out to families through personal visits (physically distanced) and providing 1:1 virtual support as needed. We will also provide support at meal hubs and with some in-person conversations and relationship building on school lawns and sidewalks. We continue to provide support for teachers from our counselors and social workers on the best ways to interact and connect with families through a trauma informed lens.

Racial Equity and Social Justice Partnerships

PPS partners with sixteen different culturally specific organizations to implement our five RESJ Partnership Strategies with BIPOC students and families at prioritized schools. These strategies and resulting services provide critical connections between our schools and communities. These strategies are informed by relevant research that affirms their effectiveness in improving educational and social outcomes for students of color.

1. *Culturally Specific Family Engagement* - Family engagement is a high leverage strategy that supports student learning and is designed to reduce or eliminate institutional barriers for families of color to advocate for the needs of their students. There is significant research that supports the effectiveness of family support, advocacy and encouragement with positive student achievement and outcomes.
2. *Wrap Around Services* - Provision of culturally specific and culturally responsive services to support student academic and social success. This includes case management, academic tutoring/support, service referral, student groups, and progress monitoring. Wrap around services have a comprehensive approach to meeting the needs of students.
3. *Mentoring and Leadership Development* - Services are designed to provide positive relationship development and support to students to reduce disproportionate discipline rates and increase attendance and a sense of belonging at school for students of color. This includes providing positive and diverse adult relationships that are reflective of students' culture and identity.
4. *Extended Learning and Enrichment* - Programming provides safe, structured and engaging activities to enhance and expand the learning of students outside of school hours. This includes after school programming and enrichment activities. Enrichment activities provide opportunities for students to pursue learning in their own areas of interest and strengths. Research has shown that students engaged in these activities can lead to increased academic performance and attendance.
5. *Positive Cultural Identity Development and Advocacy* - Programming provides participating youth with exposure and

opportunity to engage in activities that empower them to embrace a confident and positive cultural identity while preserving and sharing cultural heritages and traditions amongst their peers. Activities provide opportunities for students to learn and practice new methods of self-expression in a safe and culturally affirming environment. Partners are actively engaged with the district to collaboratively plan for the start of school by adjusting their services to be provided virtually and in alignment with our plans. Partners are meeting with school leaders,

Mental, Social, and Emotional Health:

Our Multi-tiered Systems of Support (MTSS) team is creating Social Emotional Learning (SEL) activities for the K-5 soft start to begin on September 2nd. These activities will be focused on making connections, building relationships, and creating community. The Office of Teaching and Learning (OTL) and MTSS departments are also leading the development of a two-week health and wellness unit that will focus on promoting the social, emotional, and cognitive skills students need to develop positive relationships and thrive in school. This required K-5 unit is set for teachers to begin on September 14th.

Lastly, K-5 and 6-8 SEL units were developed by the SEL team in the spring which focus on supporting resilience during challenging and, often, traumatic times. This nine-week unit will be revised for educators to use after the completion of the health unit by September 28th.

- MTSS and OTL will collaborate closely on the development of health and wellness and the SEL soft start lessons/activities.
- The MTSS unit is being built with the CASEL Roadmap for Reopening Critical Practices and the PPS & ODE reopening guidance as the foundation.
- The K-5 health and wellness unit will be required as one of four required health units. This unit is required even if schools have other SEL programs.

Additionally, PPS will continue to contract with our mental health and substance use partners in order to provide teletherapy for students who need this level of support. Our counselors and social workers will also meet virtually with students and families in order to assist with emotional and mental health wellness, suicide ideation, student threats, and other mental health or behavioral related concerns or needs. We are also partnering with culturally specific providers to support students of color and additional families who need our assistance. Some of these supports will be through personal (physically distanced) visits either on campus at a community site, or near the student's home. This will be through student and family choice, which honors their preferences in ways they feel they can best be supported.

Childcare:

PPS and contracted, licensed child care providers are exploring distance learning child care services for PPS families and employees. Child care providers would operate fee based programs with state subsidies for qualifying families. If we determine this is a viable service, locations will be dispersed throughout the PPS boundary. Providers would be required to follow health and safety guidelines from the Oregon Early Learning Division.

Digital Learning Needs for Comprehensive Distance Learning

Privacy and Security tools (Umbrella) have been installed and remain persistent on all PPS devices and accounts that prevents students from accessing known inappropriate or malicious sites. Passwords for staff and students changed to a longer character length, and a new portal has been implemented to aid in remote support for password reset situations. Changes have been made to patching and software update mechanisms to allow for devices to remain updated even though they are outside the PPS network. All staff and students will be trained on responsible digital citizenship.

In addition to the distribution of devices, PPS acquired 1990 hotspots to provide connectivity for students where Comcast Internet Essentials was not a viable option. These hotspots will be either picked up from distribution locations or delivered using bus drivers to bring the devices to student homes to ensure that students and staff that did not already have internet access were given devices to facilitate that. Additionally, infrastructure changes were made to

allow take home IP phones that allow for teachers and staff to be able to make contact with students and families just as they would in the classroom.

Device deployment:

In the spring we handed out chromebooks and hotspots/Comcast connectivity for students and staff to be able to participate in distance based learning. We will continue to provide devices and work with families to ensure all students are able to connect to our comprehensive distance learning model. We will continue to provide devices to staff as needed so they can deliver the digital curriculum effectively. We offer a curbside service at the district office during work hours for chromebook repairs needed. If the chromebook cannot be repaired on site, the student/staff will receive a replacement chromebook at this time. The service desk is available during work hours for staff, students and families to contact via phone or email. If call center tech is unable to resolve on the phone, a helpdesk ticket will be created and followed up with the individual caller. An email to support will create a helpdesk ticket and the call center tech will follow up with the individual.

Digital Toolkit:

Portland Public Schools has developed a comprehensive and districtwide set of digital tools for every PPS classroom, teacher, and student. The [PPS Digital Toolkit](#) provides a set of digital tools that will enhance instructional strategies and content delivery. These tools will enhance the existing opportunities with both synchronous and asynchronous learning. These tools have been reviewed and evaluated for digital content quality and cultural relevance.

The tools fall into three categories: Instruction and Lesson Design, Creation and Engagement, and Content. Instruction and Lesson Design tools are those applications and system platforms that teachers use to deliver instruction, lessons, and communications. These include classroom content delivery and learning management systems, applications for communications, and lesson and assessment design tools. Creation and Engagement tools are used by teachers and students in distance learning, as well as in-classroom technology-enhanced instruction. These tools support student voice, elicit response, provide shared spaces for individual, small group, and whole-class collaboration, and engage students with the content. Content tools have been selected to assist our teachers in providing content, build opportunities for sustained practice, and apply learning in both distanced and in-person models of instruction.

Learning Platforms:

PPS has adopted two classroom learning platforms to meet the needs of our elementary and secondary students and teachers. These tools were selected because of their current use and success in PPS, knowledge of their toolset, depth of their function and capabilities, and their presence in the educational technology space. Both platforms allow teachers to create, post, interact, provide feedback, and assess with their students and will bring a single point of entry for students and families into classroom instruction.

Professional Development:

Ongoing and high-quality professional learning and training is essential for the successful implementation of Comprehensive Distance Learning. PPS will provide professional learning for all educators during the course of the summer, pre-service and throughout the school year. The content will be focused on best practices for distance learning, as well as technical “how to” training for digital tools and other operational functions.

Describe the school’s plan, including the anticipated timeline, for returning to Hybrid Learning or On-Site Learning consistent with the *Ready Schools, Safe Learners* guidance.

At this time PPS is planning for the opening of our physical buildings when it is deemed safe and appropriate under the Governor's directive. The District will utilize a comprehensive distance learning (CDL) platform for a minimum of the first quarter (through November 5th) and will evaluate all available health-related information to decide if our CDL will continue through the first semester or if we will be able to open to a hybrid model of instruction in November. We will continue to follow the Governor's orders and ODE's recommendations and guidance.

The remainder of this operational blueprint is not applicable to schools operating a Comprehensive Distance Learning Model.



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

Under ODE's **Ready Schools, Safe Learners** guidance, each school¹ has been directed to submit a plan to the district² in order to provide on-site and/or hybrid instruction. Districts must submit each school's plan to the local school board and make the plans available to the public. This form is to be used to document a district's, school's or program's plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the [Ready Schools, Safe Learners guidance](#) document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,³ parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Evening Scholars
Key Contact Person for this Plan	Dave Holm
Phone Number of this Person	503 916 5720
Email Address of this Person	dholm@pps.net
Sectors and position titles of those who informed the plan	Superintendent, Deputy Chiefs of Operations and Instruction, Chief Academic Officer, Chief of Schools, Chief of Staff, Legal Counsel, Chief of Student Support Services, Chief of Technology, Chief Operations Officer, Chief of Human Resources, Chief of Systems Performance, Senior Advisor Racial Equity and Social Justice, Chief of Engagement and Partnerships, Senior Director of Communications, Senior Director of Student Success and Health, Senior Director of Multi-Tiered Systems of Support, Attendance Manager, Director of Facilities, Director of Security Services, Director of Nutrition Services, Senior Director of Special Education, principals, teachers, labor union advisory participation, Senior Director of Humanities, Senior Director of STEAM, Regional Supts., Director of Risk Management, Director of Professional Learning, Project Managers, Student

¹ For the purposes of this guidance: "school" refers to all public schools, including public charter schools, public virtual charter schools, alternative education programs, private schools and the Oregon School for the Deaf. For ease of readability, "school" will be used inclusively to reference all of these settings.

² For the purposes of this guidance: "district" refers to a school district, education service district, public charter school sponsoring district, virtual public charter school sponsoring district, state sponsored public charter school, alternative education programs, private schools, and the Oregon School for the Deaf.

³ Tribal Consultation is a separate process from stakeholder engagement; consultation recognizes and affirms tribal rights of self-government and tribal sovereignty, and mandates state government to work with American Indian nations on a [government-to-government](#) basis.

	Engagement Coordinators, Family advocates, student groups (BIPOC), special education and english language learners, family surveys, staff surveys, parent engagement groups, email responses from website, consultation with District Management Group (DMG), culturally specific partner organizations, PPS health advisory panel, and other large districts in Oregon.
Local public health office(s) or officers(s)	Multnomah ESD and the Oregon Health Authority; in consultation with the CDC.
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Director of Risk Management, Joe Crelier Building level administrators (Enforcement)
Intended Effective Dates for this Plan	9/2/2020 to at least 11/5/2020
ESD Region	Multnomah

2. Please list efforts you have made to engage your community (public health information sharing, taking feedback on planning, etc.) in preparing for school in 2020-21. Include information on engagement with communities often underserved and marginalized and those communities disproportionately impacted by COVID-19.

In preparation for reopening school in fall 2020, Portland Public Schools began gathering feedback from students and staff in May 2020. In March, the Communications team at PPS stood up a landing page for all students and families with centralized supports and pandemic resources. Surveys were conducted at the district level and by some individual schools. Our rate of response in surveying historically underserved and marginalized communities was low, which led to the utilization of intentional focus groups with our Native American community members and Elders, Black students and families, and other families and students of color. Additional focus groups were held with student leaders, and Spanish-Speaking families. Please find a summary of these focus groups here: [Memorandum to the Board of Education, Reopening Focus Group Update](#)

The District will continue to engage our community on a district and individual level to ensure that we are meeting the needs of all students and families to the best of our abilities.

3. Indicate which instructional model will be used.

Select One:

☐ On-Site Learning ☐ Hybrid Learning ☒ Comprehensive Distance Learning

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-15 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>) by August 15, 2020 or prior to the beginning of the 2020-21 school year.

* **Note:** Private schools are required to comply with only sections 1-3 of the **Ready Schools, Safe Learners** guidance.

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

This section must be completed by any school that is seeking to provide instruction through Comprehensive Distance Learning.

Describe why you are selecting Comprehensive Distance Learning as the school's Instructional Model for the effective dates of this plan.

In keeping with local, regional and state guidance and new health directives, Portland Public Schools has determined that it is safest for students and staff to maintain severely limited physical contact. We believe it is both responsible and critical to base our decisions on what will best ensure the health and wellness of our students and staff. We will always prefer to have our students engaged in classroom-based learning, but given current conditions, it would be unsafe to have significant numbers of students and adults back on campus at this time.

We will use this Comprehensive Distance Learning model for a minimum of September 2 through November 5, and will evaluate in October whether it is feasible to open in the 2nd quarter. Based on medical advice, including local health authorities, PPS will continue to keep the health and wellness of students and staff on the forefront in our planning.

Describe how your school's model aligns to the [Comprehensive Distance Learning Guidance](#) (linked). In completing this part of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. Please name any requirements you need ODE to review for any possible accommodations.

Framing PPS Values

As we continue to navigate the ongoing COVID-19 pandemic, Portland Public Schools remains committed to providing a high-quality education for all students and ensuring the health and wellness of students and staff through a comprehensive distance learning model. To guide our work, we centered racial equity and social justice in all decision-making and hold three principles from our strategic plan at the core of our planning - ensure the health and wellness of staff and students, strengthen and innovate the instructional core, and cultivate connection and relationship for students, staff and our community.

Our overarching approach to reopening is a relentless pursuit of racial equity and social justice (RESJ). We believe in the fundamental right to human dignity and that generating an equitable world requires an educational system that intentionally disrupts - and builds leaders to disrupt - systems of oppression. Therefore, our work to reopen schools acknowledges and recognizes the inequities of our system prior to Covid-19 and does not seek to reopen schools by returning to what was "normal" before. Rather, we are deeply engaged in fundamentally accelerating and centering our RESJ work, constantly examining opportunities to increase RESJ strategies through organizational transformation and system-wide collaboration. By way of this central focus and in partnership with families and stakeholders, including those representing students of color, we will bring racial predictability and disproportionality to an end.

In PPS, we are utilizing Targeted Universalism as a driver. We aim to operationalize our RESJ values so that every student is served and our universal board goals are achieved; thus realizing the graduate profile from [our Vision](#). Our approach supports the distinct needs of BIPOC students while also acknowledging our mutual interdependence. We recognize with great urgency the need for aligned and coherent strategies that improve conditions so that every student, especially our BIPOC students have an educational experience where they can thrive. Our approach disrupts institutional and cultural racism and promotes tangible strategies and resources for RESJ. To this end, we will prioritize services for students historically underserved by our system, including Black, Native, students receiving special education services and second language learners. We have used these [Guiding Principles](#) to align our collective work through this process.

Academic Conditions for Comprehensive Distance Learning

Teaching, Learning & Instructional Time:

Our comprehensive distance learning plan is designed so that all students will receive an engaging, comprehensive, and rigorous academic experience every day of the week. Students will receive standards-based instruction across all academic areas and will build meaningful relationships with the educators in their school community. Instructional time requirements will be adhered to in every grade level, where more than 50% of the instructional time will be teacher-facilitated learning. To meet this requirement, elementary students will follow predictable routines,

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Digital Learning Needs for Comprehensive Distance Learning

Privacy and Security tools (Umbrella) have been installed and remain persistent on all PPS devices and accounts that prevents students from accessing known inappropriate or malicious sites. Passwords for staff and students changed to a longer character length, and a new portal has been implemented to aid in remote support for password reset situations. Changes have been made to patching and software update mechanisms to allow for devices to remain updated even though they are outside the PPS network. All staff and students will be trained on responsible digital citizenship.

In addition to the distribution of devices, PPS acquired 1990 hotspots to provide connectivity for students where Comcast Internet Essentials was not a viable option. These hotspots will be either picked up from distribution locations or delivered using bus drivers to bring the devices to student homes to ensure that students and staff that did not already have internet access were given devices to facilitate that. Additionally, infrastructure changes were made to

allow take home IP phones that allow for teachers and staff to be able to make contact with students and families just as they would in the classroom.

Device deployment:

In the spring we handed out chromebooks and hotspots/Comcast connectivity for students and staff to be able to participate in distance based learning. We will continue to provide devices and work with families to ensure all students are able to connect to our comprehensive distance learning model. We will continue to provide devices to staff as needed so they can deliver the digital curriculum effectively. We offer a curbside service at the district office during work hours for chromebook repairs needed. If the chromebook cannot be repaired on site, the student/staff will receive a replacement chromebook at this time. The service desk is available during work hours for staff, students and families to contact via phone or email. If call center tech is unable to resolve on the phone, a helpdesk ticket will be created and followed up with the individual caller. An email to support will create a helpdesk ticket and the call center tech will follow up with the individual.

Digital Toolkit:

Portland Public Schools has developed a comprehensive and districtwide set of digital tools for every PPS classroom, teacher, and student. The [PPS Digital Toolkit](#) provides a set of digital tools that will enhance instructional strategies and content delivery. These tools will enhance the existing opportunities with both synchronous and asynchronous learning. These tools have been reviewed and evaluated for digital content quality and cultural relevance.

The tools fall into three categories: Instruction and Lesson Design, Creation and Engagement, and Content. Instruction and Lesson Design tools are those applications and system platforms that teachers use to deliver instruction, lessons, and communications. These include classroom content delivery and learning management systems, applications for communications, and lesson and assessment design tools. Creation and Engagement tools are used by teachers and students in distance learning, as well as in-classroom technology-enhanced instruction. These tools support student voice, elicit response, provide shared spaces for individual, small group, and whole-class collaboration, and engage students with the content. Content tools have been selected to assist our teachers in providing content, build opportunities for sustained practice, and apply learning in both distanced and in-person models of instruction.

Learning Platforms:

PPS has adopted two classroom learning platforms to meet the needs of our elementary and secondary students and teachers. These tools were selected because of their current use and success in PPS, knowledge of their toolset, depth of their function and capabilities, and their presence in the educational technology space. Both platforms allow teachers to create, post, interact, provide feedback, and assess with their students and will bring a single point of entry for students and families into classroom instruction.

Professional Development:

Ongoing and high-quality professional learning and training is essential for the successful implementation of Comprehensive Distance Learning. PPS will provide professional learning for all educators during the course of the summer, pre-service and throughout the school year. The content will be focused on best practices for distance learning, as well as technical “how to” training for digital tools and other operational functions.

Describe the school’s plan, including the anticipated timeline, for returning to Hybrid Learning or On-Site Learning consistent with the *Ready Schools, Safe Learners* guidance.

At this time PPS is planning for the opening of our physical buildings when it is deemed safe and appropriate under the Governor's directive. The District will utilize a comprehensive distance learning (CDL) platform for a minimum of the first quarter (through November 5th) and will evaluate all available health-related information to decide if our CDL will continue through the first semester or if we will be able to open to a hybrid model of instruction in November. We will continue to follow the Governor's orders and ODE's recommendations and guidance.

The remainder of this operational blueprint is not applicable to schools operating a Comprehensive Distance Learning Model.



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

Under ODE's **Ready Schools, Safe Learners** guidance, each school¹ has been directed to submit a plan to the district² in order to provide on-site and/or hybrid instruction. Districts must submit each school's plan to the local school board and make the plans available to the public. This form is to be used to document a district's, school's or program's plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the [Ready Schools, Safe Learners guidance](#) document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,³ parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Faubion
Key Contact Person for this Plan	Dr. Karmin Williams, Principal
Phone Number of this Person	503-916-5686
Email Address of this Person	kwilliams6@pps.net
Sectors and position titles of those who informed the plan	Superintendent, Deputy Chiefs of Operations and Instruction, Chief Academic Officer, Chief of Schools, Chief of Staff, Legal Counsel, Chief of Student Support Services, Chief of Technology, Chief Operations Officer, Chief of Human Resources, Chief of Systems Performance, Senior Advisor Racial Equity and Social Justice, Chief of Engagement and Partnerships, Senior Director of Communications, Senior Director of Student Success and Health, Senior Director of Multi-Tiered Systems of Support, Attendance Manager, Director of Facilities, Director of Security Services, Director of Nutrition Services, Senior Director of Special Education, principals, teachers, labor union advisory participation, Senior Director of Humanities, Senior Director of STEAM, Regional Supts., Director of Risk Management, Director of Professional Learning, Project Managers, Student

¹ For the purposes of this guidance: "school" refers to all public schools, including public charter schools, public virtual charter schools, alternative education programs, private schools and the Oregon School for the Deaf. For ease of readability, "school" will be used inclusively to reference all of these settings.

² For the purposes of this guidance: "district" refers to a school district, education service district, public charter school sponsoring district, virtual public charter school sponsoring district, state sponsored public charter school, alternative education programs, private schools, and the Oregon School for the Deaf.

³ Tribal Consultation is a separate process from stakeholder engagement; consultation recognizes and affirms tribal rights of self-government and tribal sovereignty, and mandates state government to work with American Indian nations on a [government-to-government](#) basis.

	Engagement Coordinators, Family advocates, student groups (BIPOC), special education and english language learners, family surveys, staff surveys, parent engagement groups, email responses from website, consultation with District Management Group (DMG), culturally specific partner organizations, PPS health advisory panel, and other large districts in Oregon.
Local public health office(s) or officers(s)	Multnomah ESD and the Oregon Health Authority; in consultation with the CDC.
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Director of Risk Management, Joe Crelier Building level administrators (Enforcement)
Intended Effective Dates for this Plan	9/2/2020 to at least 11/5/2020
ESD Region	Multnomah

2. Please list efforts you have made to engage your community (public health information sharing, taking feedback on planning, etc.) in preparing for school in 2020-21. Include information on engagement with communities often underserved and marginalized and those communities disproportionately impacted by COVID-19.

In preparation for reopening school in fall 2020, Portland Public Schools began gathering feedback from students and staff in May 2020. In March, the Communications team at PPS stood up a landing page for all students and families with centralized supports and pandemic resources. Surveys were conducted at the district level and by some individual schools. Our rate of response in surveying historically underserved and marginalized communities was low, which led to the utilization of intentional focus groups with our Native American community members and Elders, Black students and families, and other families and students of color. Additional focus groups were held with student leaders, and Spanish-Speaking families. Please find a summary of these focus groups here: [Memorandum to the Board of Education, Reopening Focus Group Update](#)

The District will continue to engage our community on a district and individual level to ensure that we are meeting the needs of all students and families to the best of our abilities.

3. Indicate which instructional model will be used.

Select One:

☐ On-Site Learning ☐ Hybrid Learning ☒ Comprehensive Distance Learning

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-15 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>) by August 15, 2020 or prior to the beginning of the 2020-21 school year.

* **Note:** Private schools are required to comply with only sections 1-3 of the **Ready Schools, Safe Learners** guidance.

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

This section must be completed by any school that is seeking to provide instruction through Comprehensive Distance Learning.

Describe why you are selecting Comprehensive Distance Learning as the school's Instructional Model for the effective dates of this plan.

In keeping with local, regional and state guidance and new health directives, Portland Public Schools has determined that it is safest for students and staff to maintain severely limited physical contact. We believe it is both responsible and critical to base our decisions on what will best ensure the health and wellness of our students and staff. We will always prefer to have our students engaged in classroom-based learning, but given current conditions, it would be unsafe to have significant numbers of students and adults back on campus at this time.

We will use this Comprehensive Distance Learning model for a minimum of September 2 through November 5, and will evaluate in October whether it is feasible to open in the 2nd quarter. Based on medical advice, including local health authorities, PPS will continue to keep the health and wellness of students and staff on the forefront in our planning.

Describe how your school's model aligns to the [Comprehensive Distance Learning Guidance](#) (linked). In completing this part of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. Please name any requirements you need ODE to review for any possible accommodations.

Framing PPS Values

As we continue to navigate the ongoing COVID-19 pandemic, Portland Public Schools remains committed to providing a high-quality education for all students and ensuring the health and wellness of students and staff through a comprehensive distance learning model. To guide our work, we centered racial equity and social justice in all decision-making and hold three principles from our strategic plan at the core of our planning - ensure the health and wellness of staff and students, strengthen and innovate the instructional core, and cultivate connection and relationship for students, staff and our community.

Our overarching approach to reopening is a relentless pursuit of racial equity and social justice (RESJ). We believe in the fundamental right to human dignity and that generating an equitable world requires an educational system that intentionally disrupts - and builds leaders to disrupt - systems of oppression. Therefore, our work to reopen schools acknowledges and recognizes the inequities of our system prior to Covid-19 and does not seek to reopen schools by returning to what was "normal" before. Rather, we are deeply engaged in fundamentally accelerating and centering our RESJ work, constantly examining opportunities to increase RESJ strategies through organizational transformation and system-wide collaboration. By way of this central focus and in partnership with families and stakeholders, including those representing students of color, we will bring racial predictability and disproportionality to an end.

In PPS, we are utilizing Targeted Universalism as a driver. We aim to operationalize our RESJ values so that every student is served and our universal board goals are achieved; thus realizing the graduate profile from [our Vision](#). Our approach supports the distinct needs of BIPOC students while also acknowledging our mutual interdependence. We recognize with great urgency the need for aligned and coherent strategies that improve conditions so that every student, especially our BIPOC students have an educational experience where they can thrive. Our approach disrupts institutional and cultural racism and promotes tangible strategies and resources for RESJ. To this end, we will prioritize services for students historically underserved by our system, including Black, Native, students receiving special education services and second language learners. We have used these [Guiding Principles](#) to align our collective work through this process.

Academic Conditions for Comprehensive Distance Learning

Teaching, Learning & Instructional Time:

Our comprehensive distance learning plan is designed so that all students will receive an engaging, comprehensive, and rigorous academic experience every day of the week. Students will receive standards-based instruction across all academic areas and will build meaningful relationships with the educators in their school community. Instructional time requirements will be adhered to in every grade level, where more than 50% of the instructional time will be teacher-facilitated learning. To meet this requirement, elementary students will follow predictable routines,

procedures, and schedules, that align with developmentally appropriate recommendations for screen time and synchronous learning. Secondary students will follow a predictable bell schedule that incorporates synchronous check-ins, consistent and timely feedback, and peer interactions. All students will continue to receive access to a well-rounded education which includes physical education, health, arts, music, tiered supports, etc.

The learning day will be organized so that the time educators spend directly interacting with students will be high quality, focused on complex learning activities with a high cognitive demand and that are centered around student engagement. Students will have opportunities for guided learning with an educator, as well as opportunities to work with peers, families, and community members to apply their learning and practice their skills. Students will be expected to complete assigned learning activities each day. Students will participate in daily virtual instruction by satisfactorily engaging with synchronous class sessions as well as asynchronous tasks, completing assigned learning activities or assignments to demonstrate their learning. Parents and students will communicate with the teacher when in need of additional learning support. Portland Public Schools will also provide families a variety of ways to connect, one of which is through educator office hours, posted publicly, for students and families to access which will include a process to request and schedule translation services as needed.

Racial Equity and Access:

In the development of our plan, all of the work groups utilized our [Racial Equity and Social Justice Lens](#) to inform decision making and programming. The application of the lens is based on our belief that the district should adopt a student-centered, racial equity and social justice focused lens in all high leverage decisions in order to more deeply understand the barriers and opportunities impacting BIPOC students and families. Additionally, the regular application of the lens, documentation of our responses and review of those responses will help us critically examine our efforts to increase access and opportunity for BIPOC students and families. Our steering committee collectively reviewed our comprehensive plans and applied the RESJ lens on multiple occasions. They utilized data, parent and student input from engagement, partner input and the diverse experience of members to answer the prompts, review our plans and make adjustments to more directly respond to the needs of BIPOC students. As a result we believe our plan is strengthened through the collaborative and reflective process we employed to apply the RESJ Lens to address racial equity and access in our plans.

Special Education Services and English Language Development

Students receiving special education services will continue to receive instruction, technology, support, accommodations, and modifications as required by ESSA, IDEA, and/or ADA based on a virtual learning environment. The majority of each student's services will be provided synchronously (i.e., with the teacher/service provider and student working together through direct and simultaneous communication). If only asynchronous services are recommended, the parent or guardian will provide written consent to shift from synchronous to asynchronous service delivery. All IDEA requirements will be met during Comprehensive Distance Learning. This includes all IDEA timelines, delivery of all related services, delivery of SDI, implementation of IEPs, etc. Schools will provide Child Find obligations, including timely evaluation and eligibility determinations.

Students who are identified to receive English Language development services will be provided with language assistance services and supports that allow the student access to grade level academic content and scaffolded language experiences. PPS's English as a Second Language program will encourage ESL and general education/homeroom teachers to collaboratively plan for inclusive learning experiences that consider and support the language proficiency of each student.

Assessment, Grading, Reporting & Statewide Balanced Assessment:

Portland Public Schools (PPS) has developed a framework for a balanced assessment system and worked throughout the pre-pandemic portion of the 2019-2020 academic year to introduce additional efficiency into the assessment model. Anticipating the ongoing challenges to face-to-face instruction, PPS successfully piloted remote administration of the NWEA MAP assessments at one of our schools in the Spring of 2020.

During the 2020-2021 academic year, PPS is prepared to remotely administer MAP in grades 3-8 in the fall and winter. The fall assessment will allow our students and families to better understand the learning needs of our students as they enter the academic year, and it will provide our teachers and curriculum support teams the necessary data to align and plan instruction. The mid-year assessment will provide feedback regarding both student growth and achievement allowing for an additional point to adapt our supports.

In addition to this common measure of growth and achievement, students will also be presented with common curriculum embedded assessments (pre and post unit) that are aligned to the scope and sequence and are paired with each of the curriculum units. These will provide additional, focused and just-in time, measures of learning that will allow for adaptations to the delivery of the unit materials in order to provide tiered supports. Educators will regularly report progress to students and families and provide opportunities to redo or make up work without penalty and retain the highest earned grade.

Finally, the administration of remote computer adaptive measures will also help the system prepare for the challenges associated with a potential remote administration of the state summative assessments in English Language Arts, Mathematics, and Science.

Attendance:

With the pandemic in the spring of the 2019-2020 academic year, the importance of maintaining an active engagement with our students and families rose to the forefront of our work as a system. As we approach the 2020-2021 year, engagement remains a critical focus and reflecting that engagement through attendance and other metrics is critical. We are committed to following all ODE guidelines and requirements in regards to attendance.

At this time, we are preparing to collect on-line attendance, and we are exploring ways to leverage data from our learning management and instructional delivery systems as a means to monitor engagement and attendance. Our primary focus, at this time, is to provide near real time data back to our schools to facilitate and focus the efforts of our schools to engage our students and families. We fully expect that our local community partners will be assisting in our efforts to focus and engage our disenfranchised students and communities in partnership with our counselors, social workers, Restorative Justice (RJ) specialists, attendance coaches and student engagement specialists.

Clubs & Extracurricular Activities:

Clubs and extracurricular activities are a critical component of any school community. We will ensure activities, clubs, and student organizations are available and accessible to all students to the extent possible, while focusing on the health and wellness of our students and staff as our top priority.

Operational Conditions for Comprehensive Distance Learning

Nutrition:

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allow take home IP phones that allow for teachers and staff to be able to make contact with students and families just as they would in the classroom.

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The remainder of this operational blueprint is not applicable to schools operating a Comprehensive Distance Learning Model.



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

Under ODE's **Ready Schools, Safe Learners** guidance, each school¹ has been directed to submit a plan to the district² in order to provide on-site and/or hybrid instruction. Districts must submit each school's plan to the local school board and make the plans available to the public. This form is to be used to document a district's, school's or program's plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the [Ready Schools, Safe Learners guidance](#) document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,³ parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Forest Park
Key Contact Person for this Plan	Cindi Swingen , Principal
Phone Number of this Person	503-916-5400
Email Address of this Person	cswingen@pps.net
Sectors and position titles of those who informed the plan	Superintendent, Deputy Chiefs of Operations and Instruction, Chief Academic Officer, Chief of Schools, Chief of Staff, Legal Counsel, Chief of Student Support Services, Chief of Technology, Chief Operations Officer, Chief of Human Resources, Chief of Systems Performance, Senior Advisor Racial Equity and Social Justice, Chief of Engagement and Partnerships, Senior Director of Communications, Senior Director of Student Success and Health, Senior Director of Multi-Tiered Systems of Support, Attendance Manager, Director of Facilities, Director of Security Services, Director of Nutrition Services, Senior Director of Special Education, principals, teachers, labor union advisory participation, Senior Director of Humanities, Senior Director of STEAM, Regional Supts., Director of Risk Management, Director of Professional Learning, Project Managers, Student

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	Engagement Coordinators, Family advocates, student groups (BIPOC), special education and english language learners, family surveys, staff surveys, parent engagement groups, email responses from website, consultation with District Management Group (DMG), culturally specific partner organizations, PPS health advisory panel, and other large districts in Oregon.
Local public health office(s) or officers(s)	Multnomah ESD and the Oregon Health Authority; in consultation with the CDC.
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Director of Risk Management, Joe Crelier Building level administrators (Enforcement)
Intended Effective Dates for this Plan	9/2/2020 to at least 11/5/2020
ESD Region	Multnomah

2. Please list efforts you have made to engage your community (public health information sharing, taking feedback on planning, etc.) in preparing for school in 2020-21. Include information on engagement with communities often underserved and marginalized and those communities disproportionately impacted by COVID-19.

In preparation for reopening school in fall 2020, Portland Public Schools began gathering feedback from students and staff in May 2020. In March, the Communications team at PPS stood up a landing page for all students and families with centralized supports and pandemic resources. Surveys were conducted at the district level and by some individual schools. Our rate of response in surveying historically underserved and marginalized communities was low, which led to the utilization of intentional focus groups with our Native American community members and Elders, Black students and families, and other families and students of color. Additional focus groups were held with student leaders, and Spanish-Speaking families. Please find a summary of these focus groups here: [Memorandum to the Board of Education, Reopening Focus Group Update](#)

The District will continue to engage our community on a district and individual level to ensure that we are meeting the needs of all students and families to the best of our abilities.

3. Indicate which instructional model will be used.

Select One:

☐ On-Site Learning ☐ Hybrid Learning ☒ Comprehensive Distance Learning

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-15 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>) by August 15, 2020 or prior to the beginning of the 2020-21 school year.

* **Note:** Private schools are required to comply with only sections 1-3 of the **Ready Schools, Safe Learners** guidance.

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

This section must be completed by any school that is seeking to provide instruction through Comprehensive Distance Learning.

Describe why you are selecting Comprehensive Distance Learning as the school's Instructional Model for the effective dates of this plan.

In keeping with local, regional and state guidance and new health directives, Portland Public Schools has determined that it is safest for students and staff to maintain severely limited physical contact. We believe it is both responsible and critical to base our decisions on what will best ensure the health and wellness of our students and staff. We will always prefer to have our students engaged in classroom-based learning, but given current conditions, it would be unsafe to have significant numbers of students and adults back on campus at this time.

We will use this Comprehensive Distance Learning model for a minimum of September 2 through November 5, and will evaluate in October whether it is feasible to open in the 2nd quarter. Based on medical advice, including local health authorities, PPS will continue to keep the health and wellness of students and staff on the forefront in our planning.

Describe how your school's model aligns to the [Comprehensive Distance Learning Guidance](#) (linked). In completing this part of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. Please name any requirements you need ODE to review for any possible accommodations.

Framing PPS Values

As we continue to navigate the ongoing COVID-19 pandemic, Portland Public Schools remains committed to providing a high-quality education for all students and ensuring the health and wellness of students and staff through a comprehensive distance learning model. To guide our work, we centered racial equity and social justice in all decision-making and hold three principles from our strategic plan at the core of our planning - ensure the health and wellness of staff and students, strengthen and innovate the instructional core, and cultivate connection and relationship for students, staff and our community.

Our overarching approach to reopening is a relentless pursuit of racial equity and social justice (RESJ). We believe in the fundamental right to human dignity and that generating an equitable world requires an educational system that intentionally disrupts - and builds leaders to disrupt - systems of oppression. Therefore, our work to reopen schools acknowledges and recognizes the inequities of our system prior to Covid-19 and does not seek to reopen schools by returning to what was "normal" before. Rather, we are deeply engaged in fundamentally accelerating and centering our RESJ work, constantly examining opportunities to increase RESJ strategies through organizational transformation and system-wide collaboration. By way of this central focus and in partnership with families and stakeholders, including those representing students of color, we will bring racial predictability and disproportionality to an end.

In PPS, we are utilizing Targeted Universalism as a driver. We aim to operationalize our RESJ values so that every student is served and our universal board goals are achieved; thus realizing the graduate profile from [our Vision](#). Our approach supports the distinct needs of BIPOC students while also acknowledging our mutual interdependence. We recognize with great urgency the need for aligned and coherent strategies that improve conditions so that every student, especially our BIPOC students have an educational experience where they can thrive. Our approach disrupts institutional and cultural racism and promotes tangible strategies and resources for RESJ. To this end, we will prioritize services for students historically underserved by our system, including Black, Native, students receiving special education services and second language learners. We have used these [Guiding Principles](#) to align our collective work through this process.

Academic Conditions for Comprehensive Distance Learning

Teaching, Learning & Instructional Time:

Our comprehensive distance learning plan is designed so that all students will receive an engaging, comprehensive, and rigorous academic experience every day of the week. Students will receive standards-based instruction across all academic areas and will build meaningful relationships with the educators in their school community. Instructional time requirements will be adhered to in every grade level, where more than 50% of the instructional time will be teacher-facilitated learning. To meet this requirement, elementary students will follow predictable routines,

procedures, and schedules, that align with developmentally appropriate recommendations for screen time and synchronous learning. Secondary students will follow a predictable bell schedule that incorporates synchronous check-ins, consistent and timely feedback, and peer interactions. All students will continue to receive access to a well-rounded education which includes physical education, health, arts, music, tiered supports, etc.

The learning day will be organized so that the time educators spend directly interacting with students will be high quality, focused on complex learning activities with a high cognitive demand and that are centered around student engagement. Students will have opportunities for guided learning with an educator, as well as opportunities to work with peers, families, and community members to apply their learning and practice their skills. Students will be expected to complete assigned learning activities each day. Students will participate in daily virtual instruction by satisfactorily engaging with synchronous class sessions as well as asynchronous tasks, completing assigned learning activities or assignments to demonstrate their learning. Parents and students will communicate with the teacher when in need of additional learning support. Portland Public Schools will also provide families a variety of ways to connect, one of which is through educator office hours, posted publicly, for students and families to access which will include a process to request and schedule translation services as needed.

Racial Equity and Access:

In the development of our plan, all of the work groups utilized our [Racial Equity and Social Justice Lens](#) to inform decision making and programming. The application of the lens is based on our belief that the district should adopt a student-centered, racial equity and social justice focused lens in all high leverage decisions in order to more deeply understand the barriers and opportunities impacting BIPOC students and families. Additionally, the regular application of the lens, documentation of our responses and review of those responses will help us critically examine our efforts to increase access and opportunity for BIPOC students and families. Our steering committee collectively reviewed our comprehensive plans and applied the RESJ lens on multiple occasions. They utilized data, parent and student input from engagement, partner input and the diverse experience of members to answer the prompts, review our plans and make adjustments to more directly respond to the needs of BIPOC students. As a result we believe our plan is strengthened through the collaborative and reflective process we employed to apply the RESJ Lens to address racial equity and access in our plans.

Special Education Services and English Language Development

Students receiving special education services will continue to receive instruction, technology, support, accommodations, and modifications as required by ESSA, IDEA, and/or ADA based on a virtual learning environment. The majority of each student's services will be provided synchronously (i.e., with the teacher/service provider and student working together through direct and simultaneous communication). If only asynchronous services are recommended, the parent or guardian will provide written consent to shift from synchronous to asynchronous service delivery. All IDEA requirements will be met during Comprehensive Distance Learning. This includes all IDEA timelines, delivery of all related services, delivery of SDI, implementation of IEPs, etc. Schools will provide Child Find obligations, including timely evaluation and eligibility determinations.

Students who are identified to receive English Language development services will be provided with language assistance services and supports that allow the student access to grade level academic content and scaffolded language experiences. PPS's English as a Second Language program will encourage ESL and general education/homeroom teachers to collaboratively plan for inclusive learning experiences that consider and support the language proficiency of each student.

Assessment, Grading, Reporting & Statewide Balanced Assessment:

Portland Public Schools (PPS) has developed a framework for a balanced assessment system and worked throughout the pre-pandemic portion of the 2019-2020 academic year to introduce additional efficiency into the assessment model. Anticipating the ongoing challenges to face-to-face instruction, PPS successfully piloted remote administration of the NWEA MAP assessments at one of our schools in the Spring of 2020.

During the 2020-2021 academic year, PPS is prepared to remotely administer MAP in grades 3-8 in the fall and winter. The fall assessment will allow our students and families to better understand the learning needs of our students as they enter the academic year, and it will provide our teachers and curriculum support teams the necessary data to align and plan instruction. The mid-year assessment will provide feedback regarding both student growth and achievement allowing for an additional point to adapt our supports.

In addition to this common measure of growth and achievement, students will also be presented with common curriculum embedded assessments (pre and post unit) that are aligned to the scope and sequence and are paired with each of the curriculum units. These will provide additional, focused and just-in time, measures of learning that will allow for adaptations to the delivery of the unit materials in order to provide tiered supports. Educators will regularly report progress to students and families and provide opportunities to redo or make up work without penalty and retain the highest earned grade.

Finally, the administration of remote computer adaptive measures will also help the system prepare for the challenges associated with a potential remote administration of the state summative assessments in English Language Arts, Mathematics, and Science.

Attendance:

With the pandemic in the spring of the 2019-2020 academic year, the importance of maintaining an active engagement with our students and families rose to the forefront of our work as a system. As we approach the 2020-2021 year, engagement remains a critical focus and reflecting that engagement through attendance and other metrics is critical. We are committed to following all ODE guidelines and requirements in regards to attendance.

At this time, we are preparing to collect on-line attendance, and we are exploring ways to leverage data from our learning management and instructional delivery systems as a means to monitor engagement and attendance. Our primary focus, at this time, is to provide near real time data back to our schools to facilitate and focus the efforts of our schools to engage our students and families. We fully expect that our local community partners will be assisting in our efforts to focus and engage our disenfranchised students and communities in partnership with our counselors, social workers, Restorative Justice (RJ) specialists, attendance coaches and student engagement specialists.

Clubs & Extracurricular Activities:

Clubs and extracurricular activities are a critical component of any school community. We will ensure activities, clubs, and student organizations are available and accessible to all students to the extent possible, while focusing on the health and wellness of our students and staff as our top priority.

Operational Conditions for Comprehensive Distance Learning

Nutrition:

Portland Public Schools understands food stability is one of the most important safety measures schools can provide to students. We will build upon our work in the spring and expand to serve more sites this fall. We will serve breakfast and lunch at up to 40 sites, specifically sites that are elected for Community Eligibility Provision (CEP) in the 2020-21 school year in order to focus resources and access to food and nutrition in our highest risk and need communities. Meals will be served to families 2 days/week (Mondays will include 2 days worth of food and Wednesdays will include 3 days worth of food). No weekend food is permissible at this time, though we may be able to add additional daily supper meals depending on eligible sites and waivers (pending request from ODE to USDA). Nutrition Services will partner with Transportation to deliver meals to homes as requested by the families. Families will be sent an opt in/consent form for requesting meal delivery to their home. Delivery schedule will depend on demand and routing schedule by the Transportation department. Meals will continue to be a mix of ready-to-eat foods, prepared recipes and foods that can be heated at home by families. Communication about meals, services and benefits will be provided throughout the fall to families and school communities. Nutrition Services staff will adhere to all district and department standard operating procedures and safety plans.

Communicable Disease Management Plan (CMDP) and safety plans:

We have developed, in conjunction with our local health authority and Multnomah ESD, and will implement our CMDP as staff report to buildings, based on individual and department needs. Safety plans are developed and approved by our Risk Management team before staff can enter a building and building leaders are responsible for adhering to the safety plan at all times. We have also developed a confirmed case protocol and have aligned all contact tracing, investigatory measures and reporting through a partnership with MESD and the health department. When we are notified of a possible exposure we work with them to investigate and notify.

Student and Family Support for Comprehensive Distance Learning

As a district, we understand and value the importance of student, family and community engagement as a means to positively impact a student's academic, social emotional outcomes and to address continuous improvement efforts. We are committed to building a collective and shared responsibility for outcomes, while strengthening our capacity and skills to achieve this goal and ensuring clear alignment between our intentions and actions to foster engagement that reflects the communities' values and break down barriers to student achievement in this unprecedented time. To this end, PPS will focus our first two weeks on Social Emotional Learning, connections and relationship building between students and staff.

Beyond the first two weeks, PPS will employ a variety of creative means to ensure that our students and families, especially our Black and Native communities, have the tools and support they need and feel empowered to engage and stay engaged in our Comprehensive Distance Learning platform. We will base our expectations of school engagement efforts on the work of our CSI & TSI summer program, Summer Connections Academy, and the lessons we have learned from those endeavors and from the springtime efforts. Some elements that were effective within those school communities included: relationship building and cultivating trust and rapport by calling families and students daily, reaching out to families through personal visits (physically distanced) and providing 1:1 virtual support as needed. We will also provide support at meal hubs and with some in-person conversations and relationship building on school lawns and sidewalks. We continue to provide support for teachers from our counselors and social workers on the best ways to interact and connect with families through a trauma informed lens.

Racial Equity and Social Justice Partnerships

PPS partners with sixteen different culturally specific organizations to implement our five RESJ Partnership Strategies with BIPOC students and families at prioritized schools. These strategies and resulting services provide critical connections between our schools and communities. These strategies are informed by relevant research that affirms their effectiveness in improving educational and social outcomes for students of color.

1. *Culturally Specific Family Engagement* - Family engagement is a high leverage strategy that supports student learning and is designed to reduce or eliminate institutional barriers for families of color to advocate for the needs of their students. There is significant research that supports the effectiveness of family support, advocacy and encouragement with positive student achievement and outcomes.
2. *Wrap Around Services* - Provision of culturally specific and culturally responsive services to support student academic and social success. This includes case management, academic tutoring/support, service referral, student groups, and progress monitoring. Wrap around services have a comprehensive approach to meeting the needs of students.
3. *Mentoring and Leadership Development* - Services are designed to provide positive relationship development and support to students to reduce disproportionate discipline rates and increase attendance and a sense of belonging at school for students of color. This includes providing positive and diverse adult relationships that are reflective of students' culture and identity.
4. *Extended Learning and Enrichment* - Programming provides safe, structured and engaging activities to enhance and expand the learning of students outside of school hours. This includes after school programming and enrichment activities. Enrichment activities provide opportunities for students to pursue learning in their own areas of interest and strengths. Research has shown that students engaged in these activities can lead to increased academic performance and attendance.
5. *Positive Cultural Identity Development and Advocacy* - Programming provides participating youth with exposure and

opportunity to engage in activities that empower them to embrace a confident and positive cultural identity while preserving and sharing cultural heritages and traditions amongst their peers. Activities provide opportunities for students to learn and practice new methods of self-expression in a safe and culturally affirming environment. Partners are actively engaged with the district to collaboratively plan for the start of school by adjusting their services to be provided virtually and in alignment with our plans. Partners are meeting with school leaders,

Mental, Social, and Emotional Health:

Our Multi-tiered Systems of Support (MTSS) team is creating Social Emotional Learning (SEL) activities for the K-5 soft start to begin on September 2nd. These activities will be focused on making connections, building relationships, and creating community. The Office of Teaching and Learning (OTL) and MTSS departments are also leading the development of a two-week health and wellness unit that will focus on promoting the social, emotional, and cognitive skills students need to develop positive relationships and thrive in school. This required K-5 unit is set for teachers to begin on September 14th.

Lastly, K-5 and 6-8 SEL units were developed by the SEL team in the spring which focus on supporting resilience during challenging and, often, traumatic times. This nine-week unit will be revised for educators to use after the completion of the health unit by September 28th.

- MTSS and OTL will collaborate closely on the development of health and wellness and the SEL soft start lessons/activities.
- The MTSS unit is being built with the CASEL Roadmap for Reopening Critical Practices and the PPS & ODE reopening guidance as the foundation.
- The K-5 health and wellness unit will be required as one of four required health units. This unit is required even if schools have other SEL programs.

Additionally, PPS will continue to contract with our mental health and substance use partners in order to provide teletherapy for students who need this level of support. Our counselors and social workers will also meet virtually with students and families in order to assist with emotional and mental health wellness, suicide ideation, student threats, and other mental health or behavioral related concerns or needs. We are also partnering with culturally specific providers to support students of color and additional families who need our assistance. Some of these supports will be through personal (physically distanced) visits either on campus at a community site, or near the student's home. This will be through student and family choice, which honors their preferences in ways they feel they can best be supported.

Childcare:

PPS and contracted, licensed child care providers are exploring distance learning child care services for PPS families and employees. Child care providers would operate fee based programs with state subsidies for qualifying families. If we determine this is a viable service, locations will be dispersed throughout the PPS boundary. Providers would be required to follow health and safety guidelines from the Oregon Early Learning Division.

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Updated 8/11/2020

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1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Franklin
Key Contact Person for this Plan	Chris Frazier, Principal
Phone Number of this Person	503-916-5140
Email Address of this Person	cfrazier@pps.net
Sectors and position titles of those who informed the plan	Superintendent, Deputy Chiefs of Operations and Instruction, Chief Academic Officer, Chief of Schools, Chief of Staff, Legal Counsel, Chief of Student Support Services, Chief of Technology, Chief Operations Officer, Chief of Human Resources, Chief of Systems Performance, Senior Advisor Racial Equity and Social Justice, Chief of Engagement and Partnerships, Senior Director of Communications, Senior Director of Student Success and Health, Senior Director of Multi-Tiered Systems of Support, Attendance Manager, Director of Facilities, Director of Security Services, Director of Nutrition Services, Senior Director of Special Education, principals, teachers, labor union advisory participation, Senior Director of Humanities, Senior Director of STEAM, Regional Supts., Director of Risk Management, Director of Professional Learning, Project Managers, Student

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Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Director of Risk Management, Joe Crelier Building level administrators (Enforcement)
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The District will continue to engage our community on a district and individual level to ensure that we are meeting the needs of all students and families to the best of our abilities.

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Select One:

☐ On-Site Learning ☐ Hybrid Learning ☒ Comprehensive Distance Learning

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REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

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procedures, and schedules, that align with developmentally appropriate recommendations for screen time and synchronous learning. Secondary students will follow a predictable bell schedule that incorporates synchronous check-ins, consistent and timely feedback, and peer interactions. All students will continue to receive access to a well-rounded education which includes physical education, health, arts, music, tiered supports, etc.

The learning day will be organized so that the time educators spend directly interacting with students will be high quality, focused on complex learning activities with a high cognitive demand and that are centered around student engagement. Students will have opportunities for guided learning with an educator, as well as opportunities to work with peers, families, and community members to apply their learning and practice their skills. Students will be expected to complete assigned learning activities each day. Students will participate in daily virtual instruction by satisfactorily engaging with synchronous class sessions as well as asynchronous tasks, completing assigned learning activities or assignments to demonstrate their learning. Parents and students will communicate with the teacher when in need of additional learning support. Portland Public Schools will also provide families a variety of ways to connect, one of which is through educator office hours, posted publicly, for students and families to access which will include a process to request and schedule translation services as needed.

Racial Equity and Access:

In the development of our plan, all of the work groups utilized our [Racial Equity and Social Justice Lens](#) to inform decision making and programming. The application of the lens is based on our belief that the district should adopt a student-centered, racial equity and social justice focused lens in all high leverage decisions in order to more deeply understand the barriers and opportunities impacting BIPOC students and families. Additionally, the regular application of the lens, documentation of our responses and review of those responses will help us critically examine our efforts to increase access and opportunity for BIPOC students and families. Our steering committee collectively reviewed our comprehensive plans and applied the RESJ lens on multiple occasions. They utilized data, parent and student input from engagement, partner input and the diverse experience of members to answer the prompts, review our plans and make adjustments to more directly respond to the needs of BIPOC students. As a result we believe our plan is strengthened through the collaborative and reflective process we employed to apply the RESJ Lens to address racial equity and access in our plans.

Special Education Services and English Language Development

Students receiving special education services will continue to receive instruction, technology, support, accommodations, and modifications as required by ESSA, IDEA, and/or ADA based on a virtual learning environment. The majority of each student's services will be provided synchronously (i.e., with the teacher/service provider and student working together through direct and simultaneous communication). If only asynchronous services are recommended, the parent or guardian will provide written consent to shift from synchronous to asynchronous service delivery. All IDEA requirements will be met during Comprehensive Distance Learning. This includes all IDEA timelines, delivery of all related services, delivery of SDI, implementation of IEPs, etc. Schools will provide Child Find obligations, including timely evaluation and eligibility determinations.

Students who are identified to receive English Language development services will be provided with language assistance services and supports that allow the student access to grade level academic content and scaffolded language experiences. PPS's English as a Second Language program will encourage ESL and general education/homeroom teachers to collaboratively plan for inclusive learning experiences that consider and support the language proficiency of each student.

Assessment, Grading, Reporting & Statewide Balanced Assessment:

Portland Public Schools (PPS) has developed a framework for a balanced assessment system and worked throughout the pre-pandemic portion of the 2019-2020 academic year to introduce additional efficiency into the assessment model. Anticipating the ongoing challenges to face-to-face instruction, PPS successfully piloted remote administration of the NWEA MAP assessments at one of our schools in the Spring of 2020.

During the 2020-2021 academic year, PPS is prepared to remotely administer MAP in grades 3-8 in the fall and winter. The fall assessment will allow our students and families to better understand the learning needs of our students as they enter the academic year, and it will provide our teachers and curriculum support teams the necessary data to align and plan instruction. The mid-year assessment will provide feedback regarding both student growth and achievement allowing for an additional point to adapt our supports.

In addition to this common measure of growth and achievement, students will also be presented with common curriculum embedded assessments (pre and post unit) that are aligned to the scope and sequence and are paired with each of the curriculum units. These will provide additional, focused and just-in time, measures of learning that will allow for adaptations to the delivery of the unit materials in order to provide tiered supports. Educators will regularly report progress to students and families and provide opportunities to redo or make up work without penalty and retain the highest earned grade.

Finally, the administration of remote computer adaptive measures will also help the system prepare for the challenges associated with a potential remote administration of the state summative assessments in English Language Arts, Mathematics, and Science.

Attendance:

With the pandemic in the spring of the 2019-2020 academic year, the importance of maintaining an active engagement with our students and families rose to the forefront of our work as a system. As we approach the 2020-2021 year, engagement remains a critical focus and reflecting that engagement through attendance and other metrics is critical. We are committed to following all ODE guidelines and requirements in regards to attendance.

At this time, we are preparing to collect on-line attendance, and we are exploring ways to leverage data from our learning management and instructional delivery systems as a means to monitor engagement and attendance. Our primary focus, at this time, is to provide near real time data back to our schools to facilitate and focus the efforts of our schools to engage our students and families. We fully expect that our local community partners will be assisting in our efforts to focus and engage our disenfranchised students and communities in partnership with our counselors, social workers, Restorative Justice (RJ) specialists, attendance coaches and student engagement specialists.

Clubs & Extracurricular Activities:

Clubs and extracurricular activities are a critical component of any school community. We will ensure activities, clubs, and student organizations are available and accessible to all students to the extent possible, while focusing on the health and wellness of our students and staff as our top priority.

Operational Conditions for Comprehensive Distance Learning

Nutrition:

Portland Public Schools understands food stability is one of the most important safety measures schools can provide to students. We will build upon our work in the spring and expand to serve more sites this fall. We will serve breakfast and lunch at up to 40 sites, specifically sites that are elected for Community Eligibility Provision (CEP) in the 2020-21 school year in order to focus resources and access to food and nutrition in our highest risk and need communities. Meals will be served to families 2 days/week (Mondays will include 2 days worth of food and Wednesdays will include 3 days worth of food). No weekend food is permissible at this time, though we may be able to add additional daily supper meals depending on eligible sites and waivers (pending request from ODE to USDA). Nutrition Services will partner with Transportation to deliver meals to homes as requested by the families. Families will be sent an opt in/consent form for requesting meal delivery to their home. Delivery schedule will depend on demand and routing schedule by the Transportation department. Meals will continue to be a mix of ready-to-eat foods, prepared recipes and foods that can be heated at home by families. Communication about meals, services and benefits will be provided throughout the fall to families and school communities. Nutrition Services staff will adhere to all district and department standard operating procedures and safety plans.

Communicable Disease Management Plan (CMDP) and safety plans:

We have developed, in conjunction with our local health authority and Multnomah ESD, and will implement our CMDP as staff report to buildings, based on individual and department needs. Safety plans are developed and approved by our Risk Management team before staff can enter a building and building leaders are responsible for adhering to the safety plan at all times. We have also developed a confirmed case protocol and have aligned all contact tracing, investigatory measures and reporting through a partnership with MESD and the health department. When we are notified of a possible exposure we work with them to investigate and notify.

Student and Family Support for Comprehensive Distance Learning

As a district, we understand and value the importance of student, family and community engagement as a means to positively impact a student's academic, social emotional outcomes and to address continuous improvement efforts. We are committed to building a collective and shared responsibility for outcomes, while strengthening our capacity and skills to achieve this goal and ensuring clear alignment between our intentions and actions to foster engagement that reflects the communities' values and break down barriers to student achievement in this unprecedented time. To this end, PPS will focus our first two weeks on Social Emotional Learning, connections and relationship building between students and staff.

Beyond the first two weeks, PPS will employ a variety of creative means to ensure that our students and families, especially our Black and Native communities, have the tools and support they need and feel empowered to engage and stay engaged in our Comprehensive Distance Learning platform. We will base our expectations of school engagement efforts on the work of our CSI & TSI summer program, Summer Connections Academy, and the lessons we have learned from those endeavors and from the springtime efforts. Some elements that were effective within those school communities included: relationship building and cultivating trust and rapport by calling families and students daily, reaching out to families through personal visits (physically distanced) and providing 1:1 virtual support as needed. We will also provide support at meal hubs and with some in-person conversations and relationship building on school lawns and sidewalks. We continue to provide support for teachers from our counselors and social workers on the best ways to interact and connect with families through a trauma informed lens.

Racial Equity and Social Justice Partnerships

PPS partners with sixteen different culturally specific organizations to implement our five RESJ Partnership Strategies with BIPOC students and families at prioritized schools. These strategies and resulting services provide critical connections between our schools and communities. These strategies are informed by relevant research that affirms their effectiveness in improving educational and social outcomes for students of color.

1. *Culturally Specific Family Engagement* - Family engagement is a high leverage strategy that supports student learning and is designed to reduce or eliminate institutional barriers for families of color to advocate for the needs of their students. There is significant research that supports the effectiveness of family support, advocacy and encouragement with positive student achievement and outcomes.
2. *Wrap Around Services* - Provision of culturally specific and culturally responsive services to support student academic and social success. This includes case management, academic tutoring/support, service referral, student groups, and progress monitoring. Wrap around services have a comprehensive approach to meeting the needs of students.
3. *Mentoring and Leadership Development* - Services are designed to provide positive relationship development and support to students to reduce disproportionate discipline rates and increase attendance and a sense of belonging at school for students of color. This includes providing positive and diverse adult relationships that are reflective of students' culture and identity.
4. *Extended Learning and Enrichment* - Programming provides safe, structured and engaging activities to enhance and expand the learning of students outside of school hours. This includes after school programming and enrichment activities. Enrichment activities provide opportunities for students to pursue learning in their own areas of interest and strengths. Research has shown that students engaged in these activities can lead to increased academic performance and attendance.
5. *Positive Cultural Identity Development and Advocacy* - Programming provides participating youth with exposure and

opportunity to engage in activities that empower them to embrace a confident and positive cultural identity while preserving and sharing cultural heritages and traditions amongst their peers. Activities provide opportunities for students to learn and practice new methods of self-expression in a safe and culturally affirming environment. Partners are actively engaged with the district to collaboratively plan for the start of school by adjusting their services to be provided virtually and in alignment with our plans. Partners are meeting with school leaders,

Mental, Social, and Emotional Health:

Our Multi-tiered Systems of Support (MTSS) team is creating Social Emotional Learning (SEL) activities for the K-5 soft start to begin on September 2nd. These activities will be focused on making connections, building relationships, and creating community. The Office of Teaching and Learning (OTL) and MTSS departments are also leading the development of a two-week health and wellness unit that will focus on promoting the social, emotional, and cognitive skills students need to develop positive relationships and thrive in school. This required K-5 unit is set for teachers to begin on September 14th.

Lastly, K-5 and 6-8 SEL units were developed by the SEL team in the spring which focus on supporting resilience during challenging and, often, traumatic times. This nine-week unit will be revised for educators to use after the completion of the health unit by September 28th.

- MTSS and OTL will collaborate closely on the development of health and wellness and the SEL soft start lessons/activities.
- The MTSS unit is being built with the CASEL Roadmap for Reopening Critical Practices and the PPS & ODE reopening guidance as the foundation.
- The K-5 health and wellness unit will be required as one of four required health units. This unit is required even if schools have other SEL programs.

Additionally, PPS will continue to contract with our mental health and substance use partners in order to provide teletherapy for students who need this level of support. Our counselors and social workers will also meet virtually with students and families in order to assist with emotional and mental health wellness, suicide ideation, student threats, and other mental health or behavioral related concerns or needs. We are also partnering with culturally specific providers to support students of color and additional families who need our assistance. Some of these supports will be through personal (physically distanced) visits either on campus at a community site, or near the student's home. This will be through student and family choice, which honors their preferences in ways they feel they can best be supported.

Childcare:

PPS and contracted, licensed child care providers are exploring distance learning child care services for PPS families and employees. Child care providers would operate fee based programs with state subsidies for qualifying families. If we determine this is a viable service, locations will be dispersed throughout the PPS boundary. Providers would be required to follow health and safety guidelines from the Oregon Early Learning Division.

Digital Learning Needs for Comprehensive Distance Learning

Privacy and Security tools (Umbrella) have been installed and remain persistent on all PPS devices and accounts that prevents students from accessing known inappropriate or malicious sites. Passwords for staff and students changed to a longer character length, and a new portal has been implemented to aid in remote support for password reset situations. Changes have been made to patching and software update mechanisms to allow for devices to remain updated even though they are outside the PPS network. All staff and students will be trained on responsible digital citizenship.

In addition to the distribution of devices, PPS acquired 1990 hotspots to provide connectivity for students where Comcast Internet Essentials was not a viable option. These hotspots will be either picked up from distribution locations or delivered using bus drivers to bring the devices to student homes to ensure that students and staff that did not already have internet access were given devices to facilitate that. Additionally, infrastructure changes were made to

allow take home IP phones that allow for teachers and staff to be able to make contact with students and families just as they would in the classroom.

Device deployment:

In the spring we handed out chromebooks and hotspots/Comcast connectivity for students and staff to be able to participate in distance based learning. We will continue to provide devices and work with families to ensure all students are able to connect to our comprehensive distance learning model. We will continue to provide devices to staff as needed so they can deliver the digital curriculum effectively. We offer a curbside service at the district office during work hours for chromebook repairs needed. If the chromebook cannot be repaired on site, the student/staff will receive a replacement chromebook at this time. The service desk is available during work hours for staff, students and families to contact via phone or email. If call center tech is unable to resolve on the phone, a helpdesk ticket will be created and followed up with the individual caller. An email to support will create a helpdesk ticket and the call center tech will follow up with the individual.

Digital Toolkit:

Portland Public Schools has developed a comprehensive and districtwide set of digital tools for every PPS classroom, teacher, and student. The [PPS Digital Toolkit](#) provides a set of digital tools that will enhance instructional strategies and content delivery. These tools will enhance the existing opportunities with both synchronous and asynchronous learning. These tools have been reviewed and evaluated for digital content quality and cultural relevance.

The tools fall into three categories: Instruction and Lesson Design, Creation and Engagement, and Content. Instruction and Lesson Design tools are those applications and system platforms that teachers use to deliver instruction, lessons, and communications. These include classroom content delivery and learning management systems, applications for communications, and lesson and assessment design tools. Creation and Engagement tools are used by teachers and students in distance learning, as well as in-classroom technology-enhanced instruction. These tools support student voice, elicit response, provide shared spaces for individual, small group, and whole-class collaboration, and engage students with the content. Content tools have been selected to assist our teachers in providing content, build opportunities for sustained practice, and apply learning in both distanced and in-person models of instruction.

Learning Platforms:

PPS has adopted two classroom learning platforms to meet the needs of our elementary and secondary students and teachers. These tools were selected because of their current use and success in PPS, knowledge of their toolset, depth of their function and capabilities, and their presence in the educational technology space. Both platforms allow teachers to create, post, interact, provide feedback, and assess with their students and will bring a single point of entry for students and families into classroom instruction.

Professional Development:

Ongoing and high-quality professional learning and training is essential for the successful implementation of Comprehensive Distance Learning. PPS will provide professional learning for all educators during the course of the summer, pre-service and throughout the school year. The content will be focused on best practices for distance learning, as well as technical “how to” training for digital tools and other operational functions.

Describe the school’s plan, including the anticipated timeline, for returning to Hybrid Learning or On-Site Learning consistent with the *Ready Schools, Safe Learners* guidance.

At this time PPS is planning for the opening of our physical buildings when it is deemed safe and appropriate under the Governor's directive. The District will utilize a comprehensive distance learning (CDL) platform for a minimum of the first quarter (through November 5th) and will evaluate all available health-related information to decide if our CDL will continue through the first semester or if we will be able to open to a hybrid model of instruction in November. We will continue to follow the Governor's orders and ODE's recommendations and guidance.

The remainder of this operational blueprint is not applicable to schools operating a Comprehensive Distance Learning Model.



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

Under ODE's **Ready Schools, Safe Learners** guidance, each school¹ has been directed to submit a plan to the district² in order to provide on-site and/or hybrid instruction. Districts must submit each school's plan to the local school board and make the plans available to the public. This form is to be used to document a district's, school's or program's plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the [Ready Schools, Safe Learners guidance](#) document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,³ parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	George
Key Contact Person for this Plan	Amy Whitney, Principal
Phone Number of this Person	503-916-6262
Email Address of this Person	awhitney@pps.net
Sectors and position titles of those who informed the plan	Superintendent, Deputy Chiefs of Operations and Instruction, Chief Academic Officer, Chief of Schools, Chief of Staff, Legal Counsel, Chief of Student Support Services, Chief of Technology, Chief Operations Officer, Chief of Human Resources, Chief of Systems Performance, Senior Advisor Racial Equity and Social Justice, Chief of Engagement and Partnerships, Senior Director of Communications, Senior Director of Student Success and Health, Senior Director of Multi-Tiered Systems of Support, Attendance Manager, Director of Facilities, Director of Security Services, Director of Nutrition Services, Senior Director of Special Education, principals, teachers, labor union advisory participation, Senior Director of Humanities, Senior Director of STEAM, Regional Supts., Director of Risk Management, Director of Professional Learning, Project Managers, Student

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Operational Conditions for Comprehensive Distance Learning

Nutrition:

Portland Public Schools understands food stability is one of the most important safety measures schools can provide to students. We will build upon our work in the spring and expand to serve more sites this fall. We will serve breakfast and lunch at up to 40 sites, specifically sites that are elected for Community Eligibility Provision (CEP) in the 2020-21 school year in order to focus resources and access to food and nutrition in our highest risk and need communities. Meals will be served to families 2 days/week (Mondays will include 2 days worth of food and Wednesdays will include 3 days worth of food). No weekend food is permissible at this time, though we may be able to add additional daily supper meals depending on eligible sites and waivers (pending request from ODE to USDA). Nutrition Services will partner with Transportation to deliver meals to homes as requested by the families. Families will be sent an opt in/consent form for requesting meal delivery to their home. Delivery schedule will depend on demand and routing schedule by the Transportation department. Meals will continue to be a mix of ready-to-eat foods, prepared recipes and foods that can be heated at home by families. Communication about meals, services and benefits will be provided throughout the fall to families and school communities. Nutrition Services staff will adhere to all district and department standard operating procedures and safety plans.

Communicable Disease Management Plan (CMDP) and safety plans:

We have developed, in conjunction with our local health authority and Multnomah ESD, and will implement our CMDP as staff report to buildings, based on individual and department needs. Safety plans are developed and approved by our Risk Management team before staff can enter a building and building leaders are responsible for adhering to the safety plan at all times. We have also developed a confirmed case protocol and have aligned all contact tracing, investigatory measures and reporting through a partnership with MESD and the health department. When we are notified of a possible exposure we work with them to investigate and notify.

Student and Family Support for Comprehensive Distance Learning

As a district, we understand and value the importance of student, family and community engagement as a means to positively impact a student's academic, social emotional outcomes and to address continuous improvement efforts. We are committed to building a collective and shared responsibility for outcomes, while strengthening our capacity and skills to achieve this goal and ensuring clear alignment between our intentions and actions to foster engagement that reflects the communities' values and break down barriers to student achievement in this unprecedented time. To this end, PPS will focus our first two weeks on Social Emotional Learning, connections and relationship building between students and staff.

Beyond the first two weeks, PPS will employ a variety of creative means to ensure that our students and families, especially our Black and Native communities, have the tools and support they need and feel empowered to engage and stay engaged in our Comprehensive Distance Learning platform. We will base our expectations of school engagement efforts on the work of our CSI & TSI summer program, Summer Connections Academy, and the lessons we have learned from those endeavors and from the springtime efforts. Some elements that were effective within those school communities included: relationship building and cultivating trust and rapport by calling families and students daily, reaching out to families through personal visits (physically distanced) and providing 1:1 virtual support as needed. We will also provide support at meal hubs and with some in-person conversations and relationship building on school lawns and sidewalks. We continue to provide support for teachers from our counselors and social workers on the best ways to interact and connect with families through a trauma informed lens.

Racial Equity and Social Justice Partnerships

PPS partners with sixteen different culturally specific organizations to implement our five RESJ Partnership Strategies with BIPOC students and families at prioritized schools. These strategies and resulting services provide critical connections between our schools and communities. These strategies are informed by relevant research that affirms their effectiveness in improving educational and social outcomes for students of color.

1. *Culturally Specific Family Engagement* - Family engagement is a high leverage strategy that supports student learning and is designed to reduce or eliminate institutional barriers for families of color to advocate for the needs of their students. There is significant research that supports the effectiveness of family support, advocacy and encouragement with positive student achievement and outcomes.
2. *Wrap Around Services* - Provision of culturally specific and culturally responsive services to support student academic and social success. This includes case management, academic tutoring/support, service referral, student groups, and progress monitoring. Wrap around services have a comprehensive approach to meeting the needs of students.
3. *Mentoring and Leadership Development* - Services are designed to provide positive relationship development and support to students to reduce disproportionate discipline rates and increase attendance and a sense of belonging at school for students of color. This includes providing positive and diverse adult relationships that are reflective of students' culture and identity.
4. *Extended Learning and Enrichment* - Programming provides safe, structured and engaging activities to enhance and expand the learning of students outside of school hours. This includes after school programming and enrichment activities. Enrichment activities provide opportunities for students to pursue learning in their own areas of interest and strengths. Research has shown that students engaged in these activities can lead to increased academic performance and attendance.
5. *Positive Cultural Identity Development and Advocacy* - Programming provides participating youth with exposure and

opportunity to engage in activities that empower them to embrace a confident and positive cultural identity while preserving and sharing cultural heritages and traditions amongst their peers. Activities provide opportunities for students to learn and practice new methods of self-expression in a safe and culturally affirming environment. Partners are actively engaged with the district to collaboratively plan for the start of school by adjusting their services to be provided virtually and in alignment with our plans. Partners are meeting with school leaders,

Mental, Social, and Emotional Health:

Our Multi-tiered Systems of Support (MTSS) team is creating Social Emotional Learning (SEL) activities for the K-5 soft start to begin on September 2nd. These activities will be focused on making connections, building relationships, and creating community. The Office of Teaching and Learning (OTL) and MTSS departments are also leading the development of a two-week health and wellness unit that will focus on promoting the social, emotional, and cognitive skills students need to develop positive relationships and thrive in school. This required K-5 unit is set for teachers to begin on September 14th.

Lastly, K-5 and 6-8 SEL units were developed by the SEL team in the spring which focus on supporting resilience during challenging and, often, traumatic times. This nine-week unit will be revised for educators to use after the completion of the health unit by September 28th.

- MTSS and OTL will collaborate closely on the development of health and wellness and the SEL soft start lessons/activities.
- The MTSS unit is being built with the CASEL Roadmap for Reopening Critical Practices and the PPS & ODE reopening guidance as the foundation.
- The K-5 health and wellness unit will be required as one of four required health units. This unit is required even if schools have other SEL programs.

Additionally, PPS will continue to contract with our mental health and substance use partners in order to provide teletherapy for students who need this level of support. Our counselors and social workers will also meet virtually with students and families in order to assist with emotional and mental health wellness, suicide ideation, student threats, and other mental health or behavioral related concerns or needs. We are also partnering with culturally specific providers to support students of color and additional families who need our assistance. Some of these supports will be through personal (physically distanced) visits either on campus at a community site, or near the student's home. This will be through student and family choice, which honors their preferences in ways they feel they can best be supported.

Childcare:

PPS and contracted, licensed child care providers are exploring distance learning child care services for PPS families and employees. Child care providers would operate fee based programs with state subsidies for qualifying families. If we determine this is a viable service, locations will be dispersed throughout the PPS boundary. Providers would be required to follow health and safety guidelines from the Oregon Early Learning Division.

Digital Learning Needs for Comprehensive Distance Learning

Privacy and Security tools (Umbrella) have been installed and remain persistent on all PPS devices and accounts that prevents students from accessing known inappropriate or malicious sites. Passwords for staff and students changed to a longer character length, and a new portal has been implemented to aid in remote support for password reset situations. Changes have been made to patching and software update mechanisms to allow for devices to remain updated even though they are outside the PPS network. All staff and students will be trained on responsible digital citizenship.

In addition to the distribution of devices, PPS acquired 1990 hotspots to provide connectivity for students where Comcast Internet Essentials was not a viable option. These hotspots will be either picked up from distribution locations or delivered using bus drivers to bring the devices to student homes to ensure that students and staff that did not already have internet access were given devices to facilitate that. Additionally, infrastructure changes were made to

allow take home IP phones that allow for teachers and staff to be able to make contact with students and families just as they would in the classroom.

Device deployment:

In the spring we handed out chromebooks and hotspots/Comcast connectivity for students and staff to be able to participate in distance based learning. We will continue to provide devices and work with families to ensure all students are able to connect to our comprehensive distance learning model. We will continue to provide devices to staff as needed so they can deliver the digital curriculum effectively. We offer a curbside service at the district office during work hours for chromebook repairs needed. If the chromebook cannot be repaired on site, the student/staff will receive a replacement chromebook at this time. The service desk is available during work hours for staff, students and families to contact via phone or email. If call center tech is unable to resolve on the phone, a helpdesk ticket will be created and followed up with the individual caller. An email to support will create a helpdesk ticket and the call center tech will follow up with the individual.

Digital Toolkit:

Portland Public Schools has developed a comprehensive and districtwide set of digital tools for every PPS classroom, teacher, and student. The [PPS Digital Toolkit](#) provides a set of digital tools that will enhance instructional strategies and content delivery. These tools will enhance the existing opportunities with both synchronous and asynchronous learning. These tools have been reviewed and evaluated for digital content quality and cultural relevance.

The tools fall into three categories: Instruction and Lesson Design, Creation and Engagement, and Content. Instruction and Lesson Design tools are those applications and system platforms that teachers use to deliver instruction, lessons, and communications. These include classroom content delivery and learning management systems, applications for communications, and lesson and assessment design tools. Creation and Engagement tools are used by teachers and students in distance learning, as well as in-classroom technology-enhanced instruction. These tools support student voice, elicit response, provide shared spaces for individual, small group, and whole-class collaboration, and engage students with the content. Content tools have been selected to assist our teachers in providing content, build opportunities for sustained practice, and apply learning in both distanced and in-person models of instruction.

Learning Platforms:

PPS has adopted two classroom learning platforms to meet the needs of our elementary and secondary students and teachers. These tools were selected because of their current use and success in PPS, knowledge of their toolset, depth of their function and capabilities, and their presence in the educational technology space. Both platforms allow teachers to create, post, interact, provide feedback, and assess with their students and will bring a single point of entry for students and families into classroom instruction.

Professional Development:

Ongoing and high-quality professional learning and training is essential for the successful implementation of Comprehensive Distance Learning. PPS will provide professional learning for all educators during the course of the summer, pre-service and throughout the school year. The content will be focused on best practices for distance learning, as well as technical “how to” training for digital tools and other operational functions.

Describe the school’s plan, including the anticipated timeline, for returning to Hybrid Learning or On-Site Learning consistent with the *Ready Schools, Safe Learners* guidance.

At this time PPS is planning for the opening of our physical buildings when it is deemed safe and appropriate under the Governor's directive. The District will utilize a comprehensive distance learning (CDL) platform for a minimum of the first quarter (through November 5th) and will evaluate all available health-related information to decide if our CDL will continue through the first semester or if we will be able to open to a hybrid model of instruction in November. We will continue to follow the Governor's orders and ODE's recommendations and guidance.

The remainder of this operational blueprint is not applicable to schools operating a Comprehensive Distance Learning Model.



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

Under ODE's **Ready Schools, Safe Learners** guidance, each school¹ has been directed to submit a plan to the district² in order to provide on-site and/or hybrid instruction. Districts must submit each school's plan to the local school board and make the plans available to the public. This form is to be used to document a district's, school's or program's plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the [Ready Schools, Safe Learners guidance](#) document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,³ parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Glencoe
Key Contact Person for this Plan	Lori Clark , Principal
Phone Number of this Person	503-916-6207
Email Address of this Person	lclark@pps.net
Sectors and position titles of those who informed the plan	Superintendent, Deputy Chiefs of Operations and Instruction, Chief Academic Officer, Chief of Schools, Chief of Staff, Legal Counsel, Chief of Student Support Services, Chief of Technology, Chief Operations Officer, Chief of Human Resources, Chief of Systems Performance, Senior Advisor Racial Equity and Social Justice, Chief of Engagement and Partnerships, Senior Director of Communications, Senior Director of Student Success and Health, Senior Director of Multi-Tiered Systems of Support, Attendance Manager, Director of Facilities, Director of Security Services, Director of Nutrition Services, Senior Director of Special Education, principals, teachers, labor union advisory participation, Senior Director of Humanities, Senior Director of STEAM, Regional Supts., Director of Risk Management, Director of Professional Learning, Project Managers, Student

¹ For the purposes of this guidance: "school" refers to all public schools, including public charter schools, public virtual charter schools, alternative education programs, private schools and the Oregon School for the Deaf. For ease of readability, "school" will be used inclusively to reference all of these settings.

² For the purposes of this guidance: "district" refers to a school district, education service district, public charter school sponsoring district, virtual public charter school sponsoring district, state sponsored public charter school, alternative education programs, private schools, and the Oregon School for the Deaf.

³ Tribal Consultation is a separate process from stakeholder engagement; consultation recognizes and affirms tribal rights of self-government and tribal sovereignty, and mandates state government to work with American Indian nations on a [government-to-government](#) basis.

	Engagement Coordinators, Family advocates, student groups (BIPOC), special education and english language learners, family surveys, staff surveys, parent engagement groups, email responses from website, consultation with District Management Group (DMG), culturally specific partner organizations, PPS health advisory panel, and other large districts in Oregon.
Local public health office(s) or officers(s)	Multnomah ESD and the Oregon Health Authority; in consultation with the CDC.
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Director of Risk Management, Joe Crelier Building level administrators (Enforcement)
Intended Effective Dates for this Plan	9/2/2020 to at least 11/5/2020
ESD Region	Multnomah

2. Please list efforts you have made to engage your community (public health information sharing, taking feedback on planning, etc.) in preparing for school in 2020-21. Include information on engagement with communities often underserved and marginalized and those communities disproportionately impacted by COVID-19.

In preparation for reopening school in fall 2020, Portland Public Schools began gathering feedback from students and staff in May 2020. In March, the Communications team at PPS stood up a landing page for all students and families with centralized supports and pandemic resources. Surveys were conducted at the district level and by some individual schools. Our rate of response in surveying historically underserved and marginalized communities was low, which led to the utilization of intentional focus groups with our Native American community members and Elders, Black students and families, and other families and students of color. Additional focus groups were held with student leaders, and Spanish-Speaking families. Please find a summary of these focus groups here: [Memorandum to the Board of Education, Reopening Focus Group Update](#)

The District will continue to engage our community on a district and individual level to ensure that we are meeting the needs of all students and families to the best of our abilities.

3. Indicate which instructional model will be used.

Select One:

☐ On-Site Learning ☐ Hybrid Learning ☒ Comprehensive Distance Learning

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-15 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>) by August 15, 2020 or prior to the beginning of the 2020-21 school year.

* **Note:** Private schools are required to comply with only sections 1-3 of the **Ready Schools, Safe Learners** guidance.

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

This section must be completed by any school that is seeking to provide instruction through Comprehensive Distance Learning.

Describe why you are selecting Comprehensive Distance Learning as the school's Instructional Model for the effective dates of this plan.

In keeping with local, regional and state guidance and new health directives, Portland Public Schools has determined that it is safest for students and staff to maintain severely limited physical contact. We believe it is both responsible and critical to base our decisions on what will best ensure the health and wellness of our students and staff. We will always prefer to have our students engaged in classroom-based learning, but given current conditions, it would be unsafe to have significant numbers of students and adults back on campus at this time.

We will use this Comprehensive Distance Learning model for a minimum of September 2 through November 5, and will evaluate in October whether it is feasible to open in the 2nd quarter. Based on medical advice, including local health authorities, PPS will continue to keep the health and wellness of students and staff on the forefront in our planning.

Describe how your school's model aligns to the [Comprehensive Distance Learning Guidance](#) (linked). In completing this part of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. Please name any requirements you need ODE to review for any possible accommodations.

Framing PPS Values

As we continue to navigate the ongoing COVID-19 pandemic, Portland Public Schools remains committed to providing a high-quality education for all students and ensuring the health and wellness of students and staff through a comprehensive distance learning model. To guide our work, we centered racial equity and social justice in all decision-making and hold three principles from our strategic plan at the core of our planning - ensure the health and wellness of staff and students, strengthen and innovate the instructional core, and cultivate connection and relationship for students, staff and our community.

Our overarching approach to reopening is a relentless pursuit of racial equity and social justice (RESJ). We believe in the fundamental right to human dignity and that generating an equitable world requires an educational system that intentionally disrupts - and builds leaders to disrupt - systems of oppression. Therefore, our work to reopen schools acknowledges and recognizes the inequities of our system prior to Covid-19 and does not seek to reopen schools by returning to what was "normal" before. Rather, we are deeply engaged in fundamentally accelerating and centering our RESJ work, constantly examining opportunities to increase RESJ strategies through organizational transformation and system-wide collaboration. By way of this central focus and in partnership with families and stakeholders, including those representing students of color, we will bring racial predictability and disproportionality to an end.

In PPS, we are utilizing Targeted Universalism as a driver. We aim to operationalize our RESJ values so that every student is served and our universal board goals are achieved; thus realizing the graduate profile from [our Vision](#). Our approach supports the distinct needs of BIPOC students while also acknowledging our mutual interdependence. We recognize with great urgency the need for aligned and coherent strategies that improve conditions so that every student, especially our BIPOC students have an educational experience where they can thrive. Our approach disrupts institutional and cultural racism and promotes tangible strategies and resources for RESJ. To this end, we will prioritize services for students historically underserved by our system, including Black, Native, students receiving special education services and second language learners. We have used these [Guiding Principles](#) to align our collective work through this process.

Academic Conditions for Comprehensive Distance Learning

Teaching, Learning & Instructional Time:

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Digital Learning Needs for Comprehensive Distance Learning

Privacy and Security tools (Umbrella) have been installed and remain persistent on all PPS devices and accounts that prevents students from accessing known inappropriate or malicious sites. Passwords for staff and students changed to a longer character length, and a new portal has been implemented to aid in remote support for password reset situations. Changes have been made to patching and software update mechanisms to allow for devices to remain updated even though they are outside the PPS network. All staff and students will be trained on responsible digital citizenship.

In addition to the distribution of devices, PPS acquired 1990 hotspots to provide connectivity for students where Comcast Internet Essentials was not a viable option. These hotspots will be either picked up from distribution locations or delivered using bus drivers to bring the devices to student homes to ensure that students and staff that did not already have internet access were given devices to facilitate that. Additionally, infrastructure changes were made to

allow take home IP phones that allow for teachers and staff to be able to make contact with students and families just as they would in the classroom.

Device deployment:

In the spring we handed out chromebooks and hotspots/Comcast connectivity for students and staff to be able to participate in distance based learning. We will continue to provide devices and work with families to ensure all students are able to connect to our comprehensive distance learning model. We will continue to provide devices to staff as needed so they can deliver the digital curriculum effectively. We offer a curbside service at the district office during work hours for chromebook repairs needed. If the chromebook cannot be repaired on site, the student/staff will receive a replacement chromebook at this time. The service desk is available during work hours for staff, students and families to contact via phone or email. If call center tech is unable to resolve on the phone, a helpdesk ticket will be created and followed up with the individual caller. An email to support will create a helpdesk ticket and the call center tech will follow up with the individual.

Digital Toolkit:

Portland Public Schools has developed a comprehensive and districtwide set of digital tools for every PPS classroom, teacher, and student. The [PPS Digital Toolkit](#) provides a set of digital tools that will enhance instructional strategies and content delivery. These tools will enhance the existing opportunities with both synchronous and asynchronous learning. These tools have been reviewed and evaluated for digital content quality and cultural relevance.

The tools fall into three categories: Instruction and Lesson Design, Creation and Engagement, and Content. Instruction and Lesson Design tools are those applications and system platforms that teachers use to deliver instruction, lessons, and communications. These include classroom content delivery and learning management systems, applications for communications, and lesson and assessment design tools. Creation and Engagement tools are used by teachers and students in distance learning, as well as in-classroom technology-enhanced instruction. These tools support student voice, elicit response, provide shared spaces for individual, small group, and whole-class collaboration, and engage students with the content. Content tools have been selected to assist our teachers in providing content, build opportunities for sustained practice, and apply learning in both distanced and in-person models of instruction.

Learning Platforms:

PPS has adopted two classroom learning platforms to meet the needs of our elementary and secondary students and teachers. These tools were selected because of their current use and success in PPS, knowledge of their toolset, depth of their function and capabilities, and their presence in the educational technology space. Both platforms allow teachers to create, post, interact, provide feedback, and assess with their students and will bring a single point of entry for students and families into classroom instruction.

Professional Development:

Ongoing and high-quality professional learning and training is essential for the successful implementation of Comprehensive Distance Learning. PPS will provide professional learning for all educators during the course of the summer, pre-service and throughout the school year. The content will be focused on best practices for distance learning, as well as technical “how to” training for digital tools and other operational functions.

Describe the school’s plan, including the anticipated timeline, for returning to Hybrid Learning or On-Site Learning consistent with the *Ready Schools, Safe Learners* guidance.

At this time PPS is planning for the opening of our physical buildings when it is deemed safe and appropriate under the Governor's directive. The District will utilize a comprehensive distance learning (CDL) platform for a minimum of the first quarter (through November 5th) and will evaluate all available health-related information to decide if our CDL will continue through the first semester or if we will be able to open to a hybrid model of instruction in November. We will continue to follow the Governor's orders and ODE's recommendations and guidance.

The remainder of this operational blueprint is not applicable to schools operating a Comprehensive Distance Learning Model.



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

Under ODE's **Ready Schools, Safe Learners** guidance, each school¹ has been directed to submit a plan to the district² in order to provide on-site and/or hybrid instruction. Districts must submit each school's plan to the local school board and make the plans available to the public. This form is to be used to document a district's, school's or program's plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the [Ready Schools, Safe Learners guidance](#) document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,³ parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Grant
Key Contact Person for this Plan	James McGee, Principal
Phone Number of this Person	503-916-5160
Email Address of this Person	jmcgee3@pps.net
Sectors and position titles of those who informed the plan	Superintendent, Deputy Chiefs of Operations and Instruction, Chief Academic Officer, Chief of Schools, Chief of Staff, Legal Counsel, Chief of Student Support Services, Chief of Technology, Chief Operations Officer, Chief of Human Resources, Chief of Systems Performance, Senior Advisor Racial Equity and Social Justice, Chief of Engagement and Partnerships, Senior Director of Communications, Senior Director of Student Success and Health, Senior Director of Multi-Tiered Systems of Support, Attendance Manager, Director of Facilities, Director of Security Services, Director of Nutrition Services, Senior Director of Special Education, principals, teachers, labor union advisory participation, Senior Director of Humanities, Senior Director of STEAM, Regional Supts., Director of Risk Management, Director of Professional Learning, Project Managers, Student

¹ For the purposes of this guidance: "school" refers to all public schools, including public charter schools, public virtual charter schools, alternative education programs, private schools and the Oregon School for the Deaf. For ease of readability, "school" will be used inclusively to reference all of these settings.

² For the purposes of this guidance: "district" refers to a school district, education service district, public charter school sponsoring district, virtual public charter school sponsoring district, state sponsored public charter school, alternative education programs, private schools, and the Oregon School for the Deaf.

³ Tribal Consultation is a separate process from stakeholder engagement; consultation recognizes and affirms tribal rights of self-government and tribal sovereignty, and mandates state government to work with American Indian nations on a [government-to-government](#) basis.

	Engagement Coordinators, Family advocates, student groups (BIPOC), special education and english language learners, family surveys, staff surveys, parent engagement groups, email responses from website, consultation with District Management Group (DMG), culturally specific partner organizations, PPS health advisory panel, and other large districts in Oregon.
Local public health office(s) or officers(s)	Multnomah ESD and the Oregon Health Authority; in consultation with the CDC.
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Director of Risk Management, Joe Crelier Building level administrators (Enforcement)
Intended Effective Dates for this Plan	9/2/2020 to at least 11/5/2020
ESD Region	Multnomah

2. Please list efforts you have made to engage your community (public health information sharing, taking feedback on planning, etc.) in preparing for school in 2020-21. Include information on engagement with communities often underserved and marginalized and those communities disproportionately impacted by COVID-19.

In preparation for reopening school in fall 2020, Portland Public Schools began gathering feedback from students and staff in May 2020. In March, the Communications team at PPS stood up a landing page for all students and families with centralized supports and pandemic resources. Surveys were conducted at the district level and by some individual schools. Our rate of response in surveying historically underserved and marginalized communities was low, which led to the utilization of intentional focus groups with our Native American community members and Elders, Black students and families, and other families and students of color. Additional focus groups were held with student leaders, and Spanish-Speaking families. Please find a summary of these focus groups here: [Memorandum to the Board of Education, Reopening Focus Group Update](#)

The District will continue to engage our community on a district and individual level to ensure that we are meeting the needs of all students and families to the best of our abilities.

3. Indicate which instructional model will be used.

Select One:

☐ On-Site Learning ☐ Hybrid Learning ☒ Comprehensive Distance Learning

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-15 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>) by August 15, 2020 or prior to the beginning of the 2020-21 school year.

* **Note:** Private schools are required to comply with only sections 1-3 of the **Ready Schools, Safe Learners** guidance.

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

This section must be completed by any school that is seeking to provide instruction through Comprehensive Distance Learning.

Describe why you are selecting Comprehensive Distance Learning as the school's Instructional Model for the effective dates of this plan.

In keeping with local, regional and state guidance and new health directives, Portland Public Schools has determined that it is safest for students and staff to maintain severely limited physical contact. We believe it is both responsible and critical to base our decisions on what will best ensure the health and wellness of our students and staff. We will always prefer to have our students engaged in classroom-based learning, but given current conditions, it would be unsafe to have significant numbers of students and adults back on campus at this time.

We will use this Comprehensive Distance Learning model for a minimum of September 2 through November 5, and will evaluate in October whether it is feasible to open in the 2nd quarter. Based on medical advice, including local health authorities, PPS will continue to keep the health and wellness of students and staff on the forefront in our planning.

Describe how your school's model aligns to the [Comprehensive Distance Learning Guidance](#) (linked). In completing this part of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. Please name any requirements you need ODE to review for any possible accommodations.

Framing PPS Values

As we continue to navigate the ongoing COVID-19 pandemic, Portland Public Schools remains committed to providing a high-quality education for all students and ensuring the health and wellness of students and staff through a comprehensive distance learning model. To guide our work, we centered racial equity and social justice in all decision-making and hold three principles from our strategic plan at the core of our planning - ensure the health and wellness of staff and students, strengthen and innovate the instructional core, and cultivate connection and relationship for students, staff and our community.

Our overarching approach to reopening is a relentless pursuit of racial equity and social justice (RESJ). We believe in the fundamental right to human dignity and that generating an equitable world requires an educational system that intentionally disrupts - and builds leaders to disrupt - systems of oppression. Therefore, our work to reopen schools acknowledges and recognizes the inequities of our system prior to Covid-19 and does not seek to reopen schools by returning to what was "normal" before. Rather, we are deeply engaged in fundamentally accelerating and centering our RESJ work, constantly examining opportunities to increase RESJ strategies through organizational transformation and system-wide collaboration. By way of this central focus and in partnership with families and stakeholders, including those representing students of color, we will bring racial predictability and disproportionality to an end.

In PPS, we are utilizing Targeted Universalism as a driver. We aim to operationalize our RESJ values so that every student is served and our universal board goals are achieved; thus realizing the graduate profile from [our Vision](#). Our approach supports the distinct needs of BIPOC students while also acknowledging our mutual interdependence. We recognize with great urgency the need for aligned and coherent strategies that improve conditions so that every student, especially our BIPOC students have an educational experience where they can thrive. Our approach disrupts institutional and cultural racism and promotes tangible strategies and resources for RESJ. To this end, we will prioritize services for students historically underserved by our system, including Black, Native, students receiving special education services and second language learners. We have used these [Guiding Principles](#) to align our collective work through this process.

Academic Conditions for Comprehensive Distance Learning

Teaching, Learning & Instructional Time:

Our comprehensive distance learning plan is designed so that all students will receive an engaging, comprehensive, and rigorous academic experience every day of the week. Students will receive standards-based instruction across all academic areas and will build meaningful relationships with the educators in their school community. Instructional time requirements will be adhered to in every grade level, where more than 50% of the instructional time will be teacher-facilitated learning. To meet this requirement, elementary students will follow predictable routines,

procedures, and schedules, that align with developmentally appropriate recommendations for screen time and synchronous learning. Secondary students will follow a predictable bell schedule that incorporates synchronous check-ins, consistent and timely feedback, and peer interactions. All students will continue to receive access to a well-rounded education which includes physical education, health, arts, music, tiered supports, etc.

The learning day will be organized so that the time educators spend directly interacting with students will be high quality, focused on complex learning activities with a high cognitive demand and that are centered around student engagement. Students will have opportunities for guided learning with an educator, as well as opportunities to work with peers, families, and community members to apply their learning and practice their skills. Students will be expected to complete assigned learning activities each day. Students will participate in daily virtual instruction by satisfactorily engaging with synchronous class sessions as well as asynchronous tasks, completing assigned learning activities or assignments to demonstrate their learning. Parents and students will communicate with the teacher when in need of additional learning support. Portland Public Schools will also provide families a variety of ways to connect, one of which is through educator office hours, posted publicly, for students and families to access which will include a process to request and schedule translation services as needed.

Racial Equity and Access:

In the development of our plan, all of the work groups utilized our [Racial Equity and Social Justice Lens](#) to inform decision making and programming. The application of the lens is based on our belief that the district should adopt a student-centered, racial equity and social justice focused lens in all high leverage decisions in order to more deeply understand the barriers and opportunities impacting BIPOC students and families. Additionally, the regular application of the lens, documentation of our responses and review of those responses will help us critically examine our efforts to increase access and opportunity for BIPOC students and families. Our steering committee collectively reviewed our comprehensive plans and applied the RESJ lens on multiple occasions. They utilized data, parent and student input from engagement, partner input and the diverse experience of members to answer the prompts, review our plans and make adjustments to more directly respond to the needs of BIPOC students. As a result we believe our plan is strengthened through the collaborative and reflective process we employed to apply the RESJ Lens to address racial equity and access in our plans.

Special Education Services and English Language Development

Students receiving special education services will continue to receive instruction, technology, support, accommodations, and modifications as required by ESSA, IDEA, and/or ADA based on a virtual learning environment. The majority of each student's services will be provided synchronously (i.e., with the teacher/service provider and student working together through direct and simultaneous communication). If only asynchronous services are recommended, the parent or guardian will provide written consent to shift from synchronous to asynchronous service delivery. All IDEA requirements will be met during Comprehensive Distance Learning. This includes all IDEA timelines, delivery of all related services, delivery of SDI, implementation of IEPs, etc. Schools will provide Child Find obligations, including timely evaluation and eligibility determinations.

Students who are identified to receive English Language development services will be provided with language assistance services and supports that allow the student access to grade level academic content and scaffolded language experiences. PPS's English as a Second Language program will encourage ESL and general education/homeroom teachers to collaboratively plan for inclusive learning experiences that consider and support the language proficiency of each student.

Assessment, Grading, Reporting & Statewide Balanced Assessment:

Portland Public Schools (PPS) has developed a framework for a balanced assessment system and worked throughout the pre-pandemic portion of the 2019-2020 academic year to introduce additional efficiency into the assessment model. Anticipating the ongoing challenges to face-to-face instruction, PPS successfully piloted remote administration of the NWEA MAP assessments at one of our schools in the Spring of 2020.

During the 2020-2021 academic year, PPS is prepared to remotely administer MAP in grades 3-8 in the fall and winter. The fall assessment will allow our students and families to better understand the learning needs of our students as they enter the academic year, and it will provide our teachers and curriculum support teams the necessary data to align and plan instruction. The mid-year assessment will provide feedback regarding both student growth and achievement allowing for an additional point to adapt our supports.

In addition to this common measure of growth and achievement, students will also be presented with common curriculum embedded assessments (pre and post unit) that are aligned to the scope and sequence and are paired with each of the curriculum units. These will provide additional, focused and just-in time, measures of learning that will allow for adaptations to the delivery of the unit materials in order to provide tiered supports. Educators will regularly report progress to students and families and provide opportunities to redo or make up work without penalty and retain the highest earned grade.

Finally, the administration of remote computer adaptive measures will also help the system prepare for the challenges associated with a potential remote administration of the state summative assessments in English Language Arts, Mathematics, and Science.

Attendance:

With the pandemic in the spring of the 2019-2020 academic year, the importance of maintaining an active engagement with our students and families rose to the forefront of our work as a system. As we approach the 2020-2021 year, engagement remains a critical focus and reflecting that engagement through attendance and other metrics is critical. We are committed to following all ODE guidelines and requirements in regards to attendance.

At this time, we are preparing to collect on-line attendance, and we are exploring ways to leverage data from our learning management and instructional delivery systems as a means to monitor engagement and attendance. Our primary focus, at this time, is to provide near real time data back to our schools to facilitate and focus the efforts of our schools to engage our students and families. We fully expect that our local community partners will be assisting in our efforts to focus and engage our disenfranchised students and communities in partnership with our counselors, social workers, Restorative Justice (RJ) specialists, attendance coaches and student engagement specialists.

Clubs & Extracurricular Activities:

Clubs and extracurricular activities are a critical component of any school community. We will ensure activities, clubs, and student organizations are available and accessible to all students to the extent possible, while focusing on the health and wellness of our students and staff as our top priority.

Operational Conditions for Comprehensive Distance Learning

Nutrition:

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allow take home IP phones that allow for teachers and staff to be able to make contact with students and families just as they would in the classroom.

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The remainder of this operational blueprint is not applicable to schools operating a Comprehensive Distance Learning Model.



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

Under ODE's **Ready Schools, Safe Learners** guidance, each school¹ has been directed to submit a plan to the district² in order to provide on-site and/or hybrid instruction. Districts must submit each school's plan to the local school board and make the plans available to the public. This form is to be used to document a district's, school's or program's plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the [Ready Schools, Safe Learners guidance](#) document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,³ parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Gray
Key Contact Person for this Plan	Lisa Newlyn, Principal
Phone Number of this Person	503-916-5676
Email Address of this Person	lnewlyn@pps.net
Sectors and position titles of those who informed the plan	Superintendent, Deputy Chiefs of Operations and Instruction, Chief Academic Officer, Chief of Schools, Chief of Staff, Legal Counsel, Chief of Student Support Services, Chief of Technology, Chief Operations Officer, Chief of Human Resources, Chief of Systems Performance, Senior Advisor Racial Equity and Social Justice, Chief of Engagement and Partnerships, Senior Director of Communications, Senior Director of Student Success and Health, Senior Director of Multi-Tiered Systems of Support, Attendance Manager, Director of Facilities, Director of Security Services, Director of Nutrition Services, Senior Director of Special Education, principals, teachers, labor union advisory participation, Senior Director of Humanities, Senior Director of STEAM, Regional Supts., Director of Risk Management, Director of Professional Learning, Project Managers, Student

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	Engagement Coordinators, Family advocates, student groups (BIPOC), special education and english language learners, family surveys, staff surveys, parent engagement groups, email responses from website, consultation with District Management Group (DMG), culturally specific partner organizations, PPS health advisory panel, and other large districts in Oregon.
Local public health office(s) or officers(s)	Multnomah ESD and the Oregon Health Authority; in consultation with the CDC.
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Director of Risk Management, Joe Crelier Building level administrators (Enforcement)
Intended Effective Dates for this Plan	9/2/2020 to at least 11/5/2020
ESD Region	Multnomah

2. Please list efforts you have made to engage your community (public health information sharing, taking feedback on planning, etc.) in preparing for school in 2020-21. Include information on engagement with communities often underserved and marginalized and those communities disproportionately impacted by COVID-19.

In preparation for reopening school in fall 2020, Portland Public Schools began gathering feedback from students and staff in May 2020. In March, the Communications team at PPS stood up a landing page for all students and families with centralized supports and pandemic resources. Surveys were conducted at the district level and by some individual schools. Our rate of response in surveying historically underserved and marginalized communities was low, which led to the utilization of intentional focus groups with our Native American community members and Elders, Black students and families, and other families and students of color. Additional focus groups were held with student leaders, and Spanish-Speaking families. Please find a summary of these focus groups here: [Memorandum to the Board of Education, Reopening Focus Group Update](#)

The District will continue to engage our community on a district and individual level to ensure that we are meeting the needs of all students and families to the best of our abilities.

3. Indicate which instructional model will be used.

Select One:

☐ On-Site Learning ☐ Hybrid Learning ☒ Comprehensive Distance Learning

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-15 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>) by August 15, 2020 or prior to the beginning of the 2020-21 school year.

* **Note:** Private schools are required to comply with only sections 1-3 of the **Ready Schools, Safe Learners** guidance.

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

This section must be completed by any school that is seeking to provide instruction through Comprehensive Distance Learning.

Describe why you are selecting Comprehensive Distance Learning as the school's Instructional Model for the effective dates of this plan.

In keeping with local, regional and state guidance and new health directives, Portland Public Schools has determined that it is safest for students and staff to maintain severely limited physical contact. We believe it is both responsible and critical to base our decisions on what will best ensure the health and wellness of our students and staff. We will always prefer to have our students engaged in classroom-based learning, but given current conditions, it would be unsafe to have significant numbers of students and adults back on campus at this time.

We will use this Comprehensive Distance Learning model for a minimum of September 2 through November 5, and will evaluate in October whether it is feasible to open in the 2nd quarter. Based on medical advice, including local health authorities, PPS will continue to keep the health and wellness of students and staff on the forefront in our planning.

Describe how your school's model aligns to the [Comprehensive Distance Learning Guidance](#) (linked). In completing this part of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. Please name any requirements you need ODE to review for any possible accommodations.

Framing PPS Values

As we continue to navigate the ongoing COVID-19 pandemic, Portland Public Schools remains committed to providing a high-quality education for all students and ensuring the health and wellness of students and staff through a comprehensive distance learning model. To guide our work, we centered racial equity and social justice in all decision-making and hold three principles from our strategic plan at the core of our planning - ensure the health and wellness of staff and students, strengthen and innovate the instructional core, and cultivate connection and relationship for students, staff and our community.

Our overarching approach to reopening is a relentless pursuit of racial equity and social justice (RESJ). We believe in the fundamental right to human dignity and that generating an equitable world requires an educational system that intentionally disrupts - and builds leaders to disrupt - systems of oppression. Therefore, our work to reopen schools acknowledges and recognizes the inequities of our system prior to Covid-19 and does not seek to reopen schools by returning to what was "normal" before. Rather, we are deeply engaged in fundamentally accelerating and centering our RESJ work, constantly examining opportunities to increase RESJ strategies through organizational transformation and system-wide collaboration. By way of this central focus and in partnership with families and stakeholders, including those representing students of color, we will bring racial predictability and disproportionality to an end.

In PPS, we are utilizing Targeted Universalism as a driver. We aim to operationalize our RESJ values so that every student is served and our universal board goals are achieved; thus realizing the graduate profile from [our Vision](#). Our approach supports the distinct needs of BIPOC students while also acknowledging our mutual interdependence. We recognize with great urgency the need for aligned and coherent strategies that improve conditions so that every student, especially our BIPOC students have an educational experience where they can thrive. Our approach disrupts institutional and cultural racism and promotes tangible strategies and resources for RESJ. To this end, we will prioritize services for students historically underserved by our system, including Black, Native, students receiving special education services and second language learners. We have used these [Guiding Principles](#) to align our collective work through this process.

Academic Conditions for Comprehensive Distance Learning

Teaching, Learning & Instructional Time:

Our comprehensive distance learning plan is designed so that all students will receive an engaging, comprehensive, and rigorous academic experience every day of the week. Students will receive standards-based instruction across all academic areas and will build meaningful relationships with the educators in their school community. Instructional time requirements will be adhered to in every grade level, where more than 50% of the instructional time will be teacher-facilitated learning. To meet this requirement, elementary students will follow predictable routines,

procedures, and schedules, that align with developmentally appropriate recommendations for screen time and synchronous learning. Secondary students will follow a predictable bell schedule that incorporates synchronous check-ins, consistent and timely feedback, and peer interactions. All students will continue to receive access to a well-rounded education which includes physical education, health, arts, music, tiered supports, etc.

The learning day will be organized so that the time educators spend directly interacting with students will be high quality, focused on complex learning activities with a high cognitive demand and that are centered around student engagement. Students will have opportunities for guided learning with an educator, as well as opportunities to work with peers, families, and community members to apply their learning and practice their skills. Students will be expected to complete assigned learning activities each day. Students will participate in daily virtual instruction by satisfactorily engaging with synchronous class sessions as well as asynchronous tasks, completing assigned learning activities or assignments to demonstrate their learning. Parents and students will communicate with the teacher when in need of additional learning support. Portland Public Schools will also provide families a variety of ways to connect, one of which is through educator office hours, posted publicly, for students and families to access which will include a process to request and schedule translation services as needed.

Racial Equity and Access:

In the development of our plan, all of the work groups utilized our [Racial Equity and Social Justice Lens](#) to inform decision making and programming. The application of the lens is based on our belief that the district should adopt a student-centered, racial equity and social justice focused lens in all high leverage decisions in order to more deeply understand the barriers and opportunities impacting BIPOC students and families. Additionally, the regular application of the lens, documentation of our responses and review of those responses will help us critically examine our efforts to increase access and opportunity for BIPOC students and families. Our steering committee collectively reviewed our comprehensive plans and applied the RESJ lens on multiple occasions. They utilized data, parent and student input from engagement, partner input and the diverse experience of members to answer the prompts, review our plans and make adjustments to more directly respond to the needs of BIPOC students. As a result we believe our plan is strengthened through the collaborative and reflective process we employed to apply the RESJ Lens to address racial equity and access in our plans.

Special Education Services and English Language Development

Students receiving special education services will continue to receive instruction, technology, support, accommodations, and modifications as required by ESSA, IDEA, and/or ADA based on a virtual learning environment. The majority of each student's services will be provided synchronously (i.e., with the teacher/service provider and student working together through direct and simultaneous communication). If only asynchronous services are recommended, the parent or guardian will provide written consent to shift from synchronous to asynchronous service delivery. All IDEA requirements will be met during Comprehensive Distance Learning. This includes all IDEA timelines, delivery of all related services, delivery of SDI, implementation of IEPs, etc. Schools will provide Child Find obligations, including timely evaluation and eligibility determinations.

Students who are identified to receive English Language development services will be provided with language assistance services and supports that allow the student access to grade level academic content and scaffolded language experiences. PPS's English as a Second Language program will encourage ESL and general education/homeroom teachers to collaboratively plan for inclusive learning experiences that consider and support the language proficiency of each student.

Assessment, Grading, Reporting & Statewide Balanced Assessment:

Portland Public Schools (PPS) has developed a framework for a balanced assessment system and worked throughout the pre-pandemic portion of the 2019-2020 academic year to introduce additional efficiency into the assessment model. Anticipating the ongoing challenges to face-to-face instruction, PPS successfully piloted remote administration of the NWEA MAP assessments at one of our schools in the Spring of 2020.

During the 2020-2021 academic year, PPS is prepared to remotely administer MAP in grades 3-8 in the fall and winter. The fall assessment will allow our students and families to better understand the learning needs of our students as they enter the academic year, and it will provide our teachers and curriculum support teams the necessary data to align and plan instruction. The mid-year assessment will provide feedback regarding both student growth and achievement allowing for an additional point to adapt our supports.

In addition to this common measure of growth and achievement, students will also be presented with common curriculum embedded assessments (pre and post unit) that are aligned to the scope and sequence and are paired with each of the curriculum units. These will provide additional, focused and just-in time, measures of learning that will allow for adaptations to the delivery of the unit materials in order to provide tiered supports. Educators will regularly report progress to students and families and provide opportunities to redo or make up work without penalty and retain the highest earned grade.

Finally, the administration of remote computer adaptive measures will also help the system prepare for the challenges associated with a potential remote administration of the state summative assessments in English Language Arts, Mathematics, and Science.

Attendance:

With the pandemic in the spring of the 2019-2020 academic year, the importance of maintaining an active engagement with our students and families rose to the forefront of our work as a system. As we approach the 2020-2021 year, engagement remains a critical focus and reflecting that engagement through attendance and other metrics is critical. We are committed to following all ODE guidelines and requirements in regards to attendance.

At this time, we are preparing to collect on-line attendance, and we are exploring ways to leverage data from our learning management and instructional delivery systems as a means to monitor engagement and attendance. Our primary focus, at this time, is to provide near real time data back to our schools to facilitate and focus the efforts of our schools to engage our students and families. We fully expect that our local community partners will be assisting in our efforts to focus and engage our disenfranchised students and communities in partnership with our counselors, social workers, Restorative Justice (RJ) specialists, attendance coaches and student engagement specialists.

Clubs & Extracurricular Activities:

Clubs and extracurricular activities are a critical component of any school community. We will ensure activities, clubs, and student organizations are available and accessible to all students to the extent possible, while focusing on the health and wellness of our students and staff as our top priority.

Operational Conditions for Comprehensive Distance Learning

Nutrition:

Portland Public Schools understands food stability is one of the most important safety measures schools can provide to students. We will build upon our work in the spring and expand to serve more sites this fall. We will serve breakfast and lunch at up to 40 sites, specifically sites that are elected for Community Eligibility Provision (CEP) in the 2020-21 school year in order to focus resources and access to food and nutrition in our highest risk and need communities. Meals will be served to families 2 days/week (Mondays will include 2 days worth of food and Wednesdays will include 3 days worth of food). No weekend food is permissible at this time, though we may be able to add additional daily supper meals depending on eligible sites and waivers (pending request from ODE to USDA). Nutrition Services will partner with Transportation to deliver meals to homes as requested by the families. Families will be sent an opt in/consent form for requesting meal delivery to their home. Delivery schedule will depend on demand and routing schedule by the Transportation department. Meals will continue to be a mix of ready-to-eat foods, prepared recipes and foods that can be heated at home by families. Communication about meals, services and benefits will be provided throughout the fall to families and school communities. Nutrition Services staff will adhere to all district and department standard operating procedures and safety plans.

Communicable Disease Management Plan (CMDP) and safety plans:

We have developed, in conjunction with our local health authority and Multnomah ESD, and will implement our CMDP as staff report to buildings, based on individual and department needs. Safety plans are developed and approved by our Risk Management team before staff can enter a building and building leaders are responsible for adhering to the safety plan at all times. We have also developed a confirmed case protocol and have aligned all contact tracing, investigatory measures and reporting through a partnership with MESD and the health department. When we are notified of a possible exposure we work with them to investigate and notify.

Student and Family Support for Comprehensive Distance Learning

As a district, we understand and value the importance of student, family and community engagement as a means to positively impact a student's academic, social emotional outcomes and to address continuous improvement efforts. We are committed to building a collective and shared responsibility for outcomes, while strengthening our capacity and skills to achieve this goal and ensuring clear alignment between our intentions and actions to foster engagement that reflects the communities' values and break down barriers to student achievement in this unprecedented time. To this end, PPS will focus our first two weeks on Social Emotional Learning, connections and relationship building between students and staff.

Beyond the first two weeks, PPS will employ a variety of creative means to ensure that our students and families, especially our Black and Native communities, have the tools and support they need and feel empowered to engage and stay engaged in our Comprehensive Distance Learning platform. We will base our expectations of school engagement efforts on the work of our CSI & TSI summer program, Summer Connections Academy, and the lessons we have learned from those endeavors and from the springtime efforts. Some elements that were effective within those school communities included: relationship building and cultivating trust and rapport by calling families and students daily, reaching out to families through personal visits (physically distanced) and providing 1:1 virtual support as needed. We will also provide support at meal hubs and with some in-person conversations and relationship building on school lawns and sidewalks. We continue to provide support for teachers from our counselors and social workers on the best ways to interact and connect with families through a trauma informed lens.

Racial Equity and Social Justice Partnerships

PPS partners with sixteen different culturally specific organizations to implement our five RESJ Partnership Strategies with BIPOC students and families at prioritized schools. These strategies and resulting services provide critical connections between our schools and communities. These strategies are informed by relevant research that affirms their effectiveness in improving educational and social outcomes for students of color.

1. *Culturally Specific Family Engagement* - Family engagement is a high leverage strategy that supports student learning and is designed to reduce or eliminate institutional barriers for families of color to advocate for the needs of their students. There is significant research that supports the effectiveness of family support, advocacy and encouragement with positive student achievement and outcomes.
2. *Wrap Around Services* - Provision of culturally specific and culturally responsive services to support student academic and social success. This includes case management, academic tutoring/support, service referral, student groups, and progress monitoring. Wrap around services have a comprehensive approach to meeting the needs of students.
3. *Mentoring and Leadership Development* - Services are designed to provide positive relationship development and support to students to reduce disproportionate discipline rates and increase attendance and a sense of belonging at school for students of color. This includes providing positive and diverse adult relationships that are reflective of students' culture and identity.
4. *Extended Learning and Enrichment* - Programming provides safe, structured and engaging activities to enhance and expand the learning of students outside of school hours. This includes after school programming and enrichment activities. Enrichment activities provide opportunities for students to pursue learning in their own areas of interest and strengths. Research has shown that students engaged in these activities can lead to increased academic performance and attendance.
5. *Positive Cultural Identity Development and Advocacy* - Programming provides participating youth with exposure and

opportunity to engage in activities that empower them to embrace a confident and positive cultural identity while preserving and sharing cultural heritages and traditions amongst their peers. Activities provide opportunities for students to learn and practice new methods of self-expression in a safe and culturally affirming environment. Partners are actively engaged with the district to collaboratively plan for the start of school by adjusting their services to be provided virtually and in alignment with our plans. Partners are meeting with school leaders,

Mental, Social, and Emotional Health:

Our Multi-tiered Systems of Support (MTSS) team is creating Social Emotional Learning (SEL) activities for the K-5 soft start to begin on September 2nd. These activities will be focused on making connections, building relationships, and creating community. The Office of Teaching and Learning (OTL) and MTSS departments are also leading the development of a two-week health and wellness unit that will focus on promoting the social, emotional, and cognitive skills students need to develop positive relationships and thrive in school. This required K-5 unit is set for teachers to begin on September 14th.

Lastly, K-5 and 6-8 SEL units were developed by the SEL team in the spring which focus on supporting resilience during challenging and, often, traumatic times. This nine-week unit will be revised for educators to use after the completion of the health unit by September 28th.

- MTSS and OTL will collaborate closely on the development of health and wellness and the SEL soft start lessons/activities.
- The MTSS unit is being built with the CASEL Roadmap for Reopening Critical Practices and the PPS & ODE reopening guidance as the foundation.
- The K-5 health and wellness unit will be required as one of four required health units. This unit is required even if schools have other SEL programs.

Additionally, PPS will continue to contract with our mental health and substance use partners in order to provide teletherapy for students who need this level of support. Our counselors and social workers will also meet virtually with students and families in order to assist with emotional and mental health wellness, suicide ideation, student threats, and other mental health or behavioral related concerns or needs. We are also partnering with culturally specific providers to support students of color and additional families who need our assistance. Some of these supports will be through personal (physically distanced) visits either on campus at a community site, or near the student's home. This will be through student and family choice, which honors their preferences in ways they feel they can best be supported.

Childcare:

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Updated 8/11/2020

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1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Grout
Key Contact Person for this Plan	Denise Self, Principal
Phone Number of this Person	503-916-6209
Email Address of this Person	dsself@pps.net
Sectors and position titles of those who informed the plan	Superintendent, Deputy Chiefs of Operations and Instruction, Chief Academic Officer, Chief of Schools, Chief of Staff, Legal Counsel, Chief of Student Support Services, Chief of Technology, Chief Operations Officer, Chief of Human Resources, Chief of Systems Performance, Senior Advisor Racial Equity and Social Justice, Chief of Engagement and Partnerships, Senior Director of Communications, Senior Director of Student Success and Health, Senior Director of Multi-Tiered Systems of Support, Attendance Manager, Director of Facilities, Director of Security Services, Director of Nutrition Services, Senior Director of Special Education, principals, teachers, labor union advisory participation, Senior Director of Humanities, Senior Director of STEAM, Regional Supts., Director of Risk Management, Director of Professional Learning, Project Managers, Student

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Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Director of Risk Management, Joe Crelier Building level administrators (Enforcement)
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The District will continue to engage our community on a district and individual level to ensure that we are meeting the needs of all students and families to the best of our abilities.

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Select One:

☐ On-Site Learning ☐ Hybrid Learning ☒ Comprehensive Distance Learning

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REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

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Teaching, Learning & Instructional Time:

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procedures, and schedules, that align with developmentally appropriate recommendations for screen time and synchronous learning. Secondary students will follow a predictable bell schedule that incorporates synchronous check-ins, consistent and timely feedback, and peer interactions. All students will continue to receive access to a well-rounded education which includes physical education, health, arts, music, tiered supports, etc.

The learning day will be organized so that the time educators spend directly interacting with students will be high quality, focused on complex learning activities with a high cognitive demand and that are centered around student engagement. Students will have opportunities for guided learning with an educator, as well as opportunities to work with peers, families, and community members to apply their learning and practice their skills. Students will be expected to complete assigned learning activities each day. Students will participate in daily virtual instruction by satisfactorily engaging with synchronous class sessions as well as asynchronous tasks, completing assigned learning activities or assignments to demonstrate their learning. Parents and students will communicate with the teacher when in need of additional learning support. Portland Public Schools will also provide families a variety of ways to connect, one of which is through educator office hours, posted publicly, for students and families to access which will include a process to request and schedule translation services as needed.

Racial Equity and Access:

In the development of our plan, all of the work groups utilized our [Racial Equity and Social Justice Lens](#) to inform decision making and programming. The application of the lens is based on our belief that the district should adopt a student-centered, racial equity and social justice focused lens in all high leverage decisions in order to more deeply understand the barriers and opportunities impacting BIPOC students and families. Additionally, the regular application of the lens, documentation of our responses and review of those responses will help us critically examine our efforts to increase access and opportunity for BIPOC students and families. Our steering committee collectively reviewed our comprehensive plans and applied the RESJ lens on multiple occasions. They utilized data, parent and student input from engagement, partner input and the diverse experience of members to answer the prompts, review our plans and make adjustments to more directly respond to the needs of BIPOC students. As a result we believe our plan is strengthened through the collaborative and reflective process we employed to apply the RESJ Lens to address racial equity and access in our plans.

Special Education Services and English Language Development

Students receiving special education services will continue to receive instruction, technology, support, accommodations, and modifications as required by ESSA, IDEA, and/or ADA based on a virtual learning environment. The majority of each student's services will be provided synchronously (i.e., with the teacher/service provider and student working together through direct and simultaneous communication). If only asynchronous services are recommended, the parent or guardian will provide written consent to shift from synchronous to asynchronous service delivery. All IDEA requirements will be met during Comprehensive Distance Learning. This includes all IDEA timelines, delivery of all related services, delivery of SDI, implementation of IEPs, etc. Schools will provide Child Find obligations, including timely evaluation and eligibility determinations.

Students who are identified to receive English Language development services will be provided with language assistance services and supports that allow the student access to grade level academic content and scaffolded language experiences. PPS's English as a Second Language program will encourage ESL and general education/homeroom teachers to collaboratively plan for inclusive learning experiences that consider and support the language proficiency of each student.

Assessment, Grading, Reporting & Statewide Balanced Assessment:

Portland Public Schools (PPS) has developed a framework for a balanced assessment system and worked throughout the pre-pandemic portion of the 2019-2020 academic year to introduce additional efficiency into the assessment model. Anticipating the ongoing challenges to face-to-face instruction, PPS successfully piloted remote administration of the NWEA MAP assessments at one of our schools in the Spring of 2020.

During the 2020-2021 academic year, PPS is prepared to remotely administer MAP in grades 3-8 in the fall and winter. The fall assessment will allow our students and families to better understand the learning needs of our students as they enter the academic year, and it will provide our teachers and curriculum support teams the necessary data to align and plan instruction. The mid-year assessment will provide feedback regarding both student growth and achievement allowing for an additional point to adapt our supports.

In addition to this common measure of growth and achievement, students will also be presented with common curriculum embedded assessments (pre and post unit) that are aligned to the scope and sequence and are paired with each of the curriculum units. These will provide additional, focused and just-in time, measures of learning that will allow for adaptations to the delivery of the unit materials in order to provide tiered supports. Educators will regularly report progress to students and families and provide opportunities to redo or make up work without penalty and retain the highest earned grade.

Finally, the administration of remote computer adaptive measures will also help the system prepare for the challenges associated with a potential remote administration of the state summative assessments in English Language Arts, Mathematics, and Science.

Attendance:

With the pandemic in the spring of the 2019-2020 academic year, the importance of maintaining an active engagement with our students and families rose to the forefront of our work as a system. As we approach the 2020-2021 year, engagement remains a critical focus and reflecting that engagement through attendance and other metrics is critical. We are committed to following all ODE guidelines and requirements in regards to attendance.

At this time, we are preparing to collect on-line attendance, and we are exploring ways to leverage data from our learning management and instructional delivery systems as a means to monitor engagement and attendance. Our primary focus, at this time, is to provide near real time data back to our schools to facilitate and focus the efforts of our schools to engage our students and families. We fully expect that our local community partners will be assisting in our efforts to focus and engage our disenfranchised students and communities in partnership with our counselors, social workers, Restorative Justice (RJ) specialists, attendance coaches and student engagement specialists.

Clubs & Extracurricular Activities:

Clubs and extracurricular activities are a critical component of any school community. We will ensure activities, clubs, and student organizations are available and accessible to all students to the extent possible, while focusing on the health and wellness of our students and staff as our top priority.

Operational Conditions for Comprehensive Distance Learning

Nutrition:

Portland Public Schools understands food stability is one of the most important safety measures schools can provide to students. We will build upon our work in the spring and expand to serve more sites this fall. We will serve breakfast and lunch at up to 40 sites, specifically sites that are elected for Community Eligibility Provision (CEP) in the 2020-21 school year in order to focus resources and access to food and nutrition in our highest risk and need communities. Meals will be served to families 2 days/week (Mondays will include 2 days worth of food and Wednesdays will include 3 days worth of food). No weekend food is permissible at this time, though we may be able to add additional daily supper meals depending on eligible sites and waivers (pending request from ODE to USDA). Nutrition Services will partner with Transportation to deliver meals to homes as requested by the families. Families will be sent an opt in/consent form for requesting meal delivery to their home. Delivery schedule will depend on demand and routing schedule by the Transportation department. Meals will continue to be a mix of ready-to-eat foods, prepared recipes and foods that can be heated at home by families. Communication about meals, services and benefits will be provided throughout the fall to families and school communities. Nutrition Services staff will adhere to all district and department standard operating procedures and safety plans.

Communicable Disease Management Plan (CMDP) and safety plans:

We have developed, in conjunction with our local health authority and Multnomah ESD, and will implement our CMDP as staff report to buildings, based on individual and department needs. Safety plans are developed and approved by our Risk Management team before staff can enter a building and building leaders are responsible for adhering to the safety plan at all times. We have also developed a confirmed case protocol and have aligned all contact tracing, investigatory measures and reporting through a partnership with MESD and the health department. When we are notified of a possible exposure we work with them to investigate and notify.

Student and Family Support for Comprehensive Distance Learning

As a district, we understand and value the importance of student, family and community engagement as a means to positively impact a student's academic, social emotional outcomes and to address continuous improvement efforts. We are committed to building a collective and shared responsibility for outcomes, while strengthening our capacity and skills to achieve this goal and ensuring clear alignment between our intentions and actions to foster engagement that reflects the communities' values and break down barriers to student achievement in this unprecedented time. To this end, PPS will focus our first two weeks on Social Emotional Learning, connections and relationship building between students and staff.

Beyond the first two weeks, PPS will employ a variety of creative means to ensure that our students and families, especially our Black and Native communities, have the tools and support they need and feel empowered to engage and stay engaged in our Comprehensive Distance Learning platform. We will base our expectations of school engagement efforts on the work of our CSI & TSI summer program, Summer Connections Academy, and the lessons we have learned from those endeavors and from the springtime efforts. Some elements that were effective within those school communities included: relationship building and cultivating trust and rapport by calling families and students daily, reaching out to families through personal visits (physically distanced) and providing 1:1 virtual support as needed. We will also provide support at meal hubs and with some in-person conversations and relationship building on school lawns and sidewalks. We continue to provide support for teachers from our counselors and social workers on the best ways to interact and connect with families through a trauma informed lens.

Racial Equity and Social Justice Partnerships

PPS partners with sixteen different culturally specific organizations to implement our five RESJ Partnership Strategies with BIPOC students and families at prioritized schools. These strategies and resulting services provide critical connections between our schools and communities. These strategies are informed by relevant research that affirms their effectiveness in improving educational and social outcomes for students of color.

1. *Culturally Specific Family Engagement* - Family engagement is a high leverage strategy that supports student learning and is designed to reduce or eliminate institutional barriers for families of color to advocate for the needs of their students. There is significant research that supports the effectiveness of family support, advocacy and encouragement with positive student achievement and outcomes.
2. *Wrap Around Services* - Provision of culturally specific and culturally responsive services to support student academic and social success. This includes case management, academic tutoring/support, service referral, student groups, and progress monitoring. Wrap around services have a comprehensive approach to meeting the needs of students.
3. *Mentoring and Leadership Development* - Services are designed to provide positive relationship development and support to students to reduce disproportionate discipline rates and increase attendance and a sense of belonging at school for students of color. This includes providing positive and diverse adult relationships that are reflective of students' culture and identity.
4. *Extended Learning and Enrichment* - Programming provides safe, structured and engaging activities to enhance and expand the learning of students outside of school hours. This includes after school programming and enrichment activities. Enrichment activities provide opportunities for students to pursue learning in their own areas of interest and strengths. Research has shown that students engaged in these activities can lead to increased academic performance and attendance.
5. *Positive Cultural Identity Development and Advocacy* - Programming provides participating youth with exposure and

opportunity to engage in activities that empower them to embrace a confident and positive cultural identity while preserving and sharing cultural heritages and traditions amongst their peers. Activities provide opportunities for students to learn and practice new methods of self-expression in a safe and culturally affirming environment. Partners are actively engaged with the district to collaboratively plan for the start of school by adjusting their services to be provided virtually and in alignment with our plans. Partners are meeting with school leaders,

Mental, Social, and Emotional Health:

Our Multi-tiered Systems of Support (MTSS) team is creating Social Emotional Learning (SEL) activities for the K-5 soft start to begin on September 2nd. These activities will be focused on making connections, building relationships, and creating community. The Office of Teaching and Learning (OTL) and MTSS departments are also leading the development of a two-week health and wellness unit that will focus on promoting the social, emotional, and cognitive skills students need to develop positive relationships and thrive in school. This required K-5 unit is set for teachers to begin on September 14th.

Lastly, K-5 and 6-8 SEL units were developed by the SEL team in the spring which focus on supporting resilience during challenging and, often, traumatic times. This nine-week unit will be revised for educators to use after the completion of the health unit by September 28th.

- MTSS and OTL will collaborate closely on the development of health and wellness and the SEL soft start lessons/activities.
- The MTSS unit is being built with the CASEL Roadmap for Reopening Critical Practices and the PPS & ODE reopening guidance as the foundation.
- The K-5 health and wellness unit will be required as one of four required health units. This unit is required even if schools have other SEL programs.

Additionally, PPS will continue to contract with our mental health and substance use partners in order to provide teletherapy for students who need this level of support. Our counselors and social workers will also meet virtually with students and families in order to assist with emotional and mental health wellness, suicide ideation, student threats, and other mental health or behavioral related concerns or needs. We are also partnering with culturally specific providers to support students of color and additional families who need our assistance. Some of these supports will be through personal (physically distanced) visits either on campus at a community site, or near the student's home. This will be through student and family choice, which honors their preferences in ways they feel they can best be supported.

Childcare:

PPS and contracted, licensed child care providers are exploring distance learning child care services for PPS families and employees. Child care providers would operate fee based programs with state subsidies for qualifying families. If we determine this is a viable service, locations will be dispersed throughout the PPS boundary. Providers would be required to follow health and safety guidelines from the Oregon Early Learning Division.

Digital Learning Needs for Comprehensive Distance Learning

Privacy and Security tools (Umbrella) have been installed and remain persistent on all PPS devices and accounts that prevents students from accessing known inappropriate or malicious sites. Passwords for staff and students changed to a longer character length, and a new portal has been implemented to aid in remote support for password reset situations. Changes have been made to patching and software update mechanisms to allow for devices to remain updated even though they are outside the PPS network. All staff and students will be trained on responsible digital citizenship.

In addition to the distribution of devices, PPS acquired 1990 hotspots to provide connectivity for students where Comcast Internet Essentials was not a viable option. These hotspots will be either picked up from distribution locations or delivered using bus drivers to bring the devices to student homes to ensure that students and staff that did not already have internet access were given devices to facilitate that. Additionally, infrastructure changes were made to

allow take home IP phones that allow for teachers and staff to be able to make contact with students and families just as they would in the classroom.

Device deployment:

In the spring we handed out chromebooks and hotspots/Comcast connectivity for students and staff to be able to participate in distance based learning. We will continue to provide devices and work with families to ensure all students are able to connect to our comprehensive distance learning model. We will continue to provide devices to staff as needed so they can deliver the digital curriculum effectively. We offer a curbside service at the district office during work hours for chromebook repairs needed. If the chromebook cannot be repaired on site, the student/staff will receive a replacement chromebook at this time. The service desk is available during work hours for staff, students and families to contact via phone or email. If call center tech is unable to resolve on the phone, a helpdesk ticket will be created and followed up with the individual caller. An email to support will create a helpdesk ticket and the call center tech will follow up with the individual.

Digital Toolkit:

Portland Public Schools has developed a comprehensive and districtwide set of digital tools for every PPS classroom, teacher, and student. The [PPS Digital Toolkit](#) provides a set of digital tools that will enhance instructional strategies and content delivery. These tools will enhance the existing opportunities with both synchronous and asynchronous learning. These tools have been reviewed and evaluated for digital content quality and cultural relevance.

The tools fall into three categories: Instruction and Lesson Design, Creation and Engagement, and Content. Instruction and Lesson Design tools are those applications and system platforms that teachers use to deliver instruction, lessons, and communications. These include classroom content delivery and learning management systems, applications for communications, and lesson and assessment design tools. Creation and Engagement tools are used by teachers and students in distance learning, as well as in-classroom technology-enhanced instruction. These tools support student voice, elicit response, provide shared spaces for individual, small group, and whole-class collaboration, and engage students with the content. Content tools have been selected to assist our teachers in providing content, build opportunities for sustained practice, and apply learning in both distanced and in-person models of instruction.

Learning Platforms:

PPS has adopted two classroom learning platforms to meet the needs of our elementary and secondary students and teachers. These tools were selected because of their current use and success in PPS, knowledge of their toolset, depth of their function and capabilities, and their presence in the educational technology space. Both platforms allow teachers to create, post, interact, provide feedback, and assess with their students and will bring a single point of entry for students and families into classroom instruction.

Professional Development:

Ongoing and high-quality professional learning and training is essential for the successful implementation of Comprehensive Distance Learning. PPS will provide professional learning for all educators during the course of the summer, pre-service and throughout the school year. The content will be focused on best practices for distance learning, as well as technical “how to” training for digital tools and other operational functions.

Describe the school’s plan, including the anticipated timeline, for returning to Hybrid Learning or On-Site Learning consistent with the *Ready Schools, Safe Learners* guidance.

At this time PPS is planning for the opening of our physical buildings when it is deemed safe and appropriate under the Governor's directive. The District will utilize a comprehensive distance learning (CDL) platform for a minimum of the first quarter (through November 5th) and will evaluate all available health-related information to decide if our CDL will continue through the first semester or if we will be able to open to a hybrid model of instruction in November. We will continue to follow the Governor's orders and ODE's recommendations and guidance.

The remainder of this operational blueprint is not applicable to schools operating a Comprehensive Distance Learning Model.



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

Under ODE's **Ready Schools, Safe Learners** guidance, each school¹ has been directed to submit a plan to the district² in order to provide on-site and/or hybrid instruction. Districts must submit each school's plan to the local school board and make the plans available to the public. This form is to be used to document a district's, school's or program's plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the [Ready Schools, Safe Learners guidance](#) document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,³ parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Harriet Tubman
Key Contact Person for this Plan	Luis Mair, Principal
Phone Number of this Person	503-916-3541
Email Address of this Person	lmair@pps.net
Sectors and position titles of those who informed the plan	Superintendent, Deputy Chiefs of Operations and Instruction, Chief Academic Officer, Chief of Schools, Chief of Staff, Legal Counsel, Chief of Student Support Services, Chief of Technology, Chief Operations Officer, Chief of Human Resources, Chief of Systems Performance, Senior Advisor Racial Equity and Social Justice, Chief of Engagement and Partnerships, Senior Director of Communications, Senior Director of Student Success and Health, Senior Director of Multi-Tiered Systems of Support, Attendance Manager, Director of Facilities, Director of Security Services, Director of Nutrition Services, Senior Director of Special Education, principals, teachers, labor union advisory participation, Senior Director of Humanities, Senior Director of STEAM, Regional Supts., Director of Risk Management, Director of Professional Learning, Project Managers, Student

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Operational Conditions for Comprehensive Distance Learning

Nutrition:

Portland Public Schools understands food stability is one of the most important safety measures schools can provide to students. We will build upon our work in the spring and expand to serve more sites this fall. We will serve breakfast and lunch at up to 40 sites, specifically sites that are elected for Community Eligibility Provision (CEP) in the 2020-21 school year in order to focus resources and access to food and nutrition in our highest risk and need communities. Meals will be served to families 2 days/week (Mondays will include 2 days worth of food and Wednesdays will include 3 days worth of food). No weekend food is permissible at this time, though we may be able to add additional daily supper meals depending on eligible sites and waivers (pending request from ODE to USDA). Nutrition Services will partner with Transportation to deliver meals to homes as requested by the families. Families will be sent an opt in/consent form for requesting meal delivery to their home. Delivery schedule will depend on demand and routing schedule by the Transportation department. Meals will continue to be a mix of ready-to-eat foods, prepared recipes and foods that can be heated at home by families. Communication about meals, services and benefits will be provided throughout the fall to families and school communities. Nutrition Services staff will adhere to all district and department standard operating procedures and safety plans.

Communicable Disease Management Plan (CMDP) and safety plans:

We have developed, in conjunction with our local health authority and Multnomah ESD, and will implement our CMDP as staff report to buildings, based on individual and department needs. Safety plans are developed and approved by our Risk Management team before staff can enter a building and building leaders are responsible for adhering to the safety plan at all times. We have also developed a confirmed case protocol and have aligned all contact tracing, investigatory measures and reporting through a partnership with MESD and the health department. When we are notified of a possible exposure we work with them to investigate and notify.

Student and Family Support for Comprehensive Distance Learning

As a district, we understand and value the importance of student, family and community engagement as a means to positively impact a student's academic, social emotional outcomes and to address continuous improvement efforts. We are committed to building a collective and shared responsibility for outcomes, while strengthening our capacity and skills to achieve this goal and ensuring clear alignment between our intentions and actions to foster engagement that reflects the communities' values and break down barriers to student achievement in this unprecedented time. To this end, PPS will focus our first two weeks on Social Emotional Learning, connections and relationship building between students and staff.

Beyond the first two weeks, PPS will employ a variety of creative means to ensure that our students and families, especially our Black and Native communities, have the tools and support they need and feel empowered to engage and stay engaged in our Comprehensive Distance Learning platform. We will base our expectations of school engagement efforts on the work of our CSI & TSI summer program, Summer Connections Academy, and the lessons we have learned from those endeavors and from the springtime efforts. Some elements that were effective within those school communities included: relationship building and cultivating trust and rapport by calling families and students daily, reaching out to families through personal visits (physically distanced) and providing 1:1 virtual support as needed. We will also provide support at meal hubs and with some in-person conversations and relationship building on school lawns and sidewalks. We continue to provide support for teachers from our counselors and social workers on the best ways to interact and connect with families through a trauma informed lens.

Racial Equity and Social Justice Partnerships

PPS partners with sixteen different culturally specific organizations to implement our five RESJ Partnership Strategies with BIPOC students and families at prioritized schools. These strategies and resulting services provide critical connections between our schools and communities. These strategies are informed by relevant research that affirms their effectiveness in improving educational and social outcomes for students of color.

1. *Culturally Specific Family Engagement* - Family engagement is a high leverage strategy that supports student learning and is designed to reduce or eliminate institutional barriers for families of color to advocate for the needs of their students. There is significant research that supports the effectiveness of family support, advocacy and encouragement with positive student achievement and outcomes.
2. *Wrap Around Services* - Provision of culturally specific and culturally responsive services to support student academic and social success. This includes case management, academic tutoring/support, service referral, student groups, and progress monitoring. Wrap around services have a comprehensive approach to meeting the needs of students.
3. *Mentoring and Leadership Development* - Services are designed to provide positive relationship development and support to students to reduce disproportionate discipline rates and increase attendance and a sense of belonging at school for students of color. This includes providing positive and diverse adult relationships that are reflective of students' culture and identity.
4. *Extended Learning and Enrichment* - Programming provides safe, structured and engaging activities to enhance and expand the learning of students outside of school hours. This includes after school programming and enrichment activities. Enrichment activities provide opportunities for students to pursue learning in their own areas of interest and strengths. Research has shown that students engaged in these activities can lead to increased academic performance and attendance.
5. *Positive Cultural Identity Development and Advocacy* - Programming provides participating youth with exposure and

opportunity to engage in activities that empower them to embrace a confident and positive cultural identity while preserving and sharing cultural heritages and traditions amongst their peers. Activities provide opportunities for students to learn and practice new methods of self-expression in a safe and culturally affirming environment. Partners are actively engaged with the district to collaboratively plan for the start of school by adjusting their services to be provided virtually and in alignment with our plans. Partners are meeting with school leaders,

Mental, Social, and Emotional Health:

Our Multi-tiered Systems of Support (MTSS) team is creating Social Emotional Learning (SEL) activities for the K-5 soft start to begin on September 2nd. These activities will be focused on making connections, building relationships, and creating community. The Office of Teaching and Learning (OTL) and MTSS departments are also leading the development of a two-week health and wellness unit that will focus on promoting the social, emotional, and cognitive skills students need to develop positive relationships and thrive in school. This required K-5 unit is set for teachers to begin on September 14th.

Lastly, K-5 and 6-8 SEL units were developed by the SEL team in the spring which focus on supporting resilience during challenging and, often, traumatic times. This nine-week unit will be revised for educators to use after the completion of the health unit by September 28th.

- MTSS and OTL will collaborate closely on the development of health and wellness and the SEL soft start lessons/activities.
- The MTSS unit is being built with the CASEL Roadmap for Reopening Critical Practices and the PPS & ODE reopening guidance as the foundation.
- The K-5 health and wellness unit will be required as one of four required health units. This unit is required even if schools have other SEL programs.

Additionally, PPS will continue to contract with our mental health and substance use partners in order to provide teletherapy for students who need this level of support. Our counselors and social workers will also meet virtually with students and families in order to assist with emotional and mental health wellness, suicide ideation, student threats, and other mental health or behavioral related concerns or needs. We are also partnering with culturally specific providers to support students of color and additional families who need our assistance. Some of these supports will be through personal (physically distanced) visits either on campus at a community site, or near the student's home. This will be through student and family choice, which honors their preferences in ways they feel they can best be supported.

Childcare:

PPS and contracted, licensed child care providers are exploring distance learning child care services for PPS families and employees. Child care providers would operate fee based programs with state subsidies for qualifying families. If we determine this is a viable service, locations will be dispersed throughout the PPS boundary. Providers would be required to follow health and safety guidelines from the Oregon Early Learning Division.

Digital Learning Needs for Comprehensive Distance Learning

Privacy and Security tools (Umbrella) have been installed and remain persistent on all PPS devices and accounts that prevents students from accessing known inappropriate or malicious sites. Passwords for staff and students changed to a longer character length, and a new portal has been implemented to aid in remote support for password reset situations. Changes have been made to patching and software update mechanisms to allow for devices to remain updated even though they are outside the PPS network. All staff and students will be trained on responsible digital citizenship.

In addition to the distribution of devices, PPS acquired 1990 hotspots to provide connectivity for students where Comcast Internet Essentials was not a viable option. These hotspots will be either picked up from distribution locations or delivered using bus drivers to bring the devices to student homes to ensure that students and staff that did not already have internet access were given devices to facilitate that. Additionally, infrastructure changes were made to

allow take home IP phones that allow for teachers and staff to be able to make contact with students and families just as they would in the classroom.

Device deployment:

In the spring we handed out chromebooks and hotspots/Comcast connectivity for students and staff to be able to participate in distance based learning. We will continue to provide devices and work with families to ensure all students are able to connect to our comprehensive distance learning model. We will continue to provide devices to staff as needed so they can deliver the digital curriculum effectively. We offer a curbside service at the district office during work hours for chromebook repairs needed. If the chromebook cannot be repaired on site, the student/staff will receive a replacement chromebook at this time. The service desk is available during work hours for staff, students and families to contact via phone or email. If call center tech is unable to resolve on the phone, a helpdesk ticket will be created and followed up with the individual caller. An email to support will create a helpdesk ticket and the call center tech will follow up with the individual.

Digital Toolkit:

Portland Public Schools has developed a comprehensive and districtwide set of digital tools for every PPS classroom, teacher, and student. The [PPS Digital Toolkit](#) provides a set of digital tools that will enhance instructional strategies and content delivery. These tools will enhance the existing opportunities with both synchronous and asynchronous learning. These tools have been reviewed and evaluated for digital content quality and cultural relevance.

The tools fall into three categories: Instruction and Lesson Design, Creation and Engagement, and Content. Instruction and Lesson Design tools are those applications and system platforms that teachers use to deliver instruction, lessons, and communications. These include classroom content delivery and learning management systems, applications for communications, and lesson and assessment design tools. Creation and Engagement tools are used by teachers and students in distance learning, as well as in-classroom technology-enhanced instruction. These tools support student voice, elicit response, provide shared spaces for individual, small group, and whole-class collaboration, and engage students with the content. Content tools have been selected to assist our teachers in providing content, build opportunities for sustained practice, and apply learning in both distanced and in-person models of instruction.

Learning Platforms:

PPS has adopted two classroom learning platforms to meet the needs of our elementary and secondary students and teachers. These tools were selected because of their current use and success in PPS, knowledge of their toolset, depth of their function and capabilities, and their presence in the educational technology space. Both platforms allow teachers to create, post, interact, provide feedback, and assess with their students and will bring a single point of entry for students and families into classroom instruction.

Professional Development:

Ongoing and high-quality professional learning and training is essential for the successful implementation of Comprehensive Distance Learning. PPS will provide professional learning for all educators during the course of the summer, pre-service and throughout the school year. The content will be focused on best practices for distance learning, as well as technical “how to” training for digital tools and other operational functions.

Describe the school’s plan, including the anticipated timeline, for returning to Hybrid Learning or On-Site Learning consistent with the *Ready Schools, Safe Learners* guidance.

At this time PPS is planning for the opening of our physical buildings when it is deemed safe and appropriate under the Governor's directive. The District will utilize a comprehensive distance learning (CDL) platform for a minimum of the first quarter (through November 5th) and will evaluate all available health-related information to decide if our CDL will continue through the first semester or if we will be able to open to a hybrid model of instruction in November. We will continue to follow the Governor's orders and ODE's recommendations and guidance.

The remainder of this operational blueprint is not applicable to schools operating a Comprehensive Distance Learning Model.



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

Under ODE's **Ready Schools, Safe Learners** guidance, each school¹ has been directed to submit a plan to the district² in order to provide on-site and/or hybrid instruction. Districts must submit each school's plan to the local school board and make the plans available to the public. This form is to be used to document a district's, school's or program's plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the [Ready Schools, Safe Learners guidance](#) document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,³ parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Harrison Park
Key Contact Person for this Plan	Leah Dickey , Principal
Phone Number of this Person	503-916-5700
Email Address of this Person	ldickey@pps.net
Sectors and position titles of those who informed the plan	Superintendent, Deputy Chiefs of Operations and Instruction, Chief Academic Officer, Chief of Schools, Chief of Staff, Legal Counsel, Chief of Student Support Services, Chief of Technology, Chief Operations Officer, Chief of Human Resources, Chief of Systems Performance, Senior Advisor Racial Equity and Social Justice, Chief of Engagement and Partnerships, Senior Director of Communications, Senior Director of Student Success and Health, Senior Director of Multi-Tiered Systems of Support, Attendance Manager, Director of Facilities, Director of Security Services, Director of Nutrition Services, Senior Director of Special Education, principals, teachers, labor union advisory participation, Senior Director of Humanities, Senior Director of STEAM, Regional Supts., Director of Risk Management, Director of Professional Learning, Project Managers, Student

¹ For the purposes of this guidance: "school" refers to all public schools, including public charter schools, public virtual charter schools, alternative education programs, private schools and the Oregon School for the Deaf. For ease of readability, "school" will be used inclusively to reference all of these settings.

² For the purposes of this guidance: "district" refers to a school district, education service district, public charter school sponsoring district, virtual public charter school sponsoring district, state sponsored public charter school, alternative education programs, private schools, and the Oregon School for the Deaf.

³ Tribal Consultation is a separate process from stakeholder engagement; consultation recognizes and affirms tribal rights of self-government and tribal sovereignty, and mandates state government to work with American Indian nations on a [government-to-government](#) basis.

	Engagement Coordinators, Family advocates, student groups (BIPOC), special education and english language learners, family surveys, staff surveys, parent engagement groups, email responses from website, consultation with District Management Group (DMG), culturally specific partner organizations, PPS health advisory panel, and other large districts in Oregon.
Local public health office(s) or officers(s)	Multnomah ESD and the Oregon Health Authority; in consultation with the CDC.
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Director of Risk Management, Joe Crelier Building level administrators (Enforcement)
Intended Effective Dates for this Plan	9/2/2020 to at least 11/5/2020
ESD Region	Multnomah

2. Please list efforts you have made to engage your community (public health information sharing, taking feedback on planning, etc.) in preparing for school in 2020-21. Include information on engagement with communities often underserved and marginalized and those communities disproportionately impacted by COVID-19.

In preparation for reopening school in fall 2020, Portland Public Schools began gathering feedback from students and staff in May 2020. In March, the Communications team at PPS stood up a landing page for all students and families with centralized supports and pandemic resources. Surveys were conducted at the district level and by some individual schools. Our rate of response in surveying historically underserved and marginalized communities was low, which led to the utilization of intentional focus groups with our Native American community members and Elders, Black students and families, and other families and students of color. Additional focus groups were held with student leaders, and Spanish-Speaking families. Please find a summary of these focus groups here: [Memorandum to the Board of Education, Reopening Focus Group Update](#)

The District will continue to engage our community on a district and individual level to ensure that we are meeting the needs of all students and families to the best of our abilities.

3. Indicate which instructional model will be used.

Select One:

☐ On-Site Learning ☐ Hybrid Learning ☒ Comprehensive Distance Learning

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-15 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>) by August 15, 2020 or prior to the beginning of the 2020-21 school year.

* **Note:** Private schools are required to comply with only sections 1-3 of the **Ready Schools, Safe Learners** guidance.

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

This section must be completed by any school that is seeking to provide instruction through Comprehensive Distance Learning.

Describe why you are selecting Comprehensive Distance Learning as the school's Instructional Model for the effective dates of this plan.

In keeping with local, regional and state guidance and new health directives, Portland Public Schools has determined that it is safest for students and staff to maintain severely limited physical contact. We believe it is both responsible and critical to base our decisions on what will best ensure the health and wellness of our students and staff. We will always prefer to have our students engaged in classroom-based learning, but given current conditions, it would be unsafe to have significant numbers of students and adults back on campus at this time.

We will use this Comprehensive Distance Learning model for a minimum of September 2 through November 5, and will evaluate in October whether it is feasible to open in the 2nd quarter. Based on medical advice, including local health authorities, PPS will continue to keep the health and wellness of students and staff on the forefront in our planning.

Describe how your school's model aligns to the [Comprehensive Distance Learning Guidance](#) (linked). In completing this part of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. Please name any requirements you need ODE to review for any possible accommodations.

Framing PPS Values

As we continue to navigate the ongoing COVID-19 pandemic, Portland Public Schools remains committed to providing a high-quality education for all students and ensuring the health and wellness of students and staff through a comprehensive distance learning model. To guide our work, we centered racial equity and social justice in all decision-making and hold three principles from our strategic plan at the core of our planning - ensure the health and wellness of staff and students, strengthen and innovate the instructional core, and cultivate connection and relationship for students, staff and our community.

Our overarching approach to reopening is a relentless pursuit of racial equity and social justice (RESJ). We believe in the fundamental right to human dignity and that generating an equitable world requires an educational system that intentionally disrupts - and builds leaders to disrupt - systems of oppression. Therefore, our work to reopen schools acknowledges and recognizes the inequities of our system prior to Covid-19 and does not seek to reopen schools by returning to what was "normal" before. Rather, we are deeply engaged in fundamentally accelerating and centering our RESJ work, constantly examining opportunities to increase RESJ strategies through organizational transformation and system-wide collaboration. By way of this central focus and in partnership with families and stakeholders, including those representing students of color, we will bring racial predictability and disproportionality to an end.

In PPS, we are utilizing Targeted Universalism as a driver. We aim to operationalize our RESJ values so that every student is served and our universal board goals are achieved; thus realizing the graduate profile from [our Vision](#). Our approach supports the distinct needs of BIPOC students while also acknowledging our mutual interdependence. We recognize with great urgency the need for aligned and coherent strategies that improve conditions so that every student, especially our BIPOC students have an educational experience where they can thrive. Our approach disrupts institutional and cultural racism and promotes tangible strategies and resources for RESJ. To this end, we will prioritize services for students historically underserved by our system, including Black, Native, students receiving special education services and second language learners. We have used these [Guiding Principles](#) to align our collective work through this process.

Academic Conditions for Comprehensive Distance Learning

Teaching, Learning & Instructional Time:

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Digital Learning Needs for Comprehensive Distance Learning

Privacy and Security tools (Umbrella) have been installed and remain persistent on all PPS devices and accounts that prevents students from accessing known inappropriate or malicious sites. Passwords for staff and students changed to a longer character length, and a new portal has been implemented to aid in remote support for password reset situations. Changes have been made to patching and software update mechanisms to allow for devices to remain updated even though they are outside the PPS network. All staff and students will be trained on responsible digital citizenship.

In addition to the distribution of devices, PPS acquired 1990 hotspots to provide connectivity for students where Comcast Internet Essentials was not a viable option. These hotspots will be either picked up from distribution locations or delivered using bus drivers to bring the devices to student homes to ensure that students and staff that did not already have internet access were given devices to facilitate that. Additionally, infrastructure changes were made to

allow take home IP phones that allow for teachers and staff to be able to make contact with students and families just as they would in the classroom.

Device deployment:

In the spring we handed out chromebooks and hotspots/Comcast connectivity for students and staff to be able to participate in distance based learning. We will continue to provide devices and work with families to ensure all students are able to connect to our comprehensive distance learning model. We will continue to provide devices to staff as needed so they can deliver the digital curriculum effectively. We offer a curbside service at the district office during work hours for chromebook repairs needed. If the chromebook cannot be repaired on site, the student/staff will receive a replacement chromebook at this time. The service desk is available during work hours for staff, students and families to contact via phone or email. If call center tech is unable to resolve on the phone, a helpdesk ticket will be created and followed up with the individual caller. An email to support will create a helpdesk ticket and the call center tech will follow up with the individual.

Digital Toolkit:

Portland Public Schools has developed a comprehensive and districtwide set of digital tools for every PPS classroom, teacher, and student. The [PPS Digital Toolkit](#) provides a set of digital tools that will enhance instructional strategies and content delivery. These tools will enhance the existing opportunities with both synchronous and asynchronous learning. These tools have been reviewed and evaluated for digital content quality and cultural relevance.

The tools fall into three categories: Instruction and Lesson Design, Creation and Engagement, and Content. Instruction and Lesson Design tools are those applications and system platforms that teachers use to deliver instruction, lessons, and communications. These include classroom content delivery and learning management systems, applications for communications, and lesson and assessment design tools. Creation and Engagement tools are used by teachers and students in distance learning, as well as in-classroom technology-enhanced instruction. These tools support student voice, elicit response, provide shared spaces for individual, small group, and whole-class collaboration, and engage students with the content. Content tools have been selected to assist our teachers in providing content, build opportunities for sustained practice, and apply learning in both distanced and in-person models of instruction.

Learning Platforms:

PPS has adopted two classroom learning platforms to meet the needs of our elementary and secondary students and teachers. These tools were selected because of their current use and success in PPS, knowledge of their toolset, depth of their function and capabilities, and their presence in the educational technology space. Both platforms allow teachers to create, post, interact, provide feedback, and assess with their students and will bring a single point of entry for students and families into classroom instruction.

Professional Development:

Ongoing and high-quality professional learning and training is essential for the successful implementation of Comprehensive Distance Learning. PPS will provide professional learning for all educators during the course of the summer, pre-service and throughout the school year. The content will be focused on best practices for distance learning, as well as technical “how to” training for digital tools and other operational functions.

Describe the school’s plan, including the anticipated timeline, for returning to Hybrid Learning or On-Site Learning consistent with the *Ready Schools, Safe Learners* guidance.

At this time PPS is planning for the opening of our physical buildings when it is deemed safe and appropriate under the Governor's directive. The District will utilize a comprehensive distance learning (CDL) platform for a minimum of the first quarter (through November 5th) and will evaluate all available health-related information to decide if our CDL will continue through the first semester or if we will be able to open to a hybrid model of instruction in November. We will continue to follow the Governor's orders and ODE's recommendations and guidance.

The remainder of this operational blueprint is not applicable to schools operating a Comprehensive Distance Learning Model.



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

Under ODE's **Ready Schools, Safe Learners** guidance, each school¹ has been directed to submit a plan to the district² in order to provide on-site and/or hybrid instruction. Districts must submit each school's plan to the local school board and make the plans available to the public. This form is to be used to document a district's, school's or program's plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the [Ready Schools, Safe Learners guidance](#) document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,³ parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Hayhurst
Key Contact Person for this Plan	Tara Bourland, Principal
Phone Number of this Person	503-916-6300
Email Address of this Person	tbourland@pps.net
Sectors and position titles of those who informed the plan	Superintendent, Deputy Chiefs of Operations and Instruction, Chief Academic Officer, Chief of Schools, Chief of Staff, Legal Counsel, Chief of Student Support Services, Chief of Technology, Chief Operations Officer, Chief of Human Resources, Chief of Systems Performance, Senior Advisor Racial Equity and Social Justice, Chief of Engagement and Partnerships, Senior Director of Communications, Senior Director of Student Success and Health, Senior Director of Multi-Tiered Systems of Support, Attendance Manager, Director of Facilities, Director of Security Services, Director of Nutrition Services, Senior Director of Special Education, principals, teachers, labor union advisory participation, Senior Director of Humanities, Senior Director of STEAM, Regional Supts., Director of Risk Management, Director of Professional Learning, Project Managers, Student

¹ For the purposes of this guidance: "school" refers to all public schools, including public charter schools, public virtual charter schools, alternative education programs, private schools and the Oregon School for the Deaf. For ease of readability, "school" will be used inclusively to reference all of these settings.

² For the purposes of this guidance: "district" refers to a school district, education service district, public charter school sponsoring district, virtual public charter school sponsoring district, state sponsored public charter school, alternative education programs, private schools, and the Oregon School for the Deaf.

³ Tribal Consultation is a separate process from stakeholder engagement; consultation recognizes and affirms tribal rights of self-government and tribal sovereignty, and mandates state government to work with American Indian nations on a [government-to-government](#) basis.

	Engagement Coordinators, Family advocates, student groups (BIPOC), special education and english language learners, family surveys, staff surveys, parent engagement groups, email responses from website, consultation with District Management Group (DMG), culturally specific partner organizations, PPS health advisory panel, and other large districts in Oregon.
Local public health office(s) or officers(s)	Multnomah ESD and the Oregon Health Authority; in consultation with the CDC.
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Director of Risk Management, Joe Crelier Building level administrators (Enforcement)
Intended Effective Dates for this Plan	9/2/2020 to at least 11/5/2020
ESD Region	Multnomah

2. Please list efforts you have made to engage your community (public health information sharing, taking feedback on planning, etc.) in preparing for school in 2020-21. Include information on engagement with communities often underserved and marginalized and those communities disproportionately impacted by COVID-19.

In preparation for reopening school in fall 2020, Portland Public Schools began gathering feedback from students and staff in May 2020. In March, the Communications team at PPS stood up a landing page for all students and families with centralized supports and pandemic resources. Surveys were conducted at the district level and by some individual schools. Our rate of response in surveying historically underserved and marginalized communities was low, which led to the utilization of intentional focus groups with our Native American community members and Elders, Black students and families, and other families and students of color. Additional focus groups were held with student leaders, and Spanish-Speaking families. Please find a summary of these focus groups here: [Memorandum to the Board of Education, Reopening Focus Group Update](#)

The District will continue to engage our community on a district and individual level to ensure that we are meeting the needs of all students and families to the best of our abilities.

3. Indicate which instructional model will be used.

Select One:

☐ On-Site Learning ☐ Hybrid Learning ☒ Comprehensive Distance Learning

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-15 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>) by August 15, 2020 or prior to the beginning of the 2020-21 school year.

* **Note:** Private schools are required to comply with only sections 1-3 of the **Ready Schools, Safe Learners** guidance.

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

This section must be completed by any school that is seeking to provide instruction through Comprehensive Distance Learning.

Describe why you are selecting Comprehensive Distance Learning as the school's Instructional Model for the effective dates of this plan.

In keeping with local, regional and state guidance and new health directives, Portland Public Schools has determined that it is safest for students and staff to maintain severely limited physical contact. We believe it is both responsible and critical to base our decisions on what will best ensure the health and wellness of our students and staff. We will always prefer to have our students engaged in classroom-based learning, but given current conditions, it would be unsafe to have significant numbers of students and adults back on campus at this time.

We will use this Comprehensive Distance Learning model for a minimum of September 2 through November 5, and will evaluate in October whether it is feasible to open in the 2nd quarter. Based on medical advice, including local health authorities, PPS will continue to keep the health and wellness of students and staff on the forefront in our planning.

Describe how your school's model aligns to the [Comprehensive Distance Learning Guidance](#) (linked). In completing this part of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. Please name any requirements you need ODE to review for any possible accommodations.

Framing PPS Values

As we continue to navigate the ongoing COVID-19 pandemic, Portland Public Schools remains committed to providing a high-quality education for all students and ensuring the health and wellness of students and staff through a comprehensive distance learning model. To guide our work, we centered racial equity and social justice in all decision-making and hold three principles from our strategic plan at the core of our planning - ensure the health and wellness of staff and students, strengthen and innovate the instructional core, and cultivate connection and relationship for students, staff and our community.

Our overarching approach to reopening is a relentless pursuit of racial equity and social justice (RESJ). We believe in the fundamental right to human dignity and that generating an equitable world requires an educational system that intentionally disrupts - and builds leaders to disrupt - systems of oppression. Therefore, our work to reopen schools acknowledges and recognizes the inequities of our system prior to Covid-19 and does not seek to reopen schools by returning to what was "normal" before. Rather, we are deeply engaged in fundamentally accelerating and centering our RESJ work, constantly examining opportunities to increase RESJ strategies through organizational transformation and system-wide collaboration. By way of this central focus and in partnership with families and stakeholders, including those representing students of color, we will bring racial predictability and disproportionality to an end.

In PPS, we are utilizing Targeted Universalism as a driver. We aim to operationalize our RESJ values so that every student is served and our universal board goals are achieved; thus realizing the graduate profile from [our Vision](#). Our approach supports the distinct needs of BIPOC students while also acknowledging our mutual interdependence. We recognize with great urgency the need for aligned and coherent strategies that improve conditions so that every student, especially our BIPOC students have an educational experience where they can thrive. Our approach disrupts institutional and cultural racism and promotes tangible strategies and resources for RESJ. To this end, we will prioritize services for students historically underserved by our system, including Black, Native, students receiving special education services and second language learners. We have used these [Guiding Principles](#) to align our collective work through this process.

Academic Conditions for Comprehensive Distance Learning

Teaching, Learning & Instructional Time:

Our comprehensive distance learning plan is designed so that all students will receive an engaging, comprehensive, and rigorous academic experience every day of the week. Students will receive standards-based instruction across all academic areas and will build meaningful relationships with the educators in their school community. Instructional time requirements will be adhered to in every grade level, where more than 50% of the instructional time will be teacher-facilitated learning. To meet this requirement, elementary students will follow predictable routines,

procedures, and schedules, that align with developmentally appropriate recommendations for screen time and synchronous learning. Secondary students will follow a predictable bell schedule that incorporates synchronous check-ins, consistent and timely feedback, and peer interactions. All students will continue to receive access to a well-rounded education which includes physical education, health, arts, music, tiered supports, etc.

The learning day will be organized so that the time educators spend directly interacting with students will be high quality, focused on complex learning activities with a high cognitive demand and that are centered around student engagement. Students will have opportunities for guided learning with an educator, as well as opportunities to work with peers, families, and community members to apply their learning and practice their skills. Students will be expected to complete assigned learning activities each day. Students will participate in daily virtual instruction by satisfactorily engaging with synchronous class sessions as well as asynchronous tasks, completing assigned learning activities or assignments to demonstrate their learning. Parents and students will communicate with the teacher when in need of additional learning support. Portland Public Schools will also provide families a variety of ways to connect, one of which is through educator office hours, posted publicly, for students and families to access which will include a process to request and schedule translation services as needed.

Racial Equity and Access:

In the development of our plan, all of the work groups utilized our [Racial Equity and Social Justice Lens](#) to inform decision making and programming. The application of the lens is based on our belief that the district should adopt a student-centered, racial equity and social justice focused lens in all high leverage decisions in order to more deeply understand the barriers and opportunities impacting BIPOC students and families. Additionally, the regular application of the lens, documentation of our responses and review of those responses will help us critically examine our efforts to increase access and opportunity for BIPOC students and families. Our steering committee collectively reviewed our comprehensive plans and applied the RESJ lens on multiple occasions. They utilized data, parent and student input from engagement, partner input and the diverse experience of members to answer the prompts, review our plans and make adjustments to more directly respond to the needs of BIPOC students. As a result we believe our plan is strengthened through the collaborative and reflective process we employed to apply the RESJ Lens to address racial equity and access in our plans.

Special Education Services and English Language Development

Students receiving special education services will continue to receive instruction, technology, support, accommodations, and modifications as required by ESSA, IDEA, and/or ADA based on a virtual learning environment. The majority of each student's services will be provided synchronously (i.e., with the teacher/service provider and student working together through direct and simultaneous communication). If only asynchronous services are recommended, the parent or guardian will provide written consent to shift from synchronous to asynchronous service delivery. All IDEA requirements will be met during Comprehensive Distance Learning. This includes all IDEA timelines, delivery of all related services, delivery of SDI, implementation of IEPs, etc. Schools will provide Child Find obligations, including timely evaluation and eligibility determinations.

Students who are identified to receive English Language development services will be provided with language assistance services and supports that allow the student access to grade level academic content and scaffolded language experiences. PPS's English as a Second Language program will encourage ESL and general education/homeroom teachers to collaboratively plan for inclusive learning experiences that consider and support the language proficiency of each student.

Assessment, Grading, Reporting & Statewide Balanced Assessment:

Portland Public Schools (PPS) has developed a framework for a balanced assessment system and worked throughout the pre-pandemic portion of the 2019-2020 academic year to introduce additional efficiency into the assessment model. Anticipating the ongoing challenges to face-to-face instruction, PPS successfully piloted remote administration of the NWEA MAP assessments at one of our schools in the Spring of 2020.

During the 2020-2021 academic year, PPS is prepared to remotely administer MAP in grades 3-8 in the fall and winter. The fall assessment will allow our students and families to better understand the learning needs of our students as they enter the academic year, and it will provide our teachers and curriculum support teams the necessary data to align and plan instruction. The mid-year assessment will provide feedback regarding both student growth and achievement allowing for an additional point to adapt our supports.

In addition to this common measure of growth and achievement, students will also be presented with common curriculum embedded assessments (pre and post unit) that are aligned to the scope and sequence and are paired with each of the curriculum units. These will provide additional, focused and just-in time, measures of learning that will allow for adaptations to the delivery of the unit materials in order to provide tiered supports. Educators will regularly report progress to students and families and provide opportunities to redo or make up work without penalty and retain the highest earned grade.

Finally, the administration of remote computer adaptive measures will also help the system prepare for the challenges associated with a potential remote administration of the state summative assessments in English Language Arts, Mathematics, and Science.

Attendance:

With the pandemic in the spring of the 2019-2020 academic year, the importance of maintaining an active engagement with our students and families rose to the forefront of our work as a system. As we approach the 2020-2021 year, engagement remains a critical focus and reflecting that engagement through attendance and other metrics is critical. We are committed to following all ODE guidelines and requirements in regards to attendance.

At this time, we are preparing to collect on-line attendance, and we are exploring ways to leverage data from our learning management and instructional delivery systems as a means to monitor engagement and attendance. Our primary focus, at this time, is to provide near real time data back to our schools to facilitate and focus the efforts of our schools to engage our students and families. We fully expect that our local community partners will be assisting in our efforts to focus and engage our disenfranchised students and communities in partnership with our counselors, social workers, Restorative Justice (RJ) specialists, attendance coaches and student engagement specialists.

Clubs & Extracurricular Activities:

Clubs and extracurricular activities are a critical component of any school community. We will ensure activities, clubs, and student organizations are available and accessible to all students to the extent possible, while focusing on the health and wellness of our students and staff as our top priority.

Operational Conditions for Comprehensive Distance Learning

Nutrition:

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allow take home IP phones that allow for teachers and staff to be able to make contact with students and families just as they would in the classroom.

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OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

Under ODE's **Ready Schools, Safe Learners** guidance, each school¹ has been directed to submit a plan to the district² in order to provide on-site and/or hybrid instruction. Districts must submit each school's plan to the local school board and make the plans available to the public. This form is to be used to document a district's, school's or program's plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the [Ready Schools, Safe Learners guidance](#) document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,³ parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Hosford
Key Contact Person for this Plan	Caitlin Klenz, Principal
Phone Number of this Person	503-916-5640
Email Address of this Person	cklenz@pps.net
Sectors and position titles of those who informed the plan	Superintendent, Deputy Chiefs of Operations and Instruction, Chief Academic Officer, Chief of Schools, Chief of Staff, Legal Counsel, Chief of Student Support Services, Chief of Technology, Chief Operations Officer, Chief of Human Resources, Chief of Systems Performance, Senior Advisor Racial Equity and Social Justice, Chief of Engagement and Partnerships, Senior Director of Communications, Senior Director of Student Success and Health, Senior Director of Multi-Tiered Systems of Support, Attendance Manager, Director of Facilities, Director of Security Services, Director of Nutrition Services, Senior Director of Special Education, principals, teachers, labor union advisory participation, Senior Director of Humanities, Senior Director of STEAM, Regional Supts., Director of Risk Management, Director of Professional Learning, Project Managers, Student

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	Engagement Coordinators, Family advocates, student groups (BIPOC), special education and english language learners, family surveys, staff surveys, parent engagement groups, email responses from website, consultation with District Management Group (DMG), culturally specific partner organizations, PPS health advisory panel, and other large districts in Oregon.
Local public health office(s) or officers(s)	Multnomah ESD and the Oregon Health Authority; in consultation with the CDC.
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Director of Risk Management, Joe Crelier Building level administrators (Enforcement)
Intended Effective Dates for this Plan	9/2/2020 to at least 11/5/2020
ESD Region	Multnomah

2. Please list efforts you have made to engage your community (public health information sharing, taking feedback on planning, etc.) in preparing for school in 2020-21. Include information on engagement with communities often underserved and marginalized and those communities disproportionately impacted by COVID-19.

In preparation for reopening school in fall 2020, Portland Public Schools began gathering feedback from students and staff in May 2020. In March, the Communications team at PPS stood up a landing page for all students and families with centralized supports and pandemic resources. Surveys were conducted at the district level and by some individual schools. Our rate of response in surveying historically underserved and marginalized communities was low, which led to the utilization of intentional focus groups with our Native American community members and Elders, Black students and families, and other families and students of color. Additional focus groups were held with student leaders, and Spanish-Speaking families. Please find a summary of these focus groups here: [Memorandum to the Board of Education, Reopening Focus Group Update](#)

The District will continue to engage our community on a district and individual level to ensure that we are meeting the needs of all students and families to the best of our abilities.

3. Indicate which instructional model will be used.

Select One:

☐ On-Site Learning ☐ Hybrid Learning ☒ Comprehensive Distance Learning

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-15 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>) by August 15, 2020 or prior to the beginning of the 2020-21 school year.

* **Note:** Private schools are required to comply with only sections 1-3 of the **Ready Schools, Safe Learners** guidance.

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

This section must be completed by any school that is seeking to provide instruction through Comprehensive Distance Learning.

Describe why you are selecting Comprehensive Distance Learning as the school's Instructional Model for the effective dates of this plan.

In keeping with local, regional and state guidance and new health directives, Portland Public Schools has determined that it is safest for students and staff to maintain severely limited physical contact. We believe it is both responsible and critical to base our decisions on what will best ensure the health and wellness of our students and staff. We will always prefer to have our students engaged in classroom-based learning, but given current conditions, it would be unsafe to have significant numbers of students and adults back on campus at this time.

We will use this Comprehensive Distance Learning model for a minimum of September 2 through November 5, and will evaluate in October whether it is feasible to open in the 2nd quarter. Based on medical advice, including local health authorities, PPS will continue to keep the health and wellness of students and staff on the forefront in our planning.

Describe how your school's model aligns to the [Comprehensive Distance Learning Guidance](#) (linked). In completing this part of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. Please name any requirements you need ODE to review for any possible accommodations.

Framing PPS Values

As we continue to navigate the ongoing COVID-19 pandemic, Portland Public Schools remains committed to providing a high-quality education for all students and ensuring the health and wellness of students and staff through a comprehensive distance learning model. To guide our work, we centered racial equity and social justice in all decision-making and hold three principles from our strategic plan at the core of our planning - ensure the health and wellness of staff and students, strengthen and innovate the instructional core, and cultivate connection and relationship for students, staff and our community.

Our overarching approach to reopening is a relentless pursuit of racial equity and social justice (RESJ). We believe in the fundamental right to human dignity and that generating an equitable world requires an educational system that intentionally disrupts - and builds leaders to disrupt - systems of oppression. Therefore, our work to reopen schools acknowledges and recognizes the inequities of our system prior to Covid-19 and does not seek to reopen schools by returning to what was "normal" before. Rather, we are deeply engaged in fundamentally accelerating and centering our RESJ work, constantly examining opportunities to increase RESJ strategies through organizational transformation and system-wide collaboration. By way of this central focus and in partnership with families and stakeholders, including those representing students of color, we will bring racial predictability and disproportionality to an end.

In PPS, we are utilizing Targeted Universalism as a driver. We aim to operationalize our RESJ values so that every student is served and our universal board goals are achieved; thus realizing the graduate profile from [our Vision](#). Our approach supports the distinct needs of BIPOC students while also acknowledging our mutual interdependence. We recognize with great urgency the need for aligned and coherent strategies that improve conditions so that every student, especially our BIPOC students have an educational experience where they can thrive. Our approach disrupts institutional and cultural racism and promotes tangible strategies and resources for RESJ. To this end, we will prioritize services for students historically underserved by our system, including Black, Native, students receiving special education services and second language learners. We have used these [Guiding Principles](#) to align our collective work through this process.

Academic Conditions for Comprehensive Distance Learning

Teaching, Learning & Instructional Time:

Our comprehensive distance learning plan is designed so that all students will receive an engaging, comprehensive, and rigorous academic experience every day of the week. Students will receive standards-based instruction across all academic areas and will build meaningful relationships with the educators in their school community. Instructional time requirements will be adhered to in every grade level, where more than 50% of the instructional time will be teacher-facilitated learning. To meet this requirement, elementary students will follow predictable routines,

procedures, and schedules, that align with developmentally appropriate recommendations for screen time and synchronous learning. Secondary students will follow a predictable bell schedule that incorporates synchronous check-ins, consistent and timely feedback, and peer interactions. All students will continue to receive access to a well-rounded education which includes physical education, health, arts, music, tiered supports, etc.

The learning day will be organized so that the time educators spend directly interacting with students will be high quality, focused on complex learning activities with a high cognitive demand and that are centered around student engagement. Students will have opportunities for guided learning with an educator, as well as opportunities to work with peers, families, and community members to apply their learning and practice their skills. Students will be expected to complete assigned learning activities each day. Students will participate in daily virtual instruction by satisfactorily engaging with synchronous class sessions as well as asynchronous tasks, completing assigned learning activities or assignments to demonstrate their learning. Parents and students will communicate with the teacher when in need of additional learning support. Portland Public Schools will also provide families a variety of ways to connect, one of which is through educator office hours, posted publicly, for students and families to access which will include a process to request and schedule translation services as needed.

Racial Equity and Access:

In the development of our plan, all of the work groups utilized our [Racial Equity and Social Justice Lens](#) to inform decision making and programming. The application of the lens is based on our belief that the district should adopt a student-centered, racial equity and social justice focused lens in all high leverage decisions in order to more deeply understand the barriers and opportunities impacting BIPOC students and families. Additionally, the regular application of the lens, documentation of our responses and review of those responses will help us critically examine our efforts to increase access and opportunity for BIPOC students and families. Our steering committee collectively reviewed our comprehensive plans and applied the RESJ lens on multiple occasions. They utilized data, parent and student input from engagement, partner input and the diverse experience of members to answer the prompts, review our plans and make adjustments to more directly respond to the needs of BIPOC students. As a result we believe our plan is strengthened through the collaborative and reflective process we employed to apply the RESJ Lens to address racial equity and access in our plans.

Special Education Services and English Language Development

Students receiving special education services will continue to receive instruction, technology, support, accommodations, and modifications as required by ESSA, IDEA, and/or ADA based on a virtual learning environment. The majority of each student's services will be provided synchronously (i.e., with the teacher/service provider and student working together through direct and simultaneous communication). If only asynchronous services are recommended, the parent or guardian will provide written consent to shift from synchronous to asynchronous service delivery. All IDEA requirements will be met during Comprehensive Distance Learning. This includes all IDEA timelines, delivery of all related services, delivery of SDI, implementation of IEPs, etc. Schools will provide Child Find obligations, including timely evaluation and eligibility determinations.

Students who are identified to receive English Language development services will be provided with language assistance services and supports that allow the student access to grade level academic content and scaffolded language experiences. PPS's English as a Second Language program will encourage ESL and general education/homeroom teachers to collaboratively plan for inclusive learning experiences that consider and support the language proficiency of each student.

Assessment, Grading, Reporting & Statewide Balanced Assessment:

Portland Public Schools (PPS) has developed a framework for a balanced assessment system and worked throughout the pre-pandemic portion of the 2019-2020 academic year to introduce additional efficiency into the assessment model. Anticipating the ongoing challenges to face-to-face instruction, PPS successfully piloted remote administration of the NWEA MAP assessments at one of our schools in the Spring of 2020.

During the 2020-2021 academic year, PPS is prepared to remotely administer MAP in grades 3-8 in the fall and winter. The fall assessment will allow our students and families to better understand the learning needs of our students as they enter the academic year, and it will provide our teachers and curriculum support teams the necessary data to align and plan instruction. The mid-year assessment will provide feedback regarding both student growth and achievement allowing for an additional point to adapt our supports.

In addition to this common measure of growth and achievement, students will also be presented with common curriculum embedded assessments (pre and post unit) that are aligned to the scope and sequence and are paired with each of the curriculum units. These will provide additional, focused and just-in time, measures of learning that will allow for adaptations to the delivery of the unit materials in order to provide tiered supports. Educators will regularly report progress to students and families and provide opportunities to redo or make up work without penalty and retain the highest earned grade.

Finally, the administration of remote computer adaptive measures will also help the system prepare for the challenges associated with a potential remote administration of the state summative assessments in English Language Arts, Mathematics, and Science.

Attendance:

With the pandemic in the spring of the 2019-2020 academic year, the importance of maintaining an active engagement with our students and families rose to the forefront of our work as a system. As we approach the 2020-2021 year, engagement remains a critical focus and reflecting that engagement through attendance and other metrics is critical. We are committed to following all ODE guidelines and requirements in regards to attendance.

At this time, we are preparing to collect on-line attendance, and we are exploring ways to leverage data from our learning management and instructional delivery systems as a means to monitor engagement and attendance. Our primary focus, at this time, is to provide near real time data back to our schools to facilitate and focus the efforts of our schools to engage our students and families. We fully expect that our local community partners will be assisting in our efforts to focus and engage our disenfranchised students and communities in partnership with our counselors, social workers, Restorative Justice (RJ) specialists, attendance coaches and student engagement specialists.

Clubs & Extracurricular Activities:

Clubs and extracurricular activities are a critical component of any school community. We will ensure activities, clubs, and student organizations are available and accessible to all students to the extent possible, while focusing on the health and wellness of our students and staff as our top priority.

Operational Conditions for Comprehensive Distance Learning

Nutrition:

Portland Public Schools understands food stability is one of the most important safety measures schools can provide to students. We will build upon our work in the spring and expand to serve more sites this fall. We will serve breakfast and lunch at up to 40 sites, specifically sites that are elected for Community Eligibility Provision (CEP) in the 2020-21 school year in order to focus resources and access to food and nutrition in our highest risk and need communities. Meals will be served to families 2 days/week (Mondays will include 2 days worth of food and Wednesdays will include 3 days worth of food). No weekend food is permissible at this time, though we may be able to add additional daily supper meals depending on eligible sites and waivers (pending request from ODE to USDA). Nutrition Services will partner with Transportation to deliver meals to homes as requested by the families. Families will be sent an opt in/consent form for requesting meal delivery to their home. Delivery schedule will depend on demand and routing schedule by the Transportation department. Meals will continue to be a mix of ready-to-eat foods, prepared recipes and foods that can be heated at home by families. Communication about meals, services and benefits will be provided throughout the fall to families and school communities. Nutrition Services staff will adhere to all district and department standard operating procedures and safety plans.

Communicable Disease Management Plan (CMDP) and safety plans:

We have developed, in conjunction with our local health authority and Multnomah ESD, and will implement our CMDP as staff report to buildings, based on individual and department needs. Safety plans are developed and approved by our Risk Management team before staff can enter a building and building leaders are responsible for adhering to the safety plan at all times. We have also developed a confirmed case protocol and have aligned all contact tracing, investigatory measures and reporting through a partnership with MESD and the health department. When we are notified of a possible exposure we work with them to investigate and notify.

Student and Family Support for Comprehensive Distance Learning

As a district, we understand and value the importance of student, family and community engagement as a means to positively impact a student's academic, social emotional outcomes and to address continuous improvement efforts. We are committed to building a collective and shared responsibility for outcomes, while strengthening our capacity and skills to achieve this goal and ensuring clear alignment between our intentions and actions to foster engagement that reflects the communities' values and break down barriers to student achievement in this unprecedented time. To this end, PPS will focus our first two weeks on Social Emotional Learning, connections and relationship building between students and staff.

Beyond the first two weeks, PPS will employ a variety of creative means to ensure that our students and families, especially our Black and Native communities, have the tools and support they need and feel empowered to engage and stay engaged in our Comprehensive Distance Learning platform. We will base our expectations of school engagement efforts on the work of our CSI & TSI summer program, Summer Connections Academy, and the lessons we have learned from those endeavors and from the springtime efforts. Some elements that were effective within those school communities included: relationship building and cultivating trust and rapport by calling families and students daily, reaching out to families through personal visits (physically distanced) and providing 1:1 virtual support as needed. We will also provide support at meal hubs and with some in-person conversations and relationship building on school lawns and sidewalks. We continue to provide support for teachers from our counselors and social workers on the best ways to interact and connect with families through a trauma informed lens.

Racial Equity and Social Justice Partnerships

PPS partners with sixteen different culturally specific organizations to implement our five RESJ Partnership Strategies with BIPOC students and families at prioritized schools. These strategies and resulting services provide critical connections between our schools and communities. These strategies are informed by relevant research that affirms their effectiveness in improving educational and social outcomes for students of color.

1. *Culturally Specific Family Engagement* - Family engagement is a high leverage strategy that supports student learning and is designed to reduce or eliminate institutional barriers for families of color to advocate for the needs of their students. There is significant research that supports the effectiveness of family support, advocacy and encouragement with positive student achievement and outcomes.
2. *Wrap Around Services* - Provision of culturally specific and culturally responsive services to support student academic and social success. This includes case management, academic tutoring/support, service referral, student groups, and progress monitoring. Wrap around services have a comprehensive approach to meeting the needs of students.
3. *Mentoring and Leadership Development* - Services are designed to provide positive relationship development and support to students to reduce disproportionate discipline rates and increase attendance and a sense of belonging at school for students of color. This includes providing positive and diverse adult relationships that are reflective of students' culture and identity.
4. *Extended Learning and Enrichment* - Programming provides safe, structured and engaging activities to enhance and expand the learning of students outside of school hours. This includes after school programming and enrichment activities. Enrichment activities provide opportunities for students to pursue learning in their own areas of interest and strengths. Research has shown that students engaged in these activities can lead to increased academic performance and attendance.
5. *Positive Cultural Identity Development and Advocacy* - Programming provides participating youth with exposure and

opportunity to engage in activities that empower them to embrace a confident and positive cultural identity while preserving and sharing cultural heritages and traditions amongst their peers. Activities provide opportunities for students to learn and practice new methods of self-expression in a safe and culturally affirming environment. Partners are actively engaged with the district to collaboratively plan for the start of school by adjusting their services to be provided virtually and in alignment with our plans. Partners are meeting with school leaders,

Mental, Social, and Emotional Health:

Our Multi-tiered Systems of Support (MTSS) team is creating Social Emotional Learning (SEL) activities for the K-5 soft start to begin on September 2nd. These activities will be focused on making connections, building relationships, and creating community. The Office of Teaching and Learning (OTL) and MTSS departments are also leading the development of a two-week health and wellness unit that will focus on promoting the social, emotional, and cognitive skills students need to develop positive relationships and thrive in school. This required K-5 unit is set for teachers to begin on September 14th.

Lastly, K-5 and 6-8 SEL units were developed by the SEL team in the spring which focus on supporting resilience during challenging and, often, traumatic times. This nine-week unit will be revised for educators to use after the completion of the health unit by September 28th.

- MTSS and OTL will collaborate closely on the development of health and wellness and the SEL soft start lessons/activities.
- The MTSS unit is being built with the CASEL Roadmap for Reopening Critical Practices and the PPS & ODE reopening guidance as the foundation.
- The K-5 health and wellness unit will be required as one of four required health units. This unit is required even if schools have other SEL programs.

Additionally, PPS will continue to contract with our mental health and substance use partners in order to provide teletherapy for students who need this level of support. Our counselors and social workers will also meet virtually with students and families in order to assist with emotional and mental health wellness, suicide ideation, student threats, and other mental health or behavioral related concerns or needs. We are also partnering with culturally specific providers to support students of color and additional families who need our assistance. Some of these supports will be through personal (physically distanced) visits either on campus at a community site, or near the student's home. This will be through student and family choice, which honors their preferences in ways they feel they can best be supported.

Childcare:

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Updated 8/11/2020

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1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Irvington
Key Contact Person for this Plan	Satrina Chargualaf, Principal
Phone Number of this Person	503-916-6185
Email Address of this Person	schargualaf@pps.net
Sectors and position titles of those who informed the plan	Superintendent, Deputy Chiefs of Operations and Instruction, Chief Academic Officer, Chief of Schools, Chief of Staff, Legal Counsel, Chief of Student Support Services, Chief of Technology, Chief Operations Officer, Chief of Human Resources, Chief of Systems Performance, Senior Advisor Racial Equity and Social Justice, Chief of Engagement and Partnerships, Senior Director of Communications, Senior Director of Student Success and Health, Senior Director of Multi-Tiered Systems of Support, Attendance Manager, Director of Facilities, Director of Security Services, Director of Nutrition Services, Senior Director of Special Education, principals, teachers, labor union advisory participation, Senior Director of Humanities, Senior Director of STEAM, Regional Supts., Director of Risk Management, Director of Professional Learning, Project Managers, Student

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Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Director of Risk Management, Joe Crelier Building level administrators (Enforcement)
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The District will continue to engage our community on a district and individual level to ensure that we are meeting the needs of all students and families to the best of our abilities.

3. Indicate which instructional model will be used.

Select One:

☐ On-Site Learning ☐ Hybrid Learning ☒ Comprehensive Distance Learning

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REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

This section must be completed by any school that is seeking to provide instruction through Comprehensive Distance Learning.

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Teaching, Learning & Instructional Time:

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procedures, and schedules, that align with developmentally appropriate recommendations for screen time and synchronous learning. Secondary students will follow a predictable bell schedule that incorporates synchronous check-ins, consistent and timely feedback, and peer interactions. All students will continue to receive access to a well-rounded education which includes physical education, health, arts, music, tiered supports, etc.

The learning day will be organized so that the time educators spend directly interacting with students will be high quality, focused on complex learning activities with a high cognitive demand and that are centered around student engagement. Students will have opportunities for guided learning with an educator, as well as opportunities to work with peers, families, and community members to apply their learning and practice their skills. Students will be expected to complete assigned learning activities each day. Students will participate in daily virtual instruction by satisfactorily engaging with synchronous class sessions as well as asynchronous tasks, completing assigned learning activities or assignments to demonstrate their learning. Parents and students will communicate with the teacher when in need of additional learning support. Portland Public Schools will also provide families a variety of ways to connect, one of which is through educator office hours, posted publicly, for students and families to access which will include a process to request and schedule translation services as needed.

Racial Equity and Access:

In the development of our plan, all of the work groups utilized our [Racial Equity and Social Justice Lens](#) to inform decision making and programming. The application of the lens is based on our belief that the district should adopt a student-centered, racial equity and social justice focused lens in all high leverage decisions in order to more deeply understand the barriers and opportunities impacting BIPOC students and families. Additionally, the regular application of the lens, documentation of our responses and review of those responses will help us critically examine our efforts to increase access and opportunity for BIPOC students and families. Our steering committee collectively reviewed our comprehensive plans and applied the RESJ lens on multiple occasions. They utilized data, parent and student input from engagement, partner input and the diverse experience of members to answer the prompts, review our plans and make adjustments to more directly respond to the needs of BIPOC students. As a result we believe our plan is strengthened through the collaborative and reflective process we employed to apply the RESJ Lens to address racial equity and access in our plans.

Special Education Services and English Language Development

Students receiving special education services will continue to receive instruction, technology, support, accommodations, and modifications as required by ESSA, IDEA, and/or ADA based on a virtual learning environment. The majority of each student's services will be provided synchronously (i.e., with the teacher/service provider and student working together through direct and simultaneous communication). If only asynchronous services are recommended, the parent or guardian will provide written consent to shift from synchronous to asynchronous service delivery. All IDEA requirements will be met during Comprehensive Distance Learning. This includes all IDEA timelines, delivery of all related services, delivery of SDI, implementation of IEPs, etc. Schools will provide Child Find obligations, including timely evaluation and eligibility determinations.

Students who are identified to receive English Language development services will be provided with language assistance services and supports that allow the student access to grade level academic content and scaffolded language experiences. PPS's English as a Second Language program will encourage ESL and general education/homeroom teachers to collaboratively plan for inclusive learning experiences that consider and support the language proficiency of each student.

Assessment, Grading, Reporting & Statewide Balanced Assessment:

Portland Public Schools (PPS) has developed a framework for a balanced assessment system and worked throughout the pre-pandemic portion of the 2019-2020 academic year to introduce additional efficiency into the assessment model. Anticipating the ongoing challenges to face-to-face instruction, PPS successfully piloted remote administration of the NWEA MAP assessments at one of our schools in the Spring of 2020.

During the 2020-2021 academic year, PPS is prepared to remotely administer MAP in grades 3-8 in the fall and winter. The fall assessment will allow our students and families to better understand the learning needs of our students as they enter the academic year, and it will provide our teachers and curriculum support teams the necessary data to align and plan instruction. The mid-year assessment will provide feedback regarding both student growth and achievement allowing for an additional point to adapt our supports.

In addition to this common measure of growth and achievement, students will also be presented with common curriculum embedded assessments (pre and post unit) that are aligned to the scope and sequence and are paired with each of the curriculum units. These will provide additional, focused and just-in time, measures of learning that will allow for adaptations to the delivery of the unit materials in order to provide tiered supports. Educators will regularly report progress to students and families and provide opportunities to redo or make up work without penalty and retain the highest earned grade.

Finally, the administration of remote computer adaptive measures will also help the system prepare for the challenges associated with a potential remote administration of the state summative assessments in English Language Arts, Mathematics, and Science.

Attendance:

With the pandemic in the spring of the 2019-2020 academic year, the importance of maintaining an active engagement with our students and families rose to the forefront of our work as a system. As we approach the 2020-2021 year, engagement remains a critical focus and reflecting that engagement through attendance and other metrics is critical. We are committed to following all ODE guidelines and requirements in regards to attendance.

At this time, we are preparing to collect on-line attendance, and we are exploring ways to leverage data from our learning management and instructional delivery systems as a means to monitor engagement and attendance. Our primary focus, at this time, is to provide near real time data back to our schools to facilitate and focus the efforts of our schools to engage our students and families. We fully expect that our local community partners will be assisting in our efforts to focus and engage our disenfranchised students and communities in partnership with our counselors, social workers, Restorative Justice (RJ) specialists, attendance coaches and student engagement specialists.

Clubs & Extracurricular Activities:

Clubs and extracurricular activities are a critical component of any school community. We will ensure activities, clubs, and student organizations are available and accessible to all students to the extent possible, while focusing on the health and wellness of our students and staff as our top priority.

Operational Conditions for Comprehensive Distance Learning

Nutrition:

Portland Public Schools understands food stability is one of the most important safety measures schools can provide to students. We will build upon our work in the spring and expand to serve more sites this fall. We will serve breakfast and lunch at up to 40 sites, specifically sites that are elected for Community Eligibility Provision (CEP) in the 2020-21 school year in order to focus resources and access to food and nutrition in our highest risk and need communities. Meals will be served to families 2 days/week (Mondays will include 2 days worth of food and Wednesdays will include 3 days worth of food). No weekend food is permissible at this time, though we may be able to add additional daily supper meals depending on eligible sites and waivers (pending request from ODE to USDA). Nutrition Services will partner with Transportation to deliver meals to homes as requested by the families. Families will be sent an opt in/consent form for requesting meal delivery to their home. Delivery schedule will depend on demand and routing schedule by the Transportation department. Meals will continue to be a mix of ready-to-eat foods, prepared recipes and foods that can be heated at home by families. Communication about meals, services and benefits will be provided throughout the fall to families and school communities. Nutrition Services staff will adhere to all district and department standard operating procedures and safety plans.

Communicable Disease Management Plan (CMDP) and safety plans:

We have developed, in conjunction with our local health authority and Multnomah ESD, and will implement our CMDP as staff report to buildings, based on individual and department needs. Safety plans are developed and approved by our Risk Management team before staff can enter a building and building leaders are responsible for adhering to the safety plan at all times. We have also developed a confirmed case protocol and have aligned all contact tracing, investigatory measures and reporting through a partnership with MESD and the health department. When we are notified of a possible exposure we work with them to investigate and notify.

Student and Family Support for Comprehensive Distance Learning

As a district, we understand and value the importance of student, family and community engagement as a means to positively impact a student's academic, social emotional outcomes and to address continuous improvement efforts. We are committed to building a collective and shared responsibility for outcomes, while strengthening our capacity and skills to achieve this goal and ensuring clear alignment between our intentions and actions to foster engagement that reflects the communities' values and break down barriers to student achievement in this unprecedented time. To this end, PPS will focus our first two weeks on Social Emotional Learning, connections and relationship building between students and staff.

Beyond the first two weeks, PPS will employ a variety of creative means to ensure that our students and families, especially our Black and Native communities, have the tools and support they need and feel empowered to engage and stay engaged in our Comprehensive Distance Learning platform. We will base our expectations of school engagement efforts on the work of our CSI & TSI summer program, Summer Connections Academy, and the lessons we have learned from those endeavors and from the springtime efforts. Some elements that were effective within those school communities included: relationship building and cultivating trust and rapport by calling families and students daily, reaching out to families through personal visits (physically distanced) and providing 1:1 virtual support as needed. We will also provide support at meal hubs and with some in-person conversations and relationship building on school lawns and sidewalks. We continue to provide support for teachers from our counselors and social workers on the best ways to interact and connect with families through a trauma informed lens.

Racial Equity and Social Justice Partnerships

PPS partners with sixteen different culturally specific organizations to implement our five RESJ Partnership Strategies with BIPOC students and families at prioritized schools. These strategies and resulting services provide critical connections between our schools and communities. These strategies are informed by relevant research that affirms their effectiveness in improving educational and social outcomes for students of color.

1. *Culturally Specific Family Engagement* - Family engagement is a high leverage strategy that supports student learning and is designed to reduce or eliminate institutional barriers for families of color to advocate for the needs of their students. There is significant research that supports the effectiveness of family support, advocacy and encouragement with positive student achievement and outcomes.
2. *Wrap Around Services* - Provision of culturally specific and culturally responsive services to support student academic and social success. This includes case management, academic tutoring/support, service referral, student groups, and progress monitoring. Wrap around services have a comprehensive approach to meeting the needs of students.
3. *Mentoring and Leadership Development* - Services are designed to provide positive relationship development and support to students to reduce disproportionate discipline rates and increase attendance and a sense of belonging at school for students of color. This includes providing positive and diverse adult relationships that are reflective of students' culture and identity.
4. *Extended Learning and Enrichment* - Programming provides safe, structured and engaging activities to enhance and expand the learning of students outside of school hours. This includes after school programming and enrichment activities. Enrichment activities provide opportunities for students to pursue learning in their own areas of interest and strengths. Research has shown that students engaged in these activities can lead to increased academic performance and attendance.
5. *Positive Cultural Identity Development and Advocacy* - Programming provides participating youth with exposure and

opportunity to engage in activities that empower them to embrace a confident and positive cultural identity while preserving and sharing cultural heritages and traditions amongst their peers. Activities provide opportunities for students to learn and practice new methods of self-expression in a safe and culturally affirming environment. Partners are actively engaged with the district to collaboratively plan for the start of school by adjusting their services to be provided virtually and in alignment with our plans. Partners are meeting with school leaders,

Mental, Social, and Emotional Health:

Our Multi-tiered Systems of Support (MTSS) team is creating Social Emotional Learning (SEL) activities for the K-5 soft start to begin on September 2nd. These activities will be focused on making connections, building relationships, and creating community. The Office of Teaching and Learning (OTL) and MTSS departments are also leading the development of a two-week health and wellness unit that will focus on promoting the social, emotional, and cognitive skills students need to develop positive relationships and thrive in school. This required K-5 unit is set for teachers to begin on September 14th.

Lastly, K-5 and 6-8 SEL units were developed by the SEL team in the spring which focus on supporting resilience during challenging and, often, traumatic times. This nine-week unit will be revised for educators to use after the completion of the health unit by September 28th.

- MTSS and OTL will collaborate closely on the development of health and wellness and the SEL soft start lessons/activities.
- The MTSS unit is being built with the CASEL Roadmap for Reopening Critical Practices and the PPS & ODE reopening guidance as the foundation.
- The K-5 health and wellness unit will be required as one of four required health units. This unit is required even if schools have other SEL programs.

Additionally, PPS will continue to contract with our mental health and substance use partners in order to provide teletherapy for students who need this level of support. Our counselors and social workers will also meet virtually with students and families in order to assist with emotional and mental health wellness, suicide ideation, student threats, and other mental health or behavioral related concerns or needs. We are also partnering with culturally specific providers to support students of color and additional families who need our assistance. Some of these supports will be through personal (physically distanced) visits either on campus at a community site, or near the student's home. This will be through student and family choice, which honors their preferences in ways they feel they can best be supported.

Childcare:

PPS and contracted, licensed child care providers are exploring distance learning child care services for PPS families and employees. Child care providers would operate fee based programs with state subsidies for qualifying families. If we determine this is a viable service, locations will be dispersed throughout the PPS boundary. Providers would be required to follow health and safety guidelines from the Oregon Early Learning Division.

Digital Learning Needs for Comprehensive Distance Learning

Privacy and Security tools (Umbrella) have been installed and remain persistent on all PPS devices and accounts that prevents students from accessing known inappropriate or malicious sites. Passwords for staff and students changed to a longer character length, and a new portal has been implemented to aid in remote support for password reset situations. Changes have been made to patching and software update mechanisms to allow for devices to remain updated even though they are outside the PPS network. All staff and students will be trained on responsible digital citizenship.

In addition to the distribution of devices, PPS acquired 1990 hotspots to provide connectivity for students where Comcast Internet Essentials was not a viable option. These hotspots will be either picked up from distribution locations or delivered using bus drivers to bring the devices to student homes to ensure that students and staff that did not already have internet access were given devices to facilitate that. Additionally, infrastructure changes were made to

allow take home IP phones that allow for teachers and staff to be able to make contact with students and families just as they would in the classroom.

Device deployment:

In the spring we handed out chromebooks and hotspots/Comcast connectivity for students and staff to be able to participate in distance based learning. We will continue to provide devices and work with families to ensure all students are able to connect to our comprehensive distance learning model. We will continue to provide devices to staff as needed so they can deliver the digital curriculum effectively. We offer a curbside service at the district office during work hours for chromebook repairs needed. If the chromebook cannot be repaired on site, the student/staff will receive a replacement chromebook at this time. The service desk is available during work hours for staff, students and families to contact via phone or email. If call center tech is unable to resolve on the phone, a helpdesk ticket will be created and followed up with the individual caller. An email to support will create a helpdesk ticket and the call center tech will follow up with the individual.

Digital Toolkit:

Portland Public Schools has developed a comprehensive and districtwide set of digital tools for every PPS classroom, teacher, and student. The [PPS Digital Toolkit](#) provides a set of digital tools that will enhance instructional strategies and content delivery. These tools will enhance the existing opportunities with both synchronous and asynchronous learning. These tools have been reviewed and evaluated for digital content quality and cultural relevance.

The tools fall into three categories: Instruction and Lesson Design, Creation and Engagement, and Content. Instruction and Lesson Design tools are those applications and system platforms that teachers use to deliver instruction, lessons, and communications. These include classroom content delivery and learning management systems, applications for communications, and lesson and assessment design tools. Creation and Engagement tools are used by teachers and students in distance learning, as well as in-classroom technology-enhanced instruction. These tools support student voice, elicit response, provide shared spaces for individual, small group, and whole-class collaboration, and engage students with the content. Content tools have been selected to assist our teachers in providing content, build opportunities for sustained practice, and apply learning in both distanced and in-person models of instruction.

Learning Platforms:

PPS has adopted two classroom learning platforms to meet the needs of our elementary and secondary students and teachers. These tools were selected because of their current use and success in PPS, knowledge of their toolset, depth of their function and capabilities, and their presence in the educational technology space. Both platforms allow teachers to create, post, interact, provide feedback, and assess with their students and will bring a single point of entry for students and families into classroom instruction.

Professional Development:

Ongoing and high-quality professional learning and training is essential for the successful implementation of Comprehensive Distance Learning. PPS will provide professional learning for all educators during the course of the summer, pre-service and throughout the school year. The content will be focused on best practices for distance learning, as well as technical “how to” training for digital tools and other operational functions.

Describe the school’s plan, including the anticipated timeline, for returning to Hybrid Learning or On-Site Learning consistent with the *Ready Schools, Safe Learners* guidance.

At this time PPS is planning for the opening of our physical buildings when it is deemed safe and appropriate under the Governor's directive. The District will utilize a comprehensive distance learning (CDL) platform for a minimum of the first quarter (through November 5th) and will evaluate all available health-related information to decide if our CDL will continue through the first semester or if we will be able to open to a hybrid model of instruction in November. We will continue to follow the Governor's orders and ODE's recommendations and guidance.

The remainder of this operational blueprint is not applicable to schools operating a Comprehensive Distance Learning Model.



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

Under ODE's **Ready Schools, Safe Learners** guidance, each school¹ has been directed to submit a plan to the district² in order to provide on-site and/or hybrid instruction. Districts must submit each school's plan to the local school board and make the plans available to the public. This form is to be used to document a district's, school's or program's plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the [Ready Schools, Safe Learners guidance](#) document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,³ parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Jackson
Key Contact Person for this Plan	Susan Kosmala, Principal
Phone Number of this Person	503-916-5680
Email Address of this Person	skosmala@pps.net
Sectors and position titles of those who informed the plan	Superintendent, Deputy Chiefs of Operations and Instruction, Chief Academic Officer, Chief of Schools, Chief of Staff, Legal Counsel, Chief of Student Support Services, Chief of Technology, Chief Operations Officer, Chief of Human Resources, Chief of Systems Performance, Senior Advisor Racial Equity and Social Justice, Chief of Engagement and Partnerships, Senior Director of Communications, Senior Director of Student Success and Health, Senior Director of Multi-Tiered Systems of Support, Attendance Manager, Director of Facilities, Director of Security Services, Director of Nutrition Services, Senior Director of Special Education, principals, teachers, labor union advisory participation, Senior Director of Humanities, Senior Director of STEAM, Regional Supts., Director of Risk Management, Director of Professional Learning, Project Managers, Student

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Operational Conditions for Comprehensive Distance Learning

Nutrition:

Portland Public Schools understands food stability is one of the most important safety measures schools can provide to students. We will build upon our work in the spring and expand to serve more sites this fall. We will serve breakfast and lunch at up to 40 sites, specifically sites that are elected for Community Eligibility Provision (CEP) in the 2020-21 school year in order to focus resources and access to food and nutrition in our highest risk and need communities. Meals will be served to families 2 days/week (Mondays will include 2 days worth of food and Wednesdays will include 3 days worth of food). No weekend food is permissible at this time, though we may be able to add additional daily supper meals depending on eligible sites and waivers (pending request from ODE to USDA). Nutrition Services will partner with Transportation to deliver meals to homes as requested by the families. Families will be sent an opt in/consent form for requesting meal delivery to their home. Delivery schedule will depend on demand and routing schedule by the Transportation department. Meals will continue to be a mix of ready-to-eat foods, prepared recipes and foods that can be heated at home by families. Communication about meals, services and benefits will be provided throughout the fall to families and school communities. Nutrition Services staff will adhere to all district and department standard operating procedures and safety plans.

Communicable Disease Management Plan (CMDP) and safety plans:

We have developed, in conjunction with our local health authority and Multnomah ESD, and will implement our CMDP as staff report to buildings, based on individual and department needs. Safety plans are developed and approved by our Risk Management team before staff can enter a building and building leaders are responsible for adhering to the safety plan at all times. We have also developed a confirmed case protocol and have aligned all contact tracing, investigatory measures and reporting through a partnership with MESD and the health department. When we are notified of a possible exposure we work with them to investigate and notify.

Student and Family Support for Comprehensive Distance Learning

As a district, we understand and value the importance of student, family and community engagement as a means to positively impact a student's academic, social emotional outcomes and to address continuous improvement efforts. We are committed to building a collective and shared responsibility for outcomes, while strengthening our capacity and skills to achieve this goal and ensuring clear alignment between our intentions and actions to foster engagement that reflects the communities' values and break down barriers to student achievement in this unprecedented time. To this end, PPS will focus our first two weeks on Social Emotional Learning, connections and relationship building between students and staff.

Beyond the first two weeks, PPS will employ a variety of creative means to ensure that our students and families, especially our Black and Native communities, have the tools and support they need and feel empowered to engage and stay engaged in our Comprehensive Distance Learning platform. We will base our expectations of school engagement efforts on the work of our CSI & TSI summer program, Summer Connections Academy, and the lessons we have learned from those endeavors and from the springtime efforts. Some elements that were effective within those school communities included: relationship building and cultivating trust and rapport by calling families and students daily, reaching out to families through personal visits (physically distanced) and providing 1:1 virtual support as needed. We will also provide support at meal hubs and with some in-person conversations and relationship building on school lawns and sidewalks. We continue to provide support for teachers from our counselors and social workers on the best ways to interact and connect with families through a trauma informed lens.

Racial Equity and Social Justice Partnerships

PPS partners with sixteen different culturally specific organizations to implement our five RESJ Partnership Strategies with BIPOC students and families at prioritized schools. These strategies and resulting services provide critical connections between our schools and communities. These strategies are informed by relevant research that affirms their effectiveness in improving educational and social outcomes for students of color.

1. *Culturally Specific Family Engagement* - Family engagement is a high leverage strategy that supports student learning and is designed to reduce or eliminate institutional barriers for families of color to advocate for the needs of their students. There is significant research that supports the effectiveness of family support, advocacy and encouragement with positive student achievement and outcomes.
2. *Wrap Around Services* - Provision of culturally specific and culturally responsive services to support student academic and social success. This includes case management, academic tutoring/support, service referral, student groups, and progress monitoring. Wrap around services have a comprehensive approach to meeting the needs of students.
3. *Mentoring and Leadership Development* - Services are designed to provide positive relationship development and support to students to reduce disproportionate discipline rates and increase attendance and a sense of belonging at school for students of color. This includes providing positive and diverse adult relationships that are reflective of students' culture and identity.
4. *Extended Learning and Enrichment* - Programming provides safe, structured and engaging activities to enhance and expand the learning of students outside of school hours. This includes after school programming and enrichment activities. Enrichment activities provide opportunities for students to pursue learning in their own areas of interest and strengths. Research has shown that students engaged in these activities can lead to increased academic performance and attendance.
5. *Positive Cultural Identity Development and Advocacy* - Programming provides participating youth with exposure and

opportunity to engage in activities that empower them to embrace a confident and positive cultural identity while preserving and sharing cultural heritages and traditions amongst their peers. Activities provide opportunities for students to learn and practice new methods of self-expression in a safe and culturally affirming environment. Partners are actively engaged with the district to collaboratively plan for the start of school by adjusting their services to be provided virtually and in alignment with our plans. Partners are meeting with school leaders,

Mental, Social, and Emotional Health:

Our Multi-tiered Systems of Support (MTSS) team is creating Social Emotional Learning (SEL) activities for the K-5 soft start to begin on September 2nd. These activities will be focused on making connections, building relationships, and creating community. The Office of Teaching and Learning (OTL) and MTSS departments are also leading the development of a two-week health and wellness unit that will focus on promoting the social, emotional, and cognitive skills students need to develop positive relationships and thrive in school. This required K-5 unit is set for teachers to begin on September 14th.

Lastly, K-5 and 6-8 SEL units were developed by the SEL team in the spring which focus on supporting resilience during challenging and, often, traumatic times. This nine-week unit will be revised for educators to use after the completion of the health unit by September 28th.

- MTSS and OTL will collaborate closely on the development of health and wellness and the SEL soft start lessons/activities.
- The MTSS unit is being built with the CASEL Roadmap for Reopening Critical Practices and the PPS & ODE reopening guidance as the foundation.
- The K-5 health and wellness unit will be required as one of four required health units. This unit is required even if schools have other SEL programs.

Additionally, PPS will continue to contract with our mental health and substance use partners in order to provide teletherapy for students who need this level of support. Our counselors and social workers will also meet virtually with students and families in order to assist with emotional and mental health wellness, suicide ideation, student threats, and other mental health or behavioral related concerns or needs. We are also partnering with culturally specific providers to support students of color and additional families who need our assistance. Some of these supports will be through personal (physically distanced) visits either on campus at a community site, or near the student's home. This will be through student and family choice, which honors their preferences in ways they feel they can best be supported.

Childcare:

PPS and contracted, licensed child care providers are exploring distance learning child care services for PPS families and employees. Child care providers would operate fee based programs with state subsidies for qualifying families. If we determine this is a viable service, locations will be dispersed throughout the PPS boundary. Providers would be required to follow health and safety guidelines from the Oregon Early Learning Division.

Digital Learning Needs for Comprehensive Distance Learning

Privacy and Security tools (Umbrella) have been installed and remain persistent on all PPS devices and accounts that prevents students from accessing known inappropriate or malicious sites. Passwords for staff and students changed to a longer character length, and a new portal has been implemented to aid in remote support for password reset situations. Changes have been made to patching and software update mechanisms to allow for devices to remain updated even though they are outside the PPS network. All staff and students will be trained on responsible digital citizenship.

In addition to the distribution of devices, PPS acquired 1990 hotspots to provide connectivity for students where Comcast Internet Essentials was not a viable option. These hotspots will be either picked up from distribution locations or delivered using bus drivers to bring the devices to student homes to ensure that students and staff that did not already have internet access were given devices to facilitate that. Additionally, infrastructure changes were made to

allow take home IP phones that allow for teachers and staff to be able to make contact with students and families just as they would in the classroom.

Device deployment:

In the spring we handed out chromebooks and hotspots/Comcast connectivity for students and staff to be able to participate in distance based learning. We will continue to provide devices and work with families to ensure all students are able to connect to our comprehensive distance learning model. We will continue to provide devices to staff as needed so they can deliver the digital curriculum effectively. We offer a curbside service at the district office during work hours for chromebook repairs needed. If the chromebook cannot be repaired on site, the student/staff will receive a replacement chromebook at this time. The service desk is available during work hours for staff, students and families to contact via phone or email. If call center tech is unable to resolve on the phone, a helpdesk ticket will be created and followed up with the individual caller. An email to support will create a helpdesk ticket and the call center tech will follow up with the individual.

Digital Toolkit:

Portland Public Schools has developed a comprehensive and districtwide set of digital tools for every PPS classroom, teacher, and student. The [PPS Digital Toolkit](#) provides a set of digital tools that will enhance instructional strategies and content delivery. These tools will enhance the existing opportunities with both synchronous and asynchronous learning. These tools have been reviewed and evaluated for digital content quality and cultural relevance.

The tools fall into three categories: Instruction and Lesson Design, Creation and Engagement, and Content. Instruction and Lesson Design tools are those applications and system platforms that teachers use to deliver instruction, lessons, and communications. These include classroom content delivery and learning management systems, applications for communications, and lesson and assessment design tools. Creation and Engagement tools are used by teachers and students in distance learning, as well as in-classroom technology-enhanced instruction. These tools support student voice, elicit response, provide shared spaces for individual, small group, and whole-class collaboration, and engage students with the content. Content tools have been selected to assist our teachers in providing content, build opportunities for sustained practice, and apply learning in both distanced and in-person models of instruction.

Learning Platforms:

PPS has adopted two classroom learning platforms to meet the needs of our elementary and secondary students and teachers. These tools were selected because of their current use and success in PPS, knowledge of their toolset, depth of their function and capabilities, and their presence in the educational technology space. Both platforms allow teachers to create, post, interact, provide feedback, and assess with their students and will bring a single point of entry for students and families into classroom instruction.

Professional Development:

Ongoing and high-quality professional learning and training is essential for the successful implementation of Comprehensive Distance Learning. PPS will provide professional learning for all educators during the course of the summer, pre-service and throughout the school year. The content will be focused on best practices for distance learning, as well as technical “how to” training for digital tools and other operational functions.

Describe the school’s plan, including the anticipated timeline, for returning to Hybrid Learning or On-Site Learning consistent with the *Ready Schools, Safe Learners* guidance.

At this time PPS is planning for the opening of our physical buildings when it is deemed safe and appropriate under the Governor's directive. The District will utilize a comprehensive distance learning (CDL) platform for a minimum of the first quarter (through November 5th) and will evaluate all available health-related information to decide if our CDL will continue through the first semester or if we will be able to open to a hybrid model of instruction in November. We will continue to follow the Governor's orders and ODE's recommendations and guidance.

The remainder of this operational blueprint is not applicable to schools operating a Comprehensive Distance Learning Model.



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

Under ODE's **Ready Schools, Safe Learners** guidance, each school¹ has been directed to submit a plan to the district² in order to provide on-site and/or hybrid instruction. Districts must submit each school's plan to the local school board and make the plans available to the public. This form is to be used to document a district's, school's or program's plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the [Ready Schools, Safe Learners guidance](#) document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,³ parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	James John
Key Contact Person for this Plan	John Melvin, Principal
Phone Number of this Person	503-916-6266
Email Address of this Person	jmelvin@pps.net
Sectors and position titles of those who informed the plan	Superintendent, Deputy Chiefs of Operations and Instruction, Chief Academic Officer, Chief of Schools, Chief of Staff, Legal Counsel, Chief of Student Support Services, Chief of Technology, Chief Operations Officer, Chief of Human Resources, Chief of Systems Performance, Senior Advisor Racial Equity and Social Justice, Chief of Engagement and Partnerships, Senior Director of Communications, Senior Director of Student Success and Health, Senior Director of Multi-Tiered Systems of Support, Attendance Manager, Director of Facilities, Director of Security Services, Director of Nutrition Services, Senior Director of Special Education, principals, teachers, labor union advisory participation, Senior Director of Humanities, Senior Director of STEAM, Regional Supts., Director of Risk Management, Director of Professional Learning, Project Managers, Student

¹ For the purposes of this guidance: "school" refers to all public schools, including public charter schools, public virtual charter schools, alternative education programs, private schools and the Oregon School for the Deaf. For ease of readability, "school" will be used inclusively to reference all of these settings.

² For the purposes of this guidance: "district" refers to a school district, education service district, public charter school sponsoring district, virtual public charter school sponsoring district, state sponsored public charter school, alternative education programs, private schools, and the Oregon School for the Deaf.

³ Tribal Consultation is a separate process from stakeholder engagement; consultation recognizes and affirms tribal rights of self-government and tribal sovereignty, and mandates state government to work with American Indian nations on a [government-to-government](#) basis.

	Engagement Coordinators, Family advocates, student groups (BIPOC), special education and english language learners, family surveys, staff surveys, parent engagement groups, email responses from website, consultation with District Management Group (DMG), culturally specific partner organizations, PPS health advisory panel, and other large districts in Oregon.
Local public health office(s) or officers(s)	Multnomah ESD and the Oregon Health Authority; in consultation with the CDC.
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Director of Risk Management, Joe Crelier Building level administrators (Enforcement)
Intended Effective Dates for this Plan	9/2/2020 to at least 11/5/2020
ESD Region	Multnomah

2. Please list efforts you have made to engage your community (public health information sharing, taking feedback on planning, etc.) in preparing for school in 2020-21. Include information on engagement with communities often underserved and marginalized and those communities disproportionately impacted by COVID-19.

In preparation for reopening school in fall 2020, Portland Public Schools began gathering feedback from students and staff in May 2020. In March, the Communications team at PPS stood up a landing page for all students and families with centralized supports and pandemic resources. Surveys were conducted at the district level and by some individual schools. Our rate of response in surveying historically underserved and marginalized communities was low, which led to the utilization of intentional focus groups with our Native American community members and Elders, Black students and families, and other families and students of color. Additional focus groups were held with student leaders, and Spanish-Speaking families. Please find a summary of these focus groups here: [Memorandum to the Board of Education, Reopening Focus Group Update](#)

The District will continue to engage our community on a district and individual level to ensure that we are meeting the needs of all students and families to the best of our abilities.

3. Indicate which instructional model will be used.

Select One:

☐ On-Site Learning ☐ Hybrid Learning ☒ Comprehensive Distance Learning

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-15 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>) by August 15, 2020 or prior to the beginning of the 2020-21 school year.

* **Note:** Private schools are required to comply with only sections 1-3 of the **Ready Schools, Safe Learners** guidance.

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

This section must be completed by any school that is seeking to provide instruction through Comprehensive Distance Learning.

Describe why you are selecting Comprehensive Distance Learning as the school's Instructional Model for the effective dates of this plan.

In keeping with local, regional and state guidance and new health directives, Portland Public Schools has determined that it is safest for students and staff to maintain severely limited physical contact. We believe it is both responsible and critical to base our decisions on what will best ensure the health and wellness of our students and staff. We will always prefer to have our students engaged in classroom-based learning, but given current conditions, it would be unsafe to have significant numbers of students and adults back on campus at this time.

We will use this Comprehensive Distance Learning model for a minimum of September 2 through November 5, and will evaluate in October whether it is feasible to open in the 2nd quarter. Based on medical advice, including local health authorities, PPS will continue to keep the health and wellness of students and staff on the forefront in our planning.

Describe how your school's model aligns to the [Comprehensive Distance Learning Guidance](#) (linked). In completing this part of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. Please name any requirements you need ODE to review for any possible accommodations.

Framing PPS Values

As we continue to navigate the ongoing COVID-19 pandemic, Portland Public Schools remains committed to providing a high-quality education for all students and ensuring the health and wellness of students and staff through a comprehensive distance learning model. To guide our work, we centered racial equity and social justice in all decision-making and hold three principles from our strategic plan at the core of our planning - ensure the health and wellness of staff and students, strengthen and innovate the instructional core, and cultivate connection and relationship for students, staff and our community.

Our overarching approach to reopening is a relentless pursuit of racial equity and social justice (RESJ). We believe in the fundamental right to human dignity and that generating an equitable world requires an educational system that intentionally disrupts - and builds leaders to disrupt - systems of oppression. Therefore, our work to reopen schools acknowledges and recognizes the inequities of our system prior to Covid-19 and does not seek to reopen schools by returning to what was "normal" before. Rather, we are deeply engaged in fundamentally accelerating and centering our RESJ work, constantly examining opportunities to increase RESJ strategies through organizational transformation and system-wide collaboration. By way of this central focus and in partnership with families and stakeholders, including those representing students of color, we will bring racial predictability and disproportionality to an end.

In PPS, we are utilizing Targeted Universalism as a driver. We aim to operationalize our RESJ values so that every student is served and our universal board goals are achieved; thus realizing the graduate profile from [our Vision](#). Our approach supports the distinct needs of BIPOC students while also acknowledging our mutual interdependence. We recognize with great urgency the need for aligned and coherent strategies that improve conditions so that every student, especially our BIPOC students have an educational experience where they can thrive. Our approach disrupts institutional and cultural racism and promotes tangible strategies and resources for RESJ. To this end, we will prioritize services for students historically underserved by our system, including Black, Native, students receiving special education services and second language learners. We have used these [Guiding Principles](#) to align our collective work through this process.

Academic Conditions for Comprehensive Distance Learning

Teaching, Learning & Instructional Time:

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Digital Learning Needs for Comprehensive Distance Learning

Privacy and Security tools (Umbrella) have been installed and remain persistent on all PPS devices and accounts that prevents students from accessing known inappropriate or malicious sites. Passwords for staff and students changed to a longer character length, and a new portal has been implemented to aid in remote support for password reset situations. Changes have been made to patching and software update mechanisms to allow for devices to remain updated even though they are outside the PPS network. All staff and students will be trained on responsible digital citizenship.

In addition to the distribution of devices, PPS acquired 1990 hotspots to provide connectivity for students where Comcast Internet Essentials was not a viable option. These hotspots will be either picked up from distribution locations or delivered using bus drivers to bring the devices to student homes to ensure that students and staff that did not already have internet access were given devices to facilitate that. Additionally, infrastructure changes were made to

allow take home IP phones that allow for teachers and staff to be able to make contact with students and families just as they would in the classroom.

Device deployment:

In the spring we handed out chromebooks and hotspots/Comcast connectivity for students and staff to be able to participate in distance based learning. We will continue to provide devices and work with families to ensure all students are able to connect to our comprehensive distance learning model. We will continue to provide devices to staff as needed so they can deliver the digital curriculum effectively. We offer a curbside service at the district office during work hours for chromebook repairs needed. If the chromebook cannot be repaired on site, the student/staff will receive a replacement chromebook at this time. The service desk is available during work hours for staff, students and families to contact via phone or email. If call center tech is unable to resolve on the phone, a helpdesk ticket will be created and followed up with the individual caller. An email to support will create a helpdesk ticket and the call center tech will follow up with the individual.

Digital Toolkit:

Portland Public Schools has developed a comprehensive and districtwide set of digital tools for every PPS classroom, teacher, and student. The [PPS Digital Toolkit](#) provides a set of digital tools that will enhance instructional strategies and content delivery. These tools will enhance the existing opportunities with both synchronous and asynchronous learning. These tools have been reviewed and evaluated for digital content quality and cultural relevance.

The tools fall into three categories: Instruction and Lesson Design, Creation and Engagement, and Content. Instruction and Lesson Design tools are those applications and system platforms that teachers use to deliver instruction, lessons, and communications. These include classroom content delivery and learning management systems, applications for communications, and lesson and assessment design tools. Creation and Engagement tools are used by teachers and students in distance learning, as well as in-classroom technology-enhanced instruction. These tools support student voice, elicit response, provide shared spaces for individual, small group, and whole-class collaboration, and engage students with the content. Content tools have been selected to assist our teachers in providing content, build opportunities for sustained practice, and apply learning in both distanced and in-person models of instruction.

Learning Platforms:

PPS has adopted two classroom learning platforms to meet the needs of our elementary and secondary students and teachers. These tools were selected because of their current use and success in PPS, knowledge of their toolset, depth of their function and capabilities, and their presence in the educational technology space. Both platforms allow teachers to create, post, interact, provide feedback, and assess with their students and will bring a single point of entry for students and families into classroom instruction.

Professional Development:

Ongoing and high-quality professional learning and training is essential for the successful implementation of Comprehensive Distance Learning. PPS will provide professional learning for all educators during the course of the summer, pre-service and throughout the school year. The content will be focused on best practices for distance learning, as well as technical “how to” training for digital tools and other operational functions.

Describe the school’s plan, including the anticipated timeline, for returning to Hybrid Learning or On-Site Learning consistent with the *Ready Schools, Safe Learners* guidance.

At this time PPS is planning for the opening of our physical buildings when it is deemed safe and appropriate under the Governor's directive. The District will utilize a comprehensive distance learning (CDL) platform for a minimum of the first quarter (through November 5th) and will evaluate all available health-related information to decide if our CDL will continue through the first semester or if we will be able to open to a hybrid model of instruction in November. We will continue to follow the Governor's orders and ODE's recommendations and guidance.

The remainder of this operational blueprint is not applicable to schools operating a Comprehensive Distance Learning Model.



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

Under ODE's **Ready Schools, Safe Learners** guidance, each school¹ has been directed to submit a plan to the district² in order to provide on-site and/or hybrid instruction. Districts must submit each school's plan to the local school board and make the plans available to the public. This form is to be used to document a district's, school's or program's plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the [Ready Schools, Safe Learners guidance](#) document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,³ parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Jefferson
Key Contact Person for this Plan	Margaret Calvert, Principal
Phone Number of this Person	503-916-5180
Email Address of this Person	mcalvert@pps.net
Sectors and position titles of those who informed the plan	Superintendent, Deputy Chiefs of Operations and Instruction, Chief Academic Officer, Chief of Schools, Chief of Staff, Legal Counsel, Chief of Student Support Services, Chief of Technology, Chief Operations Officer, Chief of Human Resources, Chief of Systems Performance, Senior Advisor Racial Equity and Social Justice, Chief of Engagement and Partnerships, Senior Director of Communications, Senior Director of Student Success and Health, Senior Director of Multi-Tiered Systems of Support, Attendance Manager, Director of Facilities, Director of Security Services, Director of Nutrition Services, Senior Director of Special Education, principals, teachers, labor union advisory participation, Senior Director of Humanities, Senior Director of STEAM, Regional Supts., Director of Risk Management, Director of Professional Learning, Project Managers, Student

¹ For the purposes of this guidance: "school" refers to all public schools, including public charter schools, public virtual charter schools, alternative education programs, private schools and the Oregon School for the Deaf. For ease of readability, "school" will be used inclusively to reference all of these settings.

² For the purposes of this guidance: "district" refers to a school district, education service district, public charter school sponsoring district, virtual public charter school sponsoring district, state sponsored public charter school, alternative education programs, private schools, and the Oregon School for the Deaf.

³ Tribal Consultation is a separate process from stakeholder engagement; consultation recognizes and affirms tribal rights of self-government and tribal sovereignty, and mandates state government to work with American Indian nations on a [government-to-government](#) basis.

	Engagement Coordinators, Family advocates, student groups (BIPOC), special education and english language learners, family surveys, staff surveys, parent engagement groups, email responses from website, consultation with District Management Group (DMG), culturally specific partner organizations, PPS health advisory panel, and other large districts in Oregon.
Local public health office(s) or officers(s)	Multnomah ESD and the Oregon Health Authority; in consultation with the CDC.
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Director of Risk Management, Joe Crelier Building level administrators (Enforcement)
Intended Effective Dates for this Plan	9/2/2020 to at least 11/5/2020
ESD Region	Multnomah

2. Please list efforts you have made to engage your community (public health information sharing, taking feedback on planning, etc.) in preparing for school in 2020-21. Include information on engagement with communities often underserved and marginalized and those communities disproportionately impacted by COVID-19.

In preparation for reopening school in fall 2020, Portland Public Schools began gathering feedback from students and staff in May 2020. In March, the Communications team at PPS stood up a landing page for all students and families with centralized supports and pandemic resources. Surveys were conducted at the district level and by some individual schools. Our rate of response in surveying historically underserved and marginalized communities was low, which led to the utilization of intentional focus groups with our Native American community members and Elders, Black students and families, and other families and students of color. Additional focus groups were held with student leaders, and Spanish-Speaking families. Please find a summary of these focus groups here: [Memorandum to the Board of Education, Reopening Focus Group Update](#)

The District will continue to engage our community on a district and individual level to ensure that we are meeting the needs of all students and families to the best of our abilities.

3. Indicate which instructional model will be used.

Select One:

☐ On-Site Learning ☐ Hybrid Learning ☒ Comprehensive Distance Learning

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-15 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>) by August 15, 2020 or prior to the beginning of the 2020-21 school year.

* **Note:** Private schools are required to comply with only sections 1-3 of the **Ready Schools, Safe Learners** guidance.

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

This section must be completed by any school that is seeking to provide instruction through Comprehensive Distance Learning.

Describe why you are selecting Comprehensive Distance Learning as the school's Instructional Model for the effective dates of this plan.

In keeping with local, regional and state guidance and new health directives, Portland Public Schools has determined that it is safest for students and staff to maintain severely limited physical contact. We believe it is both responsible and critical to base our decisions on what will best ensure the health and wellness of our students and staff. We will always prefer to have our students engaged in classroom-based learning, but given current conditions, it would be unsafe to have significant numbers of students and adults back on campus at this time.

We will use this Comprehensive Distance Learning model for a minimum of September 2 through November 5, and will evaluate in October whether it is feasible to open in the 2nd quarter. Based on medical advice, including local health authorities, PPS will continue to keep the health and wellness of students and staff on the forefront in our planning.

Describe how your school's model aligns to the [Comprehensive Distance Learning Guidance](#) (linked). In completing this part of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. Please name any requirements you need ODE to review for any possible accommodations.

Framing PPS Values

As we continue to navigate the ongoing COVID-19 pandemic, Portland Public Schools remains committed to providing a high-quality education for all students and ensuring the health and wellness of students and staff through a comprehensive distance learning model. To guide our work, we centered racial equity and social justice in all decision-making and hold three principles from our strategic plan at the core of our planning - ensure the health and wellness of staff and students, strengthen and innovate the instructional core, and cultivate connection and relationship for students, staff and our community.

Our overarching approach to reopening is a relentless pursuit of racial equity and social justice (RESJ). We believe in the fundamental right to human dignity and that generating an equitable world requires an educational system that intentionally disrupts - and builds leaders to disrupt - systems of oppression. Therefore, our work to reopen schools acknowledges and recognizes the inequities of our system prior to Covid-19 and does not seek to reopen schools by returning to what was "normal" before. Rather, we are deeply engaged in fundamentally accelerating and centering our RESJ work, constantly examining opportunities to increase RESJ strategies through organizational transformation and system-wide collaboration. By way of this central focus and in partnership with families and stakeholders, including those representing students of color, we will bring racial predictability and disproportionality to an end.

In PPS, we are utilizing Targeted Universalism as a driver. We aim to operationalize our RESJ values so that every student is served and our universal board goals are achieved; thus realizing the graduate profile from [our Vision](#). Our approach supports the distinct needs of BIPOC students while also acknowledging our mutual interdependence. We recognize with great urgency the need for aligned and coherent strategies that improve conditions so that every student, especially our BIPOC students have an educational experience where they can thrive. Our approach disrupts institutional and cultural racism and promotes tangible strategies and resources for RESJ. To this end, we will prioritize services for students historically underserved by our system, including Black, Native, students receiving special education services and second language learners. We have used these [Guiding Principles](#) to align our collective work through this process.

Academic Conditions for Comprehensive Distance Learning

Teaching, Learning & Instructional Time:

Our comprehensive distance learning plan is designed so that all students will receive an engaging, comprehensive, and rigorous academic experience every day of the week. Students will receive standards-based instruction across all academic areas and will build meaningful relationships with the educators in their school community. Instructional time requirements will be adhered to in every grade level, where more than 50% of the instructional time will be teacher-facilitated learning. To meet this requirement, elementary students will follow predictable routines,

procedures, and schedules, that align with developmentally appropriate recommendations for screen time and synchronous learning. Secondary students will follow a predictable bell schedule that incorporates synchronous check-ins, consistent and timely feedback, and peer interactions. All students will continue to receive access to a well-rounded education which includes physical education, health, arts, music, tiered supports, etc.

The learning day will be organized so that the time educators spend directly interacting with students will be high quality, focused on complex learning activities with a high cognitive demand and that are centered around student engagement. Students will have opportunities for guided learning with an educator, as well as opportunities to work with peers, families, and community members to apply their learning and practice their skills. Students will be expected to complete assigned learning activities each day. Students will participate in daily virtual instruction by satisfactorily engaging with synchronous class sessions as well as asynchronous tasks, completing assigned learning activities or assignments to demonstrate their learning. Parents and students will communicate with the teacher when in need of additional learning support. Portland Public Schools will also provide families a variety of ways to connect, one of which is through educator office hours, posted publicly, for students and families to access which will include a process to request and schedule translation services as needed.

Racial Equity and Access:

In the development of our plan, all of the work groups utilized our [Racial Equity and Social Justice Lens](#) to inform decision making and programming. The application of the lens is based on our belief that the district should adopt a student-centered, racial equity and social justice focused lens in all high leverage decisions in order to more deeply understand the barriers and opportunities impacting BIPOC students and families. Additionally, the regular application of the lens, documentation of our responses and review of those responses will help us critically examine our efforts to increase access and opportunity for BIPOC students and families. Our steering committee collectively reviewed our comprehensive plans and applied the RESJ lens on multiple occasions. They utilized data, parent and student input from engagement, partner input and the diverse experience of members to answer the prompts, review our plans and make adjustments to more directly respond to the needs of BIPOC students. As a result we believe our plan is strengthened through the collaborative and reflective process we employed to apply the RESJ Lens to address racial equity and access in our plans.

Special Education Services and English Language Development

Students receiving special education services will continue to receive instruction, technology, support, accommodations, and modifications as required by ESSA, IDEA, and/or ADA based on a virtual learning environment. The majority of each student's services will be provided synchronously (i.e., with the teacher/service provider and student working together through direct and simultaneous communication). If only asynchronous services are recommended, the parent or guardian will provide written consent to shift from synchronous to asynchronous service delivery. All IDEA requirements will be met during Comprehensive Distance Learning. This includes all IDEA timelines, delivery of all related services, delivery of SDI, implementation of IEPs, etc. Schools will provide Child Find obligations, including timely evaluation and eligibility determinations.

Students who are identified to receive English Language development services will be provided with language assistance services and supports that allow the student access to grade level academic content and scaffolded language experiences. PPS's English as a Second Language program will encourage ESL and general education/homeroom teachers to collaboratively plan for inclusive learning experiences that consider and support the language proficiency of each student.

Assessment, Grading, Reporting & Statewide Balanced Assessment:

Portland Public Schools (PPS) has developed a framework for a balanced assessment system and worked throughout the pre-pandemic portion of the 2019-2020 academic year to introduce additional efficiency into the assessment model. Anticipating the ongoing challenges to face-to-face instruction, PPS successfully piloted remote administration of the NWEA MAP assessments at one of our schools in the Spring of 2020.

During the 2020-2021 academic year, PPS is prepared to remotely administer MAP in grades 3-8 in the fall and winter. The fall assessment will allow our students and families to better understand the learning needs of our students as they enter the academic year, and it will provide our teachers and curriculum support teams the necessary data to align and plan instruction. The mid-year assessment will provide feedback regarding both student growth and achievement allowing for an additional point to adapt our supports.

In addition to this common measure of growth and achievement, students will also be presented with common curriculum embedded assessments (pre and post unit) that are aligned to the scope and sequence and are paired with each of the curriculum units. These will provide additional, focused and just-in time, measures of learning that will allow for adaptations to the delivery of the unit materials in order to provide tiered supports. Educators will regularly report progress to students and families and provide opportunities to redo or make up work without penalty and retain the highest earned grade.

Finally, the administration of remote computer adaptive measures will also help the system prepare for the challenges associated with a potential remote administration of the state summative assessments in English Language Arts, Mathematics, and Science.

Attendance:

With the pandemic in the spring of the 2019-2020 academic year, the importance of maintaining an active engagement with our students and families rose to the forefront of our work as a system. As we approach the 2020-2021 year, engagement remains a critical focus and reflecting that engagement through attendance and other metrics is critical. We are committed to following all ODE guidelines and requirements in regards to attendance.

At this time, we are preparing to collect on-line attendance, and we are exploring ways to leverage data from our learning management and instructional delivery systems as a means to monitor engagement and attendance. Our primary focus, at this time, is to provide near real time data back to our schools to facilitate and focus the efforts of our schools to engage our students and families. We fully expect that our local community partners will be assisting in our efforts to focus and engage our disenfranchised students and communities in partnership with our counselors, social workers, Restorative Justice (RJ) specialists, attendance coaches and student engagement specialists.

Clubs & Extracurricular Activities:

Clubs and extracurricular activities are a critical component of any school community. We will ensure activities, clubs, and student organizations are available and accessible to all students to the extent possible, while focusing on the health and wellness of our students and staff as our top priority.

Operational Conditions for Comprehensive Distance Learning

Nutrition:

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allow take home IP phones that allow for teachers and staff to be able to make contact with students and families just as they would in the classroom.

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The remainder of this operational blueprint is not applicable to schools operating a Comprehensive Distance Learning Model.



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

Under ODE's **Ready Schools, Safe Learners** guidance, each school¹ has been directed to submit a plan to the district² in order to provide on-site and/or hybrid instruction. Districts must submit each school's plan to the local school board and make the plans available to the public. This form is to be used to document a district's, school's or program's plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the [Ready Schools, Safe Learners guidance](#) document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,³ parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Kelly
Key Contact Person for this Plan	Sarah Fish, Principal
Phone Number of this Person	503-916-6350
Email Address of this Person	sfish@pps.net
Sectors and position titles of those who informed the plan	Superintendent, Deputy Chiefs of Operations and Instruction, Chief Academic Officer, Chief of Schools, Chief of Staff, Legal Counsel, Chief of Student Support Services, Chief of Technology, Chief Operations Officer, Chief of Human Resources, Chief of Systems Performance, Senior Advisor Racial Equity and Social Justice, Chief of Engagement and Partnerships, Senior Director of Communications, Senior Director of Student Success and Health, Senior Director of Multi-Tiered Systems of Support, Attendance Manager, Director of Facilities, Director of Security Services, Director of Nutrition Services, Senior Director of Special Education, principals, teachers, labor union advisory participation, Senior Director of Humanities, Senior Director of STEAM, Regional Supts., Director of Risk Management, Director of Professional Learning, Project Managers, Student

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	Engagement Coordinators, Family advocates, student groups (BIPOC), special education and english language learners, family surveys, staff surveys, parent engagement groups, email responses from website, consultation with District Management Group (DMG), culturally specific partner organizations, PPS health advisory panel, and other large districts in Oregon.
Local public health office(s) or officers(s)	Multnomah ESD and the Oregon Health Authority; in consultation with the CDC.
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Director of Risk Management, Joe Crelier Building level administrators (Enforcement)
Intended Effective Dates for this Plan	9/2/2020 to at least 11/5/2020
ESD Region	Multnomah

2. Please list efforts you have made to engage your community (public health information sharing, taking feedback on planning, etc.) in preparing for school in 2020-21. Include information on engagement with communities often underserved and marginalized and those communities disproportionately impacted by COVID-19.

In preparation for reopening school in fall 2020, Portland Public Schools began gathering feedback from students and staff in May 2020. In March, the Communications team at PPS stood up a landing page for all students and families with centralized supports and pandemic resources. Surveys were conducted at the district level and by some individual schools. Our rate of response in surveying historically underserved and marginalized communities was low, which led to the utilization of intentional focus groups with our Native American community members and Elders, Black students and families, and other families and students of color. Additional focus groups were held with student leaders, and Spanish-Speaking families. Please find a summary of these focus groups here: [Memorandum to the Board of Education, Reopening Focus Group Update](#)

The District will continue to engage our community on a district and individual level to ensure that we are meeting the needs of all students and families to the best of our abilities.

3. Indicate which instructional model will be used.

Select One:

☐ On-Site Learning ☐ Hybrid Learning ☒ Comprehensive Distance Learning

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-15 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>) by August 15, 2020 or prior to the beginning of the 2020-21 school year.

* **Note:** Private schools are required to comply with only sections 1-3 of the **Ready Schools, Safe Learners** guidance.

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

This section must be completed by any school that is seeking to provide instruction through Comprehensive Distance Learning.

Describe why you are selecting Comprehensive Distance Learning as the school's Instructional Model for the effective dates of this plan.

In keeping with local, regional and state guidance and new health directives, Portland Public Schools has determined that it is safest for students and staff to maintain severely limited physical contact. We believe it is both responsible and critical to base our decisions on what will best ensure the health and wellness of our students and staff. We will always prefer to have our students engaged in classroom-based learning, but given current conditions, it would be unsafe to have significant numbers of students and adults back on campus at this time.

We will use this Comprehensive Distance Learning model for a minimum of September 2 through November 5, and will evaluate in October whether it is feasible to open in the 2nd quarter. Based on medical advice, including local health authorities, PPS will continue to keep the health and wellness of students and staff on the forefront in our planning.

Describe how your school's model aligns to the [Comprehensive Distance Learning Guidance](#) (linked). In completing this part of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. Please name any requirements you need ODE to review for any possible accommodations.

Framing PPS Values

As we continue to navigate the ongoing COVID-19 pandemic, Portland Public Schools remains committed to providing a high-quality education for all students and ensuring the health and wellness of students and staff through a comprehensive distance learning model. To guide our work, we centered racial equity and social justice in all decision-making and hold three principles from our strategic plan at the core of our planning - ensure the health and wellness of staff and students, strengthen and innovate the instructional core, and cultivate connection and relationship for students, staff and our community.

Our overarching approach to reopening is a relentless pursuit of racial equity and social justice (RESJ). We believe in the fundamental right to human dignity and that generating an equitable world requires an educational system that intentionally disrupts - and builds leaders to disrupt - systems of oppression. Therefore, our work to reopen schools acknowledges and recognizes the inequities of our system prior to Covid-19 and does not seek to reopen schools by returning to what was "normal" before. Rather, we are deeply engaged in fundamentally accelerating and centering our RESJ work, constantly examining opportunities to increase RESJ strategies through organizational transformation and system-wide collaboration. By way of this central focus and in partnership with families and stakeholders, including those representing students of color, we will bring racial predictability and disproportionality to an end.

In PPS, we are utilizing Targeted Universalism as a driver. We aim to operationalize our RESJ values so that every student is served and our universal board goals are achieved; thus realizing the graduate profile from [our Vision](#). Our approach supports the distinct needs of BIPOC students while also acknowledging our mutual interdependence. We recognize with great urgency the need for aligned and coherent strategies that improve conditions so that every student, especially our BIPOC students have an educational experience where they can thrive. Our approach disrupts institutional and cultural racism and promotes tangible strategies and resources for RESJ. To this end, we will prioritize services for students historically underserved by our system, including Black, Native, students receiving special education services and second language learners. We have used these [Guiding Principles](#) to align our collective work through this process.

Academic Conditions for Comprehensive Distance Learning

Teaching, Learning & Instructional Time:

Our comprehensive distance learning plan is designed so that all students will receive an engaging, comprehensive, and rigorous academic experience every day of the week. Students will receive standards-based instruction across all academic areas and will build meaningful relationships with the educators in their school community. Instructional time requirements will be adhered to in every grade level, where more than 50% of the instructional time will be teacher-facilitated learning. To meet this requirement, elementary students will follow predictable routines,

procedures, and schedules, that align with developmentally appropriate recommendations for screen time and synchronous learning. Secondary students will follow a predictable bell schedule that incorporates synchronous check-ins, consistent and timely feedback, and peer interactions. All students will continue to receive access to a well-rounded education which includes physical education, health, arts, music, tiered supports, etc.

The learning day will be organized so that the time educators spend directly interacting with students will be high quality, focused on complex learning activities with a high cognitive demand and that are centered around student engagement. Students will have opportunities for guided learning with an educator, as well as opportunities to work with peers, families, and community members to apply their learning and practice their skills. Students will be expected to complete assigned learning activities each day. Students will participate in daily virtual instruction by satisfactorily engaging with synchronous class sessions as well as asynchronous tasks, completing assigned learning activities or assignments to demonstrate their learning. Parents and students will communicate with the teacher when in need of additional learning support. Portland Public Schools will also provide families a variety of ways to connect, one of which is through educator office hours, posted publicly, for students and families to access which will include a process to request and schedule translation services as needed.

Racial Equity and Access:

In the development of our plan, all of the work groups utilized our [Racial Equity and Social Justice Lens](#) to inform decision making and programming. The application of the lens is based on our belief that the district should adopt a student-centered, racial equity and social justice focused lens in all high leverage decisions in order to more deeply understand the barriers and opportunities impacting BIPOC students and families. Additionally, the regular application of the lens, documentation of our responses and review of those responses will help us critically examine our efforts to increase access and opportunity for BIPOC students and families. Our steering committee collectively reviewed our comprehensive plans and applied the RESJ lens on multiple occasions. They utilized data, parent and student input from engagement, partner input and the diverse experience of members to answer the prompts, review our plans and make adjustments to more directly respond to the needs of BIPOC students. As a result we believe our plan is strengthened through the collaborative and reflective process we employed to apply the RESJ Lens to address racial equity and access in our plans.

Special Education Services and English Language Development

Students receiving special education services will continue to receive instruction, technology, support, accommodations, and modifications as required by ESSA, IDEA, and/or ADA based on a virtual learning environment. The majority of each student's services will be provided synchronously (i.e., with the teacher/service provider and student working together through direct and simultaneous communication). If only asynchronous services are recommended, the parent or guardian will provide written consent to shift from synchronous to asynchronous service delivery. All IDEA requirements will be met during Comprehensive Distance Learning. This includes all IDEA timelines, delivery of all related services, delivery of SDI, implementation of IEPs, etc. Schools will provide Child Find obligations, including timely evaluation and eligibility determinations.

Students who are identified to receive English Language development services will be provided with language assistance services and supports that allow the student access to grade level academic content and scaffolded language experiences. PPS's English as a Second Language program will encourage ESL and general education/homeroom teachers to collaboratively plan for inclusive learning experiences that consider and support the language proficiency of each student.

Assessment, Grading, Reporting & Statewide Balanced Assessment:

Portland Public Schools (PPS) has developed a framework for a balanced assessment system and worked throughout the pre-pandemic portion of the 2019-2020 academic year to introduce additional efficiency into the assessment model. Anticipating the ongoing challenges to face-to-face instruction, PPS successfully piloted remote administration of the NWEA MAP assessments at one of our schools in the Spring of 2020.

During the 2020-2021 academic year, PPS is prepared to remotely administer MAP in grades 3-8 in the fall and winter. The fall assessment will allow our students and families to better understand the learning needs of our students as they enter the academic year, and it will provide our teachers and curriculum support teams the necessary data to align and plan instruction. The mid-year assessment will provide feedback regarding both student growth and achievement allowing for an additional point to adapt our supports.

In addition to this common measure of growth and achievement, students will also be presented with common curriculum embedded assessments (pre and post unit) that are aligned to the scope and sequence and are paired with each of the curriculum units. These will provide additional, focused and just-in time, measures of learning that will allow for adaptations to the delivery of the unit materials in order to provide tiered supports. Educators will regularly report progress to students and families and provide opportunities to redo or make up work without penalty and retain the highest earned grade.

Finally, the administration of remote computer adaptive measures will also help the system prepare for the challenges associated with a potential remote administration of the state summative assessments in English Language Arts, Mathematics, and Science.

Attendance:

With the pandemic in the spring of the 2019-2020 academic year, the importance of maintaining an active engagement with our students and families rose to the forefront of our work as a system. As we approach the 2020-2021 year, engagement remains a critical focus and reflecting that engagement through attendance and other metrics is critical. We are committed to following all ODE guidelines and requirements in regards to attendance.

At this time, we are preparing to collect on-line attendance, and we are exploring ways to leverage data from our learning management and instructional delivery systems as a means to monitor engagement and attendance. Our primary focus, at this time, is to provide near real time data back to our schools to facilitate and focus the efforts of our schools to engage our students and families. We fully expect that our local community partners will be assisting in our efforts to focus and engage our disenfranchised students and communities in partnership with our counselors, social workers, Restorative Justice (RJ) specialists, attendance coaches and student engagement specialists.

Clubs & Extracurricular Activities:

Clubs and extracurricular activities are a critical component of any school community. We will ensure activities, clubs, and student organizations are available and accessible to all students to the extent possible, while focusing on the health and wellness of our students and staff as our top priority.

Operational Conditions for Comprehensive Distance Learning

Nutrition:

Portland Public Schools understands food stability is one of the most important safety measures schools can provide to students. We will build upon our work in the spring and expand to serve more sites this fall. We will serve breakfast and lunch at up to 40 sites, specifically sites that are elected for Community Eligibility Provision (CEP) in the 2020-21 school year in order to focus resources and access to food and nutrition in our highest risk and need communities. Meals will be served to families 2 days/week (Mondays will include 2 days worth of food and Wednesdays will include 3 days worth of food). No weekend food is permissible at this time, though we may be able to add additional daily supper meals depending on eligible sites and waivers (pending request from ODE to USDA). Nutrition Services will partner with Transportation to deliver meals to homes as requested by the families. Families will be sent an opt in/consent form for requesting meal delivery to their home. Delivery schedule will depend on demand and routing schedule by the Transportation department. Meals will continue to be a mix of ready-to-eat foods, prepared recipes and foods that can be heated at home by families. Communication about meals, services and benefits will be provided throughout the fall to families and school communities. Nutrition Services staff will adhere to all district and department standard operating procedures and safety plans.

Communicable Disease Management Plan (CMDP) and safety plans:

We have developed, in conjunction with our local health authority and Multnomah ESD, and will implement our CMDP as staff report to buildings, based on individual and department needs. Safety plans are developed and approved by our Risk Management team before staff can enter a building and building leaders are responsible for adhering to the safety plan at all times. We have also developed a confirmed case protocol and have aligned all contact tracing, investigatory measures and reporting through a partnership with MESD and the health department. When we are notified of a possible exposure we work with them to investigate and notify.

Student and Family Support for Comprehensive Distance Learning

As a district, we understand and value the importance of student, family and community engagement as a means to positively impact a student's academic, social emotional outcomes and to address continuous improvement efforts. We are committed to building a collective and shared responsibility for outcomes, while strengthening our capacity and skills to achieve this goal and ensuring clear alignment between our intentions and actions to foster engagement that reflects the communities' values and break down barriers to student achievement in this unprecedented time. To this end, PPS will focus our first two weeks on Social Emotional Learning, connections and relationship building between students and staff.

Beyond the first two weeks, PPS will employ a variety of creative means to ensure that our students and families, especially our Black and Native communities, have the tools and support they need and feel empowered to engage and stay engaged in our Comprehensive Distance Learning platform. We will base our expectations of school engagement efforts on the work of our CSI & TSI summer program, Summer Connections Academy, and the lessons we have learned from those endeavors and from the springtime efforts. Some elements that were effective within those school communities included: relationship building and cultivating trust and rapport by calling families and students daily, reaching out to families through personal visits (physically distanced) and providing 1:1 virtual support as needed. We will also provide support at meal hubs and with some in-person conversations and relationship building on school lawns and sidewalks. We continue to provide support for teachers from our counselors and social workers on the best ways to interact and connect with families through a trauma informed lens.

Racial Equity and Social Justice Partnerships

PPS partners with sixteen different culturally specific organizations to implement our five RESJ Partnership Strategies with BIPOC students and families at prioritized schools. These strategies and resulting services provide critical connections between our schools and communities. These strategies are informed by relevant research that affirms their effectiveness in improving educational and social outcomes for students of color.

1. *Culturally Specific Family Engagement* - Family engagement is a high leverage strategy that supports student learning and is designed to reduce or eliminate institutional barriers for families of color to advocate for the needs of their students. There is significant research that supports the effectiveness of family support, advocacy and encouragement with positive student achievement and outcomes.
2. *Wrap Around Services* - Provision of culturally specific and culturally responsive services to support student academic and social success. This includes case management, academic tutoring/support, service referral, student groups, and progress monitoring. Wrap around services have a comprehensive approach to meeting the needs of students.
3. *Mentoring and Leadership Development* - Services are designed to provide positive relationship development and support to students to reduce disproportionate discipline rates and increase attendance and a sense of belonging at school for students of color. This includes providing positive and diverse adult relationships that are reflective of students' culture and identity.
4. *Extended Learning and Enrichment* - Programming provides safe, structured and engaging activities to enhance and expand the learning of students outside of school hours. This includes after school programming and enrichment activities. Enrichment activities provide opportunities for students to pursue learning in their own areas of interest and strengths. Research has shown that students engaged in these activities can lead to increased academic performance and attendance.
5. *Positive Cultural Identity Development and Advocacy* - Programming provides participating youth with exposure and

opportunity to engage in activities that empower them to embrace a confident and positive cultural identity while preserving and sharing cultural heritages and traditions amongst their peers. Activities provide opportunities for students to learn and practice new methods of self-expression in a safe and culturally affirming environment. Partners are actively engaged with the district to collaboratively plan for the start of school by adjusting their services to be provided virtually and in alignment with our plans. Partners are meeting with school leaders,

Mental, Social, and Emotional Health:

Our Multi-tiered Systems of Support (MTSS) team is creating Social Emotional Learning (SEL) activities for the K-5 soft start to begin on September 2nd. These activities will be focused on making connections, building relationships, and creating community. The Office of Teaching and Learning (OTL) and MTSS departments are also leading the development of a two-week health and wellness unit that will focus on promoting the social, emotional, and cognitive skills students need to develop positive relationships and thrive in school. This required K-5 unit is set for teachers to begin on September 14th.

Lastly, K-5 and 6-8 SEL units were developed by the SEL team in the spring which focus on supporting resilience during challenging and, often, traumatic times. This nine-week unit will be revised for educators to use after the completion of the health unit by September 28th.

- MTSS and OTL will collaborate closely on the development of health and wellness and the SEL soft start lessons/activities.
- The MTSS unit is being built with the CASEL Roadmap for Reopening Critical Practices and the PPS & ODE reopening guidance as the foundation.
- The K-5 health and wellness unit will be required as one of four required health units. This unit is required even if schools have other SEL programs.

Additionally, PPS will continue to contract with our mental health and substance use partners in order to provide teletherapy for students who need this level of support. Our counselors and social workers will also meet virtually with students and families in order to assist with emotional and mental health wellness, suicide ideation, student threats, and other mental health or behavioral related concerns or needs. We are also partnering with culturally specific providers to support students of color and additional families who need our assistance. Some of these supports will be through personal (physically distanced) visits either on campus at a community site, or near the student's home. This will be through student and family choice, which honors their preferences in ways they feel they can best be supported.

Childcare:

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Updated 8/11/2020

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1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Lane
Key Contact Person for this Plan	Michael Rowell, Principal
Phone Number of this Person	503-916-6355
Email Address of this Person	mrowell@pps.net
Sectors and position titles of those who informed the plan	Superintendent, Deputy Chiefs of Operations and Instruction, Chief Academic Officer, Chief of Schools, Chief of Staff, Legal Counsel, Chief of Student Support Services, Chief of Technology, Chief Operations Officer, Chief of Human Resources, Chief of Systems Performance, Senior Advisor Racial Equity and Social Justice, Chief of Engagement and Partnerships, Senior Director of Communications, Senior Director of Student Success and Health, Senior Director of Multi-Tiered Systems of Support, Attendance Manager, Director of Facilities, Director of Security Services, Director of Nutrition Services, Senior Director of Special Education, principals, teachers, labor union advisory participation, Senior Director of Humanities, Senior Director of STEAM, Regional Supts., Director of Risk Management, Director of Professional Learning, Project Managers, Student

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Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Director of Risk Management, Joe Crelier Building level administrators (Enforcement)
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The District will continue to engage our community on a district and individual level to ensure that we are meeting the needs of all students and families to the best of our abilities.

3. Indicate which instructional model will be used.

Select One:

☐ On-Site Learning ☐ Hybrid Learning ☒ Comprehensive Distance Learning

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REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

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Teaching, Learning & Instructional Time:

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procedures, and schedules, that align with developmentally appropriate recommendations for screen time and synchronous learning. Secondary students will follow a predictable bell schedule that incorporates synchronous check-ins, consistent and timely feedback, and peer interactions. All students will continue to receive access to a well-rounded education which includes physical education, health, arts, music, tiered supports, etc.

The learning day will be organized so that the time educators spend directly interacting with students will be high quality, focused on complex learning activities with a high cognitive demand and that are centered around student engagement. Students will have opportunities for guided learning with an educator, as well as opportunities to work with peers, families, and community members to apply their learning and practice their skills. Students will be expected to complete assigned learning activities each day. Students will participate in daily virtual instruction by satisfactorily engaging with synchronous class sessions as well as asynchronous tasks, completing assigned learning activities or assignments to demonstrate their learning. Parents and students will communicate with the teacher when in need of additional learning support. Portland Public Schools will also provide families a variety of ways to connect, one of which is through educator office hours, posted publicly, for students and families to access which will include a process to request and schedule translation services as needed.

Racial Equity and Access:

In the development of our plan, all of the work groups utilized our [Racial Equity and Social Justice Lens](#) to inform decision making and programming. The application of the lens is based on our belief that the district should adopt a student-centered, racial equity and social justice focused lens in all high leverage decisions in order to more deeply understand the barriers and opportunities impacting BIPOC students and families. Additionally, the regular application of the lens, documentation of our responses and review of those responses will help us critically examine our efforts to increase access and opportunity for BIPOC students and families. Our steering committee collectively reviewed our comprehensive plans and applied the RESJ lens on multiple occasions. They utilized data, parent and student input from engagement, partner input and the diverse experience of members to answer the prompts, review our plans and make adjustments to more directly respond to the needs of BIPOC students. As a result we believe our plan is strengthened through the collaborative and reflective process we employed to apply the RESJ Lens to address racial equity and access in our plans.

Special Education Services and English Language Development

Students receiving special education services will continue to receive instruction, technology, support, accommodations, and modifications as required by ESSA, IDEA, and/or ADA based on a virtual learning environment. The majority of each student's services will be provided synchronously (i.e., with the teacher/service provider and student working together through direct and simultaneous communication). If only asynchronous services are recommended, the parent or guardian will provide written consent to shift from synchronous to asynchronous service delivery. All IDEA requirements will be met during Comprehensive Distance Learning. This includes all IDEA timelines, delivery of all related services, delivery of SDI, implementation of IEPs, etc. Schools will provide Child Find obligations, including timely evaluation and eligibility determinations.

Students who are identified to receive English Language development services will be provided with language assistance services and supports that allow the student access to grade level academic content and scaffolded language experiences. PPS's English as a Second Language program will encourage ESL and general education/homeroom teachers to collaboratively plan for inclusive learning experiences that consider and support the language proficiency of each student.

Assessment, Grading, Reporting & Statewide Balanced Assessment:

Portland Public Schools (PPS) has developed a framework for a balanced assessment system and worked throughout the pre-pandemic portion of the 2019-2020 academic year to introduce additional efficiency into the assessment model. Anticipating the ongoing challenges to face-to-face instruction, PPS successfully piloted remote administration of the NWEA MAP assessments at one of our schools in the Spring of 2020.

During the 2020-2021 academic year, PPS is prepared to remotely administer MAP in grades 3-8 in the fall and winter. The fall assessment will allow our students and families to better understand the learning needs of our students as they enter the academic year, and it will provide our teachers and curriculum support teams the necessary data to align and plan instruction. The mid-year assessment will provide feedback regarding both student growth and achievement allowing for an additional point to adapt our supports.

In addition to this common measure of growth and achievement, students will also be presented with common curriculum embedded assessments (pre and post unit) that are aligned to the scope and sequence and are paired with each of the curriculum units. These will provide additional, focused and just-in time, measures of learning that will allow for adaptations to the delivery of the unit materials in order to provide tiered supports. Educators will regularly report progress to students and families and provide opportunities to redo or make up work without penalty and retain the highest earned grade.

Finally, the administration of remote computer adaptive measures will also help the system prepare for the challenges associated with a potential remote administration of the state summative assessments in English Language Arts, Mathematics, and Science.

Attendance:

With the pandemic in the spring of the 2019-2020 academic year, the importance of maintaining an active engagement with our students and families rose to the forefront of our work as a system. As we approach the 2020-2021 year, engagement remains a critical focus and reflecting that engagement through attendance and other metrics is critical. We are committed to following all ODE guidelines and requirements in regards to attendance.

At this time, we are preparing to collect on-line attendance, and we are exploring ways to leverage data from our learning management and instructional delivery systems as a means to monitor engagement and attendance. Our primary focus, at this time, is to provide near real time data back to our schools to facilitate and focus the efforts of our schools to engage our students and families. We fully expect that our local community partners will be assisting in our efforts to focus and engage our disenfranchised students and communities in partnership with our counselors, social workers, Restorative Justice (RJ) specialists, attendance coaches and student engagement specialists.

Clubs & Extracurricular Activities:

Clubs and extracurricular activities are a critical component of any school community. We will ensure activities, clubs, and student organizations are available and accessible to all students to the extent possible, while focusing on the health and wellness of our students and staff as our top priority.

Operational Conditions for Comprehensive Distance Learning

Nutrition:

Portland Public Schools understands food stability is one of the most important safety measures schools can provide to students. We will build upon our work in the spring and expand to serve more sites this fall. We will serve breakfast and lunch at up to 40 sites, specifically sites that are elected for Community Eligibility Provision (CEP) in the 2020-21 school year in order to focus resources and access to food and nutrition in our highest risk and need communities. Meals will be served to families 2 days/week (Mondays will include 2 days worth of food and Wednesdays will include 3 days worth of food). No weekend food is permissible at this time, though we may be able to add additional daily supper meals depending on eligible sites and waivers (pending request from ODE to USDA). Nutrition Services will partner with Transportation to deliver meals to homes as requested by the families. Families will be sent an opt in/consent form for requesting meal delivery to their home. Delivery schedule will depend on demand and routing schedule by the Transportation department. Meals will continue to be a mix of ready-to-eat foods, prepared recipes and foods that can be heated at home by families. Communication about meals, services and benefits will be provided throughout the fall to families and school communities. Nutrition Services staff will adhere to all district and department standard operating procedures and safety plans.

Communicable Disease Management Plan (CMDP) and safety plans:

We have developed, in conjunction with our local health authority and Multnomah ESD, and will implement our CMDP as staff report to buildings, based on individual and department needs. Safety plans are developed and approved by our Risk Management team before staff can enter a building and building leaders are responsible for adhering to the safety plan at all times. We have also developed a confirmed case protocol and have aligned all contact tracing, investigatory measures and reporting through a partnership with MESD and the health department. When we are notified of a possible exposure we work with them to investigate and notify.

Student and Family Support for Comprehensive Distance Learning

As a district, we understand and value the importance of student, family and community engagement as a means to positively impact a student's academic, social emotional outcomes and to address continuous improvement efforts. We are committed to building a collective and shared responsibility for outcomes, while strengthening our capacity and skills to achieve this goal and ensuring clear alignment between our intentions and actions to foster engagement that reflects the communities' values and break down barriers to student achievement in this unprecedented time. To this end, PPS will focus our first two weeks on Social Emotional Learning, connections and relationship building between students and staff.

Beyond the first two weeks, PPS will employ a variety of creative means to ensure that our students and families, especially our Black and Native communities, have the tools and support they need and feel empowered to engage and stay engaged in our Comprehensive Distance Learning platform. We will base our expectations of school engagement efforts on the work of our CSI & TSI summer program, Summer Connections Academy, and the lessons we have learned from those endeavors and from the springtime efforts. Some elements that were effective within those school communities included: relationship building and cultivating trust and rapport by calling families and students daily, reaching out to families through personal visits (physically distanced) and providing 1:1 virtual support as needed. We will also provide support at meal hubs and with some in-person conversations and relationship building on school lawns and sidewalks. We continue to provide support for teachers from our counselors and social workers on the best ways to interact and connect with families through a trauma informed lens.

Racial Equity and Social Justice Partnerships

PPS partners with sixteen different culturally specific organizations to implement our five RESJ Partnership Strategies with BIPOC students and families at prioritized schools. These strategies and resulting services provide critical connections between our schools and communities. These strategies are informed by relevant research that affirms their effectiveness in improving educational and social outcomes for students of color.

1. *Culturally Specific Family Engagement* - Family engagement is a high leverage strategy that supports student learning and is designed to reduce or eliminate institutional barriers for families of color to advocate for the needs of their students. There is significant research that supports the effectiveness of family support, advocacy and encouragement with positive student achievement and outcomes.
2. *Wrap Around Services* - Provision of culturally specific and culturally responsive services to support student academic and social success. This includes case management, academic tutoring/support, service referral, student groups, and progress monitoring. Wrap around services have a comprehensive approach to meeting the needs of students.
3. *Mentoring and Leadership Development* - Services are designed to provide positive relationship development and support to students to reduce disproportionate discipline rates and increase attendance and a sense of belonging at school for students of color. This includes providing positive and diverse adult relationships that are reflective of students' culture and identity.
4. *Extended Learning and Enrichment* - Programming provides safe, structured and engaging activities to enhance and expand the learning of students outside of school hours. This includes after school programming and enrichment activities. Enrichment activities provide opportunities for students to pursue learning in their own areas of interest and strengths. Research has shown that students engaged in these activities can lead to increased academic performance and attendance.
5. *Positive Cultural Identity Development and Advocacy* - Programming provides participating youth with exposure and

opportunity to engage in activities that empower them to embrace a confident and positive cultural identity while preserving and sharing cultural heritages and traditions amongst their peers. Activities provide opportunities for students to learn and practice new methods of self-expression in a safe and culturally affirming environment. Partners are actively engaged with the district to collaboratively plan for the start of school by adjusting their services to be provided virtually and in alignment with our plans. Partners are meeting with school leaders,

Mental, Social, and Emotional Health:

Our Multi-tiered Systems of Support (MTSS) team is creating Social Emotional Learning (SEL) activities for the K-5 soft start to begin on September 2nd. These activities will be focused on making connections, building relationships, and creating community. The Office of Teaching and Learning (OTL) and MTSS departments are also leading the development of a two-week health and wellness unit that will focus on promoting the social, emotional, and cognitive skills students need to develop positive relationships and thrive in school. This required K-5 unit is set for teachers to begin on September 14th.

Lastly, K-5 and 6-8 SEL units were developed by the SEL team in the spring which focus on supporting resilience during challenging and, often, traumatic times. This nine-week unit will be revised for educators to use after the completion of the health unit by September 28th.

- MTSS and OTL will collaborate closely on the development of health and wellness and the SEL soft start lessons/activities.
- The MTSS unit is being built with the CASEL Roadmap for Reopening Critical Practices and the PPS & ODE reopening guidance as the foundation.
- The K-5 health and wellness unit will be required as one of four required health units. This unit is required even if schools have other SEL programs.

Additionally, PPS will continue to contract with our mental health and substance use partners in order to provide teletherapy for students who need this level of support. Our counselors and social workers will also meet virtually with students and families in order to assist with emotional and mental health wellness, suicide ideation, student threats, and other mental health or behavioral related concerns or needs. We are also partnering with culturally specific providers to support students of color and additional families who need our assistance. Some of these supports will be through personal (physically distanced) visits either on campus at a community site, or near the student's home. This will be through student and family choice, which honors their preferences in ways they feel they can best be supported.

Childcare:

PPS and contracted, licensed child care providers are exploring distance learning child care services for PPS families and employees. Child care providers would operate fee based programs with state subsidies for qualifying families. If we determine this is a viable service, locations will be dispersed throughout the PPS boundary. Providers would be required to follow health and safety guidelines from the Oregon Early Learning Division.

Digital Learning Needs for Comprehensive Distance Learning

Privacy and Security tools (Umbrella) have been installed and remain persistent on all PPS devices and accounts that prevents students from accessing known inappropriate or malicious sites. Passwords for staff and students changed to a longer character length, and a new portal has been implemented to aid in remote support for password reset situations. Changes have been made to patching and software update mechanisms to allow for devices to remain updated even though they are outside the PPS network. All staff and students will be trained on responsible digital citizenship.

In addition to the distribution of devices, PPS acquired 1990 hotspots to provide connectivity for students where Comcast Internet Essentials was not a viable option. These hotspots will be either picked up from distribution locations or delivered using bus drivers to bring the devices to student homes to ensure that students and staff that did not already have internet access were given devices to facilitate that. Additionally, infrastructure changes were made to

allow take home IP phones that allow for teachers and staff to be able to make contact with students and families just as they would in the classroom.

Device deployment:

In the spring we handed out chromebooks and hotspots/Comcast connectivity for students and staff to be able to participate in distance based learning. We will continue to provide devices and work with families to ensure all students are able to connect to our comprehensive distance learning model. We will continue to provide devices to staff as needed so they can deliver the digital curriculum effectively. We offer a curbside service at the district office during work hours for chromebook repairs needed. If the chromebook cannot be repaired on site, the student/staff will receive a replacement chromebook at this time. The service desk is available during work hours for staff, students and families to contact via phone or email. If call center tech is unable to resolve on the phone, a helpdesk ticket will be created and followed up with the individual caller. An email to support will create a helpdesk ticket and the call center tech will follow up with the individual.

Digital Toolkit:

Portland Public Schools has developed a comprehensive and districtwide set of digital tools for every PPS classroom, teacher, and student. The [PPS Digital Toolkit](#) provides a set of digital tools that will enhance instructional strategies and content delivery. These tools will enhance the existing opportunities with both synchronous and asynchronous learning. These tools have been reviewed and evaluated for digital content quality and cultural relevance.

The tools fall into three categories: Instruction and Lesson Design, Creation and Engagement, and Content. Instruction and Lesson Design tools are those applications and system platforms that teachers use to deliver instruction, lessons, and communications. These include classroom content delivery and learning management systems, applications for communications, and lesson and assessment design tools. Creation and Engagement tools are used by teachers and students in distance learning, as well as in-classroom technology-enhanced instruction. These tools support student voice, elicit response, provide shared spaces for individual, small group, and whole-class collaboration, and engage students with the content. Content tools have been selected to assist our teachers in providing content, build opportunities for sustained practice, and apply learning in both distanced and in-person models of instruction.

Learning Platforms:

PPS has adopted two classroom learning platforms to meet the needs of our elementary and secondary students and teachers. These tools were selected because of their current use and success in PPS, knowledge of their toolset, depth of their function and capabilities, and their presence in the educational technology space. Both platforms allow teachers to create, post, interact, provide feedback, and assess with their students and will bring a single point of entry for students and families into classroom instruction.

Professional Development:

Ongoing and high-quality professional learning and training is essential for the successful implementation of Comprehensive Distance Learning. PPS will provide professional learning for all educators during the course of the summer, pre-service and throughout the school year. The content will be focused on best practices for distance learning, as well as technical “how to” training for digital tools and other operational functions.

Describe the school’s plan, including the anticipated timeline, for returning to Hybrid Learning or On-Site Learning consistent with the *Ready Schools, Safe Learners* guidance.

At this time PPS is planning for the opening of our physical buildings when it is deemed safe and appropriate under the Governor's directive. The District will utilize a comprehensive distance learning (CDL) platform for a minimum of the first quarter (through November 5th) and will evaluate all available health-related information to decide if our CDL will continue through the first semester or if we will be able to open to a hybrid model of instruction in November. We will continue to follow the Governor's orders and ODE's recommendations and guidance.

The remainder of this operational blueprint is not applicable to schools operating a Comprehensive Distance Learning Model.



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

Under ODE's **Ready Schools, Safe Learners** guidance, each school¹ has been directed to submit a plan to the district² in order to provide on-site and/or hybrid instruction. Districts must submit each school's plan to the local school board and make the plans available to the public. This form is to be used to document a district's, school's or program's plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the [Ready Schools, Safe Learners guidance](#) document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,³ parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Laurelhurst
Key Contact Person for this Plan	Olgamar Amor, Principal
Phone Number of this Person	503-916-6210
Email Address of this Person	oamor@pps.net
Sectors and position titles of those who informed the plan	Superintendent, Deputy Chiefs of Operations and Instruction, Chief Academic Officer, Chief of Schools, Chief of Staff, Legal Counsel, Chief of Student Support Services, Chief of Technology, Chief Operations Officer, Chief of Human Resources, Chief of Systems Performance, Senior Advisor Racial Equity and Social Justice, Chief of Engagement and Partnerships, Senior Director of Communications, Senior Director of Student Success and Health, Senior Director of Multi-Tiered Systems of Support, Attendance Manager, Director of Facilities, Director of Security Services, Director of Nutrition Services, Senior Director of Special Education, principals, teachers, labor union advisory participation, Senior Director of Humanities, Senior Director of STEAM, Regional Supts., Director of Risk Management, Director of Professional Learning, Project Managers, Student

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Operational Conditions for Comprehensive Distance Learning

Nutrition:

Portland Public Schools understands food stability is one of the most important safety measures schools can provide to students. We will build upon our work in the spring and expand to serve more sites this fall. We will serve breakfast and lunch at up to 40 sites, specifically sites that are elected for Community Eligibility Provision (CEP) in the 2020-21 school year in order to focus resources and access to food and nutrition in our highest risk and need communities. Meals will be served to families 2 days/week (Mondays will include 2 days worth of food and Wednesdays will include 3 days worth of food). No weekend food is permissible at this time, though we may be able to add additional daily supper meals depending on eligible sites and waivers (pending request from ODE to USDA). Nutrition Services will partner with Transportation to deliver meals to homes as requested by the families. Families will be sent an opt in/consent form for requesting meal delivery to their home. Delivery schedule will depend on demand and routing schedule by the Transportation department. Meals will continue to be a mix of ready-to-eat foods, prepared recipes and foods that can be heated at home by families. Communication about meals, services and benefits will be provided throughout the fall to families and school communities. Nutrition Services staff will adhere to all district and department standard operating procedures and safety plans.

Communicable Disease Management Plan (CMDP) and safety plans:

We have developed, in conjunction with our local health authority and Multnomah ESD, and will implement our CMDP as staff report to buildings, based on individual and department needs. Safety plans are developed and approved by our Risk Management team before staff can enter a building and building leaders are responsible for adhering to the safety plan at all times. We have also developed a confirmed case protocol and have aligned all contact tracing, investigatory measures and reporting through a partnership with MESD and the health department. When we are notified of a possible exposure we work with them to investigate and notify.

Student and Family Support for Comprehensive Distance Learning

As a district, we understand and value the importance of student, family and community engagement as a means to positively impact a student's academic, social emotional outcomes and to address continuous improvement efforts. We are committed to building a collective and shared responsibility for outcomes, while strengthening our capacity and skills to achieve this goal and ensuring clear alignment between our intentions and actions to foster engagement that reflects the communities' values and break down barriers to student achievement in this unprecedented time. To this end, PPS will focus our first two weeks on Social Emotional Learning, connections and relationship building between students and staff.

Beyond the first two weeks, PPS will employ a variety of creative means to ensure that our students and families, especially our Black and Native communities, have the tools and support they need and feel empowered to engage and stay engaged in our Comprehensive Distance Learning platform. We will base our expectations of school engagement efforts on the work of our CSI & TSI summer program, Summer Connections Academy, and the lessons we have learned from those endeavors and from the springtime efforts. Some elements that were effective within those school communities included: relationship building and cultivating trust and rapport by calling families and students daily, reaching out to families through personal visits (physically distanced) and providing 1:1 virtual support as needed. We will also provide support at meal hubs and with some in-person conversations and relationship building on school lawns and sidewalks. We continue to provide support for teachers from our counselors and social workers on the best ways to interact and connect with families through a trauma informed lens.

Racial Equity and Social Justice Partnerships

PPS partners with sixteen different culturally specific organizations to implement our five RESJ Partnership Strategies with BIPOC students and families at prioritized schools. These strategies and resulting services provide critical connections between our schools and communities. These strategies are informed by relevant research that affirms their effectiveness in improving educational and social outcomes for students of color.

1. *Culturally Specific Family Engagement* - Family engagement is a high leverage strategy that supports student learning and is designed to reduce or eliminate institutional barriers for families of color to advocate for the needs of their students. There is significant research that supports the effectiveness of family support, advocacy and encouragement with positive student achievement and outcomes.
2. *Wrap Around Services* - Provision of culturally specific and culturally responsive services to support student academic and social success. This includes case management, academic tutoring/support, service referral, student groups, and progress monitoring. Wrap around services have a comprehensive approach to meeting the needs of students.
3. *Mentoring and Leadership Development* - Services are designed to provide positive relationship development and support to students to reduce disproportionate discipline rates and increase attendance and a sense of belonging at school for students of color. This includes providing positive and diverse adult relationships that are reflective of students' culture and identity.
4. *Extended Learning and Enrichment* - Programming provides safe, structured and engaging activities to enhance and expand the learning of students outside of school hours. This includes after school programming and enrichment activities. Enrichment activities provide opportunities for students to pursue learning in their own areas of interest and strengths. Research has shown that students engaged in these activities can lead to increased academic performance and attendance.
5. *Positive Cultural Identity Development and Advocacy* - Programming provides participating youth with exposure and

opportunity to engage in activities that empower them to embrace a confident and positive cultural identity while preserving and sharing cultural heritages and traditions amongst their peers. Activities provide opportunities for students to learn and practice new methods of self-expression in a safe and culturally affirming environment. Partners are actively engaged with the district to collaboratively plan for the start of school by adjusting their services to be provided virtually and in alignment with our plans. Partners are meeting with school leaders,

Mental, Social, and Emotional Health:

Our Multi-tiered Systems of Support (MTSS) team is creating Social Emotional Learning (SEL) activities for the K-5 soft start to begin on September 2nd. These activities will be focused on making connections, building relationships, and creating community. The Office of Teaching and Learning (OTL) and MTSS departments are also leading the development of a two-week health and wellness unit that will focus on promoting the social, emotional, and cognitive skills students need to develop positive relationships and thrive in school. This required K-5 unit is set for teachers to begin on September 14th.

Lastly, K-5 and 6-8 SEL units were developed by the SEL team in the spring which focus on supporting resilience during challenging and, often, traumatic times. This nine-week unit will be revised for educators to use after the completion of the health unit by September 28th.

- MTSS and OTL will collaborate closely on the development of health and wellness and the SEL soft start lessons/activities.
- The MTSS unit is being built with the CASEL Roadmap for Reopening Critical Practices and the PPS & ODE reopening guidance as the foundation.
- The K-5 health and wellness unit will be required as one of four required health units. This unit is required even if schools have other SEL programs.

Additionally, PPS will continue to contract with our mental health and substance use partners in order to provide teletherapy for students who need this level of support. Our counselors and social workers will also meet virtually with students and families in order to assist with emotional and mental health wellness, suicide ideation, student threats, and other mental health or behavioral related concerns or needs. We are also partnering with culturally specific providers to support students of color and additional families who need our assistance. Some of these supports will be through personal (physically distanced) visits either on campus at a community site, or near the student's home. This will be through student and family choice, which honors their preferences in ways they feel they can best be supported.

Childcare:

PPS and contracted, licensed child care providers are exploring distance learning child care services for PPS families and employees. Child care providers would operate fee based programs with state subsidies for qualifying families. If we determine this is a viable service, locations will be dispersed throughout the PPS boundary. Providers would be required to follow health and safety guidelines from the Oregon Early Learning Division.

Digital Learning Needs for Comprehensive Distance Learning

Privacy and Security tools (Umbrella) have been installed and remain persistent on all PPS devices and accounts that prevents students from accessing known inappropriate or malicious sites. Passwords for staff and students changed to a longer character length, and a new portal has been implemented to aid in remote support for password reset situations. Changes have been made to patching and software update mechanisms to allow for devices to remain updated even though they are outside the PPS network. All staff and students will be trained on responsible digital citizenship.

In addition to the distribution of devices, PPS acquired 1990 hotspots to provide connectivity for students where Comcast Internet Essentials was not a viable option. These hotspots will be either picked up from distribution locations or delivered using bus drivers to bring the devices to student homes to ensure that students and staff that did not already have internet access were given devices to facilitate that. Additionally, infrastructure changes were made to

allow take home IP phones that allow for teachers and staff to be able to make contact with students and families just as they would in the classroom.

Device deployment:

In the spring we handed out chromebooks and hotspots/Comcast connectivity for students and staff to be able to participate in distance based learning. We will continue to provide devices and work with families to ensure all students are able to connect to our comprehensive distance learning model. We will continue to provide devices to staff as needed so they can deliver the digital curriculum effectively. We offer a curbside service at the district office during work hours for chromebook repairs needed. If the chromebook cannot be repaired on site, the student/staff will receive a replacement chromebook at this time. The service desk is available during work hours for staff, students and families to contact via phone or email. If call center tech is unable to resolve on the phone, a helpdesk ticket will be created and followed up with the individual caller. An email to support will create a helpdesk ticket and the call center tech will follow up with the individual.

Digital Toolkit:

Portland Public Schools has developed a comprehensive and districtwide set of digital tools for every PPS classroom, teacher, and student. The [PPS Digital Toolkit](#) provides a set of digital tools that will enhance instructional strategies and content delivery. These tools will enhance the existing opportunities with both synchronous and asynchronous learning. These tools have been reviewed and evaluated for digital content quality and cultural relevance.

The tools fall into three categories: Instruction and Lesson Design, Creation and Engagement, and Content. Instruction and Lesson Design tools are those applications and system platforms that teachers use to deliver instruction, lessons, and communications. These include classroom content delivery and learning management systems, applications for communications, and lesson and assessment design tools. Creation and Engagement tools are used by teachers and students in distance learning, as well as in-classroom technology-enhanced instruction. These tools support student voice, elicit response, provide shared spaces for individual, small group, and whole-class collaboration, and engage students with the content. Content tools have been selected to assist our teachers in providing content, build opportunities for sustained practice, and apply learning in both distanced and in-person models of instruction.

Learning Platforms:

PPS has adopted two classroom learning platforms to meet the needs of our elementary and secondary students and teachers. These tools were selected because of their current use and success in PPS, knowledge of their toolset, depth of their function and capabilities, and their presence in the educational technology space. Both platforms allow teachers to create, post, interact, provide feedback, and assess with their students and will bring a single point of entry for students and families into classroom instruction.

Professional Development:

Ongoing and high-quality professional learning and training is essential for the successful implementation of Comprehensive Distance Learning. PPS will provide professional learning for all educators during the course of the summer, pre-service and throughout the school year. The content will be focused on best practices for distance learning, as well as technical “how to” training for digital tools and other operational functions.

Describe the school’s plan, including the anticipated timeline, for returning to Hybrid Learning or On-Site Learning consistent with the *Ready Schools, Safe Learners* guidance.

At this time PPS is planning for the opening of our physical buildings when it is deemed safe and appropriate under the Governor's directive. The District will utilize a comprehensive distance learning (CDL) platform for a minimum of the first quarter (through November 5th) and will evaluate all available health-related information to decide if our CDL will continue through the first semester or if we will be able to open to a hybrid model of instruction in November. We will continue to follow the Governor's orders and ODE's recommendations and guidance.

The remainder of this operational blueprint is not applicable to schools operating a Comprehensive Distance Learning Model.



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

Under ODE's **Ready Schools, Safe Learners** guidance, each school¹ has been directed to submit a plan to the district² in order to provide on-site and/or hybrid instruction. Districts must submit each school's plan to the local school board and make the plans available to the public. This form is to be used to document a district's, school's or program's plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the [Ready Schools, Safe Learners guidance](#) document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,³ parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Lee
Key Contact Person for this Plan	Isaac Cardona, Principal
Phone Number of this Person	503-916-6144
Email Address of this Person	icardona@pps.net
Sectors and position titles of those who informed the plan	Superintendent, Deputy Chiefs of Operations and Instruction, Chief Academic Officer, Chief of Schools, Chief of Staff, Legal Counsel, Chief of Student Support Services, Chief of Technology, Chief Operations Officer, Chief of Human Resources, Chief of Systems Performance, Senior Advisor Racial Equity and Social Justice, Chief of Engagement and Partnerships, Senior Director of Communications, Senior Director of Student Success and Health, Senior Director of Multi-Tiered Systems of Support, Attendance Manager, Director of Facilities, Director of Security Services, Director of Nutrition Services, Senior Director of Special Education, principals, teachers, labor union advisory participation, Senior Director of Humanities, Senior Director of STEAM, Regional Supts., Director of Risk Management, Director of Professional Learning, Project Managers, Student

¹ For the purposes of this guidance: "school" refers to all public schools, including public charter schools, public virtual charter schools, alternative education programs, private schools and the Oregon School for the Deaf. For ease of readability, "school" will be used inclusively to reference all of these settings.

² For the purposes of this guidance: "district" refers to a school district, education service district, public charter school sponsoring district, virtual public charter school sponsoring district, state sponsored public charter school, alternative education programs, private schools, and the Oregon School for the Deaf.

³ Tribal Consultation is a separate process from stakeholder engagement; consultation recognizes and affirms tribal rights of self-government and tribal sovereignty, and mandates state government to work with American Indian nations on a [government-to-government](#) basis.

	Engagement Coordinators, Family advocates, student groups (BIPOC), special education and english language learners, family surveys, staff surveys, parent engagement groups, email responses from website, consultation with District Management Group (DMG), culturally specific partner organizations, PPS health advisory panel, and other large districts in Oregon.
Local public health office(s) or officers(s)	Multnomah ESD and the Oregon Health Authority; in consultation with the CDC.
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Director of Risk Management, Joe Crelier Building level administrators (Enforcement)
Intended Effective Dates for this Plan	9/2/2020 to at least 11/5/2020
ESD Region	Multnomah

2. Please list efforts you have made to engage your community (public health information sharing, taking feedback on planning, etc.) in preparing for school in 2020-21. Include information on engagement with communities often underserved and marginalized and those communities disproportionately impacted by COVID-19.

In preparation for reopening school in fall 2020, Portland Public Schools began gathering feedback from students and staff in May 2020. In March, the Communications team at PPS stood up a landing page for all students and families with centralized supports and pandemic resources. Surveys were conducted at the district level and by some individual schools. Our rate of response in surveying historically underserved and marginalized communities was low, which led to the utilization of intentional focus groups with our Native American community members and Elders, Black students and families, and other families and students of color. Additional focus groups were held with student leaders, and Spanish-Speaking families. Please find a summary of these focus groups here: [Memorandum to the Board of Education, Reopening Focus Group Update](#)

The District will continue to engage our community on a district and individual level to ensure that we are meeting the needs of all students and families to the best of our abilities.

3. Indicate which instructional model will be used.

Select One:

☐ On-Site Learning ☐ Hybrid Learning ☒ Comprehensive Distance Learning

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-15 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>) by August 15, 2020 or prior to the beginning of the 2020-21 school year.

* **Note:** Private schools are required to comply with only sections 1-3 of the **Ready Schools, Safe Learners** guidance.

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

This section must be completed by any school that is seeking to provide instruction through Comprehensive Distance Learning.

Describe why you are selecting Comprehensive Distance Learning as the school's Instructional Model for the effective dates of this plan.

In keeping with local, regional and state guidance and new health directives, Portland Public Schools has determined that it is safest for students and staff to maintain severely limited physical contact. We believe it is both responsible and critical to base our decisions on what will best ensure the health and wellness of our students and staff. We will always prefer to have our students engaged in classroom-based learning, but given current conditions, it would be unsafe to have significant numbers of students and adults back on campus at this time.

We will use this Comprehensive Distance Learning model for a minimum of September 2 through November 5, and will evaluate in October whether it is feasible to open in the 2nd quarter. Based on medical advice, including local health authorities, PPS will continue to keep the health and wellness of students and staff on the forefront in our planning.

Describe how your school's model aligns to the [Comprehensive Distance Learning Guidance](#) (linked). In completing this part of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. Please name any requirements you need ODE to review for any possible accommodations.

Framing PPS Values

As we continue to navigate the ongoing COVID-19 pandemic, Portland Public Schools remains committed to providing a high-quality education for all students and ensuring the health and wellness of students and staff through a comprehensive distance learning model. To guide our work, we centered racial equity and social justice in all decision-making and hold three principles from our strategic plan at the core of our planning - ensure the health and wellness of staff and students, strengthen and innovate the instructional core, and cultivate connection and relationship for students, staff and our community.

Our overarching approach to reopening is a relentless pursuit of racial equity and social justice (RESJ). We believe in the fundamental right to human dignity and that generating an equitable world requires an educational system that intentionally disrupts - and builds leaders to disrupt - systems of oppression. Therefore, our work to reopen schools acknowledges and recognizes the inequities of our system prior to Covid-19 and does not seek to reopen schools by returning to what was "normal" before. Rather, we are deeply engaged in fundamentally accelerating and centering our RESJ work, constantly examining opportunities to increase RESJ strategies through organizational transformation and system-wide collaboration. By way of this central focus and in partnership with families and stakeholders, including those representing students of color, we will bring racial predictability and disproportionality to an end.

In PPS, we are utilizing Targeted Universalism as a driver. We aim to operationalize our RESJ values so that every student is served and our universal board goals are achieved; thus realizing the graduate profile from [our Vision](#). Our approach supports the distinct needs of BIPOC students while also acknowledging our mutual interdependence. We recognize with great urgency the need for aligned and coherent strategies that improve conditions so that every student, especially our BIPOC students have an educational experience where they can thrive. Our approach disrupts institutional and cultural racism and promotes tangible strategies and resources for RESJ. To this end, we will prioritize services for students historically underserved by our system, including Black, Native, students receiving special education services and second language learners. We have used these [Guiding Principles](#) to align our collective work through this process.

Academic Conditions for Comprehensive Distance Learning

Teaching, Learning & Instructional Time:

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Digital Learning Needs for Comprehensive Distance Learning

Privacy and Security tools (Umbrella) have been installed and remain persistent on all PPS devices and accounts that prevents students from accessing known inappropriate or malicious sites. Passwords for staff and students changed to a longer character length, and a new portal has been implemented to aid in remote support for password reset situations. Changes have been made to patching and software update mechanisms to allow for devices to remain updated even though they are outside the PPS network. All staff and students will be trained on responsible digital citizenship.

In addition to the distribution of devices, PPS acquired 1990 hotspots to provide connectivity for students where Comcast Internet Essentials was not a viable option. These hotspots will be either picked up from distribution locations or delivered using bus drivers to bring the devices to student homes to ensure that students and staff that did not already have internet access were given devices to facilitate that. Additionally, infrastructure changes were made to

allow take home IP phones that allow for teachers and staff to be able to make contact with students and families just as they would in the classroom.

Device deployment:

In the spring we handed out chromebooks and hotspots/Comcast connectivity for students and staff to be able to participate in distance based learning. We will continue to provide devices and work with families to ensure all students are able to connect to our comprehensive distance learning model. We will continue to provide devices to staff as needed so they can deliver the digital curriculum effectively. We offer a curbside service at the district office during work hours for chromebook repairs needed. If the chromebook cannot be repaired on site, the student/staff will receive a replacement chromebook at this time. The service desk is available during work hours for staff, students and families to contact via phone or email. If call center tech is unable to resolve on the phone, a helpdesk ticket will be created and followed up with the individual caller. An email to support will create a helpdesk ticket and the call center tech will follow up with the individual.

Digital Toolkit:

Portland Public Schools has developed a comprehensive and districtwide set of digital tools for every PPS classroom, teacher, and student. The [PPS Digital Toolkit](#) provides a set of digital tools that will enhance instructional strategies and content delivery. These tools will enhance the existing opportunities with both synchronous and asynchronous learning. These tools have been reviewed and evaluated for digital content quality and cultural relevance.

The tools fall into three categories: Instruction and Lesson Design, Creation and Engagement, and Content. Instruction and Lesson Design tools are those applications and system platforms that teachers use to deliver instruction, lessons, and communications. These include classroom content delivery and learning management systems, applications for communications, and lesson and assessment design tools. Creation and Engagement tools are used by teachers and students in distance learning, as well as in-classroom technology-enhanced instruction. These tools support student voice, elicit response, provide shared spaces for individual, small group, and whole-class collaboration, and engage students with the content. Content tools have been selected to assist our teachers in providing content, build opportunities for sustained practice, and apply learning in both distanced and in-person models of instruction.

Learning Platforms:

PPS has adopted two classroom learning platforms to meet the needs of our elementary and secondary students and teachers. These tools were selected because of their current use and success in PPS, knowledge of their toolset, depth of their function and capabilities, and their presence in the educational technology space. Both platforms allow teachers to create, post, interact, provide feedback, and assess with their students and will bring a single point of entry for students and families into classroom instruction.

Professional Development:

Ongoing and high-quality professional learning and training is essential for the successful implementation of Comprehensive Distance Learning. PPS will provide professional learning for all educators during the course of the summer, pre-service and throughout the school year. The content will be focused on best practices for distance learning, as well as technical “how to” training for digital tools and other operational functions.

Describe the school’s plan, including the anticipated timeline, for returning to Hybrid Learning or On-Site Learning consistent with the *Ready Schools, Safe Learners* guidance.

At this time PPS is planning for the opening of our physical buildings when it is deemed safe and appropriate under the Governor's directive. The District will utilize a comprehensive distance learning (CDL) platform for a minimum of the first quarter (through November 5th) and will evaluate all available health-related information to decide if our CDL will continue through the first semester or if we will be able to open to a hybrid model of instruction in November. We will continue to follow the Governor's orders and ODE's recommendations and guidance.

The remainder of this operational blueprint is not applicable to schools operating a Comprehensive Distance Learning Model.



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

Under ODE's **Ready Schools, Safe Learners** guidance, each school¹ has been directed to submit a plan to the district² in order to provide on-site and/or hybrid instruction. Districts must submit each school's plan to the local school board and make the plans available to the public. This form is to be used to document a district's, school's or program's plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the [Ready Schools, Safe Learners guidance](#) document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,³ parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Lent
Key Contact Person for this Plan	Richard Smith , Principal
Phone Number of this Person	503-916-6322
Email Address of this Person	rsmith5@pps.net
Sectors and position titles of those who informed the plan	Superintendent, Deputy Chiefs of Operations and Instruction, Chief Academic Officer, Chief of Schools, Chief of Staff, Legal Counsel, Chief of Student Support Services, Chief of Technology, Chief Operations Officer, Chief of Human Resources, Chief of Systems Performance, Senior Advisor Racial Equity and Social Justice, Chief of Engagement and Partnerships, Senior Director of Communications, Senior Director of Student Success and Health, Senior Director of Multi-Tiered Systems of Support, Attendance Manager, Director of Facilities, Director of Security Services, Director of Nutrition Services, Senior Director of Special Education, principals, teachers, labor union advisory participation, Senior Director of Humanities, Senior Director of STEAM, Regional Supts., Director of Risk Management, Director of Professional Learning, Project Managers, Student

¹ For the purposes of this guidance: "school" refers to all public schools, including public charter schools, public virtual charter schools, alternative education programs, private schools and the Oregon School for the Deaf. For ease of readability, "school" will be used inclusively to reference all of these settings.

² For the purposes of this guidance: "district" refers to a school district, education service district, public charter school sponsoring district, virtual public charter school sponsoring district, state sponsored public charter school, alternative education programs, private schools, and the Oregon School for the Deaf.

³ Tribal Consultation is a separate process from stakeholder engagement; consultation recognizes and affirms tribal rights of self-government and tribal sovereignty, and mandates state government to work with American Indian nations on a [government-to-government](#) basis.

	Engagement Coordinators, Family advocates, student groups (BIPOC), special education and english language learners, family surveys, staff surveys, parent engagement groups, email responses from website, consultation with District Management Group (DMG), culturally specific partner organizations, PPS health advisory panel, and other large districts in Oregon.
Local public health office(s) or officers(s)	Multnomah ESD and the Oregon Health Authority; in consultation with the CDC.
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Director of Risk Management, Joe Crelier Building level administrators (Enforcement)
Intended Effective Dates for this Plan	9/2/2020 to at least 11/5/2020
ESD Region	Multnomah

2. Please list efforts you have made to engage your community (public health information sharing, taking feedback on planning, etc.) in preparing for school in 2020-21. Include information on engagement with communities often underserved and marginalized and those communities disproportionately impacted by COVID-19.

In preparation for reopening school in fall 2020, Portland Public Schools began gathering feedback from students and staff in May 2020. In March, the Communications team at PPS stood up a landing page for all students and families with centralized supports and pandemic resources. Surveys were conducted at the district level and by some individual schools. Our rate of response in surveying historically underserved and marginalized communities was low, which led to the utilization of intentional focus groups with our Native American community members and Elders, Black students and families, and other families and students of color. Additional focus groups were held with student leaders, and Spanish-Speaking families. Please find a summary of these focus groups here: [Memorandum to the Board of Education, Reopening Focus Group Update](#)

The District will continue to engage our community on a district and individual level to ensure that we are meeting the needs of all students and families to the best of our abilities.

3. Indicate which instructional model will be used.

Select One:

☐ On-Site Learning ☐ Hybrid Learning ☒ Comprehensive Distance Learning

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-15 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>) by August 15, 2020 or prior to the beginning of the 2020-21 school year.

* **Note:** Private schools are required to comply with only sections 1-3 of the **Ready Schools, Safe Learners** guidance.

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

This section must be completed by any school that is seeking to provide instruction through Comprehensive Distance Learning.

Describe why you are selecting Comprehensive Distance Learning as the school's Instructional Model for the effective dates of this plan.

In keeping with local, regional and state guidance and new health directives, Portland Public Schools has determined that it is safest for students and staff to maintain severely limited physical contact. We believe it is both responsible and critical to base our decisions on what will best ensure the health and wellness of our students and staff. We will always prefer to have our students engaged in classroom-based learning, but given current conditions, it would be unsafe to have significant numbers of students and adults back on campus at this time.

We will use this Comprehensive Distance Learning model for a minimum of September 2 through November 5, and will evaluate in October whether it is feasible to open in the 2nd quarter. Based on medical advice, including local health authorities, PPS will continue to keep the health and wellness of students and staff on the forefront in our planning.

Describe how your school's model aligns to the [Comprehensive Distance Learning Guidance](#) (linked). In completing this part of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. Please name any requirements you need ODE to review for any possible accommodations.

Framing PPS Values

As we continue to navigate the ongoing COVID-19 pandemic, Portland Public Schools remains committed to providing a high-quality education for all students and ensuring the health and wellness of students and staff through a comprehensive distance learning model. To guide our work, we centered racial equity and social justice in all decision-making and hold three principles from our strategic plan at the core of our planning - ensure the health and wellness of staff and students, strengthen and innovate the instructional core, and cultivate connection and relationship for students, staff and our community.

Our overarching approach to reopening is a relentless pursuit of racial equity and social justice (RESJ). We believe in the fundamental right to human dignity and that generating an equitable world requires an educational system that intentionally disrupts - and builds leaders to disrupt - systems of oppression. Therefore, our work to reopen schools acknowledges and recognizes the inequities of our system prior to Covid-19 and does not seek to reopen schools by returning to what was "normal" before. Rather, we are deeply engaged in fundamentally accelerating and centering our RESJ work, constantly examining opportunities to increase RESJ strategies through organizational transformation and system-wide collaboration. By way of this central focus and in partnership with families and stakeholders, including those representing students of color, we will bring racial predictability and disproportionality to an end.

In PPS, we are utilizing Targeted Universalism as a driver. We aim to operationalize our RESJ values so that every student is served and our universal board goals are achieved; thus realizing the graduate profile from [our Vision](#). Our approach supports the distinct needs of BIPOC students while also acknowledging our mutual interdependence. We recognize with great urgency the need for aligned and coherent strategies that improve conditions so that every student, especially our BIPOC students have an educational experience where they can thrive. Our approach disrupts institutional and cultural racism and promotes tangible strategies and resources for RESJ. To this end, we will prioritize services for students historically underserved by our system, including Black, Native, students receiving special education services and second language learners. We have used these [Guiding Principles](#) to align our collective work through this process.

Academic Conditions for Comprehensive Distance Learning

Teaching, Learning & Instructional Time:

Our comprehensive distance learning plan is designed so that all students will receive an engaging, comprehensive, and rigorous academic experience every day of the week. Students will receive standards-based instruction across all academic areas and will build meaningful relationships with the educators in their school community. Instructional time requirements will be adhered to in every grade level, where more than 50% of the instructional time will be teacher-facilitated learning. To meet this requirement, elementary students will follow predictable routines,

procedures, and schedules, that align with developmentally appropriate recommendations for screen time and synchronous learning. Secondary students will follow a predictable bell schedule that incorporates synchronous check-ins, consistent and timely feedback, and peer interactions. All students will continue to receive access to a well-rounded education which includes physical education, health, arts, music, tiered supports, etc.

The learning day will be organized so that the time educators spend directly interacting with students will be high quality, focused on complex learning activities with a high cognitive demand and that are centered around student engagement. Students will have opportunities for guided learning with an educator, as well as opportunities to work with peers, families, and community members to apply their learning and practice their skills. Students will be expected to complete assigned learning activities each day. Students will participate in daily virtual instruction by satisfactorily engaging with synchronous class sessions as well as asynchronous tasks, completing assigned learning activities or assignments to demonstrate their learning. Parents and students will communicate with the teacher when in need of additional learning support. Portland Public Schools will also provide families a variety of ways to connect, one of which is through educator office hours, posted publicly, for students and families to access which will include a process to request and schedule translation services as needed.

Racial Equity and Access:

In the development of our plan, all of the work groups utilized our [Racial Equity and Social Justice Lens](#) to inform decision making and programming. The application of the lens is based on our belief that the district should adopt a student-centered, racial equity and social justice focused lens in all high leverage decisions in order to more deeply understand the barriers and opportunities impacting BIPOC students and families. Additionally, the regular application of the lens, documentation of our responses and review of those responses will help us critically examine our efforts to increase access and opportunity for BIPOC students and families. Our steering committee collectively reviewed our comprehensive plans and applied the RESJ lens on multiple occasions. They utilized data, parent and student input from engagement, partner input and the diverse experience of members to answer the prompts, review our plans and make adjustments to more directly respond to the needs of BIPOC students. As a result we believe our plan is strengthened through the collaborative and reflective process we employed to apply the RESJ Lens to address racial equity and access in our plans.

Special Education Services and English Language Development

Students receiving special education services will continue to receive instruction, technology, support, accommodations, and modifications as required by ESSA, IDEA, and/or ADA based on a virtual learning environment. The majority of each student's services will be provided synchronously (i.e., with the teacher/service provider and student working together through direct and simultaneous communication). If only asynchronous services are recommended, the parent or guardian will provide written consent to shift from synchronous to asynchronous service delivery. All IDEA requirements will be met during Comprehensive Distance Learning. This includes all IDEA timelines, delivery of all related services, delivery of SDI, implementation of IEPs, etc. Schools will provide Child Find obligations, including timely evaluation and eligibility determinations.

Students who are identified to receive English Language development services will be provided with language assistance services and supports that allow the student access to grade level academic content and scaffolded language experiences. PPS's English as a Second Language program will encourage ESL and general education/homeroom teachers to collaboratively plan for inclusive learning experiences that consider and support the language proficiency of each student.

Assessment, Grading, Reporting & Statewide Balanced Assessment:

Portland Public Schools (PPS) has developed a framework for a balanced assessment system and worked throughout the pre-pandemic portion of the 2019-2020 academic year to introduce additional efficiency into the assessment model. Anticipating the ongoing challenges to face-to-face instruction, PPS successfully piloted remote administration of the NWEA MAP assessments at one of our schools in the Spring of 2020.

During the 2020-2021 academic year, PPS is prepared to remotely administer MAP in grades 3-8 in the fall and winter. The fall assessment will allow our students and families to better understand the learning needs of our students as they enter the academic year, and it will provide our teachers and curriculum support teams the necessary data to align and plan instruction. The mid-year assessment will provide feedback regarding both student growth and achievement allowing for an additional point to adapt our supports.

In addition to this common measure of growth and achievement, students will also be presented with common curriculum embedded assessments (pre and post unit) that are aligned to the scope and sequence and are paired with each of the curriculum units. These will provide additional, focused and just-in time, measures of learning that will allow for adaptations to the delivery of the unit materials in order to provide tiered supports. Educators will regularly report progress to students and families and provide opportunities to redo or make up work without penalty and retain the highest earned grade.

Finally, the administration of remote computer adaptive measures will also help the system prepare for the challenges associated with a potential remote administration of the state summative assessments in English Language Arts, Mathematics, and Science.

Attendance:

With the pandemic in the spring of the 2019-2020 academic year, the importance of maintaining an active engagement with our students and families rose to the forefront of our work as a system. As we approach the 2020-2021 year, engagement remains a critical focus and reflecting that engagement through attendance and other metrics is critical. We are committed to following all ODE guidelines and requirements in regards to attendance.

At this time, we are preparing to collect on-line attendance, and we are exploring ways to leverage data from our learning management and instructional delivery systems as a means to monitor engagement and attendance. Our primary focus, at this time, is to provide near real time data back to our schools to facilitate and focus the efforts of our schools to engage our students and families. We fully expect that our local community partners will be assisting in our efforts to focus and engage our disenfranchised students and communities in partnership with our counselors, social workers, Restorative Justice (RJ) specialists, attendance coaches and student engagement specialists.

Clubs & Extracurricular Activities:

Clubs and extracurricular activities are a critical component of any school community. We will ensure activities, clubs, and student organizations are available and accessible to all students to the extent possible, while focusing on the health and wellness of our students and staff as our top priority.

Operational Conditions for Comprehensive Distance Learning

Nutrition:

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allow take home IP phones that allow for teachers and staff to be able to make contact with students and families just as they would in the classroom.

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OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

Under ODE's **Ready Schools, Safe Learners** guidance, each school¹ has been directed to submit a plan to the district² in order to provide on-site and/or hybrid instruction. Districts must submit each school's plan to the local school board and make the plans available to the public. This form is to be used to document a district's, school's or program's plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the [Ready Schools, Safe Learners guidance](#) document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,³ parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Lewis
Key Contact Person for this Plan	Deanne Froehlich , Principal
Phone Number of this Person	503-916-6360
Email Address of this Person	dfroehlich@pps.net
Sectors and position titles of those who informed the plan	Superintendent, Deputy Chiefs of Operations and Instruction, Chief Academic Officer, Chief of Schools, Chief of Staff, Legal Counsel, Chief of Student Support Services, Chief of Technology, Chief Operations Officer, Chief of Human Resources, Chief of Systems Performance, Senior Advisor Racial Equity and Social Justice, Chief of Engagement and Partnerships, Senior Director of Communications, Senior Director of Student Success and Health, Senior Director of Multi-Tiered Systems of Support, Attendance Manager, Director of Facilities, Director of Security Services, Director of Nutrition Services, Senior Director of Special Education, principals, teachers, labor union advisory participation, Senior Director of Humanities, Senior Director of STEAM, Regional Supts., Director of Risk Management, Director of Professional Learning, Project Managers, Student

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	Engagement Coordinators, Family advocates, student groups (BIPOC), special education and english language learners, family surveys, staff surveys, parent engagement groups, email responses from website, consultation with District Management Group (DMG), culturally specific partner organizations, PPS health advisory panel, and other large districts in Oregon.
Local public health office(s) or officers(s)	Multnomah ESD and the Oregon Health Authority; in consultation with the CDC.
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Director of Risk Management, Joe Crelier Building level administrators (Enforcement)
Intended Effective Dates for this Plan	9/2/2020 to at least 11/5/2020
ESD Region	Multnomah

2. Please list efforts you have made to engage your community (public health information sharing, taking feedback on planning, etc.) in preparing for school in 2020-21. Include information on engagement with communities often underserved and marginalized and those communities disproportionately impacted by COVID-19.

In preparation for reopening school in fall 2020, Portland Public Schools began gathering feedback from students and staff in May 2020. In March, the Communications team at PPS stood up a landing page for all students and families with centralized supports and pandemic resources. Surveys were conducted at the district level and by some individual schools. Our rate of response in surveying historically underserved and marginalized communities was low, which led to the utilization of intentional focus groups with our Native American community members and Elders, Black students and families, and other families and students of color. Additional focus groups were held with student leaders, and Spanish-Speaking families. Please find a summary of these focus groups here: [Memorandum to the Board of Education, Reopening Focus Group Update](#)

The District will continue to engage our community on a district and individual level to ensure that we are meeting the needs of all students and families to the best of our abilities.

3. Indicate which instructional model will be used.

Select One:

☐ On-Site Learning ☐ Hybrid Learning ☒ Comprehensive Distance Learning

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-15 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>) by August 15, 2020 or prior to the beginning of the 2020-21 school year.

* **Note:** Private schools are required to comply with only sections 1-3 of the **Ready Schools, Safe Learners** guidance.

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

This section must be completed by any school that is seeking to provide instruction through Comprehensive Distance Learning.

Describe why you are selecting Comprehensive Distance Learning as the school's Instructional Model for the effective dates of this plan.

In keeping with local, regional and state guidance and new health directives, Portland Public Schools has determined that it is safest for students and staff to maintain severely limited physical contact. We believe it is both responsible and critical to base our decisions on what will best ensure the health and wellness of our students and staff. We will always prefer to have our students engaged in classroom-based learning, but given current conditions, it would be unsafe to have significant numbers of students and adults back on campus at this time.

We will use this Comprehensive Distance Learning model for a minimum of September 2 through November 5, and will evaluate in October whether it is feasible to open in the 2nd quarter. Based on medical advice, including local health authorities, PPS will continue to keep the health and wellness of students and staff on the forefront in our planning.

Describe how your school's model aligns to the [Comprehensive Distance Learning Guidance](#) (linked). In completing this part of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. Please name any requirements you need ODE to review for any possible accommodations.

Framing PPS Values

As we continue to navigate the ongoing COVID-19 pandemic, Portland Public Schools remains committed to providing a high-quality education for all students and ensuring the health and wellness of students and staff through a comprehensive distance learning model. To guide our work, we centered racial equity and social justice in all decision-making and hold three principles from our strategic plan at the core of our planning - ensure the health and wellness of staff and students, strengthen and innovate the instructional core, and cultivate connection and relationship for students, staff and our community.

Our overarching approach to reopening is a relentless pursuit of racial equity and social justice (RESJ). We believe in the fundamental right to human dignity and that generating an equitable world requires an educational system that intentionally disrupts - and builds leaders to disrupt - systems of oppression. Therefore, our work to reopen schools acknowledges and recognizes the inequities of our system prior to Covid-19 and does not seek to reopen schools by returning to what was "normal" before. Rather, we are deeply engaged in fundamentally accelerating and centering our RESJ work, constantly examining opportunities to increase RESJ strategies through organizational transformation and system-wide collaboration. By way of this central focus and in partnership with families and stakeholders, including those representing students of color, we will bring racial predictability and disproportionality to an end.

In PPS, we are utilizing Targeted Universalism as a driver. We aim to operationalize our RESJ values so that every student is served and our universal board goals are achieved; thus realizing the graduate profile from [our Vision](#). Our approach supports the distinct needs of BIPOC students while also acknowledging our mutual interdependence. We recognize with great urgency the need for aligned and coherent strategies that improve conditions so that every student, especially our BIPOC students have an educational experience where they can thrive. Our approach disrupts institutional and cultural racism and promotes tangible strategies and resources for RESJ. To this end, we will prioritize services for students historically underserved by our system, including Black, Native, students receiving special education services and second language learners. We have used these [Guiding Principles](#) to align our collective work through this process.

Academic Conditions for Comprehensive Distance Learning

Teaching, Learning & Instructional Time:

Our comprehensive distance learning plan is designed so that all students will receive an engaging, comprehensive, and rigorous academic experience every day of the week. Students will receive standards-based instruction across all academic areas and will build meaningful relationships with the educators in their school community. Instructional time requirements will be adhered to in every grade level, where more than 50% of the instructional time will be teacher-facilitated learning. To meet this requirement, elementary students will follow predictable routines,

procedures, and schedules, that align with developmentally appropriate recommendations for screen time and synchronous learning. Secondary students will follow a predictable bell schedule that incorporates synchronous check-ins, consistent and timely feedback, and peer interactions. All students will continue to receive access to a well-rounded education which includes physical education, health, arts, music, tiered supports, etc.

The learning day will be organized so that the time educators spend directly interacting with students will be high quality, focused on complex learning activities with a high cognitive demand and that are centered around student engagement. Students will have opportunities for guided learning with an educator, as well as opportunities to work with peers, families, and community members to apply their learning and practice their skills. Students will be expected to complete assigned learning activities each day. Students will participate in daily virtual instruction by satisfactorily engaging with synchronous class sessions as well as asynchronous tasks, completing assigned learning activities or assignments to demonstrate their learning. Parents and students will communicate with the teacher when in need of additional learning support. Portland Public Schools will also provide families a variety of ways to connect, one of which is through educator office hours, posted publicly, for students and families to access which will include a process to request and schedule translation services as needed.

Racial Equity and Access:

In the development of our plan, all of the work groups utilized our [Racial Equity and Social Justice Lens](#) to inform decision making and programming. The application of the lens is based on our belief that the district should adopt a student-centered, racial equity and social justice focused lens in all high leverage decisions in order to more deeply understand the barriers and opportunities impacting BIPOC students and families. Additionally, the regular application of the lens, documentation of our responses and review of those responses will help us critically examine our efforts to increase access and opportunity for BIPOC students and families. Our steering committee collectively reviewed our comprehensive plans and applied the RESJ lens on multiple occasions. They utilized data, parent and student input from engagement, partner input and the diverse experience of members to answer the prompts, review our plans and make adjustments to more directly respond to the needs of BIPOC students. As a result we believe our plan is strengthened through the collaborative and reflective process we employed to apply the RESJ Lens to address racial equity and access in our plans.

Special Education Services and English Language Development

Students receiving special education services will continue to receive instruction, technology, support, accommodations, and modifications as required by ESSA, IDEA, and/or ADA based on a virtual learning environment. The majority of each student's services will be provided synchronously (i.e., with the teacher/service provider and student working together through direct and simultaneous communication). If only asynchronous services are recommended, the parent or guardian will provide written consent to shift from synchronous to asynchronous service delivery. All IDEA requirements will be met during Comprehensive Distance Learning. This includes all IDEA timelines, delivery of all related services, delivery of SDI, implementation of IEPs, etc. Schools will provide Child Find obligations, including timely evaluation and eligibility determinations.

Students who are identified to receive English Language development services will be provided with language assistance services and supports that allow the student access to grade level academic content and scaffolded language experiences. PPS's English as a Second Language program will encourage ESL and general education/homeroom teachers to collaboratively plan for inclusive learning experiences that consider and support the language proficiency of each student.

Assessment, Grading, Reporting & Statewide Balanced Assessment:

Portland Public Schools (PPS) has developed a framework for a balanced assessment system and worked throughout the pre-pandemic portion of the 2019-2020 academic year to introduce additional efficiency into the assessment model. Anticipating the ongoing challenges to face-to-face instruction, PPS successfully piloted remote administration of the NWEA MAP assessments at one of our schools in the Spring of 2020.

During the 2020-2021 academic year, PPS is prepared to remotely administer MAP in grades 3-8 in the fall and winter. The fall assessment will allow our students and families to better understand the learning needs of our students as they enter the academic year, and it will provide our teachers and curriculum support teams the necessary data to align and plan instruction. The mid-year assessment will provide feedback regarding both student growth and achievement allowing for an additional point to adapt our supports.

In addition to this common measure of growth and achievement, students will also be presented with common curriculum embedded assessments (pre and post unit) that are aligned to the scope and sequence and are paired with each of the curriculum units. These will provide additional, focused and just-in time, measures of learning that will allow for adaptations to the delivery of the unit materials in order to provide tiered supports. Educators will regularly report progress to students and families and provide opportunities to redo or make up work without penalty and retain the highest earned grade.

Finally, the administration of remote computer adaptive measures will also help the system prepare for the challenges associated with a potential remote administration of the state summative assessments in English Language Arts, Mathematics, and Science.

Attendance:

With the pandemic in the spring of the 2019-2020 academic year, the importance of maintaining an active engagement with our students and families rose to the forefront of our work as a system. As we approach the 2020-2021 year, engagement remains a critical focus and reflecting that engagement through attendance and other metrics is critical. We are committed to following all ODE guidelines and requirements in regards to attendance.

At this time, we are preparing to collect on-line attendance, and we are exploring ways to leverage data from our learning management and instructional delivery systems as a means to monitor engagement and attendance. Our primary focus, at this time, is to provide near real time data back to our schools to facilitate and focus the efforts of our schools to engage our students and families. We fully expect that our local community partners will be assisting in our efforts to focus and engage our disenfranchised students and communities in partnership with our counselors, social workers, Restorative Justice (RJ) specialists, attendance coaches and student engagement specialists.

Clubs & Extracurricular Activities:

Clubs and extracurricular activities are a critical component of any school community. We will ensure activities, clubs, and student organizations are available and accessible to all students to the extent possible, while focusing on the health and wellness of our students and staff as our top priority.

Operational Conditions for Comprehensive Distance Learning

Nutrition:

Portland Public Schools understands food stability is one of the most important safety measures schools can provide to students. We will build upon our work in the spring and expand to serve more sites this fall. We will serve breakfast and lunch at up to 40 sites, specifically sites that are elected for Community Eligibility Provision (CEP) in the 2020-21 school year in order to focus resources and access to food and nutrition in our highest risk and need communities. Meals will be served to families 2 days/week (Mondays will include 2 days worth of food and Wednesdays will include 3 days worth of food). No weekend food is permissible at this time, though we may be able to add additional daily supper meals depending on eligible sites and waivers (pending request from ODE to USDA). Nutrition Services will partner with Transportation to deliver meals to homes as requested by the families. Families will be sent an opt in/consent form for requesting meal delivery to their home. Delivery schedule will depend on demand and routing schedule by the Transportation department. Meals will continue to be a mix of ready-to-eat foods, prepared recipes and foods that can be heated at home by families. Communication about meals, services and benefits will be provided throughout the fall to families and school communities. Nutrition Services staff will adhere to all district and department standard operating procedures and safety plans.

Communicable Disease Management Plan (CMDP) and safety plans:

We have developed, in conjunction with our local health authority and Multnomah ESD, and will implement our CMDP as staff report to buildings, based on individual and department needs. Safety plans are developed and approved by our Risk Management team before staff can enter a building and building leaders are responsible for adhering to the safety plan at all times. We have also developed a confirmed case protocol and have aligned all contact tracing, investigatory measures and reporting through a partnership with MESD and the health department. When we are notified of a possible exposure we work with them to investigate and notify.

Student and Family Support for Comprehensive Distance Learning

As a district, we understand and value the importance of student, family and community engagement as a means to positively impact a student's academic, social emotional outcomes and to address continuous improvement efforts. We are committed to building a collective and shared responsibility for outcomes, while strengthening our capacity and skills to achieve this goal and ensuring clear alignment between our intentions and actions to foster engagement that reflects the communities' values and break down barriers to student achievement in this unprecedented time. To this end, PPS will focus our first two weeks on Social Emotional Learning, connections and relationship building between students and staff.

Beyond the first two weeks, PPS will employ a variety of creative means to ensure that our students and families, especially our Black and Native communities, have the tools and support they need and feel empowered to engage and stay engaged in our Comprehensive Distance Learning platform. We will base our expectations of school engagement efforts on the work of our CSI & TSI summer program, Summer Connections Academy, and the lessons we have learned from those endeavors and from the springtime efforts. Some elements that were effective within those school communities included: relationship building and cultivating trust and rapport by calling families and students daily, reaching out to families through personal visits (physically distanced) and providing 1:1 virtual support as needed. We will also provide support at meal hubs and with some in-person conversations and relationship building on school lawns and sidewalks. We continue to provide support for teachers from our counselors and social workers on the best ways to interact and connect with families through a trauma informed lens.

Racial Equity and Social Justice Partnerships

PPS partners with sixteen different culturally specific organizations to implement our five RESJ Partnership Strategies with BIPOC students and families at prioritized schools. These strategies and resulting services provide critical connections between our schools and communities. These strategies are informed by relevant research that affirms their effectiveness in improving educational and social outcomes for students of color.

1. *Culturally Specific Family Engagement* - Family engagement is a high leverage strategy that supports student learning and is designed to reduce or eliminate institutional barriers for families of color to advocate for the needs of their students. There is significant research that supports the effectiveness of family support, advocacy and encouragement with positive student achievement and outcomes.
2. *Wrap Around Services* - Provision of culturally specific and culturally responsive services to support student academic and social success. This includes case management, academic tutoring/support, service referral, student groups, and progress monitoring. Wrap around services have a comprehensive approach to meeting the needs of students.
3. *Mentoring and Leadership Development* - Services are designed to provide positive relationship development and support to students to reduce disproportionate discipline rates and increase attendance and a sense of belonging at school for students of color. This includes providing positive and diverse adult relationships that are reflective of students' culture and identity.
4. *Extended Learning and Enrichment* - Programming provides safe, structured and engaging activities to enhance and expand the learning of students outside of school hours. This includes after school programming and enrichment activities. Enrichment activities provide opportunities for students to pursue learning in their own areas of interest and strengths. Research has shown that students engaged in these activities can lead to increased academic performance and attendance.
5. *Positive Cultural Identity Development and Advocacy* - Programming provides participating youth with exposure and

opportunity to engage in activities that empower them to embrace a confident and positive cultural identity while preserving and sharing cultural heritages and traditions amongst their peers. Activities provide opportunities for students to learn and practice new methods of self-expression in a safe and culturally affirming environment. Partners are actively engaged with the district to collaboratively plan for the start of school by adjusting their services to be provided virtually and in alignment with our plans. Partners are meeting with school leaders,

Mental, Social, and Emotional Health:

Our Multi-tiered Systems of Support (MTSS) team is creating Social Emotional Learning (SEL) activities for the K-5 soft start to begin on September 2nd. These activities will be focused on making connections, building relationships, and creating community. The Office of Teaching and Learning (OTL) and MTSS departments are also leading the development of a two-week health and wellness unit that will focus on promoting the social, emotional, and cognitive skills students need to develop positive relationships and thrive in school. This required K-5 unit is set for teachers to begin on September 14th.

Lastly, K-5 and 6-8 SEL units were developed by the SEL team in the spring which focus on supporting resilience during challenging and, often, traumatic times. This nine-week unit will be revised for educators to use after the completion of the health unit by September 28th.

- MTSS and OTL will collaborate closely on the development of health and wellness and the SEL soft start lessons/activities.
- The MTSS unit is being built with the CASEL Roadmap for Reopening Critical Practices and the PPS & ODE reopening guidance as the foundation.
- The K-5 health and wellness unit will be required as one of four required health units. This unit is required even if schools have other SEL programs.

Additionally, PPS will continue to contract with our mental health and substance use partners in order to provide teletherapy for students who need this level of support. Our counselors and social workers will also meet virtually with students and families in order to assist with emotional and mental health wellness, suicide ideation, student threats, and other mental health or behavioral related concerns or needs. We are also partnering with culturally specific providers to support students of color and additional families who need our assistance. Some of these supports will be through personal (physically distanced) visits either on campus at a community site, or near the student's home. This will be through student and family choice, which honors their preferences in ways they feel they can best be supported.

Childcare:

PPS and contracted, licensed child care providers are exploring distance learning child care services for PPS families and employees. Child care providers would operate fee based programs with state subsidies for qualifying families. If we determine this is a viable service, locations will be dispersed throughout the PPS boundary. Providers would be required to follow health and safety guidelines from the Oregon Early Learning Division.

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Updated 8/11/2020

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1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Lincoln
Key Contact Person for this Plan	Peyton Chapman , Principal
Phone Number of this Person	503-916-5200
Email Address of this Person	peytonc@pps.net
Sectors and position titles of those who informed the plan	Superintendent, Deputy Chiefs of Operations and Instruction, Chief Academic Officer, Chief of Schools, Chief of Staff, Legal Counsel, Chief of Student Support Services, Chief of Technology, Chief Operations Officer, Chief of Human Resources, Chief of Systems Performance, Senior Advisor Racial Equity and Social Justice, Chief of Engagement and Partnerships, Senior Director of Communications, Senior Director of Student Success and Health, Senior Director of Multi-Tiered Systems of Support, Attendance Manager, Director of Facilities, Director of Security Services, Director of Nutrition Services, Senior Director of Special Education, principals, teachers, labor union advisory participation, Senior Director of Humanities, Senior Director of STEAM, Regional Supts., Director of Risk Management, Director of Professional Learning, Project Managers, Student

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Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Director of Risk Management, Joe Crelier Building level administrators (Enforcement)
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The District will continue to engage our community on a district and individual level to ensure that we are meeting the needs of all students and families to the best of our abilities.

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Select One:

☐ On-Site Learning ☐ Hybrid Learning ☒ Comprehensive Distance Learning

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REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

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Teaching, Learning & Instructional Time:

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procedures, and schedules, that align with developmentally appropriate recommendations for screen time and synchronous learning. Secondary students will follow a predictable bell schedule that incorporates synchronous check-ins, consistent and timely feedback, and peer interactions. All students will continue to receive access to a well-rounded education which includes physical education, health, arts, music, tiered supports, etc.

The learning day will be organized so that the time educators spend directly interacting with students will be high quality, focused on complex learning activities with a high cognitive demand and that are centered around student engagement. Students will have opportunities for guided learning with an educator, as well as opportunities to work with peers, families, and community members to apply their learning and practice their skills. Students will be expected to complete assigned learning activities each day. Students will participate in daily virtual instruction by satisfactorily engaging with synchronous class sessions as well as asynchronous tasks, completing assigned learning activities or assignments to demonstrate their learning. Parents and students will communicate with the teacher when in need of additional learning support. Portland Public Schools will also provide families a variety of ways to connect, one of which is through educator office hours, posted publicly, for students and families to access which will include a process to request and schedule translation services as needed.

Racial Equity and Access:

In the development of our plan, all of the work groups utilized our [Racial Equity and Social Justice Lens](#) to inform decision making and programming. The application of the lens is based on our belief that the district should adopt a student-centered, racial equity and social justice focused lens in all high leverage decisions in order to more deeply understand the barriers and opportunities impacting BIPOC students and families. Additionally, the regular application of the lens, documentation of our responses and review of those responses will help us critically examine our efforts to increase access and opportunity for BIPOC students and families. Our steering committee collectively reviewed our comprehensive plans and applied the RESJ lens on multiple occasions. They utilized data, parent and student input from engagement, partner input and the diverse experience of members to answer the prompts, review our plans and make adjustments to more directly respond to the needs of BIPOC students. As a result we believe our plan is strengthened through the collaborative and reflective process we employed to apply the RESJ Lens to address racial equity and access in our plans.

Special Education Services and English Language Development

Students receiving special education services will continue to receive instruction, technology, support, accommodations, and modifications as required by ESSA, IDEA, and/or ADA based on a virtual learning environment. The majority of each student's services will be provided synchronously (i.e., with the teacher/service provider and student working together through direct and simultaneous communication). If only asynchronous services are recommended, the parent or guardian will provide written consent to shift from synchronous to asynchronous service delivery. All IDEA requirements will be met during Comprehensive Distance Learning. This includes all IDEA timelines, delivery of all related services, delivery of SDI, implementation of IEPs, etc. Schools will provide Child Find obligations, including timely evaluation and eligibility determinations.

Students who are identified to receive English Language development services will be provided with language assistance services and supports that allow the student access to grade level academic content and scaffolded language experiences. PPS's English as a Second Language program will encourage ESL and general education/homeroom teachers to collaboratively plan for inclusive learning experiences that consider and support the language proficiency of each student.

Assessment, Grading, Reporting & Statewide Balanced Assessment:

Portland Public Schools (PPS) has developed a framework for a balanced assessment system and worked throughout the pre-pandemic portion of the 2019-2020 academic year to introduce additional efficiency into the assessment model. Anticipating the ongoing challenges to face-to-face instruction, PPS successfully piloted remote administration of the NWEA MAP assessments at one of our schools in the Spring of 2020.

During the 2020-2021 academic year, PPS is prepared to remotely administer MAP in grades 3-8 in the fall and winter. The fall assessment will allow our students and families to better understand the learning needs of our students as they enter the academic year, and it will provide our teachers and curriculum support teams the necessary data to align and plan instruction. The mid-year assessment will provide feedback regarding both student growth and achievement allowing for an additional point to adapt our supports.

In addition to this common measure of growth and achievement, students will also be presented with common curriculum embedded assessments (pre and post unit) that are aligned to the scope and sequence and are paired with each of the curriculum units. These will provide additional, focused and just-in time, measures of learning that will allow for adaptations to the delivery of the unit materials in order to provide tiered supports. Educators will regularly report progress to students and families and provide opportunities to redo or make up work without penalty and retain the highest earned grade.

Finally, the administration of remote computer adaptive measures will also help the system prepare for the challenges associated with a potential remote administration of the state summative assessments in English Language Arts, Mathematics, and Science.

Attendance:

With the pandemic in the spring of the 2019-2020 academic year, the importance of maintaining an active engagement with our students and families rose to the forefront of our work as a system. As we approach the 2020-2021 year, engagement remains a critical focus and reflecting that engagement through attendance and other metrics is critical. We are committed to following all ODE guidelines and requirements in regards to attendance.

At this time, we are preparing to collect on-line attendance, and we are exploring ways to leverage data from our learning management and instructional delivery systems as a means to monitor engagement and attendance. Our primary focus, at this time, is to provide near real time data back to our schools to facilitate and focus the efforts of our schools to engage our students and families. We fully expect that our local community partners will be assisting in our efforts to focus and engage our disenfranchised students and communities in partnership with our counselors, social workers, Restorative Justice (RJ) specialists, attendance coaches and student engagement specialists.

Clubs & Extracurricular Activities:

Clubs and extracurricular activities are a critical component of any school community. We will ensure activities, clubs, and student organizations are available and accessible to all students to the extent possible, while focusing on the health and wellness of our students and staff as our top priority.

Operational Conditions for Comprehensive Distance Learning

Nutrition:

Portland Public Schools understands food stability is one of the most important safety measures schools can provide to students. We will build upon our work in the spring and expand to serve more sites this fall. We will serve breakfast and lunch at up to 40 sites, specifically sites that are elected for Community Eligibility Provision (CEP) in the 2020-21 school year in order to focus resources and access to food and nutrition in our highest risk and need communities. Meals will be served to families 2 days/week (Mondays will include 2 days worth of food and Wednesdays will include 3 days worth of food). No weekend food is permissible at this time, though we may be able to add additional daily supper meals depending on eligible sites and waivers (pending request from ODE to USDA). Nutrition Services will partner with Transportation to deliver meals to homes as requested by the families. Families will be sent an opt in/consent form for requesting meal delivery to their home. Delivery schedule will depend on demand and routing schedule by the Transportation department. Meals will continue to be a mix of ready-to-eat foods, prepared recipes and foods that can be heated at home by families. Communication about meals, services and benefits will be provided throughout the fall to families and school communities. Nutrition Services staff will adhere to all district and department standard operating procedures and safety plans.

Communicable Disease Management Plan (CMDP) and safety plans:

We have developed, in conjunction with our local health authority and Multnomah ESD, and will implement our CMDP as staff report to buildings, based on individual and department needs. Safety plans are developed and approved by our Risk Management team before staff can enter a building and building leaders are responsible for adhering to the safety plan at all times. We have also developed a confirmed case protocol and have aligned all contact tracing, investigatory measures and reporting through a partnership with MESD and the health department. When we are notified of a possible exposure we work with them to investigate and notify.

Student and Family Support for Comprehensive Distance Learning

As a district, we understand and value the importance of student, family and community engagement as a means to positively impact a student's academic, social emotional outcomes and to address continuous improvement efforts. We are committed to building a collective and shared responsibility for outcomes, while strengthening our capacity and skills to achieve this goal and ensuring clear alignment between our intentions and actions to foster engagement that reflects the communities' values and break down barriers to student achievement in this unprecedented time. To this end, PPS will focus our first two weeks on Social Emotional Learning, connections and relationship building between students and staff.

Beyond the first two weeks, PPS will employ a variety of creative means to ensure that our students and families, especially our Black and Native communities, have the tools and support they need and feel empowered to engage and stay engaged in our Comprehensive Distance Learning platform. We will base our expectations of school engagement efforts on the work of our CSI & TSI summer program, Summer Connections Academy, and the lessons we have learned from those endeavors and from the springtime efforts. Some elements that were effective within those school communities included: relationship building and cultivating trust and rapport by calling families and students daily, reaching out to families through personal visits (physically distanced) and providing 1:1 virtual support as needed. We will also provide support at meal hubs and with some in-person conversations and relationship building on school lawns and sidewalks. We continue to provide support for teachers from our counselors and social workers on the best ways to interact and connect with families through a trauma informed lens.

Racial Equity and Social Justice Partnerships

PPS partners with sixteen different culturally specific organizations to implement our five RESJ Partnership Strategies with BIPOC students and families at prioritized schools. These strategies and resulting services provide critical connections between our schools and communities. These strategies are informed by relevant research that affirms their effectiveness in improving educational and social outcomes for students of color.

1. *Culturally Specific Family Engagement* - Family engagement is a high leverage strategy that supports student learning and is designed to reduce or eliminate institutional barriers for families of color to advocate for the needs of their students. There is significant research that supports the effectiveness of family support, advocacy and encouragement with positive student achievement and outcomes.
2. *Wrap Around Services* - Provision of culturally specific and culturally responsive services to support student academic and social success. This includes case management, academic tutoring/support, service referral, student groups, and progress monitoring. Wrap around services have a comprehensive approach to meeting the needs of students.
3. *Mentoring and Leadership Development* - Services are designed to provide positive relationship development and support to students to reduce disproportionate discipline rates and increase attendance and a sense of belonging at school for students of color. This includes providing positive and diverse adult relationships that are reflective of students' culture and identity.
4. *Extended Learning and Enrichment* - Programming provides safe, structured and engaging activities to enhance and expand the learning of students outside of school hours. This includes after school programming and enrichment activities. Enrichment activities provide opportunities for students to pursue learning in their own areas of interest and strengths. Research has shown that students engaged in these activities can lead to increased academic performance and attendance.
5. *Positive Cultural Identity Development and Advocacy* - Programming provides participating youth with exposure and

opportunity to engage in activities that empower them to embrace a confident and positive cultural identity while preserving and sharing cultural heritages and traditions amongst their peers. Activities provide opportunities for students to learn and practice new methods of self-expression in a safe and culturally affirming environment. Partners are actively engaged with the district to collaboratively plan for the start of school by adjusting their services to be provided virtually and in alignment with our plans. Partners are meeting with school leaders,

Mental, Social, and Emotional Health:

Our Multi-tiered Systems of Support (MTSS) team is creating Social Emotional Learning (SEL) activities for the K-5 soft start to begin on September 2nd. These activities will be focused on making connections, building relationships, and creating community. The Office of Teaching and Learning (OTL) and MTSS departments are also leading the development of a two-week health and wellness unit that will focus on promoting the social, emotional, and cognitive skills students need to develop positive relationships and thrive in school. This required K-5 unit is set for teachers to begin on September 14th.

Lastly, K-5 and 6-8 SEL units were developed by the SEL team in the spring which focus on supporting resilience during challenging and, often, traumatic times. This nine-week unit will be revised for educators to use after the completion of the health unit by September 28th.

- MTSS and OTL will collaborate closely on the development of health and wellness and the SEL soft start lessons/activities.
- The MTSS unit is being built with the CASEL Roadmap for Reopening Critical Practices and the PPS & ODE reopening guidance as the foundation.
- The K-5 health and wellness unit will be required as one of four required health units. This unit is required even if schools have other SEL programs.

Additionally, PPS will continue to contract with our mental health and substance use partners in order to provide teletherapy for students who need this level of support. Our counselors and social workers will also meet virtually with students and families in order to assist with emotional and mental health wellness, suicide ideation, student threats, and other mental health or behavioral related concerns or needs. We are also partnering with culturally specific providers to support students of color and additional families who need our assistance. Some of these supports will be through personal (physically distanced) visits either on campus at a community site, or near the student's home. This will be through student and family choice, which honors their preferences in ways they feel they can best be supported.

Childcare:

PPS and contracted, licensed child care providers are exploring distance learning child care services for PPS families and employees. Child care providers would operate fee based programs with state subsidies for qualifying families. If we determine this is a viable service, locations will be dispersed throughout the PPS boundary. Providers would be required to follow health and safety guidelines from the Oregon Early Learning Division.

Digital Learning Needs for Comprehensive Distance Learning

Privacy and Security tools (Umbrella) have been installed and remain persistent on all PPS devices and accounts that prevents students from accessing known inappropriate or malicious sites. Passwords for staff and students changed to a longer character length, and a new portal has been implemented to aid in remote support for password reset situations. Changes have been made to patching and software update mechanisms to allow for devices to remain updated even though they are outside the PPS network. All staff and students will be trained on responsible digital citizenship.

In addition to the distribution of devices, PPS acquired 1990 hotspots to provide connectivity for students where Comcast Internet Essentials was not a viable option. These hotspots will be either picked up from distribution locations or delivered using bus drivers to bring the devices to student homes to ensure that students and staff that did not already have internet access were given devices to facilitate that. Additionally, infrastructure changes were made to

allow take home IP phones that allow for teachers and staff to be able to make contact with students and families just as they would in the classroom.

Device deployment:

In the spring we handed out chromebooks and hotspots/Comcast connectivity for students and staff to be able to participate in distance based learning. We will continue to provide devices and work with families to ensure all students are able to connect to our comprehensive distance learning model. We will continue to provide devices to staff as needed so they can deliver the digital curriculum effectively. We offer a curbside service at the district office during work hours for chromebook repairs needed. If the chromebook cannot be repaired on site, the student/staff will receive a replacement chromebook at this time. The service desk is available during work hours for staff, students and families to contact via phone or email. If call center tech is unable to resolve on the phone, a helpdesk ticket will be created and followed up with the individual caller. An email to support will create a helpdesk ticket and the call center tech will follow up with the individual.

Digital Toolkit:

Portland Public Schools has developed a comprehensive and districtwide set of digital tools for every PPS classroom, teacher, and student. The [PPS Digital Toolkit](#) provides a set of digital tools that will enhance instructional strategies and content delivery. These tools will enhance the existing opportunities with both synchronous and asynchronous learning. These tools have been reviewed and evaluated for digital content quality and cultural relevance.

The tools fall into three categories: Instruction and Lesson Design, Creation and Engagement, and Content. Instruction and Lesson Design tools are those applications and system platforms that teachers use to deliver instruction, lessons, and communications. These include classroom content delivery and learning management systems, applications for communications, and lesson and assessment design tools. Creation and Engagement tools are used by teachers and students in distance learning, as well as in-classroom technology-enhanced instruction. These tools support student voice, elicit response, provide shared spaces for individual, small group, and whole-class collaboration, and engage students with the content. Content tools have been selected to assist our teachers in providing content, build opportunities for sustained practice, and apply learning in both distanced and in-person models of instruction.

Learning Platforms:

PPS has adopted two classroom learning platforms to meet the needs of our elementary and secondary students and teachers. These tools were selected because of their current use and success in PPS, knowledge of their toolset, depth of their function and capabilities, and their presence in the educational technology space. Both platforms allow teachers to create, post, interact, provide feedback, and assess with their students and will bring a single point of entry for students and families into classroom instruction.

Professional Development:

Ongoing and high-quality professional learning and training is essential for the successful implementation of Comprehensive Distance Learning. PPS will provide professional learning for all educators during the course of the summer, pre-service and throughout the school year. The content will be focused on best practices for distance learning, as well as technical “how to” training for digital tools and other operational functions.

Describe the school’s plan, including the anticipated timeline, for returning to Hybrid Learning or On-Site Learning consistent with the *Ready Schools, Safe Learners* guidance.

At this time PPS is planning for the opening of our physical buildings when it is deemed safe and appropriate under the Governor's directive. The District will utilize a comprehensive distance learning (CDL) platform for a minimum of the first quarter (through November 5th) and will evaluate all available health-related information to decide if our CDL will continue through the first semester or if we will be able to open to a hybrid model of instruction in November. We will continue to follow the Governor's orders and ODE's recommendations and guidance.

The remainder of this operational blueprint is not applicable to schools operating a Comprehensive Distance Learning Model.



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

Under ODE's **Ready Schools, Safe Learners** guidance, each school¹ has been directed to submit a plan to the district² in order to provide on-site and/or hybrid instruction. Districts must submit each school's plan to the local school board and make the plans available to the public. This form is to be used to document a district's, school's or program's plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the [Ready Schools, Safe Learners guidance](#) document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,³ parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Llewellyn
Key Contact Person for this Plan	Pamela Gwynn, Principal
Phone Number of this Person	503-916-6216
Email Address of this Person	pgwynn@pps.net
Sectors and position titles of those who informed the plan	Superintendent, Deputy Chiefs of Operations and Instruction, Chief Academic Officer, Chief of Schools, Chief of Staff, Legal Counsel, Chief of Student Support Services, Chief of Technology, Chief Operations Officer, Chief of Human Resources, Chief of Systems Performance, Senior Advisor Racial Equity and Social Justice, Chief of Engagement and Partnerships, Senior Director of Communications, Senior Director of Student Success and Health, Senior Director of Multi-Tiered Systems of Support, Attendance Manager, Director of Facilities, Director of Security Services, Director of Nutrition Services, Senior Director of Special Education, principals, teachers, labor union advisory participation, Senior Director of Humanities, Senior Director of STEAM, Regional Supts., Director of Risk Management, Director of Professional Learning, Project Managers, Student

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Operational Conditions for Comprehensive Distance Learning

Nutrition:

Portland Public Schools understands food stability is one of the most important safety measures schools can provide to students. We will build upon our work in the spring and expand to serve more sites this fall. We will serve breakfast and lunch at up to 40 sites, specifically sites that are elected for Community Eligibility Provision (CEP) in the 2020-21 school year in order to focus resources and access to food and nutrition in our highest risk and need communities. Meals will be served to families 2 days/week (Mondays will include 2 days worth of food and Wednesdays will include 3 days worth of food). No weekend food is permissible at this time, though we may be able to add additional daily supper meals depending on eligible sites and waivers (pending request from ODE to USDA). Nutrition Services will partner with Transportation to deliver meals to homes as requested by the families. Families will be sent an opt in/consent form for requesting meal delivery to their home. Delivery schedule will depend on demand and routing schedule by the Transportation department. Meals will continue to be a mix of ready-to-eat foods, prepared recipes and foods that can be heated at home by families. Communication about meals, services and benefits will be provided throughout the fall to families and school communities. Nutrition Services staff will adhere to all district and department standard operating procedures and safety plans.

Communicable Disease Management Plan (CMDP) and safety plans:

We have developed, in conjunction with our local health authority and Multnomah ESD, and will implement our CMDP as staff report to buildings, based on individual and department needs. Safety plans are developed and approved by our Risk Management team before staff can enter a building and building leaders are responsible for adhering to the safety plan at all times. We have also developed a confirmed case protocol and have aligned all contact tracing, investigatory measures and reporting through a partnership with MESD and the health department. When we are notified of a possible exposure we work with them to investigate and notify.

Student and Family Support for Comprehensive Distance Learning

As a district, we understand and value the importance of student, family and community engagement as a means to positively impact a student's academic, social emotional outcomes and to address continuous improvement efforts. We are committed to building a collective and shared responsibility for outcomes, while strengthening our capacity and skills to achieve this goal and ensuring clear alignment between our intentions and actions to foster engagement that reflects the communities' values and break down barriers to student achievement in this unprecedented time. To this end, PPS will focus our first two weeks on Social Emotional Learning, connections and relationship building between students and staff.

Beyond the first two weeks, PPS will employ a variety of creative means to ensure that our students and families, especially our Black and Native communities, have the tools and support they need and feel empowered to engage and stay engaged in our Comprehensive Distance Learning platform. We will base our expectations of school engagement efforts on the work of our CSI & TSI summer program, Summer Connections Academy, and the lessons we have learned from those endeavors and from the springtime efforts. Some elements that were effective within those school communities included: relationship building and cultivating trust and rapport by calling families and students daily, reaching out to families through personal visits (physically distanced) and providing 1:1 virtual support as needed. We will also provide support at meal hubs and with some in-person conversations and relationship building on school lawns and sidewalks. We continue to provide support for teachers from our counselors and social workers on the best ways to interact and connect with families through a trauma informed lens.

Racial Equity and Social Justice Partnerships

PPS partners with sixteen different culturally specific organizations to implement our five RESJ Partnership Strategies with BIPOC students and families at prioritized schools. These strategies and resulting services provide critical connections between our schools and communities. These strategies are informed by relevant research that affirms their effectiveness in improving educational and social outcomes for students of color.

1. *Culturally Specific Family Engagement* - Family engagement is a high leverage strategy that supports student learning and is designed to reduce or eliminate institutional barriers for families of color to advocate for the needs of their students. There is significant research that supports the effectiveness of family support, advocacy and encouragement with positive student achievement and outcomes.
2. *Wrap Around Services* - Provision of culturally specific and culturally responsive services to support student academic and social success. This includes case management, academic tutoring/support, service referral, student groups, and progress monitoring. Wrap around services have a comprehensive approach to meeting the needs of students.
3. *Mentoring and Leadership Development* - Services are designed to provide positive relationship development and support to students to reduce disproportionate discipline rates and increase attendance and a sense of belonging at school for students of color. This includes providing positive and diverse adult relationships that are reflective of students' culture and identity.
4. *Extended Learning and Enrichment* - Programming provides safe, structured and engaging activities to enhance and expand the learning of students outside of school hours. This includes after school programming and enrichment activities. Enrichment activities provide opportunities for students to pursue learning in their own areas of interest and strengths. Research has shown that students engaged in these activities can lead to increased academic performance and attendance.
5. *Positive Cultural Identity Development and Advocacy* - Programming provides participating youth with exposure and

opportunity to engage in activities that empower them to embrace a confident and positive cultural identity while preserving and sharing cultural heritages and traditions amongst their peers. Activities provide opportunities for students to learn and practice new methods of self-expression in a safe and culturally affirming environment. Partners are actively engaged with the district to collaboratively plan for the start of school by adjusting their services to be provided virtually and in alignment with our plans. Partners are meeting with school leaders,

Mental, Social, and Emotional Health:

Our Multi-tiered Systems of Support (MTSS) team is creating Social Emotional Learning (SEL) activities for the K-5 soft start to begin on September 2nd. These activities will be focused on making connections, building relationships, and creating community. The Office of Teaching and Learning (OTL) and MTSS departments are also leading the development of a two-week health and wellness unit that will focus on promoting the social, emotional, and cognitive skills students need to develop positive relationships and thrive in school. This required K-5 unit is set for teachers to begin on September 14th.

Lastly, K-5 and 6-8 SEL units were developed by the SEL team in the spring which focus on supporting resilience during challenging and, often, traumatic times. This nine-week unit will be revised for educators to use after the completion of the health unit by September 28th.

- MTSS and OTL will collaborate closely on the development of health and wellness and the SEL soft start lessons/activities.
- The MTSS unit is being built with the CASEL Roadmap for Reopening Critical Practices and the PPS & ODE reopening guidance as the foundation.
- The K-5 health and wellness unit will be required as one of four required health units. This unit is required even if schools have other SEL programs.

Additionally, PPS will continue to contract with our mental health and substance use partners in order to provide teletherapy for students who need this level of support. Our counselors and social workers will also meet virtually with students and families in order to assist with emotional and mental health wellness, suicide ideation, student threats, and other mental health or behavioral related concerns or needs. We are also partnering with culturally specific providers to support students of color and additional families who need our assistance. Some of these supports will be through personal (physically distanced) visits either on campus at a community site, or near the student's home. This will be through student and family choice, which honors their preferences in ways they feel they can best be supported.

Childcare:

PPS and contracted, licensed child care providers are exploring distance learning child care services for PPS families and employees. Child care providers would operate fee based programs with state subsidies for qualifying families. If we determine this is a viable service, locations will be dispersed throughout the PPS boundary. Providers would be required to follow health and safety guidelines from the Oregon Early Learning Division.

Digital Learning Needs for Comprehensive Distance Learning

Privacy and Security tools (Umbrella) have been installed and remain persistent on all PPS devices and accounts that prevents students from accessing known inappropriate or malicious sites. Passwords for staff and students changed to a longer character length, and a new portal has been implemented to aid in remote support for password reset situations. Changes have been made to patching and software update mechanisms to allow for devices to remain updated even though they are outside the PPS network. All staff and students will be trained on responsible digital citizenship.

In addition to the distribution of devices, PPS acquired 1990 hotspots to provide connectivity for students where Comcast Internet Essentials was not a viable option. These hotspots will be either picked up from distribution locations or delivered using bus drivers to bring the devices to student homes to ensure that students and staff that did not already have internet access were given devices to facilitate that. Additionally, infrastructure changes were made to

allow take home IP phones that allow for teachers and staff to be able to make contact with students and families just as they would in the classroom.

Device deployment:

In the spring we handed out chromebooks and hotspots/Comcast connectivity for students and staff to be able to participate in distance based learning. We will continue to provide devices and work with families to ensure all students are able to connect to our comprehensive distance learning model. We will continue to provide devices to staff as needed so they can deliver the digital curriculum effectively. We offer a curbside service at the district office during work hours for chromebook repairs needed. If the chromebook cannot be repaired on site, the student/staff will receive a replacement chromebook at this time. The service desk is available during work hours for staff, students and families to contact via phone or email. If call center tech is unable to resolve on the phone, a helpdesk ticket will be created and followed up with the individual caller. An email to support will create a helpdesk ticket and the call center tech will follow up with the individual.

Digital Toolkit:

Portland Public Schools has developed a comprehensive and districtwide set of digital tools for every PPS classroom, teacher, and student. The [PPS Digital Toolkit](#) provides a set of digital tools that will enhance instructional strategies and content delivery. These tools will enhance the existing opportunities with both synchronous and asynchronous learning. These tools have been reviewed and evaluated for digital content quality and cultural relevance.

The tools fall into three categories: Instruction and Lesson Design, Creation and Engagement, and Content. Instruction and Lesson Design tools are those applications and system platforms that teachers use to deliver instruction, lessons, and communications. These include classroom content delivery and learning management systems, applications for communications, and lesson and assessment design tools. Creation and Engagement tools are used by teachers and students in distance learning, as well as in-classroom technology-enhanced instruction. These tools support student voice, elicit response, provide shared spaces for individual, small group, and whole-class collaboration, and engage students with the content. Content tools have been selected to assist our teachers in providing content, build opportunities for sustained practice, and apply learning in both distanced and in-person models of instruction.

Learning Platforms:

PPS has adopted two classroom learning platforms to meet the needs of our elementary and secondary students and teachers. These tools were selected because of their current use and success in PPS, knowledge of their toolset, depth of their function and capabilities, and their presence in the educational technology space. Both platforms allow teachers to create, post, interact, provide feedback, and assess with their students and will bring a single point of entry for students and families into classroom instruction.

Professional Development:

Ongoing and high-quality professional learning and training is essential for the successful implementation of Comprehensive Distance Learning. PPS will provide professional learning for all educators during the course of the summer, pre-service and throughout the school year. The content will be focused on best practices for distance learning, as well as technical “how to” training for digital tools and other operational functions.

Describe the school’s plan, including the anticipated timeline, for returning to Hybrid Learning or On-Site Learning consistent with the *Ready Schools, Safe Learners* guidance.

At this time PPS is planning for the opening of our physical buildings when it is deemed safe and appropriate under the Governor's directive. The District will utilize a comprehensive distance learning (CDL) platform for a minimum of the first quarter (through November 5th) and will evaluate all available health-related information to decide if our CDL will continue through the first semester or if we will be able to open to a hybrid model of instruction in November. We will continue to follow the Governor's orders and ODE's recommendations and guidance.

The remainder of this operational blueprint is not applicable to schools operating a Comprehensive Distance Learning Model.



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

Under ODE's **Ready Schools, Safe Learners** guidance, each school¹ has been directed to submit a plan to the district² in order to provide on-site and/or hybrid instruction. Districts must submit each school's plan to the local school board and make the plans available to the public. This form is to be used to document a district's, school's or program's plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the [Ready Schools, Safe Learners guidance](#) document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,³ parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Madison
Key Contact Person for this Plan	Adam Skyles, Principal
Phone Number of this Person	503-916-5220
Email Address of this Person	askyles@pps.net
Sectors and position titles of those who informed the plan	Superintendent, Deputy Chiefs of Operations and Instruction, Chief Academic Officer, Chief of Schools, Chief of Staff, Legal Counsel, Chief of Student Support Services, Chief of Technology, Chief Operations Officer, Chief of Human Resources, Chief of Systems Performance, Senior Advisor Racial Equity and Social Justice, Chief of Engagement and Partnerships, Senior Director of Communications, Senior Director of Student Success and Health, Senior Director of Multi-Tiered Systems of Support, Attendance Manager, Director of Facilities, Director of Security Services, Director of Nutrition Services, Senior Director of Special Education, principals, teachers, labor union advisory participation, Senior Director of Humanities, Senior Director of STEAM, Regional Supts., Director of Risk Management, Director of Professional Learning, Project Managers, Student

¹ For the purposes of this guidance: "school" refers to all public schools, including public charter schools, public virtual charter schools, alternative education programs, private schools and the Oregon School for the Deaf. For ease of readability, "school" will be used inclusively to reference all of these settings.

² For the purposes of this guidance: "district" refers to a school district, education service district, public charter school sponsoring district, virtual public charter school sponsoring district, state sponsored public charter school, alternative education programs, private schools, and the Oregon School for the Deaf.

³ Tribal Consultation is a separate process from stakeholder engagement; consultation recognizes and affirms tribal rights of self-government and tribal sovereignty, and mandates state government to work with American Indian nations on a [government-to-government](#) basis.

	Engagement Coordinators, Family advocates, student groups (BIPOC), special education and english language learners, family surveys, staff surveys, parent engagement groups, email responses from website, consultation with District Management Group (DMG), culturally specific partner organizations, PPS health advisory panel, and other large districts in Oregon.
Local public health office(s) or officers(s)	Multnomah ESD and the Oregon Health Authority; in consultation with the CDC.
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Director of Risk Management, Joe Crelier Building level administrators (Enforcement)
Intended Effective Dates for this Plan	9/2/2020 to at least 11/5/2020
ESD Region	Multnomah

2. Please list efforts you have made to engage your community (public health information sharing, taking feedback on planning, etc.) in preparing for school in 2020-21. Include information on engagement with communities often underserved and marginalized and those communities disproportionately impacted by COVID-19.

In preparation for reopening school in fall 2020, Portland Public Schools began gathering feedback from students and staff in May 2020. In March, the Communications team at PPS stood up a landing page for all students and families with centralized supports and pandemic resources. Surveys were conducted at the district level and by some individual schools. Our rate of response in surveying historically underserved and marginalized communities was low, which led to the utilization of intentional focus groups with our Native American community members and Elders, Black students and families, and other families and students of color. Additional focus groups were held with student leaders, and Spanish-Speaking families. Please find a summary of these focus groups here: [Memorandum to the Board of Education, Reopening Focus Group Update](#)

The District will continue to engage our community on a district and individual level to ensure that we are meeting the needs of all students and families to the best of our abilities.

3. Indicate which instructional model will be used.

Select One:

☐ On-Site Learning ☐ Hybrid Learning ☒ Comprehensive Distance Learning

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-15 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>) by August 15, 2020 or prior to the beginning of the 2020-21 school year.

* **Note:** Private schools are required to comply with only sections 1-3 of the **Ready Schools, Safe Learners** guidance.

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

This section must be completed by any school that is seeking to provide instruction through Comprehensive Distance Learning.

Describe why you are selecting Comprehensive Distance Learning as the school's Instructional Model for the effective dates of this plan.

In keeping with local, regional and state guidance and new health directives, Portland Public Schools has determined that it is safest for students and staff to maintain severely limited physical contact. We believe it is both responsible and critical to base our decisions on what will best ensure the health and wellness of our students and staff. We will always prefer to have our students engaged in classroom-based learning, but given current conditions, it would be unsafe to have significant numbers of students and adults back on campus at this time.

We will use this Comprehensive Distance Learning model for a minimum of September 2 through November 5, and will evaluate in October whether it is feasible to open in the 2nd quarter. Based on medical advice, including local health authorities, PPS will continue to keep the health and wellness of students and staff on the forefront in our planning.

Describe how your school's model aligns to the [Comprehensive Distance Learning Guidance](#) (linked). In completing this part of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. Please name any requirements you need ODE to review for any possible accommodations.

Framing PPS Values

As we continue to navigate the ongoing COVID-19 pandemic, Portland Public Schools remains committed to providing a high-quality education for all students and ensuring the health and wellness of students and staff through a comprehensive distance learning model. To guide our work, we centered racial equity and social justice in all decision-making and hold three principles from our strategic plan at the core of our planning - ensure the health and wellness of staff and students, strengthen and innovate the instructional core, and cultivate connection and relationship for students, staff and our community.

Our overarching approach to reopening is a relentless pursuit of racial equity and social justice (RESJ). We believe in the fundamental right to human dignity and that generating an equitable world requires an educational system that intentionally disrupts - and builds leaders to disrupt - systems of oppression. Therefore, our work to reopen schools acknowledges and recognizes the inequities of our system prior to Covid-19 and does not seek to reopen schools by returning to what was "normal" before. Rather, we are deeply engaged in fundamentally accelerating and centering our RESJ work, constantly examining opportunities to increase RESJ strategies through organizational transformation and system-wide collaboration. By way of this central focus and in partnership with families and stakeholders, including those representing students of color, we will bring racial predictability and disproportionality to an end.

In PPS, we are utilizing Targeted Universalism as a driver. We aim to operationalize our RESJ values so that every student is served and our universal board goals are achieved; thus realizing the graduate profile from [our Vision](#). Our approach supports the distinct needs of BIPOC students while also acknowledging our mutual interdependence. We recognize with great urgency the need for aligned and coherent strategies that improve conditions so that every student, especially our BIPOC students have an educational experience where they can thrive. Our approach disrupts institutional and cultural racism and promotes tangible strategies and resources for RESJ. To this end, we will prioritize services for students historically underserved by our system, including Black, Native, students receiving special education services and second language learners. We have used these [Guiding Principles](#) to align our collective work through this process.

Academic Conditions for Comprehensive Distance Learning

Teaching, Learning & Instructional Time:

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Digital Learning Needs for Comprehensive Distance Learning

Privacy and Security tools (Umbrella) have been installed and remain persistent on all PPS devices and accounts that prevents students from accessing known inappropriate or malicious sites. Passwords for staff and students changed to a longer character length, and a new portal has been implemented to aid in remote support for password reset situations. Changes have been made to patching and software update mechanisms to allow for devices to remain updated even though they are outside the PPS network. All staff and students will be trained on responsible digital citizenship.

In addition to the distribution of devices, PPS acquired 1990 hotspots to provide connectivity for students where Comcast Internet Essentials was not a viable option. These hotspots will be either picked up from distribution locations or delivered using bus drivers to bring the devices to student homes to ensure that students and staff that did not already have internet access were given devices to facilitate that. Additionally, infrastructure changes were made to

allow take home IP phones that allow for teachers and staff to be able to make contact with students and families just as they would in the classroom.

Device deployment:

In the spring we handed out chromebooks and hotspots/Comcast connectivity for students and staff to be able to participate in distance based learning. We will continue to provide devices and work with families to ensure all students are able to connect to our comprehensive distance learning model. We will continue to provide devices to staff as needed so they can deliver the digital curriculum effectively. We offer a curbside service at the district office during work hours for chromebook repairs needed. If the chromebook cannot be repaired on site, the student/staff will receive a replacement chromebook at this time. The service desk is available during work hours for staff, students and families to contact via phone or email. If call center tech is unable to resolve on the phone, a helpdesk ticket will be created and followed up with the individual caller. An email to support will create a helpdesk ticket and the call center tech will follow up with the individual.

Digital Toolkit:

Portland Public Schools has developed a comprehensive and districtwide set of digital tools for every PPS classroom, teacher, and student. The [PPS Digital Toolkit](#) provides a set of digital tools that will enhance instructional strategies and content delivery. These tools will enhance the existing opportunities with both synchronous and asynchronous learning. These tools have been reviewed and evaluated for digital content quality and cultural relevance.

The tools fall into three categories: Instruction and Lesson Design, Creation and Engagement, and Content. Instruction and Lesson Design tools are those applications and system platforms that teachers use to deliver instruction, lessons, and communications. These include classroom content delivery and learning management systems, applications for communications, and lesson and assessment design tools. Creation and Engagement tools are used by teachers and students in distance learning, as well as in-classroom technology-enhanced instruction. These tools support student voice, elicit response, provide shared spaces for individual, small group, and whole-class collaboration, and engage students with the content. Content tools have been selected to assist our teachers in providing content, build opportunities for sustained practice, and apply learning in both distanced and in-person models of instruction.

Learning Platforms:

PPS has adopted two classroom learning platforms to meet the needs of our elementary and secondary students and teachers. These tools were selected because of their current use and success in PPS, knowledge of their toolset, depth of their function and capabilities, and their presence in the educational technology space. Both platforms allow teachers to create, post, interact, provide feedback, and assess with their students and will bring a single point of entry for students and families into classroom instruction.

Professional Development:

Ongoing and high-quality professional learning and training is essential for the successful implementation of Comprehensive Distance Learning. PPS will provide professional learning for all educators during the course of the summer, pre-service and throughout the school year. The content will be focused on best practices for distance learning, as well as technical “how to” training for digital tools and other operational functions.

Describe the school’s plan, including the anticipated timeline, for returning to Hybrid Learning or On-Site Learning consistent with the *Ready Schools, Safe Learners* guidance.

At this time PPS is planning for the opening of our physical buildings when it is deemed safe and appropriate under the Governor's directive. The District will utilize a comprehensive distance learning (CDL) platform for a minimum of the first quarter (through November 5th) and will evaluate all available health-related information to decide if our CDL will continue through the first semester or if we will be able to open to a hybrid model of instruction in November. We will continue to follow the Governor's orders and ODE's recommendations and guidance.

The remainder of this operational blueprint is not applicable to schools operating a Comprehensive Distance Learning Model.



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

Under ODE's **Ready Schools, Safe Learners** guidance, each school¹ has been directed to submit a plan to the district² in order to provide on-site and/or hybrid instruction. Districts must submit each school's plan to the local school board and make the plans available to the public. This form is to be used to document a district's, school's or program's plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the [Ready Schools, Safe Learners guidance](#) document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,³ parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Maplewood
Key Contact Person for this Plan	Jill Bailey , Principal
Phone Number of this Person	503-916-6308
Email Address of this Person	jbailey2@pps.net
Sectors and position titles of those who informed the plan	Superintendent, Deputy Chiefs of Operations and Instruction, Chief Academic Officer, Chief of Schools, Chief of Staff, Legal Counsel, Chief of Student Support Services, Chief of Technology, Chief Operations Officer, Chief of Human Resources, Chief of Systems Performance, Senior Advisor Racial Equity and Social Justice, Chief of Engagement and Partnerships, Senior Director of Communications, Senior Director of Student Success and Health, Senior Director of Multi-Tiered Systems of Support, Attendance Manager, Director of Facilities, Director of Security Services, Director of Nutrition Services, Senior Director of Special Education, principals, teachers, labor union advisory participation, Senior Director of Humanities, Senior Director of STEAM, Regional Supts., Director of Risk Management, Director of Professional Learning, Project Managers, Student

¹ For the purposes of this guidance: "school" refers to all public schools, including public charter schools, public virtual charter schools, alternative education programs, private schools and the Oregon School for the Deaf. For ease of readability, "school" will be used inclusively to reference all of these settings.

² For the purposes of this guidance: "district" refers to a school district, education service district, public charter school sponsoring district, virtual public charter school sponsoring district, state sponsored public charter school, alternative education programs, private schools, and the Oregon School for the Deaf.

³ Tribal Consultation is a separate process from stakeholder engagement; consultation recognizes and affirms tribal rights of self-government and tribal sovereignty, and mandates state government to work with American Indian nations on a [government-to-government](#) basis.

	Engagement Coordinators, Family advocates, student groups (BIPOC), special education and english language learners, family surveys, staff surveys, parent engagement groups, email responses from website, consultation with District Management Group (DMG), culturally specific partner organizations, PPS health advisory panel, and other large districts in Oregon.
Local public health office(s) or officers(s)	Multnomah ESD and the Oregon Health Authority; in consultation with the CDC.
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Director of Risk Management, Joe Crelier Building level administrators (Enforcement)
Intended Effective Dates for this Plan	9/2/2020 to at least 11/5/2020
ESD Region	Multnomah

2. Please list efforts you have made to engage your community (public health information sharing, taking feedback on planning, etc.) in preparing for school in 2020-21. Include information on engagement with communities often underserved and marginalized and those communities disproportionately impacted by COVID-19.

In preparation for reopening school in fall 2020, Portland Public Schools began gathering feedback from students and staff in May 2020. In March, the Communications team at PPS stood up a landing page for all students and families with centralized supports and pandemic resources. Surveys were conducted at the district level and by some individual schools. Our rate of response in surveying historically underserved and marginalized communities was low, which led to the utilization of intentional focus groups with our Native American community members and Elders, Black students and families, and other families and students of color. Additional focus groups were held with student leaders, and Spanish-Speaking families. Please find a summary of these focus groups here: [Memorandum to the Board of Education, Reopening Focus Group Update](#)

The District will continue to engage our community on a district and individual level to ensure that we are meeting the needs of all students and families to the best of our abilities.

3. Indicate which instructional model will be used.

Select One:

☐ On-Site Learning ☐ Hybrid Learning ☒ Comprehensive Distance Learning

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-15 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>) by August 15, 2020 or prior to the beginning of the 2020-21 school year.

* **Note:** Private schools are required to comply with only sections 1-3 of the **Ready Schools, Safe Learners** guidance.

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

This section must be completed by any school that is seeking to provide instruction through Comprehensive Distance Learning.

Describe why you are selecting Comprehensive Distance Learning as the school's Instructional Model for the effective dates of this plan.

In keeping with local, regional and state guidance and new health directives, Portland Public Schools has determined that it is safest for students and staff to maintain severely limited physical contact. We believe it is both responsible and critical to base our decisions on what will best ensure the health and wellness of our students and staff. We will always prefer to have our students engaged in classroom-based learning, but given current conditions, it would be unsafe to have significant numbers of students and adults back on campus at this time.

We will use this Comprehensive Distance Learning model for a minimum of September 2 through November 5, and will evaluate in October whether it is feasible to open in the 2nd quarter. Based on medical advice, including local health authorities, PPS will continue to keep the health and wellness of students and staff on the forefront in our planning.

Describe how your school's model aligns to the [Comprehensive Distance Learning Guidance](#) (linked). In completing this part of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. Please name any requirements you need ODE to review for any possible accommodations.

Framing PPS Values

As we continue to navigate the ongoing COVID-19 pandemic, Portland Public Schools remains committed to providing a high-quality education for all students and ensuring the health and wellness of students and staff through a comprehensive distance learning model. To guide our work, we centered racial equity and social justice in all decision-making and hold three principles from our strategic plan at the core of our planning - ensure the health and wellness of staff and students, strengthen and innovate the instructional core, and cultivate connection and relationship for students, staff and our community.

Our overarching approach to reopening is a relentless pursuit of racial equity and social justice (RESJ). We believe in the fundamental right to human dignity and that generating an equitable world requires an educational system that intentionally disrupts - and builds leaders to disrupt - systems of oppression. Therefore, our work to reopen schools acknowledges and recognizes the inequities of our system prior to Covid-19 and does not seek to reopen schools by returning to what was "normal" before. Rather, we are deeply engaged in fundamentally accelerating and centering our RESJ work, constantly examining opportunities to increase RESJ strategies through organizational transformation and system-wide collaboration. By way of this central focus and in partnership with families and stakeholders, including those representing students of color, we will bring racial predictability and disproportionality to an end.

In PPS, we are utilizing Targeted Universalism as a driver. We aim to operationalize our RESJ values so that every student is served and our universal board goals are achieved; thus realizing the graduate profile from [our Vision](#). Our approach supports the distinct needs of BIPOC students while also acknowledging our mutual interdependence. We recognize with great urgency the need for aligned and coherent strategies that improve conditions so that every student, especially our BIPOC students have an educational experience where they can thrive. Our approach disrupts institutional and cultural racism and promotes tangible strategies and resources for RESJ. To this end, we will prioritize services for students historically underserved by our system, including Black, Native, students receiving special education services and second language learners. We have used these [Guiding Principles](#) to align our collective work through this process.

Academic Conditions for Comprehensive Distance Learning

Teaching, Learning & Instructional Time:

Our comprehensive distance learning plan is designed so that all students will receive an engaging, comprehensive, and rigorous academic experience every day of the week. Students will receive standards-based instruction across all academic areas and will build meaningful relationships with the educators in their school community. Instructional time requirements will be adhered to in every grade level, where more than 50% of the instructional time will be teacher-facilitated learning. To meet this requirement, elementary students will follow predictable routines,

procedures, and schedules, that align with developmentally appropriate recommendations for screen time and synchronous learning. Secondary students will follow a predictable bell schedule that incorporates synchronous check-ins, consistent and timely feedback, and peer interactions. All students will continue to receive access to a well-rounded education which includes physical education, health, arts, music, tiered supports, etc.

The learning day will be organized so that the time educators spend directly interacting with students will be high quality, focused on complex learning activities with a high cognitive demand and that are centered around student engagement. Students will have opportunities for guided learning with an educator, as well as opportunities to work with peers, families, and community members to apply their learning and practice their skills. Students will be expected to complete assigned learning activities each day. Students will participate in daily virtual instruction by satisfactorily engaging with synchronous class sessions as well as asynchronous tasks, completing assigned learning activities or assignments to demonstrate their learning. Parents and students will communicate with the teacher when in need of additional learning support. Portland Public Schools will also provide families a variety of ways to connect, one of which is through educator office hours, posted publicly, for students and families to access which will include a process to request and schedule translation services as needed.

Racial Equity and Access:

In the development of our plan, all of the work groups utilized our [Racial Equity and Social Justice Lens](#) to inform decision making and programming. The application of the lens is based on our belief that the district should adopt a student-centered, racial equity and social justice focused lens in all high leverage decisions in order to more deeply understand the barriers and opportunities impacting BIPOC students and families. Additionally, the regular application of the lens, documentation of our responses and review of those responses will help us critically examine our efforts to increase access and opportunity for BIPOC students and families. Our steering committee collectively reviewed our comprehensive plans and applied the RESJ lens on multiple occasions. They utilized data, parent and student input from engagement, partner input and the diverse experience of members to answer the prompts, review our plans and make adjustments to more directly respond to the needs of BIPOC students. As a result we believe our plan is strengthened through the collaborative and reflective process we employed to apply the RESJ Lens to address racial equity and access in our plans.

Special Education Services and English Language Development

Students receiving special education services will continue to receive instruction, technology, support, accommodations, and modifications as required by ESSA, IDEA, and/or ADA based on a virtual learning environment. The majority of each student's services will be provided synchronously (i.e., with the teacher/service provider and student working together through direct and simultaneous communication). If only asynchronous services are recommended, the parent or guardian will provide written consent to shift from synchronous to asynchronous service delivery. All IDEA requirements will be met during Comprehensive Distance Learning. This includes all IDEA timelines, delivery of all related services, delivery of SDI, implementation of IEPs, etc. Schools will provide Child Find obligations, including timely evaluation and eligibility determinations.

Students who are identified to receive English Language development services will be provided with language assistance services and supports that allow the student access to grade level academic content and scaffolded language experiences. PPS's English as a Second Language program will encourage ESL and general education/homeroom teachers to collaboratively plan for inclusive learning experiences that consider and support the language proficiency of each student.

Assessment, Grading, Reporting & Statewide Balanced Assessment:

Portland Public Schools (PPS) has developed a framework for a balanced assessment system and worked throughout the pre-pandemic portion of the 2019-2020 academic year to introduce additional efficiency into the assessment model. Anticipating the ongoing challenges to face-to-face instruction, PPS successfully piloted remote administration of the NWEA MAP assessments at one of our schools in the Spring of 2020.

During the 2020-2021 academic year, PPS is prepared to remotely administer MAP in grades 3-8 in the fall and winter. The fall assessment will allow our students and families to better understand the learning needs of our students as they enter the academic year, and it will provide our teachers and curriculum support teams the necessary data to align and plan instruction. The mid-year assessment will provide feedback regarding both student growth and achievement allowing for an additional point to adapt our supports.

In addition to this common measure of growth and achievement, students will also be presented with common curriculum embedded assessments (pre and post unit) that are aligned to the scope and sequence and are paired with each of the curriculum units. These will provide additional, focused and just-in time, measures of learning that will allow for adaptations to the delivery of the unit materials in order to provide tiered supports. Educators will regularly report progress to students and families and provide opportunities to redo or make up work without penalty and retain the highest earned grade.

Finally, the administration of remote computer adaptive measures will also help the system prepare for the challenges associated with a potential remote administration of the state summative assessments in English Language Arts, Mathematics, and Science.

Attendance:

With the pandemic in the spring of the 2019-2020 academic year, the importance of maintaining an active engagement with our students and families rose to the forefront of our work as a system. As we approach the 2020-2021 year, engagement remains a critical focus and reflecting that engagement through attendance and other metrics is critical. We are committed to following all ODE guidelines and requirements in regards to attendance.

At this time, we are preparing to collect on-line attendance, and we are exploring ways to leverage data from our learning management and instructional delivery systems as a means to monitor engagement and attendance. Our primary focus, at this time, is to provide near real time data back to our schools to facilitate and focus the efforts of our schools to engage our students and families. We fully expect that our local community partners will be assisting in our efforts to focus and engage our disenfranchised students and communities in partnership with our counselors, social workers, Restorative Justice (RJ) specialists, attendance coaches and student engagement specialists.

Clubs & Extracurricular Activities:

Clubs and extracurricular activities are a critical component of any school community. We will ensure activities, clubs, and student organizations are available and accessible to all students to the extent possible, while focusing on the health and wellness of our students and staff as our top priority.

Operational Conditions for Comprehensive Distance Learning

Nutrition:

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allow take home IP phones that allow for teachers and staff to be able to make contact with students and families just as they would in the classroom.

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The remainder of this operational blueprint is not applicable to schools operating a Comprehensive Distance Learning Model.



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

Under ODE's **Ready Schools, Safe Learners** guidance, each school¹ has been directed to submit a plan to the district² in order to provide on-site and/or hybrid instruction. Districts must submit each school's plan to the local school board and make the plans available to the public. This form is to be used to document a district's, school's or program's plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the [Ready Schools, Safe Learners guidance](#) document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,³ parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Markham
Key Contact Person for this Plan	Lydia Poole, Principal
Phone Number of this Person	503-916-5681
Email Address of this Person	lpoole@pps.net
Sectors and position titles of those who informed the plan	Superintendent, Deputy Chiefs of Operations and Instruction, Chief Academic Officer, Chief of Schools, Chief of Staff, Legal Counsel, Chief of Student Support Services, Chief of Technology, Chief Operations Officer, Chief of Human Resources, Chief of Systems Performance, Senior Advisor Racial Equity and Social Justice, Chief of Engagement and Partnerships, Senior Director of Communications, Senior Director of Student Success and Health, Senior Director of Multi-Tiered Systems of Support, Attendance Manager, Director of Facilities, Director of Security Services, Director of Nutrition Services, Senior Director of Special Education, principals, teachers, labor union advisory participation, Senior Director of Humanities, Senior Director of STEAM, Regional Supts., Director of Risk Management, Director of Professional Learning, Project Managers, Student

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	Engagement Coordinators, Family advocates, student groups (BIPOC), special education and english language learners, family surveys, staff surveys, parent engagement groups, email responses from website, consultation with District Management Group (DMG), culturally specific partner organizations, PPS health advisory panel, and other large districts in Oregon.
Local public health office(s) or officers(s)	Multnomah ESD and the Oregon Health Authority; in consultation with the CDC.
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Director of Risk Management, Joe Crelier Building level administrators (Enforcement)
Intended Effective Dates for this Plan	9/2/2020 to at least 11/5/2020
ESD Region	Multnomah

2. Please list efforts you have made to engage your community (public health information sharing, taking feedback on planning, etc.) in preparing for school in 2020-21. Include information on engagement with communities often underserved and marginalized and those communities disproportionately impacted by COVID-19.

In preparation for reopening school in fall 2020, Portland Public Schools began gathering feedback from students and staff in May 2020. In March, the Communications team at PPS stood up a landing page for all students and families with centralized supports and pandemic resources. Surveys were conducted at the district level and by some individual schools. Our rate of response in surveying historically underserved and marginalized communities was low, which led to the utilization of intentional focus groups with our Native American community members and Elders, Black students and families, and other families and students of color. Additional focus groups were held with student leaders, and Spanish-Speaking families. Please find a summary of these focus groups here: [Memorandum to the Board of Education, Reopening Focus Group Update](#)

The District will continue to engage our community on a district and individual level to ensure that we are meeting the needs of all students and families to the best of our abilities.

3. Indicate which instructional model will be used.

Select One:

☐ On-Site Learning ☐ Hybrid Learning ☒ Comprehensive Distance Learning

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-15 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>) by August 15, 2020 or prior to the beginning of the 2020-21 school year.

* **Note:** Private schools are required to comply with only sections 1-3 of the **Ready Schools, Safe Learners** guidance.

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

This section must be completed by any school that is seeking to provide instruction through Comprehensive Distance Learning.

Describe why you are selecting Comprehensive Distance Learning as the school's Instructional Model for the effective dates of this plan.

In keeping with local, regional and state guidance and new health directives, Portland Public Schools has determined that it is safest for students and staff to maintain severely limited physical contact. We believe it is both responsible and critical to base our decisions on what will best ensure the health and wellness of our students and staff. We will always prefer to have our students engaged in classroom-based learning, but given current conditions, it would be unsafe to have significant numbers of students and adults back on campus at this time.

We will use this Comprehensive Distance Learning model for a minimum of September 2 through November 5, and will evaluate in October whether it is feasible to open in the 2nd quarter. Based on medical advice, including local health authorities, PPS will continue to keep the health and wellness of students and staff on the forefront in our planning.

Describe how your school's model aligns to the [Comprehensive Distance Learning Guidance](#) (linked). In completing this part of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. Please name any requirements you need ODE to review for any possible accommodations.

Framing PPS Values

As we continue to navigate the ongoing COVID-19 pandemic, Portland Public Schools remains committed to providing a high-quality education for all students and ensuring the health and wellness of students and staff through a comprehensive distance learning model. To guide our work, we centered racial equity and social justice in all decision-making and hold three principles from our strategic plan at the core of our planning - ensure the health and wellness of staff and students, strengthen and innovate the instructional core, and cultivate connection and relationship for students, staff and our community.

Our overarching approach to reopening is a relentless pursuit of racial equity and social justice (RESJ). We believe in the fundamental right to human dignity and that generating an equitable world requires an educational system that intentionally disrupts - and builds leaders to disrupt - systems of oppression. Therefore, our work to reopen schools acknowledges and recognizes the inequities of our system prior to Covid-19 and does not seek to reopen schools by returning to what was "normal" before. Rather, we are deeply engaged in fundamentally accelerating and centering our RESJ work, constantly examining opportunities to increase RESJ strategies through organizational transformation and system-wide collaboration. By way of this central focus and in partnership with families and stakeholders, including those representing students of color, we will bring racial predictability and disproportionality to an end.

In PPS, we are utilizing Targeted Universalism as a driver. We aim to operationalize our RESJ values so that every student is served and our universal board goals are achieved; thus realizing the graduate profile from [our Vision](#). Our approach supports the distinct needs of BIPOC students while also acknowledging our mutual interdependence. We recognize with great urgency the need for aligned and coherent strategies that improve conditions so that every student, especially our BIPOC students have an educational experience where they can thrive. Our approach disrupts institutional and cultural racism and promotes tangible strategies and resources for RESJ. To this end, we will prioritize services for students historically underserved by our system, including Black, Native, students receiving special education services and second language learners. We have used these [Guiding Principles](#) to align our collective work through this process.

Academic Conditions for Comprehensive Distance Learning

Teaching, Learning & Instructional Time:

Our comprehensive distance learning plan is designed so that all students will receive an engaging, comprehensive, and rigorous academic experience every day of the week. Students will receive standards-based instruction across all academic areas and will build meaningful relationships with the educators in their school community. Instructional time requirements will be adhered to in every grade level, where more than 50% of the instructional time will be teacher-facilitated learning. To meet this requirement, elementary students will follow predictable routines,

procedures, and schedules, that align with developmentally appropriate recommendations for screen time and synchronous learning. Secondary students will follow a predictable bell schedule that incorporates synchronous check-ins, consistent and timely feedback, and peer interactions. All students will continue to receive access to a well-rounded education which includes physical education, health, arts, music, tiered supports, etc.

The learning day will be organized so that the time educators spend directly interacting with students will be high quality, focused on complex learning activities with a high cognitive demand and that are centered around student engagement. Students will have opportunities for guided learning with an educator, as well as opportunities to work with peers, families, and community members to apply their learning and practice their skills. Students will be expected to complete assigned learning activities each day. Students will participate in daily virtual instruction by satisfactorily engaging with synchronous class sessions as well as asynchronous tasks, completing assigned learning activities or assignments to demonstrate their learning. Parents and students will communicate with the teacher when in need of additional learning support. Portland Public Schools will also provide families a variety of ways to connect, one of which is through educator office hours, posted publicly, for students and families to access which will include a process to request and schedule translation services as needed.

Racial Equity and Access:

In the development of our plan, all of the work groups utilized our [Racial Equity and Social Justice Lens](#) to inform decision making and programming. The application of the lens is based on our belief that the district should adopt a student-centered, racial equity and social justice focused lens in all high leverage decisions in order to more deeply understand the barriers and opportunities impacting BIPOC students and families. Additionally, the regular application of the lens, documentation of our responses and review of those responses will help us critically examine our efforts to increase access and opportunity for BIPOC students and families. Our steering committee collectively reviewed our comprehensive plans and applied the RESJ lens on multiple occasions. They utilized data, parent and student input from engagement, partner input and the diverse experience of members to answer the prompts, review our plans and make adjustments to more directly respond to the needs of BIPOC students. As a result we believe our plan is strengthened through the collaborative and reflective process we employed to apply the RESJ Lens to address racial equity and access in our plans.

Special Education Services and English Language Development

Students receiving special education services will continue to receive instruction, technology, support, accommodations, and modifications as required by ESSA, IDEA, and/or ADA based on a virtual learning environment. The majority of each student's services will be provided synchronously (i.e., with the teacher/service provider and student working together through direct and simultaneous communication). If only asynchronous services are recommended, the parent or guardian will provide written consent to shift from synchronous to asynchronous service delivery. All IDEA requirements will be met during Comprehensive Distance Learning. This includes all IDEA timelines, delivery of all related services, delivery of SDI, implementation of IEPs, etc. Schools will provide Child Find obligations, including timely evaluation and eligibility determinations.

Students who are identified to receive English Language development services will be provided with language assistance services and supports that allow the student access to grade level academic content and scaffolded language experiences. PPS's English as a Second Language program will encourage ESL and general education/homeroom teachers to collaboratively plan for inclusive learning experiences that consider and support the language proficiency of each student.

Assessment, Grading, Reporting & Statewide Balanced Assessment:

Portland Public Schools (PPS) has developed a framework for a balanced assessment system and worked throughout the pre-pandemic portion of the 2019-2020 academic year to introduce additional efficiency into the assessment model. Anticipating the ongoing challenges to face-to-face instruction, PPS successfully piloted remote administration of the NWEA MAP assessments at one of our schools in the Spring of 2020.

During the 2020-2021 academic year, PPS is prepared to remotely administer MAP in grades 3-8 in the fall and winter. The fall assessment will allow our students and families to better understand the learning needs of our students as they enter the academic year, and it will provide our teachers and curriculum support teams the necessary data to align and plan instruction. The mid-year assessment will provide feedback regarding both student growth and achievement allowing for an additional point to adapt our supports.

In addition to this common measure of growth and achievement, students will also be presented with common curriculum embedded assessments (pre and post unit) that are aligned to the scope and sequence and are paired with each of the curriculum units. These will provide additional, focused and just-in time, measures of learning that will allow for adaptations to the delivery of the unit materials in order to provide tiered supports. Educators will regularly report progress to students and families and provide opportunities to redo or make up work without penalty and retain the highest earned grade.

Finally, the administration of remote computer adaptive measures will also help the system prepare for the challenges associated with a potential remote administration of the state summative assessments in English Language Arts, Mathematics, and Science.

Attendance:

With the pandemic in the spring of the 2019-2020 academic year, the importance of maintaining an active engagement with our students and families rose to the forefront of our work as a system. As we approach the 2020-2021 year, engagement remains a critical focus and reflecting that engagement through attendance and other metrics is critical. We are committed to following all ODE guidelines and requirements in regards to attendance.

At this time, we are preparing to collect on-line attendance, and we are exploring ways to leverage data from our learning management and instructional delivery systems as a means to monitor engagement and attendance. Our primary focus, at this time, is to provide near real time data back to our schools to facilitate and focus the efforts of our schools to engage our students and families. We fully expect that our local community partners will be assisting in our efforts to focus and engage our disenfranchised students and communities in partnership with our counselors, social workers, Restorative Justice (RJ) specialists, attendance coaches and student engagement specialists.

Clubs & Extracurricular Activities:

Clubs and extracurricular activities are a critical component of any school community. We will ensure activities, clubs, and student organizations are available and accessible to all students to the extent possible, while focusing on the health and wellness of our students and staff as our top priority.

Operational Conditions for Comprehensive Distance Learning

Nutrition:

Portland Public Schools understands food stability is one of the most important safety measures schools can provide to students. We will build upon our work in the spring and expand to serve more sites this fall. We will serve breakfast and lunch at up to 40 sites, specifically sites that are elected for Community Eligibility Provision (CEP) in the 2020-21 school year in order to focus resources and access to food and nutrition in our highest risk and need communities. Meals will be served to families 2 days/week (Mondays will include 2 days worth of food and Wednesdays will include 3 days worth of food). No weekend food is permissible at this time, though we may be able to add additional daily supper meals depending on eligible sites and waivers (pending request from ODE to USDA). Nutrition Services will partner with Transportation to deliver meals to homes as requested by the families. Families will be sent an opt in/consent form for requesting meal delivery to their home. Delivery schedule will depend on demand and routing schedule by the Transportation department. Meals will continue to be a mix of ready-to-eat foods, prepared recipes and foods that can be heated at home by families. Communication about meals, services and benefits will be provided throughout the fall to families and school communities. Nutrition Services staff will adhere to all district and department standard operating procedures and safety plans.

Communicable Disease Management Plan (CMDP) and safety plans:

We have developed, in conjunction with our local health authority and Multnomah ESD, and will implement our CMDP as staff report to buildings, based on individual and department needs. Safety plans are developed and approved by our Risk Management team before staff can enter a building and building leaders are responsible for adhering to the safety plan at all times. We have also developed a confirmed case protocol and have aligned all contact tracing, investigatory measures and reporting through a partnership with MESD and the health department. When we are notified of a possible exposure we work with them to investigate and notify.

Student and Family Support for Comprehensive Distance Learning

As a district, we understand and value the importance of student, family and community engagement as a means to positively impact a student's academic, social emotional outcomes and to address continuous improvement efforts. We are committed to building a collective and shared responsibility for outcomes, while strengthening our capacity and skills to achieve this goal and ensuring clear alignment between our intentions and actions to foster engagement that reflects the communities' values and break down barriers to student achievement in this unprecedented time. To this end, PPS will focus our first two weeks on Social Emotional Learning, connections and relationship building between students and staff.

Beyond the first two weeks, PPS will employ a variety of creative means to ensure that our students and families, especially our Black and Native communities, have the tools and support they need and feel empowered to engage and stay engaged in our Comprehensive Distance Learning platform. We will base our expectations of school engagement efforts on the work of our CSI & TSI summer program, Summer Connections Academy, and the lessons we have learned from those endeavors and from the springtime efforts. Some elements that were effective within those school communities included: relationship building and cultivating trust and rapport by calling families and students daily, reaching out to families through personal visits (physically distanced) and providing 1:1 virtual support as needed. We will also provide support at meal hubs and with some in-person conversations and relationship building on school lawns and sidewalks. We continue to provide support for teachers from our counselors and social workers on the best ways to interact and connect with families through a trauma informed lens.

Racial Equity and Social Justice Partnerships

PPS partners with sixteen different culturally specific organizations to implement our five RESJ Partnership Strategies with BIPOC students and families at prioritized schools. These strategies and resulting services provide critical connections between our schools and communities. These strategies are informed by relevant research that affirms their effectiveness in improving educational and social outcomes for students of color.

1. *Culturally Specific Family Engagement* - Family engagement is a high leverage strategy that supports student learning and is designed to reduce or eliminate institutional barriers for families of color to advocate for the needs of their students. There is significant research that supports the effectiveness of family support, advocacy and encouragement with positive student achievement and outcomes.
2. *Wrap Around Services* - Provision of culturally specific and culturally responsive services to support student academic and social success. This includes case management, academic tutoring/support, service referral, student groups, and progress monitoring. Wrap around services have a comprehensive approach to meeting the needs of students.
3. *Mentoring and Leadership Development* - Services are designed to provide positive relationship development and support to students to reduce disproportionate discipline rates and increase attendance and a sense of belonging at school for students of color. This includes providing positive and diverse adult relationships that are reflective of students' culture and identity.
4. *Extended Learning and Enrichment* - Programming provides safe, structured and engaging activities to enhance and expand the learning of students outside of school hours. This includes after school programming and enrichment activities. Enrichment activities provide opportunities for students to pursue learning in their own areas of interest and strengths. Research has shown that students engaged in these activities can lead to increased academic performance and attendance.
5. *Positive Cultural Identity Development and Advocacy* - Programming provides participating youth with exposure and

opportunity to engage in activities that empower them to embrace a confident and positive cultural identity while preserving and sharing cultural heritages and traditions amongst their peers. Activities provide opportunities for students to learn and practice new methods of self-expression in a safe and culturally affirming environment. Partners are actively engaged with the district to collaboratively plan for the start of school by adjusting their services to be provided virtually and in alignment with our plans. Partners are meeting with school leaders,

Mental, Social, and Emotional Health:

Our Multi-tiered Systems of Support (MTSS) team is creating Social Emotional Learning (SEL) activities for the K-5 soft start to begin on September 2nd. These activities will be focused on making connections, building relationships, and creating community. The Office of Teaching and Learning (OTL) and MTSS departments are also leading the development of a two-week health and wellness unit that will focus on promoting the social, emotional, and cognitive skills students need to develop positive relationships and thrive in school. This required K-5 unit is set for teachers to begin on September 14th.

Lastly, K-5 and 6-8 SEL units were developed by the SEL team in the spring which focus on supporting resilience during challenging and, often, traumatic times. This nine-week unit will be revised for educators to use after the completion of the health unit by September 28th.

- MTSS and OTL will collaborate closely on the development of health and wellness and the SEL soft start lessons/activities.
- The MTSS unit is being built with the CASEL Roadmap for Reopening Critical Practices and the PPS & ODE reopening guidance as the foundation.
- The K-5 health and wellness unit will be required as one of four required health units. This unit is required even if schools have other SEL programs.

Additionally, PPS will continue to contract with our mental health and substance use partners in order to provide teletherapy for students who need this level of support. Our counselors and social workers will also meet virtually with students and families in order to assist with emotional and mental health wellness, suicide ideation, student threats, and other mental health or behavioral related concerns or needs. We are also partnering with culturally specific providers to support students of color and additional families who need our assistance. Some of these supports will be through personal (physically distanced) visits either on campus at a community site, or near the student's home. This will be through student and family choice, which honors their preferences in ways they feel they can best be supported.

Childcare:

PPS and contracted, licensed child care providers are exploring distance learning child care services for PPS families and employees. Child care providers would operate fee based programs with state subsidies for qualifying families. If we determine this is a viable service, locations will be dispersed throughout the PPS boundary. Providers would be required to follow health and safety guidelines from the Oregon Early Learning Division.

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Updated 8/11/2020

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1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Martin Luther King, Jr
Key Contact Person for this Plan	Jill Sage, Principal
Phone Number of this Person	503-916-6456
Email Address of this Person	jsage1@pps.net
Sectors and position titles of those who informed the plan	Superintendent, Deputy Chiefs of Operations and Instruction, Chief Academic Officer, Chief of Schools, Chief of Staff, Legal Counsel, Chief of Student Support Services, Chief of Technology, Chief Operations Officer, Chief of Human Resources, Chief of Systems Performance, Senior Advisor Racial Equity and Social Justice, Chief of Engagement and Partnerships, Senior Director of Communications, Senior Director of Student Success and Health, Senior Director of Multi-Tiered Systems of Support, Attendance Manager, Director of Facilities, Director of Security Services, Director of Nutrition Services, Senior Director of Special Education, principals, teachers, labor union advisory participation, Senior Director of Humanities, Senior Director of STEAM, Regional Supts., Director of Risk Management, Director of Professional Learning, Project Managers, Student

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Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Director of Risk Management, Joe Crelier Building level administrators (Enforcement)
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The District will continue to engage our community on a district and individual level to ensure that we are meeting the needs of all students and families to the best of our abilities.

3. Indicate which instructional model will be used.

Select One:

☐ On-Site Learning ☐ Hybrid Learning ☒ Comprehensive Distance Learning

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REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

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Teaching, Learning & Instructional Time:

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procedures, and schedules, that align with developmentally appropriate recommendations for screen time and synchronous learning. Secondary students will follow a predictable bell schedule that incorporates synchronous check-ins, consistent and timely feedback, and peer interactions. All students will continue to receive access to a well-rounded education which includes physical education, health, arts, music, tiered supports, etc.

The learning day will be organized so that the time educators spend directly interacting with students will be high quality, focused on complex learning activities with a high cognitive demand and that are centered around student engagement. Students will have opportunities for guided learning with an educator, as well as opportunities to work with peers, families, and community members to apply their learning and practice their skills. Students will be expected to complete assigned learning activities each day. Students will participate in daily virtual instruction by satisfactorily engaging with synchronous class sessions as well as asynchronous tasks, completing assigned learning activities or assignments to demonstrate their learning. Parents and students will communicate with the teacher when in need of additional learning support. Portland Public Schools will also provide families a variety of ways to connect, one of which is through educator office hours, posted publicly, for students and families to access which will include a process to request and schedule translation services as needed.

Racial Equity and Access:

In the development of our plan, all of the work groups utilized our [Racial Equity and Social Justice Lens](#) to inform decision making and programming. The application of the lens is based on our belief that the district should adopt a student-centered, racial equity and social justice focused lens in all high leverage decisions in order to more deeply understand the barriers and opportunities impacting BIPOC students and families. Additionally, the regular application of the lens, documentation of our responses and review of those responses will help us critically examine our efforts to increase access and opportunity for BIPOC students and families. Our steering committee collectively reviewed our comprehensive plans and applied the RESJ lens on multiple occasions. They utilized data, parent and student input from engagement, partner input and the diverse experience of members to answer the prompts, review our plans and make adjustments to more directly respond to the needs of BIPOC students. As a result we believe our plan is strengthened through the collaborative and reflective process we employed to apply the RESJ Lens to address racial equity and access in our plans.

Special Education Services and English Language Development

Students receiving special education services will continue to receive instruction, technology, support, accommodations, and modifications as required by ESSA, IDEA, and/or ADA based on a virtual learning environment. The majority of each student's services will be provided synchronously (i.e., with the teacher/service provider and student working together through direct and simultaneous communication). If only asynchronous services are recommended, the parent or guardian will provide written consent to shift from synchronous to asynchronous service delivery. All IDEA requirements will be met during Comprehensive Distance Learning. This includes all IDEA timelines, delivery of all related services, delivery of SDI, implementation of IEPs, etc. Schools will provide Child Find obligations, including timely evaluation and eligibility determinations.

Students who are identified to receive English Language development services will be provided with language assistance services and supports that allow the student access to grade level academic content and scaffolded language experiences. PPS's English as a Second Language program will encourage ESL and general education/homeroom teachers to collaboratively plan for inclusive learning experiences that consider and support the language proficiency of each student.

Assessment, Grading, Reporting & Statewide Balanced Assessment:

Portland Public Schools (PPS) has developed a framework for a balanced assessment system and worked throughout the pre-pandemic portion of the 2019-2020 academic year to introduce additional efficiency into the assessment model. Anticipating the ongoing challenges to face-to-face instruction, PPS successfully piloted remote administration of the NWEA MAP assessments at one of our schools in the Spring of 2020.

During the 2020-2021 academic year, PPS is prepared to remotely administer MAP in grades 3-8 in the fall and winter. The fall assessment will allow our students and families to better understand the learning needs of our students as they enter the academic year, and it will provide our teachers and curriculum support teams the necessary data to align and plan instruction. The mid-year assessment will provide feedback regarding both student growth and achievement allowing for an additional point to adapt our supports.

In addition to this common measure of growth and achievement, students will also be presented with common curriculum embedded assessments (pre and post unit) that are aligned to the scope and sequence and are paired with each of the curriculum units. These will provide additional, focused and just-in time, measures of learning that will allow for adaptations to the delivery of the unit materials in order to provide tiered supports. Educators will regularly report progress to students and families and provide opportunities to redo or make up work without penalty and retain the highest earned grade.

Finally, the administration of remote computer adaptive measures will also help the system prepare for the challenges associated with a potential remote administration of the state summative assessments in English Language Arts, Mathematics, and Science.

Attendance:

With the pandemic in the spring of the 2019-2020 academic year, the importance of maintaining an active engagement with our students and families rose to the forefront of our work as a system. As we approach the 2020-2021 year, engagement remains a critical focus and reflecting that engagement through attendance and other metrics is critical. We are committed to following all ODE guidelines and requirements in regards to attendance.

At this time, we are preparing to collect on-line attendance, and we are exploring ways to leverage data from our learning management and instructional delivery systems as a means to monitor engagement and attendance. Our primary focus, at this time, is to provide near real time data back to our schools to facilitate and focus the efforts of our schools to engage our students and families. We fully expect that our local community partners will be assisting in our efforts to focus and engage our disenfranchised students and communities in partnership with our counselors, social workers, Restorative Justice (RJ) specialists, attendance coaches and student engagement specialists.

Clubs & Extracurricular Activities:

Clubs and extracurricular activities are a critical component of any school community. We will ensure activities, clubs, and student organizations are available and accessible to all students to the extent possible, while focusing on the health and wellness of our students and staff as our top priority.

Operational Conditions for Comprehensive Distance Learning

Nutrition:

Portland Public Schools understands food stability is one of the most important safety measures schools can provide to students. We will build upon our work in the spring and expand to serve more sites this fall. We will serve breakfast and lunch at up to 40 sites, specifically sites that are elected for Community Eligibility Provision (CEP) in the 2020-21 school year in order to focus resources and access to food and nutrition in our highest risk and need communities. Meals will be served to families 2 days/week (Mondays will include 2 days worth of food and Wednesdays will include 3 days worth of food). No weekend food is permissible at this time, though we may be able to add additional daily supper meals depending on eligible sites and waivers (pending request from ODE to USDA). Nutrition Services will partner with Transportation to deliver meals to homes as requested by the families. Families will be sent an opt in/consent form for requesting meal delivery to their home. Delivery schedule will depend on demand and routing schedule by the Transportation department. Meals will continue to be a mix of ready-to-eat foods, prepared recipes and foods that can be heated at home by families. Communication about meals, services and benefits will be provided throughout the fall to families and school communities. Nutrition Services staff will adhere to all district and department standard operating procedures and safety plans.

Communicable Disease Management Plan (CMDP) and safety plans:

We have developed, in conjunction with our local health authority and Multnomah ESD, and will implement our CMDP as staff report to buildings, based on individual and department needs. Safety plans are developed and approved by our Risk Management team before staff can enter a building and building leaders are responsible for adhering to the safety plan at all times. We have also developed a confirmed case protocol and have aligned all contact tracing, investigatory measures and reporting through a partnership with MESD and the health department. When we are notified of a possible exposure we work with them to investigate and notify.

Student and Family Support for Comprehensive Distance Learning

As a district, we understand and value the importance of student, family and community engagement as a means to positively impact a student's academic, social emotional outcomes and to address continuous improvement efforts. We are committed to building a collective and shared responsibility for outcomes, while strengthening our capacity and skills to achieve this goal and ensuring clear alignment between our intentions and actions to foster engagement that reflects the communities' values and break down barriers to student achievement in this unprecedented time. To this end, PPS will focus our first two weeks on Social Emotional Learning, connections and relationship building between students and staff.

Beyond the first two weeks, PPS will employ a variety of creative means to ensure that our students and families, especially our Black and Native communities, have the tools and support they need and feel empowered to engage and stay engaged in our Comprehensive Distance Learning platform. We will base our expectations of school engagement efforts on the work of our CSI & TSI summer program, Summer Connections Academy, and the lessons we have learned from those endeavors and from the springtime efforts. Some elements that were effective within those school communities included: relationship building and cultivating trust and rapport by calling families and students daily, reaching out to families through personal visits (physically distanced) and providing 1:1 virtual support as needed. We will also provide support at meal hubs and with some in-person conversations and relationship building on school lawns and sidewalks. We continue to provide support for teachers from our counselors and social workers on the best ways to interact and connect with families through a trauma informed lens.

Racial Equity and Social Justice Partnerships

PPS partners with sixteen different culturally specific organizations to implement our five RESJ Partnership Strategies with BIPOC students and families at prioritized schools. These strategies and resulting services provide critical connections between our schools and communities. These strategies are informed by relevant research that affirms their effectiveness in improving educational and social outcomes for students of color.

1. *Culturally Specific Family Engagement* - Family engagement is a high leverage strategy that supports student learning and is designed to reduce or eliminate institutional barriers for families of color to advocate for the needs of their students. There is significant research that supports the effectiveness of family support, advocacy and encouragement with positive student achievement and outcomes.
2. *Wrap Around Services* - Provision of culturally specific and culturally responsive services to support student academic and social success. This includes case management, academic tutoring/support, service referral, student groups, and progress monitoring. Wrap around services have a comprehensive approach to meeting the needs of students.
3. *Mentoring and Leadership Development* - Services are designed to provide positive relationship development and support to students to reduce disproportionate discipline rates and increase attendance and a sense of belonging at school for students of color. This includes providing positive and diverse adult relationships that are reflective of students' culture and identity.
4. *Extended Learning and Enrichment* - Programming provides safe, structured and engaging activities to enhance and expand the learning of students outside of school hours. This includes after school programming and enrichment activities. Enrichment activities provide opportunities for students to pursue learning in their own areas of interest and strengths. Research has shown that students engaged in these activities can lead to increased academic performance and attendance.
5. *Positive Cultural Identity Development and Advocacy* - Programming provides participating youth with exposure and

opportunity to engage in activities that empower them to embrace a confident and positive cultural identity while preserving and sharing cultural heritages and traditions amongst their peers. Activities provide opportunities for students to learn and practice new methods of self-expression in a safe and culturally affirming environment. Partners are actively engaged with the district to collaboratively plan for the start of school by adjusting their services to be provided virtually and in alignment with our plans. Partners are meeting with school leaders,

Mental, Social, and Emotional Health:

Our Multi-tiered Systems of Support (MTSS) team is creating Social Emotional Learning (SEL) activities for the K-5 soft start to begin on September 2nd. These activities will be focused on making connections, building relationships, and creating community. The Office of Teaching and Learning (OTL) and MTSS departments are also leading the development of a two-week health and wellness unit that will focus on promoting the social, emotional, and cognitive skills students need to develop positive relationships and thrive in school. This required K-5 unit is set for teachers to begin on September 14th.

Lastly, K-5 and 6-8 SEL units were developed by the SEL team in the spring which focus on supporting resilience during challenging and, often, traumatic times. This nine-week unit will be revised for educators to use after the completion of the health unit by September 28th.

- MTSS and OTL will collaborate closely on the development of health and wellness and the SEL soft start lessons/activities.
- The MTSS unit is being built with the CASEL Roadmap for Reopening Critical Practices and the PPS & ODE reopening guidance as the foundation.
- The K-5 health and wellness unit will be required as one of four required health units. This unit is required even if schools have other SEL programs.

Additionally, PPS will continue to contract with our mental health and substance use partners in order to provide teletherapy for students who need this level of support. Our counselors and social workers will also meet virtually with students and families in order to assist with emotional and mental health wellness, suicide ideation, student threats, and other mental health or behavioral related concerns or needs. We are also partnering with culturally specific providers to support students of color and additional families who need our assistance. Some of these supports will be through personal (physically distanced) visits either on campus at a community site, or near the student's home. This will be through student and family choice, which honors their preferences in ways they feel they can best be supported.

Childcare:

PPS and contracted, licensed child care providers are exploring distance learning child care services for PPS families and employees. Child care providers would operate fee based programs with state subsidies for qualifying families. If we determine this is a viable service, locations will be dispersed throughout the PPS boundary. Providers would be required to follow health and safety guidelines from the Oregon Early Learning Division.

Digital Learning Needs for Comprehensive Distance Learning

Privacy and Security tools (Umbrella) have been installed and remain persistent on all PPS devices and accounts that prevents students from accessing known inappropriate or malicious sites. Passwords for staff and students changed to a longer character length, and a new portal has been implemented to aid in remote support for password reset situations. Changes have been made to patching and software update mechanisms to allow for devices to remain updated even though they are outside the PPS network. All staff and students will be trained on responsible digital citizenship.

In addition to the distribution of devices, PPS acquired 1990 hotspots to provide connectivity for students where Comcast Internet Essentials was not a viable option. These hotspots will be either picked up from distribution locations or delivered using bus drivers to bring the devices to student homes to ensure that students and staff that did not already have internet access were given devices to facilitate that. Additionally, infrastructure changes were made to

allow take home IP phones that allow for teachers and staff to be able to make contact with students and families just as they would in the classroom.

Device deployment:

In the spring we handed out chromebooks and hotspots/Comcast connectivity for students and staff to be able to participate in distance based learning. We will continue to provide devices and work with families to ensure all students are able to connect to our comprehensive distance learning model. We will continue to provide devices to staff as needed so they can deliver the digital curriculum effectively. We offer a curbside service at the district office during work hours for chromebook repairs needed. If the chromebook cannot be repaired on site, the student/staff will receive a replacement chromebook at this time. The service desk is available during work hours for staff, students and families to contact via phone or email. If call center tech is unable to resolve on the phone, a helpdesk ticket will be created and followed up with the individual caller. An email to support will create a helpdesk ticket and the call center tech will follow up with the individual.

Digital Toolkit:

Portland Public Schools has developed a comprehensive and districtwide set of digital tools for every PPS classroom, teacher, and student. The [PPS Digital Toolkit](#) provides a set of digital tools that will enhance instructional strategies and content delivery. These tools will enhance the existing opportunities with both synchronous and asynchronous learning. These tools have been reviewed and evaluated for digital content quality and cultural relevance.

The tools fall into three categories: Instruction and Lesson Design, Creation and Engagement, and Content. Instruction and Lesson Design tools are those applications and system platforms that teachers use to deliver instruction, lessons, and communications. These include classroom content delivery and learning management systems, applications for communications, and lesson and assessment design tools. Creation and Engagement tools are used by teachers and students in distance learning, as well as in-classroom technology-enhanced instruction. These tools support student voice, elicit response, provide shared spaces for individual, small group, and whole-class collaboration, and engage students with the content. Content tools have been selected to assist our teachers in providing content, build opportunities for sustained practice, and apply learning in both distanced and in-person models of instruction.

Learning Platforms:

PPS has adopted two classroom learning platforms to meet the needs of our elementary and secondary students and teachers. These tools were selected because of their current use and success in PPS, knowledge of their toolset, depth of their function and capabilities, and their presence in the educational technology space. Both platforms allow teachers to create, post, interact, provide feedback, and assess with their students and will bring a single point of entry for students and families into classroom instruction.

Professional Development:

Ongoing and high-quality professional learning and training is essential for the successful implementation of Comprehensive Distance Learning. PPS will provide professional learning for all educators during the course of the summer, pre-service and throughout the school year. The content will be focused on best practices for distance learning, as well as technical “how to” training for digital tools and other operational functions.

Describe the school’s plan, including the anticipated timeline, for returning to Hybrid Learning or On-Site Learning consistent with the *Ready Schools, Safe Learners* guidance.

At this time PPS is planning for the opening of our physical buildings when it is deemed safe and appropriate under the Governor's directive. The District will utilize a comprehensive distance learning (CDL) platform for a minimum of the first quarter (through November 5th) and will evaluate all available health-related information to decide if our CDL will continue through the first semester or if we will be able to open to a hybrid model of instruction in November. We will continue to follow the Governor's orders and ODE's recommendations and guidance.

The remainder of this operational blueprint is not applicable to schools operating a Comprehensive Distance Learning Model.



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

Under ODE's **Ready Schools, Safe Learners** guidance, each school¹ has been directed to submit a plan to the district² in order to provide on-site and/or hybrid instruction. Districts must submit each school's plan to the local school board and make the plans available to the public. This form is to be used to document a district's, school's or program's plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the [Ready Schools, Safe Learners guidance](#) document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,³ parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Marysville
Key Contact Person for this Plan	Catherine Murray , Principal
Phone Number of this Person	503-916-6363
Email Address of this Person	cmurray2@pps.net
Sectors and position titles of those who informed the plan	Superintendent, Deputy Chiefs of Operations and Instruction, Chief Academic Officer, Chief of Schools, Chief of Staff, Legal Counsel, Chief of Student Support Services, Chief of Technology, Chief Operations Officer, Chief of Human Resources, Chief of Systems Performance, Senior Advisor Racial Equity and Social Justice, Chief of Engagement and Partnerships, Senior Director of Communications, Senior Director of Student Success and Health, Senior Director of Multi-Tiered Systems of Support, Attendance Manager, Director of Facilities, Director of Security Services, Director of Nutrition Services, Senior Director of Special Education, principals, teachers, labor union advisory participation, Senior Director of Humanities, Senior Director of STEAM, Regional Supts., Director of Risk Management, Director of Professional Learning, Project Managers, Student

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Operational Conditions for Comprehensive Distance Learning

Nutrition:

Portland Public Schools understands food stability is one of the most important safety measures schools can provide to students. We will build upon our work in the spring and expand to serve more sites this fall. We will serve breakfast and lunch at up to 40 sites, specifically sites that are elected for Community Eligibility Provision (CEP) in the 2020-21 school year in order to focus resources and access to food and nutrition in our highest risk and need communities. Meals will be served to families 2 days/week (Mondays will include 2 days worth of food and Wednesdays will include 3 days worth of food). No weekend food is permissible at this time, though we may be able to add additional daily supper meals depending on eligible sites and waivers (pending request from ODE to USDA). Nutrition Services will partner with Transportation to deliver meals to homes as requested by the families. Families will be sent an opt in/consent form for requesting meal delivery to their home. Delivery schedule will depend on demand and routing schedule by the Transportation department. Meals will continue to be a mix of ready-to-eat foods, prepared recipes and foods that can be heated at home by families. Communication about meals, services and benefits will be provided throughout the fall to families and school communities. Nutrition Services staff will adhere to all district and department standard operating procedures and safety plans.

Communicable Disease Management Plan (CMDP) and safety plans:

We have developed, in conjunction with our local health authority and Multnomah ESD, and will implement our CMDP as staff report to buildings, based on individual and department needs. Safety plans are developed and approved by our Risk Management team before staff can enter a building and building leaders are responsible for adhering to the safety plan at all times. We have also developed a confirmed case protocol and have aligned all contact tracing, investigatory measures and reporting through a partnership with MESD and the health department. When we are notified of a possible exposure we work with them to investigate and notify.

Student and Family Support for Comprehensive Distance Learning

As a district, we understand and value the importance of student, family and community engagement as a means to positively impact a student's academic, social emotional outcomes and to address continuous improvement efforts. We are committed to building a collective and shared responsibility for outcomes, while strengthening our capacity and skills to achieve this goal and ensuring clear alignment between our intentions and actions to foster engagement that reflects the communities' values and break down barriers to student achievement in this unprecedented time. To this end, PPS will focus our first two weeks on Social Emotional Learning, connections and relationship building between students and staff.

Beyond the first two weeks, PPS will employ a variety of creative means to ensure that our students and families, especially our Black and Native communities, have the tools and support they need and feel empowered to engage and stay engaged in our Comprehensive Distance Learning platform. We will base our expectations of school engagement efforts on the work of our CSI & TSI summer program, Summer Connections Academy, and the lessons we have learned from those endeavors and from the springtime efforts. Some elements that were effective within those school communities included: relationship building and cultivating trust and rapport by calling families and students daily, reaching out to families through personal visits (physically distanced) and providing 1:1 virtual support as needed. We will also provide support at meal hubs and with some in-person conversations and relationship building on school lawns and sidewalks. We continue to provide support for teachers from our counselors and social workers on the best ways to interact and connect with families through a trauma informed lens.

Racial Equity and Social Justice Partnerships

PPS partners with sixteen different culturally specific organizations to implement our five RESJ Partnership Strategies with BIPOC students and families at prioritized schools. These strategies and resulting services provide critical connections between our schools and communities. These strategies are informed by relevant research that affirms their effectiveness in improving educational and social outcomes for students of color.

1. *Culturally Specific Family Engagement* - Family engagement is a high leverage strategy that supports student learning and is designed to reduce or eliminate institutional barriers for families of color to advocate for the needs of their students. There is significant research that supports the effectiveness of family support, advocacy and encouragement with positive student achievement and outcomes.
2. *Wrap Around Services* - Provision of culturally specific and culturally responsive services to support student academic and social success. This includes case management, academic tutoring/support, service referral, student groups, and progress monitoring. Wrap around services have a comprehensive approach to meeting the needs of students.
3. *Mentoring and Leadership Development* - Services are designed to provide positive relationship development and support to students to reduce disproportionate discipline rates and increase attendance and a sense of belonging at school for students of color. This includes providing positive and diverse adult relationships that are reflective of students' culture and identity.
4. *Extended Learning and Enrichment* - Programming provides safe, structured and engaging activities to enhance and expand the learning of students outside of school hours. This includes after school programming and enrichment activities. Enrichment activities provide opportunities for students to pursue learning in their own areas of interest and strengths. Research has shown that students engaged in these activities can lead to increased academic performance and attendance.
5. *Positive Cultural Identity Development and Advocacy* - Programming provides participating youth with exposure and

opportunity to engage in activities that empower them to embrace a confident and positive cultural identity while preserving and sharing cultural heritages and traditions amongst their peers. Activities provide opportunities for students to learn and practice new methods of self-expression in a safe and culturally affirming environment. Partners are actively engaged with the district to collaboratively plan for the start of school by adjusting their services to be provided virtually and in alignment with our plans. Partners are meeting with school leaders,

Mental, Social, and Emotional Health:

Our Multi-tiered Systems of Support (MTSS) team is creating Social Emotional Learning (SEL) activities for the K-5 soft start to begin on September 2nd. These activities will be focused on making connections, building relationships, and creating community. The Office of Teaching and Learning (OTL) and MTSS departments are also leading the development of a two-week health and wellness unit that will focus on promoting the social, emotional, and cognitive skills students need to develop positive relationships and thrive in school. This required K-5 unit is set for teachers to begin on September 14th.

Lastly, K-5 and 6-8 SEL units were developed by the SEL team in the spring which focus on supporting resilience during challenging and, often, traumatic times. This nine-week unit will be revised for educators to use after the completion of the health unit by September 28th.

- MTSS and OTL will collaborate closely on the development of health and wellness and the SEL soft start lessons/activities.
- The MTSS unit is being built with the CASEL Roadmap for Reopening Critical Practices and the PPS & ODE reopening guidance as the foundation.
- The K-5 health and wellness unit will be required as one of four required health units. This unit is required even if schools have other SEL programs.

Additionally, PPS will continue to contract with our mental health and substance use partners in order to provide teletherapy for students who need this level of support. Our counselors and social workers will also meet virtually with students and families in order to assist with emotional and mental health wellness, suicide ideation, student threats, and other mental health or behavioral related concerns or needs. We are also partnering with culturally specific providers to support students of color and additional families who need our assistance. Some of these supports will be through personal (physically distanced) visits either on campus at a community site, or near the student's home. This will be through student and family choice, which honors their preferences in ways they feel they can best be supported.

Childcare:

PPS and contracted, licensed child care providers are exploring distance learning child care services for PPS families and employees. Child care providers would operate fee based programs with state subsidies for qualifying families. If we determine this is a viable service, locations will be dispersed throughout the PPS boundary. Providers would be required to follow health and safety guidelines from the Oregon Early Learning Division.

Digital Learning Needs for Comprehensive Distance Learning

Privacy and Security tools (Umbrella) have been installed and remain persistent on all PPS devices and accounts that prevents students from accessing known inappropriate or malicious sites. Passwords for staff and students changed to a longer character length, and a new portal has been implemented to aid in remote support for password reset situations. Changes have been made to patching and software update mechanisms to allow for devices to remain updated even though they are outside the PPS network. All staff and students will be trained on responsible digital citizenship.

In addition to the distribution of devices, PPS acquired 1990 hotspots to provide connectivity for students where Comcast Internet Essentials was not a viable option. These hotspots will be either picked up from distribution locations or delivered using bus drivers to bring the devices to student homes to ensure that students and staff that did not already have internet access were given devices to facilitate that. Additionally, infrastructure changes were made to

allow take home IP phones that allow for teachers and staff to be able to make contact with students and families just as they would in the classroom.

Device deployment:

In the spring we handed out chromebooks and hotspots/Comcast connectivity for students and staff to be able to participate in distance based learning. We will continue to provide devices and work with families to ensure all students are able to connect to our comprehensive distance learning model. We will continue to provide devices to staff as needed so they can deliver the digital curriculum effectively. We offer a curbside service at the district office during work hours for chromebook repairs needed. If the chromebook cannot be repaired on site, the student/staff will receive a replacement chromebook at this time. The service desk is available during work hours for staff, students and families to contact via phone or email. If call center tech is unable to resolve on the phone, a helpdesk ticket will be created and followed up with the individual caller. An email to support will create a helpdesk ticket and the call center tech will follow up with the individual.

Digital Toolkit:

Portland Public Schools has developed a comprehensive and districtwide set of digital tools for every PPS classroom, teacher, and student. The [PPS Digital Toolkit](#) provides a set of digital tools that will enhance instructional strategies and content delivery. These tools will enhance the existing opportunities with both synchronous and asynchronous learning. These tools have been reviewed and evaluated for digital content quality and cultural relevance.

The tools fall into three categories: Instruction and Lesson Design, Creation and Engagement, and Content. Instruction and Lesson Design tools are those applications and system platforms that teachers use to deliver instruction, lessons, and communications. These include classroom content delivery and learning management systems, applications for communications, and lesson and assessment design tools. Creation and Engagement tools are used by teachers and students in distance learning, as well as in-classroom technology-enhanced instruction. These tools support student voice, elicit response, provide shared spaces for individual, small group, and whole-class collaboration, and engage students with the content. Content tools have been selected to assist our teachers in providing content, build opportunities for sustained practice, and apply learning in both distanced and in-person models of instruction.

Learning Platforms:

PPS has adopted two classroom learning platforms to meet the needs of our elementary and secondary students and teachers. These tools were selected because of their current use and success in PPS, knowledge of their toolset, depth of their function and capabilities, and their presence in the educational technology space. Both platforms allow teachers to create, post, interact, provide feedback, and assess with their students and will bring a single point of entry for students and families into classroom instruction.

Professional Development:

Ongoing and high-quality professional learning and training is essential for the successful implementation of Comprehensive Distance Learning. PPS will provide professional learning for all educators during the course of the summer, pre-service and throughout the school year. The content will be focused on best practices for distance learning, as well as technical “how to” training for digital tools and other operational functions.

Describe the school’s plan, including the anticipated timeline, for returning to Hybrid Learning or On-Site Learning consistent with the *Ready Schools, Safe Learners* guidance.

At this time PPS is planning for the opening of our physical buildings when it is deemed safe and appropriate under the Governor's directive. The District will utilize a comprehensive distance learning (CDL) platform for a minimum of the first quarter (through November 5th) and will evaluate all available health-related information to decide if our CDL will continue through the first semester or if we will be able to open to a hybrid model of instruction in November. We will continue to follow the Governor's orders and ODE's recommendations and guidance.

The remainder of this operational blueprint is not applicable to schools operating a Comprehensive Distance Learning Model.



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

Under ODE's **Ready Schools, Safe Learners** guidance, each school¹ has been directed to submit a plan to the district² in order to provide on-site and/or hybrid instruction. Districts must submit each school's plan to the local school board and make the plans available to the public. This form is to be used to document a district's, school's or program's plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the [Ready Schools, Safe Learners guidance](#) document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,³ parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Metro Learning Center
Key Contact Person for this Plan	Mark Van Hoomissen, Principal
Phone Number of this Person	503-916-5737
Email Address of this Person	mvanhoom@pps.net
Sectors and position titles of those who informed the plan	Superintendent, Deputy Chiefs of Operations and Instruction, Chief Academic Officer, Chief of Schools, Chief of Staff, Legal Counsel, Chief of Student Support Services, Chief of Technology, Chief Operations Officer, Chief of Human Resources, Chief of Systems Performance, Senior Advisor Racial Equity and Social Justice, Chief of Engagement and Partnerships, Senior Director of Communications, Senior Director of Student Success and Health, Senior Director of Multi-Tiered Systems of Support, Attendance Manager, Director of Facilities, Director of Security Services, Director of Nutrition Services, Senior Director of Special Education, principals, teachers, labor union advisory participation, Senior Director of Humanities, Senior Director of STEAM, Regional Supts., Director of Risk Management, Director of Professional Learning, Project Managers, Student

¹ For the purposes of this guidance: "school" refers to all public schools, including public charter schools, public virtual charter schools, alternative education programs, private schools and the Oregon School for the Deaf. For ease of readability, "school" will be used inclusively to reference all of these settings.

² For the purposes of this guidance: "district" refers to a school district, education service district, public charter school sponsoring district, virtual public charter school sponsoring district, state sponsored public charter school, alternative education programs, private schools, and the Oregon School for the Deaf.

³ Tribal Consultation is a separate process from stakeholder engagement; consultation recognizes and affirms tribal rights of self-government and tribal sovereignty, and mandates state government to work with American Indian nations on a [government-to-government](#) basis.

	Engagement Coordinators, Family advocates, student groups (BIPOC), special education and english language learners, family surveys, staff surveys, parent engagement groups, email responses from website, consultation with District Management Group (DMG), culturally specific partner organizations, PPS health advisory panel, and other large districts in Oregon.
Local public health office(s) or officers(s)	Multnomah ESD and the Oregon Health Authority; in consultation with the CDC.
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Director of Risk Management, Joe Crelier Building level administrators (Enforcement)
Intended Effective Dates for this Plan	9/2/2020 to at least 11/5/2020
ESD Region	Multnomah

2. Please list efforts you have made to engage your community (public health information sharing, taking feedback on planning, etc.) in preparing for school in 2020-21. Include information on engagement with communities often underserved and marginalized and those communities disproportionately impacted by COVID-19.

In preparation for reopening school in fall 2020, Portland Public Schools began gathering feedback from students and staff in May 2020. In March, the Communications team at PPS stood up a landing page for all students and families with centralized supports and pandemic resources. Surveys were conducted at the district level and by some individual schools. Our rate of response in surveying historically underserved and marginalized communities was low, which led to the utilization of intentional focus groups with our Native American community members and Elders, Black students and families, and other families and students of color. Additional focus groups were held with student leaders, and Spanish-Speaking families. Please find a summary of these focus groups here: [Memorandum to the Board of Education, Reopening Focus Group Update](#)

The District will continue to engage our community on a district and individual level to ensure that we are meeting the needs of all students and families to the best of our abilities.

3. Indicate which instructional model will be used.

Select One:

☐ On-Site Learning ☐ Hybrid Learning ☒ Comprehensive Distance Learning

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-15 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>) by August 15, 2020 or prior to the beginning of the 2020-21 school year.

* **Note:** Private schools are required to comply with only sections 1-3 of the **Ready Schools, Safe Learners** guidance.

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

This section must be completed by any school that is seeking to provide instruction through Comprehensive Distance Learning.

Describe why you are selecting Comprehensive Distance Learning as the school's Instructional Model for the effective dates of this plan.

In keeping with local, regional and state guidance and new health directives, Portland Public Schools has determined that it is safest for students and staff to maintain severely limited physical contact. We believe it is both responsible and critical to base our decisions on what will best ensure the health and wellness of our students and staff. We will always prefer to have our students engaged in classroom-based learning, but given current conditions, it would be unsafe to have significant numbers of students and adults back on campus at this time.

We will use this Comprehensive Distance Learning model for a minimum of September 2 through November 5, and will evaluate in October whether it is feasible to open in the 2nd quarter. Based on medical advice, including local health authorities, PPS will continue to keep the health and wellness of students and staff on the forefront in our planning.

Describe how your school's model aligns to the [Comprehensive Distance Learning Guidance](#) (linked). In completing this part of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. Please name any requirements you need ODE to review for any possible accommodations.

Framing PPS Values

As we continue to navigate the ongoing COVID-19 pandemic, Portland Public Schools remains committed to providing a high-quality education for all students and ensuring the health and wellness of students and staff through a comprehensive distance learning model. To guide our work, we centered racial equity and social justice in all decision-making and hold three principles from our strategic plan at the core of our planning - ensure the health and wellness of staff and students, strengthen and innovate the instructional core, and cultivate connection and relationship for students, staff and our community.

Our overarching approach to reopening is a relentless pursuit of racial equity and social justice (RESJ). We believe in the fundamental right to human dignity and that generating an equitable world requires an educational system that intentionally disrupts - and builds leaders to disrupt - systems of oppression. Therefore, our work to reopen schools acknowledges and recognizes the inequities of our system prior to Covid-19 and does not seek to reopen schools by returning to what was "normal" before. Rather, we are deeply engaged in fundamentally accelerating and centering our RESJ work, constantly examining opportunities to increase RESJ strategies through organizational transformation and system-wide collaboration. By way of this central focus and in partnership with families and stakeholders, including those representing students of color, we will bring racial predictability and disproportionality to an end.

In PPS, we are utilizing Targeted Universalism as a driver. We aim to operationalize our RESJ values so that every student is served and our universal board goals are achieved; thus realizing the graduate profile from [our Vision](#). Our approach supports the distinct needs of BIPOC students while also acknowledging our mutual interdependence. We recognize with great urgency the need for aligned and coherent strategies that improve conditions so that every student, especially our BIPOC students have an educational experience where they can thrive. Our approach disrupts institutional and cultural racism and promotes tangible strategies and resources for RESJ. To this end, we will prioritize services for students historically underserved by our system, including Black, Native, students receiving special education services and second language learners. We have used these [Guiding Principles](#) to align our collective work through this process.

Academic Conditions for Comprehensive Distance Learning

Teaching, Learning & Instructional Time:

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Digital Learning Needs for Comprehensive Distance Learning

Privacy and Security tools (Umbrella) have been installed and remain persistent on all PPS devices and accounts that prevents students from accessing known inappropriate or malicious sites. Passwords for staff and students changed to a longer character length, and a new portal has been implemented to aid in remote support for password reset situations. Changes have been made to patching and software update mechanisms to allow for devices to remain updated even though they are outside the PPS network. All staff and students will be trained on responsible digital citizenship.

In addition to the distribution of devices, PPS acquired 1990 hotspots to provide connectivity for students where Comcast Internet Essentials was not a viable option. These hotspots will be either picked up from distribution locations or delivered using bus drivers to bring the devices to student homes to ensure that students and staff that did not already have internet access were given devices to facilitate that. Additionally, infrastructure changes were made to

allow take home IP phones that allow for teachers and staff to be able to make contact with students and families just as they would in the classroom.

Device deployment:

In the spring we handed out chromebooks and hotspots/Comcast connectivity for students and staff to be able to participate in distance based learning. We will continue to provide devices and work with families to ensure all students are able to connect to our comprehensive distance learning model. We will continue to provide devices to staff as needed so they can deliver the digital curriculum effectively. We offer a curbside service at the district office during work hours for chromebook repairs needed. If the chromebook cannot be repaired on site, the student/staff will receive a replacement chromebook at this time. The service desk is available during work hours for staff, students and families to contact via phone or email. If call center tech is unable to resolve on the phone, a helpdesk ticket will be created and followed up with the individual caller. An email to support will create a helpdesk ticket and the call center tech will follow up with the individual.

Digital Toolkit:

Portland Public Schools has developed a comprehensive and districtwide set of digital tools for every PPS classroom, teacher, and student. The [PPS Digital Toolkit](#) provides a set of digital tools that will enhance instructional strategies and content delivery. These tools will enhance the existing opportunities with both synchronous and asynchronous learning. These tools have been reviewed and evaluated for digital content quality and cultural relevance.

The tools fall into three categories: Instruction and Lesson Design, Creation and Engagement, and Content. Instruction and Lesson Design tools are those applications and system platforms that teachers use to deliver instruction, lessons, and communications. These include classroom content delivery and learning management systems, applications for communications, and lesson and assessment design tools. Creation and Engagement tools are used by teachers and students in distance learning, as well as in-classroom technology-enhanced instruction. These tools support student voice, elicit response, provide shared spaces for individual, small group, and whole-class collaboration, and engage students with the content. Content tools have been selected to assist our teachers in providing content, build opportunities for sustained practice, and apply learning in both distanced and in-person models of instruction.

Learning Platforms:

PPS has adopted two classroom learning platforms to meet the needs of our elementary and secondary students and teachers. These tools were selected because of their current use and success in PPS, knowledge of their toolset, depth of their function and capabilities, and their presence in the educational technology space. Both platforms allow teachers to create, post, interact, provide feedback, and assess with their students and will bring a single point of entry for students and families into classroom instruction.

Professional Development:

Ongoing and high-quality professional learning and training is essential for the successful implementation of Comprehensive Distance Learning. PPS will provide professional learning for all educators during the course of the summer, pre-service and throughout the school year. The content will be focused on best practices for distance learning, as well as technical “how to” training for digital tools and other operational functions.

Describe the school’s plan, including the anticipated timeline, for returning to Hybrid Learning or On-Site Learning consistent with the *Ready Schools, Safe Learners* guidance.

At this time PPS is planning for the opening of our physical buildings when it is deemed safe and appropriate under the Governor's directive. The District will utilize a comprehensive distance learning (CDL) platform for a minimum of the first quarter (through November 5th) and will evaluate all available health-related information to decide if our CDL will continue through the first semester or if we will be able to open to a hybrid model of instruction in November. We will continue to follow the Governor's orders and ODE's recommendations and guidance.

The remainder of this operational blueprint is not applicable to schools operating a Comprehensive Distance Learning Model.



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

Under ODE's **Ready Schools, Safe Learners** guidance, each school¹ has been directed to submit a plan to the district² in order to provide on-site and/or hybrid instruction. Districts must submit each school's plan to the local school board and make the plans available to the public. This form is to be used to document a district's, school's or program's plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the [Ready Schools, Safe Learners guidance](#) document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,³ parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Mt. Tabor
Key Contact Person for this Plan	Tonya Arnold, Principal
Phone Number of this Person	503-916-5646
Email Address of this Person	tarnold3@pps.net
Sectors and position titles of those who informed the plan	Superintendent, Deputy Chiefs of Operations and Instruction, Chief Academic Officer, Chief of Schools, Chief of Staff, Legal Counsel, Chief of Student Support Services, Chief of Technology, Chief Operations Officer, Chief of Human Resources, Chief of Systems Performance, Senior Advisor Racial Equity and Social Justice, Chief of Engagement and Partnerships, Senior Director of Communications, Senior Director of Student Success and Health, Senior Director of Multi-Tiered Systems of Support, Attendance Manager, Director of Facilities, Director of Security Services, Director of Nutrition Services, Senior Director of Special Education, principals, teachers, labor union advisory participation, Senior Director of Humanities, Senior Director of STEAM, Regional Supts., Director of Risk Management, Director of Professional Learning, Project Managers, Student

¹ For the purposes of this guidance: "school" refers to all public schools, including public charter schools, public virtual charter schools, alternative education programs, private schools and the Oregon School for the Deaf. For ease of readability, "school" will be used inclusively to reference all of these settings.

² For the purposes of this guidance: "district" refers to a school district, education service district, public charter school sponsoring district, virtual public charter school sponsoring district, state sponsored public charter school, alternative education programs, private schools, and the Oregon School for the Deaf.

³ Tribal Consultation is a separate process from stakeholder engagement; consultation recognizes and affirms tribal rights of self-government and tribal sovereignty, and mandates state government to work with American Indian nations on a [government-to-government](#) basis.

	Engagement Coordinators, Family advocates, student groups (BIPOC), special education and english language learners, family surveys, staff surveys, parent engagement groups, email responses from website, consultation with District Management Group (DMG), culturally specific partner organizations, PPS health advisory panel, and other large districts in Oregon.
Local public health office(s) or officers(s)	Multnomah ESD and the Oregon Health Authority; in consultation with the CDC.
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Director of Risk Management, Joe Crelier Building level administrators (Enforcement)
Intended Effective Dates for this Plan	9/2/2020 to at least 11/5/2020
ESD Region	Multnomah

2. Please list efforts you have made to engage your community (public health information sharing, taking feedback on planning, etc.) in preparing for school in 2020-21. Include information on engagement with communities often underserved and marginalized and those communities disproportionately impacted by COVID-19.

In preparation for reopening school in fall 2020, Portland Public Schools began gathering feedback from students and staff in May 2020. In March, the Communications team at PPS stood up a landing page for all students and families with centralized supports and pandemic resources. Surveys were conducted at the district level and by some individual schools. Our rate of response in surveying historically underserved and marginalized communities was low, which led to the utilization of intentional focus groups with our Native American community members and Elders, Black students and families, and other families and students of color. Additional focus groups were held with student leaders, and Spanish-Speaking families. Please find a summary of these focus groups here: [Memorandum to the Board of Education, Reopening Focus Group Update](#)

The District will continue to engage our community on a district and individual level to ensure that we are meeting the needs of all students and families to the best of our abilities.

3. Indicate which instructional model will be used.

Select One:

☐ On-Site Learning ☐ Hybrid Learning ☒ Comprehensive Distance Learning

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-15 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>) by August 15, 2020 or prior to the beginning of the 2020-21 school year.

* **Note:** Private schools are required to comply with only sections 1-3 of the **Ready Schools, Safe Learners** guidance.

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

This section must be completed by any school that is seeking to provide instruction through Comprehensive Distance Learning.

Describe why you are selecting Comprehensive Distance Learning as the school's Instructional Model for the effective dates of this plan.

In keeping with local, regional and state guidance and new health directives, Portland Public Schools has determined that it is safest for students and staff to maintain severely limited physical contact. We believe it is both responsible and critical to base our decisions on what will best ensure the health and wellness of our students and staff. We will always prefer to have our students engaged in classroom-based learning, but given current conditions, it would be unsafe to have significant numbers of students and adults back on campus at this time.

We will use this Comprehensive Distance Learning model for a minimum of September 2 through November 5, and will evaluate in October whether it is feasible to open in the 2nd quarter. Based on medical advice, including local health authorities, PPS will continue to keep the health and wellness of students and staff on the forefront in our planning.

Describe how your school's model aligns to the [Comprehensive Distance Learning Guidance](#) (linked). In completing this part of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. Please name any requirements you need ODE to review for any possible accommodations.

Framing PPS Values

As we continue to navigate the ongoing COVID-19 pandemic, Portland Public Schools remains committed to providing a high-quality education for all students and ensuring the health and wellness of students and staff through a comprehensive distance learning model. To guide our work, we centered racial equity and social justice in all decision-making and hold three principles from our strategic plan at the core of our planning - ensure the health and wellness of staff and students, strengthen and innovate the instructional core, and cultivate connection and relationship for students, staff and our community.

Our overarching approach to reopening is a relentless pursuit of racial equity and social justice (RESJ). We believe in the fundamental right to human dignity and that generating an equitable world requires an educational system that intentionally disrupts - and builds leaders to disrupt - systems of oppression. Therefore, our work to reopen schools acknowledges and recognizes the inequities of our system prior to Covid-19 and does not seek to reopen schools by returning to what was "normal" before. Rather, we are deeply engaged in fundamentally accelerating and centering our RESJ work, constantly examining opportunities to increase RESJ strategies through organizational transformation and system-wide collaboration. By way of this central focus and in partnership with families and stakeholders, including those representing students of color, we will bring racial predictability and disproportionality to an end.

In PPS, we are utilizing Targeted Universalism as a driver. We aim to operationalize our RESJ values so that every student is served and our universal board goals are achieved; thus realizing the graduate profile from [our Vision](#). Our approach supports the distinct needs of BIPOC students while also acknowledging our mutual interdependence. We recognize with great urgency the need for aligned and coherent strategies that improve conditions so that every student, especially our BIPOC students have an educational experience where they can thrive. Our approach disrupts institutional and cultural racism and promotes tangible strategies and resources for RESJ. To this end, we will prioritize services for students historically underserved by our system, including Black, Native, students receiving special education services and second language learners. We have used these [Guiding Principles](#) to align our collective work through this process.

Academic Conditions for Comprehensive Distance Learning

Teaching, Learning & Instructional Time:

Our comprehensive distance learning plan is designed so that all students will receive an engaging, comprehensive, and rigorous academic experience every day of the week. Students will receive standards-based instruction across all academic areas and will build meaningful relationships with the educators in their school community. Instructional time requirements will be adhered to in every grade level, where more than 50% of the instructional time will be teacher-facilitated learning. To meet this requirement, elementary students will follow predictable routines,

procedures, and schedules, that align with developmentally appropriate recommendations for screen time and synchronous learning. Secondary students will follow a predictable bell schedule that incorporates synchronous check-ins, consistent and timely feedback, and peer interactions. All students will continue to receive access to a well-rounded education which includes physical education, health, arts, music, tiered supports, etc.

The learning day will be organized so that the time educators spend directly interacting with students will be high quality, focused on complex learning activities with a high cognitive demand and that are centered around student engagement. Students will have opportunities for guided learning with an educator, as well as opportunities to work with peers, families, and community members to apply their learning and practice their skills. Students will be expected to complete assigned learning activities each day. Students will participate in daily virtual instruction by satisfactorily engaging with synchronous class sessions as well as asynchronous tasks, completing assigned learning activities or assignments to demonstrate their learning. Parents and students will communicate with the teacher when in need of additional learning support. Portland Public Schools will also provide families a variety of ways to connect, one of which is through educator office hours, posted publicly, for students and families to access which will include a process to request and schedule translation services as needed.

Racial Equity and Access:

In the development of our plan, all of the work groups utilized our [Racial Equity and Social Justice Lens](#) to inform decision making and programming. The application of the lens is based on our belief that the district should adopt a student-centered, racial equity and social justice focused lens in all high leverage decisions in order to more deeply understand the barriers and opportunities impacting BIPOC students and families. Additionally, the regular application of the lens, documentation of our responses and review of those responses will help us critically examine our efforts to increase access and opportunity for BIPOC students and families. Our steering committee collectively reviewed our comprehensive plans and applied the RESJ lens on multiple occasions. They utilized data, parent and student input from engagement, partner input and the diverse experience of members to answer the prompts, review our plans and make adjustments to more directly respond to the needs of BIPOC students. As a result we believe our plan is strengthened through the collaborative and reflective process we employed to apply the RESJ Lens to address racial equity and access in our plans.

Special Education Services and English Language Development

Students receiving special education services will continue to receive instruction, technology, support, accommodations, and modifications as required by ESSA, IDEA, and/or ADA based on a virtual learning environment. The majority of each student's services will be provided synchronously (i.e., with the teacher/service provider and student working together through direct and simultaneous communication). If only asynchronous services are recommended, the parent or guardian will provide written consent to shift from synchronous to asynchronous service delivery. All IDEA requirements will be met during Comprehensive Distance Learning. This includes all IDEA timelines, delivery of all related services, delivery of SDI, implementation of IEPs, etc. Schools will provide Child Find obligations, including timely evaluation and eligibility determinations.

Students who are identified to receive English Language development services will be provided with language assistance services and supports that allow the student access to grade level academic content and scaffolded language experiences. PPS's English as a Second Language program will encourage ESL and general education/homeroom teachers to collaboratively plan for inclusive learning experiences that consider and support the language proficiency of each student.

Assessment, Grading, Reporting & Statewide Balanced Assessment:

Portland Public Schools (PPS) has developed a framework for a balanced assessment system and worked throughout the pre-pandemic portion of the 2019-2020 academic year to introduce additional efficiency into the assessment model. Anticipating the ongoing challenges to face-to-face instruction, PPS successfully piloted remote administration of the NWEA MAP assessments at one of our schools in the Spring of 2020.

During the 2020-2021 academic year, PPS is prepared to remotely administer MAP in grades 3-8 in the fall and winter. The fall assessment will allow our students and families to better understand the learning needs of our students as they enter the academic year, and it will provide our teachers and curriculum support teams the necessary data to align and plan instruction. The mid-year assessment will provide feedback regarding both student growth and achievement allowing for an additional point to adapt our supports.

In addition to this common measure of growth and achievement, students will also be presented with common curriculum embedded assessments (pre and post unit) that are aligned to the scope and sequence and are paired with each of the curriculum units. These will provide additional, focused and just-in time, measures of learning that will allow for adaptations to the delivery of the unit materials in order to provide tiered supports. Educators will regularly report progress to students and families and provide opportunities to redo or make up work without penalty and retain the highest earned grade.

Finally, the administration of remote computer adaptive measures will also help the system prepare for the challenges associated with a potential remote administration of the state summative assessments in English Language Arts, Mathematics, and Science.

Attendance:

With the pandemic in the spring of the 2019-2020 academic year, the importance of maintaining an active engagement with our students and families rose to the forefront of our work as a system. As we approach the 2020-2021 year, engagement remains a critical focus and reflecting that engagement through attendance and other metrics is critical. We are committed to following all ODE guidelines and requirements in regards to attendance.

At this time, we are preparing to collect on-line attendance, and we are exploring ways to leverage data from our learning management and instructional delivery systems as a means to monitor engagement and attendance. Our primary focus, at this time, is to provide near real time data back to our schools to facilitate and focus the efforts of our schools to engage our students and families. We fully expect that our local community partners will be assisting in our efforts to focus and engage our disenfranchised students and communities in partnership with our counselors, social workers, Restorative Justice (RJ) specialists, attendance coaches and student engagement specialists.

Clubs & Extracurricular Activities:

Clubs and extracurricular activities are a critical component of any school community. We will ensure activities, clubs, and student organizations are available and accessible to all students to the extent possible, while focusing on the health and wellness of our students and staff as our top priority.

Operational Conditions for Comprehensive Distance Learning

Nutrition:

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allow take home IP phones that allow for teachers and staff to be able to make contact with students and families just as they would in the classroom.

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The remainder of this operational blueprint is not applicable to schools operating a Comprehensive Distance Learning Model.



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

Under ODE's **Ready Schools, Safe Learners** guidance, each school¹ has been directed to submit a plan to the district² in order to provide on-site and/or hybrid instruction. Districts must submit each school's plan to the local school board and make the plans available to the public. This form is to be used to document a district's, school's or program's plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the [Ready Schools, Safe Learners guidance](#) document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,³ parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Ockley Green Middle School, PPS
Key Contact Person for this Plan	Kristina Howard, Principal
Phone Number of this Person	503-916-5660
Email Address of this Person	khoward3@pps.net
Sectors and position titles of those who informed the plan	Superintendent, Deputy Chiefs of Operations and Instruction, Chief Academic Officer, Chief of Schools, Chief of Staff, Legal Counsel, Chief of Student Support Services, Chief of Technology, Chief Operations Officer, Chief of Human Resources, Chief of Systems Performance, Senior Advisor Racial Equity and Social Justice, Chief of Engagement and Partnerships, Senior Director of Communications, Senior Director of Student Success and Health, Senior Director of Multi-Tiered Systems of Support, Attendance Manager, Director of Facilities, Director of Security Services, Director of Nutrition Services, Senior Director of Special Education, principals, teachers, labor union advisory participation, Senior Director of Humanities, Senior Director of STEAM, Regional Supts., Director of Risk Management, Director of Professional Learning, Project Managers, Student

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	Engagement Coordinators, Family advocates, student groups (BIPOC), special education and english language learners, family surveys, staff surveys, parent engagement groups, email responses from website, consultation with District Management Group (DMG), culturally specific partner organizations, PPS health advisory panel, and other large districts in Oregon.
Local public health office(s) or officers(s)	Multnomah ESD and the Oregon Health Authority; in consultation with the CDC.
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Director of Risk Management, Joe Crelier Kristina Howard (Enforcement)
Intended Effective Dates for this Plan	9/2/2020 to at least 11/5/2020
ESD Region	Multnomah

2. Please list efforts you have made to engage your community (public health information sharing, taking feedback on planning, etc.) in preparing for school in 2020-21. Include information on engagement with communities often underserved and marginalized and those communities disproportionately impacted by COVID-19.

In preparation for reopening school in fall 2020, Portland Public Schools began gathering feedback from students and staff in May 2020. In March, the Communications team at PPS stood up a landing page for all students and families with centralized supports and pandemic resources. Surveys were conducted at the district level and by some individual schools. Our rate of response in surveying historically underserved and marginalized communities was low, which led to the utilization of intentional focus groups with our Native American community members and Elders, Black students and families, and other families and students of color. Additional focus groups were held with student leaders, and Spanish-Speaking families. Please find a summary of these focus groups here: [Memorandum to the Board of Education, Reopening Focus Group Update](#)

The District will continue to engage our community on a district and individual level to ensure that we are meeting the needs of all students and families to the best of our abilities.

3. Indicate which instructional model will be used.

Select One:

☐ On-Site Learning ☐ Hybrid Learning ☒ Comprehensive Distance Learning

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-15 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>) by August 15, 2020 or prior to the beginning of the 2020-21 school year.

* **Note:** Private schools are required to comply with only sections 1-3 of the **Ready Schools, Safe Learners** guidance.

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

This section must be completed by any school that is seeking to provide instruction through Comprehensive Distance Learning.

Describe why you are selecting Comprehensive Distance Learning as the school's Instructional Model for the effective dates of this plan.

In keeping with local, regional and state guidance and new health directives, Portland Public Schools has determined that it is safest for students and staff to maintain severely limited physical contact. We believe it is both responsible and critical to base our decisions on what will best ensure the health and wellness of our students and staff. We will always prefer to have our students engaged in classroom-based learning, but given current conditions, it would be unsafe to have significant numbers of students and adults back on campus at this time.

We will use this Comprehensive Distance Learning model for a minimum of September 2 through November 5, and will evaluate in October whether it is feasible to open in the 2nd quarter. Based on medical advice, including local health authorities, PPS will continue to keep the health and wellness of students and staff on the forefront in our planning.

Describe how your school's model aligns to the [Comprehensive Distance Learning Guidance](#) (linked). In completing this part of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. Please name any requirements you need ODE to review for any possible accommodations.

Framing PPS Values

As we continue to navigate the ongoing COVID-19 pandemic, Portland Public Schools remains committed to providing a high-quality education for all students and ensuring the health and wellness of students and staff through a comprehensive distance learning model. To guide our work, we centered racial equity and social justice in all decision-making and hold three principles from our strategic plan at the core of our planning - ensure the health and wellness of staff and students, strengthen and innovate the instructional core, and cultivate connection and relationship for students, staff and our community.

Our overarching approach to reopening is a relentless pursuit of racial equity and social justice (RESJ). We believe in the fundamental right to human dignity and that generating an equitable world requires an educational system that intentionally disrupts - and builds leaders to disrupt - systems of oppression. Therefore, our work to reopen schools acknowledges and recognizes the inequities of our system prior to Covid-19 and does not seek to reopen schools by returning to what was "normal" before. Rather, we are deeply engaged in fundamentally accelerating and centering our RESJ work, constantly examining opportunities to increase RESJ strategies through organizational transformation and system-wide collaboration. By way of this central focus and in partnership with families and stakeholders, including those representing students of color, we will bring racial predictability and disproportionality to an end.

In PPS, we are utilizing Targeted Universalism as a driver. We aim to operationalize our RESJ values so that every student is served and our universal board goals are achieved; thus realizing the graduate profile from [our Vision](#). Our approach supports the distinct needs of BIPOC students while also acknowledging our mutual interdependence. We recognize with great urgency the need for aligned and coherent strategies that improve conditions so that every student, especially our BIPOC students have an educational experience where they can thrive. Our approach disrupts institutional and cultural racism and promotes tangible strategies and resources for RESJ. To this end, we will prioritize services for students historically underserved by our system, including Black, Native, students receiving special education services and second language learners. We have used these [Guiding Principles](#) to align our collective work through this process.

Academic Conditions for Comprehensive Distance Learning

Teaching, Learning & Instructional Time:

Our comprehensive distance learning plan is designed so that all students will receive an engaging, comprehensive, and rigorous academic experience every day of the week. Students will receive standards-based instruction across all academic areas and will build meaningful relationships with the educators in their school community. Instructional time requirements will be adhered to in every grade level, where more than 50% of the instructional time will be teacher-facilitated learning. To meet this requirement, elementary students will follow predictable routines,

procedures, and schedules, that align with developmentally appropriate recommendations for screen time and synchronous learning. Secondary students will follow a predictable bell schedule that incorporates synchronous check-ins, consistent and timely feedback, and peer interactions. All students will continue to receive access to a well-rounded education which includes physical education, health, arts, music, tiered supports, etc.

The learning day will be organized so that the time educators spend directly interacting with students will be high quality, focused on complex learning activities with a high cognitive demand and that are centered around student engagement. Students will have opportunities for guided learning with an educator, as well as opportunities to work with peers, families, and community members to apply their learning and practice their skills. Students will be expected to complete assigned learning activities each day. Students will participate in daily virtual instruction by satisfactorily engaging with synchronous class sessions as well as asynchronous tasks, completing assigned learning activities or assignments to demonstrate their learning. Parents and students will communicate with the teacher when in need of additional learning support. Portland Public Schools will also provide families a variety of ways to connect, one of which is through educator office hours, posted publicly, for students and families to access which will include a process to request and schedule translation services as needed.

Racial Equity and Access:

In the development of our plan, all of the work groups utilized our [Racial Equity and Social Justice Lens](#) to inform decision making and programming. The application of the lens is based on our belief that the district should adopt a student-centered, racial equity and social justice focused lens in all high leverage decisions in order to more deeply understand the barriers and opportunities impacting BIPOC students and families. Additionally, the regular application of the lens, documentation of our responses and review of those responses will help us critically examine our efforts to increase access and opportunity for BIPOC students and families. Our steering committee collectively reviewed our comprehensive plans and applied the RESJ lens on multiple occasions. They utilized data, parent and student input from engagement, partner input and the diverse experience of members to answer the prompts, review our plans and make adjustments to more directly respond to the needs of BIPOC students. As a result we believe our plan is strengthened through the collaborative and reflective process we employed to apply the RESJ Lens to address racial equity and access in our plans.

Special Education Services and English Language Development

Students receiving special education services will continue to receive instruction, technology, support, accommodations, and modifications as required by ESSA, IDEA, and/or ADA based on a virtual learning environment. The majority of each student's services will be provided synchronously (i.e., with the teacher/service provider and student working together through direct and simultaneous communication). If only asynchronous services are recommended, the parent or guardian will provide written consent to shift from synchronous to asynchronous service delivery. All IDEA requirements will be met during Comprehensive Distance Learning. This includes all IDEA timelines, delivery of all related services, delivery of SDI, implementation of IEPs, etc. Schools will provide Child Find obligations, including timely evaluation and eligibility determinations.

Students who are identified to receive English Language development services will be provided with language assistance services and supports that allow the student access to grade level academic content and scaffolded language experiences. PPS's English as a Second Language program will encourage ESL and general education/homeroom teachers to collaboratively plan for inclusive learning experiences that consider and support the language proficiency of each student.

Assessment, Grading, Reporting & Statewide Balanced Assessment:

Portland Public Schools (PPS) has developed a framework for a balanced assessment system and worked throughout the pre-pandemic portion of the 2019-2020 academic year to introduce additional efficiency into the assessment model. Anticipating the ongoing challenges to face-to-face instruction, PPS successfully piloted remote administration of the NWEA MAP assessments at one of our schools in the Spring of 2020.

During the 2020-2021 academic year, PPS is prepared to remotely administer MAP in grades 3-8 in the fall and winter. The fall assessment will allow our students and families to better understand the learning needs of our students as they enter the academic year, and it will provide our teachers and curriculum support teams the necessary data to align and plan instruction. The mid-year assessment will provide feedback regarding both student growth and achievement allowing for an additional point to adapt our supports.

In addition to this common measure of growth and achievement, students will also be presented with common curriculum embedded assessments (pre and post unit) that are aligned to the scope and sequence and are paired with each of the curriculum units. These will provide additional, focused and just-in time, measures of learning that will allow for adaptations to the delivery of the unit materials in order to provide tiered supports. Educators will regularly report progress to students and families and provide opportunities to redo or make up work without penalty and retain the highest earned grade.

Finally, the administration of remote computer adaptive measures will also help the system prepare for the challenges associated with a potential remote administration of the state summative assessments in English Language Arts, Mathematics, and Science.

Attendance:

With the pandemic in the spring of the 2019-2020 academic year, the importance of maintaining an active engagement with our students and families rose to the forefront of our work as a system. As we approach the 2020-2021 year, engagement remains a critical focus and reflecting that engagement through attendance and other metrics is critical. We are committed to following all ODE guidelines and requirements in regards to attendance.

At this time, we are preparing to collect on-line attendance, and we are exploring ways to leverage data from our learning management and instructional delivery systems as a means to monitor engagement and attendance. Our primary focus, at this time, is to provide near real time data back to our schools to facilitate and focus the efforts of our schools to engage our students and families. We fully expect that our local community partners will be assisting in our efforts to focus and engage our disenfranchised students and communities in partnership with our counselors, social workers, Restorative Justice (RJ) specialists, attendance coaches and student engagement specialists.

Clubs & Extracurricular Activities:

Clubs and extracurricular activities are a critical component of any school community. We will ensure activities, clubs, and student organizations are available and accessible to all students to the extent possible, while focusing on the health and wellness of our students and staff as our top priority.

Operational Conditions for Comprehensive Distance Learning

Nutrition:

Portland Public Schools understands food stability is one of the most important safety measures schools can provide to students. We will build upon our work in the spring and expand to serve more sites this fall. We will serve breakfast and lunch at up to 40 sites, specifically sites that are elected for Community Eligibility Provision (CEP) in the 2020-21 school year in order to focus resources and access to food and nutrition in our highest risk and need communities. Meals will be served to families 2 days/week (Mondays will include 2 days worth of food and Wednesdays will include 3 days worth of food). No weekend food is permissible at this time, though we may be able to add additional daily supper meals depending on eligible sites and waivers (pending request from ODE to USDA). Nutrition Services will partner with Transportation to deliver meals to homes as requested by the families. Families will be sent an opt in/consent form for requesting meal delivery to their home. Delivery schedule will depend on demand and routing schedule by the Transportation department. Meals will continue to be a mix of ready-to-eat foods, prepared recipes and foods that can be heated at home by families. Communication about meals, services and benefits will be provided throughout the fall to families and school communities. Nutrition Services staff will adhere to all district and department standard operating procedures and safety plans.

Communicable Disease Management Plan (CMDP) and safety plans:

We have developed, in conjunction with our local health authority and Multnomah ESD, and will implement our CMDP as staff report to buildings, based on individual and department needs. Safety plans are developed and approved by our Risk Management team before staff can enter a building and building leaders are responsible for adhering to the safety plan at all times. We have also developed a confirmed case protocol and have aligned all contact tracing, investigatory measures and reporting through a partnership with MESD and the health department. When we are notified of a possible exposure we work with them to investigate and notify.

Student and Family Support for Comprehensive Distance Learning

As a district, we understand and value the importance of student, family and community engagement as a means to positively impact a student's academic, social emotional outcomes and to address continuous improvement efforts. We are committed to building a collective and shared responsibility for outcomes, while strengthening our capacity and skills to achieve this goal and ensuring clear alignment between our intentions and actions to foster engagement that reflects the communities' values and break down barriers to student achievement in this unprecedented time. To this end, PPS will focus our first two weeks on Social Emotional Learning, connections and relationship building between students and staff.

Beyond the first two weeks, PPS will employ a variety of creative means to ensure that our students and families, especially our Black and Native communities, have the tools and support they need and feel empowered to engage and stay engaged in our Comprehensive Distance Learning platform. We will base our expectations of school engagement efforts on the work of our CSI & TSI summer program, Summer Connections Academy, and the lessons we have learned from those endeavors and from the springtime efforts. Some elements that were effective within those school communities included: relationship building and cultivating trust and rapport by calling families and students daily, reaching out to families through personal visits (physically distanced) and providing 1:1 virtual support as needed. We will also provide support at meal hubs and with some in-person conversations and relationship building on school lawns and sidewalks. We continue to provide support for teachers from our counselors and social workers on the best ways to interact and connect with families through a trauma informed lens.

Racial Equity and Social Justice Partnerships

PPS partners with sixteen different culturally specific organizations to implement our five RESJ Partnership Strategies with BIPOC students and families at prioritized schools. These strategies and resulting services provide critical connections between our schools and communities. These strategies are informed by relevant research that affirms their effectiveness in improving educational and social outcomes for students of color.

1. *Culturally Specific Family Engagement* - Family engagement is a high leverage strategy that supports student learning and is designed to reduce or eliminate institutional barriers for families of color to advocate for the needs of their students. There is significant research that supports the effectiveness of family support, advocacy and encouragement with positive student achievement and outcomes.
2. *Wrap Around Services* - Provision of culturally specific and culturally responsive services to support student academic and social success. This includes case management, academic tutoring/support, service referral, student groups, and progress monitoring. Wrap around services have a comprehensive approach to meeting the needs of students.
3. *Mentoring and Leadership Development* - Services are designed to provide positive relationship development and support to students to reduce disproportionate discipline rates and increase attendance and a sense of belonging at school for students of color. This includes providing positive and diverse adult relationships that are reflective of students' culture and identity.
4. *Extended Learning and Enrichment* - Programming provides safe, structured and engaging activities to enhance and expand the learning of students outside of school hours. This includes after school programming and enrichment activities. Enrichment activities provide opportunities for students to pursue learning in their own areas of interest and strengths. Research has shown that students engaged in these activities can lead to increased academic performance and attendance.
5. *Positive Cultural Identity Development and Advocacy* - Programming provides participating youth with exposure and

opportunity to engage in activities that empower them to embrace a confident and positive cultural identity while preserving and sharing cultural heritages and traditions amongst their peers. Activities provide opportunities for students to learn and practice new methods of self-expression in a safe and culturally affirming environment. Partners are actively engaged with the district to collaboratively plan for the start of school by adjusting their services to be provided virtually and in alignment with our plans. Partners are meeting with school leaders,

Mental, Social, and Emotional Health:

Our Multi-tiered Systems of Support (MTSS) team is creating Social Emotional Learning (SEL) activities for the K-5 soft start to begin on September 2nd. These activities will be focused on making connections, building relationships, and creating community. The Office of Teaching and Learning (OTL) and MTSS departments are also leading the development of a two-week health and wellness unit that will focus on promoting the social, emotional, and cognitive skills students need to develop positive relationships and thrive in school. This required K-5 unit is set for teachers to begin on September 14th.

Lastly, K-5 and 6-8 SEL units were developed by the SEL team in the spring which focus on supporting resilience during challenging and, often, traumatic times. This nine-week unit will be revised for educators to use after the completion of the health unit by September 28th.

- MTSS and OTL will collaborate closely on the development of health and wellness and the SEL soft start lessons/activities.
- The MTSS unit is being built with the CASEL Roadmap for Reopening Critical Practices and the PPS & ODE reopening guidance as the foundation.
- The K-5 health and wellness unit will be required as one of four required health units. This unit is required even if schools have other SEL programs.

Additionally, PPS will continue to contract with our mental health and substance use partners in order to provide teletherapy for students who need this level of support. Our counselors and social workers will also meet virtually with students and families in order to assist with emotional and mental health wellness, suicide ideation, student threats, and other mental health or behavioral related concerns or needs. We are also partnering with culturally specific providers to support students of color and additional families who need our assistance. Some of these supports will be through personal (physically distanced) visits either on campus at a community site, or near the student's home. This will be through student and family choice, which honors their preferences in ways they feel they can best be supported.

Childcare:

PPS and contracted, licensed child care providers are exploring distance learning child care services for PPS families and employees. Child care providers would operate fee based programs with state subsidies for qualifying families. If we determine this is a viable service, locations will be dispersed throughout the PPS boundary. Providers would be required to follow health and safety guidelines from the Oregon Early Learning Division.

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Updated 8/11/2020

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1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Odyssey Program, PPS
Key Contact Person for this Plan	Eryn Berg, Principal
Phone Number of this Person	503-916-5560
Email Address of this Person	bmartinek@pps.net
Sectors and position titles of those who informed the plan	Superintendent, Deputy Chiefs of Operations and Instruction, Chief Academic Officer, Chief of Schools, Chief of Staff, Legal Counsel, Chief of Student Support Services, Chief of Technology, Chief Operations Officer, Chief of Human Resources, Chief of Systems Performance, Senior Advisor Racial Equity and Social Justice, Chief of Engagement and Partnerships, Senior Director of Communications, Senior Director of Student Success and Health, Senior Director of Multi-Tiered Systems of Support, Attendance Manager, Director of Facilities, Director of Security Services, Director of Nutrition Services, Senior Director of Special Education, principals, teachers, labor union advisory participation, Senior Director of Humanities, Senior Director of STEAM, Regional Supts., Director of Risk Management, Director of Professional Learning, Project Managers, Student

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Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Director of Risk Management, Joe Crelier Building level administrators (Enforcement)
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The District will continue to engage our community on a district and individual level to ensure that we are meeting the needs of all students and families to the best of our abilities.

3. Indicate which instructional model will be used.

Select One:

☐ On-Site Learning ☐ Hybrid Learning ☒ Comprehensive Distance Learning

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REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

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Teaching, Learning & Instructional Time:

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procedures, and schedules, that align with developmentally appropriate recommendations for screen time and synchronous learning. Secondary students will follow a predictable bell schedule that incorporates synchronous check-ins, consistent and timely feedback, and peer interactions. All students will continue to receive access to a well-rounded education which includes physical education, health, arts, music, tiered supports, etc.

The learning day will be organized so that the time educators spend directly interacting with students will be high quality, focused on complex learning activities with a high cognitive demand and that are centered around student engagement. Students will have opportunities for guided learning with an educator, as well as opportunities to work with peers, families, and community members to apply their learning and practice their skills. Students will be expected to complete assigned learning activities each day. Students will participate in daily virtual instruction by satisfactorily engaging with synchronous class sessions as well as asynchronous tasks, completing assigned learning activities or assignments to demonstrate their learning. Parents and students will communicate with the teacher when in need of additional learning support. Portland Public Schools will also provide families a variety of ways to connect, one of which is through educator office hours, posted publicly, for students and families to access which will include a process to request and schedule translation services as needed.

Racial Equity and Access:

In the development of our plan, all of the work groups utilized our [Racial Equity and Social Justice Lens](#) to inform decision making and programming. The application of the lens is based on our belief that the district should adopt a student-centered, racial equity and social justice focused lens in all high leverage decisions in order to more deeply understand the barriers and opportunities impacting BIPOC students and families. Additionally, the regular application of the lens, documentation of our responses and review of those responses will help us critically examine our efforts to increase access and opportunity for BIPOC students and families. Our steering committee collectively reviewed our comprehensive plans and applied the RESJ lens on multiple occasions. They utilized data, parent and student input from engagement, partner input and the diverse experience of members to answer the prompts, review our plans and make adjustments to more directly respond to the needs of BIPOC students. As a result we believe our plan is strengthened through the collaborative and reflective process we employed to apply the RESJ Lens to address racial equity and access in our plans.

Special Education Services and English Language Development

Students receiving special education services will continue to receive instruction, technology, support, accommodations, and modifications as required by ESSA, IDEA, and/or ADA based on a virtual learning environment. The majority of each student's services will be provided synchronously (i.e., with the teacher/service provider and student working together through direct and simultaneous communication). If only asynchronous services are recommended, the parent or guardian will provide written consent to shift from synchronous to asynchronous service delivery. All IDEA requirements will be met during Comprehensive Distance Learning. This includes all IDEA timelines, delivery of all related services, delivery of SDI, implementation of IEPs, etc. Schools will provide Child Find obligations, including timely evaluation and eligibility determinations.

Students who are identified to receive English Language development services will be provided with language assistance services and supports that allow the student access to grade level academic content and scaffolded language experiences. PPS's English as a Second Language program will encourage ESL and general education/homeroom teachers to collaboratively plan for inclusive learning experiences that consider and support the language proficiency of each student.

Assessment, Grading, Reporting & Statewide Balanced Assessment:

Portland Public Schools (PPS) has developed a framework for a balanced assessment system and worked throughout the pre-pandemic portion of the 2019-2020 academic year to introduce additional efficiency into the assessment model. Anticipating the ongoing challenges to face-to-face instruction, PPS successfully piloted remote administration of the NWEA MAP assessments at one of our schools in the Spring of 2020.

During the 2020-2021 academic year, PPS is prepared to remotely administer MAP in grades 3-8 in the fall and winter. The fall assessment will allow our students and families to better understand the learning needs of our students as they enter the academic year, and it will provide our teachers and curriculum support teams the necessary data to align and plan instruction. The mid-year assessment will provide feedback regarding both student growth and achievement allowing for an additional point to adapt our supports.

In addition to this common measure of growth and achievement, students will also be presented with common curriculum embedded assessments (pre and post unit) that are aligned to the scope and sequence and are paired with each of the curriculum units. These will provide additional, focused and just-in time, measures of learning that will allow for adaptations to the delivery of the unit materials in order to provide tiered supports. Educators will regularly report progress to students and families and provide opportunities to redo or make up work without penalty and retain the highest earned grade.

Finally, the administration of remote computer adaptive measures will also help the system prepare for the challenges associated with a potential remote administration of the state summative assessments in English Language Arts, Mathematics, and Science.

Attendance:

With the pandemic in the spring of the 2019-2020 academic year, the importance of maintaining an active engagement with our students and families rose to the forefront of our work as a system. As we approach the 2020-2021 year, engagement remains a critical focus and reflecting that engagement through attendance and other metrics is critical. We are committed to following all ODE guidelines and requirements in regards to attendance.

At this time, we are preparing to collect on-line attendance, and we are exploring ways to leverage data from our learning management and instructional delivery systems as a means to monitor engagement and attendance. Our primary focus, at this time, is to provide near real time data back to our schools to facilitate and focus the efforts of our schools to engage our students and families. We fully expect that our local community partners will be assisting in our efforts to focus and engage our disenfranchised students and communities in partnership with our counselors, social workers, Restorative Justice (RJ) specialists, attendance coaches and student engagement specialists.

Clubs & Extracurricular Activities:

Clubs and extracurricular activities are a critical component of any school community. We will ensure activities, clubs, and student organizations are available and accessible to all students to the extent possible, while focusing on the health and wellness of our students and staff as our top priority.

Operational Conditions for Comprehensive Distance Learning

Nutrition:

Portland Public Schools understands food stability is one of the most important safety measures schools can provide to students. We will build upon our work in the spring and expand to serve more sites this fall. We will serve breakfast and lunch at up to 40 sites, specifically sites that are elected for Community Eligibility Provision (CEP) in the 2020-21 school year in order to focus resources and access to food and nutrition in our highest risk and need communities. Meals will be served to families 2 days/week (Mondays will include 2 days worth of food and Wednesdays will include 3 days worth of food). No weekend food is permissible at this time, though we may be able to add additional daily supper meals depending on eligible sites and waivers (pending request from ODE to USDA). Nutrition Services will partner with Transportation to deliver meals to homes as requested by the families. Families will be sent an opt in/consent form for requesting meal delivery to their home. Delivery schedule will depend on demand and routing schedule by the Transportation department. Meals will continue to be a mix of ready-to-eat foods, prepared recipes and foods that can be heated at home by families. Communication about meals, services and benefits will be provided throughout the fall to families and school communities. Nutrition Services staff will adhere to all district and department standard operating procedures and safety plans.

Communicable Disease Management Plan (CMDP) and safety plans:

We have developed, in conjunction with our local health authority and Multnomah ESD, and will implement our CMDP as staff report to buildings, based on individual and department needs. Safety plans are developed and approved by our Risk Management team before staff can enter a building and building leaders are responsible for adhering to the safety plan at all times. We have also developed a confirmed case protocol and have aligned all contact tracing, investigatory measures and reporting through a partnership with MESD and the health department. When we are notified of a possible exposure we work with them to investigate and notify.

Student and Family Support for Comprehensive Distance Learning

As a district, we understand and value the importance of student, family and community engagement as a means to positively impact a student's academic, social emotional outcomes and to address continuous improvement efforts. We are committed to building a collective and shared responsibility for outcomes, while strengthening our capacity and skills to achieve this goal and ensuring clear alignment between our intentions and actions to foster engagement that reflects the communities' values and break down barriers to student achievement in this unprecedented time. To this end, PPS will focus our first two weeks on Social Emotional Learning, connections and relationship building between students and staff.

Beyond the first two weeks, PPS will employ a variety of creative means to ensure that our students and families, especially our Black and Native communities, have the tools and support they need and feel empowered to engage and stay engaged in our Comprehensive Distance Learning platform. We will base our expectations of school engagement efforts on the work of our CSI & TSI summer program, Summer Connections Academy, and the lessons we have learned from those endeavors and from the springtime efforts. Some elements that were effective within those school communities included: relationship building and cultivating trust and rapport by calling families and students daily, reaching out to families through personal visits (physically distanced) and providing 1:1 virtual support as needed. We will also provide support at meal hubs and with some in-person conversations and relationship building on school lawns and sidewalks. We continue to provide support for teachers from our counselors and social workers on the best ways to interact and connect with families through a trauma informed lens.

Racial Equity and Social Justice Partnerships

PPS partners with sixteen different culturally specific organizations to implement our five RESJ Partnership Strategies with BIPOC students and families at prioritized schools. These strategies and resulting services provide critical connections between our schools and communities. These strategies are informed by relevant research that affirms their effectiveness in improving educational and social outcomes for students of color.

1. *Culturally Specific Family Engagement* - Family engagement is a high leverage strategy that supports student learning and is designed to reduce or eliminate institutional barriers for families of color to advocate for the needs of their students. There is significant research that supports the effectiveness of family support, advocacy and encouragement with positive student achievement and outcomes.
2. *Wrap Around Services* - Provision of culturally specific and culturally responsive services to support student academic and social success. This includes case management, academic tutoring/support, service referral, student groups, and progress monitoring. Wrap around services have a comprehensive approach to meeting the needs of students.
3. *Mentoring and Leadership Development* - Services are designed to provide positive relationship development and support to students to reduce disproportionate discipline rates and increase attendance and a sense of belonging at school for students of color. This includes providing positive and diverse adult relationships that are reflective of students' culture and identity.
4. *Extended Learning and Enrichment* - Programming provides safe, structured and engaging activities to enhance and expand the learning of students outside of school hours. This includes after school programming and enrichment activities. Enrichment activities provide opportunities for students to pursue learning in their own areas of interest and strengths. Research has shown that students engaged in these activities can lead to increased academic performance and attendance.
5. *Positive Cultural Identity Development and Advocacy* - Programming provides participating youth with exposure and

opportunity to engage in activities that empower them to embrace a confident and positive cultural identity while preserving and sharing cultural heritages and traditions amongst their peers. Activities provide opportunities for students to learn and practice new methods of self-expression in a safe and culturally affirming environment. Partners are actively engaged with the district to collaboratively plan for the start of school by adjusting their services to be provided virtually and in alignment with our plans. Partners are meeting with school leaders,

Mental, Social, and Emotional Health:

Our Multi-tiered Systems of Support (MTSS) team is creating Social Emotional Learning (SEL) activities for the K-5 soft start to begin on September 2nd. These activities will be focused on making connections, building relationships, and creating community. The Office of Teaching and Learning (OTL) and MTSS departments are also leading the development of a two-week health and wellness unit that will focus on promoting the social, emotional, and cognitive skills students need to develop positive relationships and thrive in school. This required K-5 unit is set for teachers to begin on September 14th.

Lastly, K-5 and 6-8 SEL units were developed by the SEL team in the spring which focus on supporting resilience during challenging and, often, traumatic times. This nine-week unit will be revised for educators to use after the completion of the health unit by September 28th.

- MTSS and OTL will collaborate closely on the development of health and wellness and the SEL soft start lessons/activities.
- The MTSS unit is being built with the CASEL Roadmap for Reopening Critical Practices and the PPS & ODE reopening guidance as the foundation.
- The K-5 health and wellness unit will be required as one of four required health units. This unit is required even if schools have other SEL programs.

Additionally, PPS will continue to contract with our mental health and substance use partners in order to provide teletherapy for students who need this level of support. Our counselors and social workers will also meet virtually with students and families in order to assist with emotional and mental health wellness, suicide ideation, student threats, and other mental health or behavioral related concerns or needs. We are also partnering with culturally specific providers to support students of color and additional families who need our assistance. Some of these supports will be through personal (physically distanced) visits either on campus at a community site, or near the student's home. This will be through student and family choice, which honors their preferences in ways they feel they can best be supported.

Childcare:

PPS and contracted, licensed child care providers are exploring distance learning child care services for PPS families and employees. Child care providers would operate fee based programs with state subsidies for qualifying families. If we determine this is a viable service, locations will be dispersed throughout the PPS boundary. Providers would be required to follow health and safety guidelines from the Oregon Early Learning Division.

Digital Learning Needs for Comprehensive Distance Learning

Privacy and Security tools (Umbrella) have been installed and remain persistent on all PPS devices and accounts that prevents students from accessing known inappropriate or malicious sites. Passwords for staff and students changed to a longer character length, and a new portal has been implemented to aid in remote support for password reset situations. Changes have been made to patching and software update mechanisms to allow for devices to remain updated even though they are outside the PPS network. All staff and students will be trained on responsible digital citizenship.

In addition to the distribution of devices, PPS acquired 1990 hotspots to provide connectivity for students where Comcast Internet Essentials was not a viable option. These hotspots will be either picked up from distribution locations or delivered using bus drivers to bring the devices to student homes to ensure that students and staff that did not already have internet access were given devices to facilitate that. Additionally, infrastructure changes were made to

allow take home IP phones that allow for teachers and staff to be able to make contact with students and families just as they would in the classroom.

Device deployment:

In the spring we handed out chromebooks and hotspots/Comcast connectivity for students and staff to be able to participate in distance based learning. We will continue to provide devices and work with families to ensure all students are able to connect to our comprehensive distance learning model. We will continue to provide devices to staff as needed so they can deliver the digital curriculum effectively. We offer a curbside service at the district office during work hours for chromebook repairs needed. If the chromebook cannot be repaired on site, the student/staff will receive a replacement chromebook at this time. The service desk is available during work hours for staff, students and families to contact via phone or email. If call center tech is unable to resolve on the phone, a helpdesk ticket will be created and followed up with the individual caller. An email to support will create a helpdesk ticket and the call center tech will follow up with the individual.

Digital Toolkit:

Portland Public Schools has developed a comprehensive and districtwide set of digital tools for every PPS classroom, teacher, and student. The [PPS Digital Toolkit](#) provides a set of digital tools that will enhance instructional strategies and content delivery. These tools will enhance the existing opportunities with both synchronous and asynchronous learning. These tools have been reviewed and evaluated for digital content quality and cultural relevance.

The tools fall into three categories: Instruction and Lesson Design, Creation and Engagement, and Content. Instruction and Lesson Design tools are those applications and system platforms that teachers use to deliver instruction, lessons, and communications. These include classroom content delivery and learning management systems, applications for communications, and lesson and assessment design tools. Creation and Engagement tools are used by teachers and students in distance learning, as well as in-classroom technology-enhanced instruction. These tools support student voice, elicit response, provide shared spaces for individual, small group, and whole-class collaboration, and engage students with the content. Content tools have been selected to assist our teachers in providing content, build opportunities for sustained practice, and apply learning in both distanced and in-person models of instruction.

Learning Platforms:

PPS has adopted two classroom learning platforms to meet the needs of our elementary and secondary students and teachers. These tools were selected because of their current use and success in PPS, knowledge of their toolset, depth of their function and capabilities, and their presence in the educational technology space. Both platforms allow teachers to create, post, interact, provide feedback, and assess with their students and will bring a single point of entry for students and families into classroom instruction.

Professional Development:

Ongoing and high-quality professional learning and training is essential for the successful implementation of Comprehensive Distance Learning. PPS will provide professional learning for all educators during the course of the summer, pre-service and throughout the school year. The content will be focused on best practices for distance learning, as well as technical “how to” training for digital tools and other operational functions.

Describe the school’s plan, including the anticipated timeline, for returning to Hybrid Learning or On-Site Learning consistent with the *Ready Schools, Safe Learners* guidance.

At this time PPS is planning for the opening of our physical buildings when it is deemed safe and appropriate under the Governor's directive. The District will utilize a comprehensive distance learning (CDL) platform for a minimum of the first quarter (through November 5th) and will evaluate all available health-related information to decide if our CDL will continue through the first semester or if we will be able to open to a hybrid model of instruction in November. We will continue to follow the Governor's orders and ODE's recommendations and guidance.

The remainder of this operational blueprint is not applicable to schools operating a Comprehensive Distance Learning Model.



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

Under ODE's **Ready Schools, Safe Learners** guidance, each school¹ has been directed to submit a plan to the district² in order to provide on-site and/or hybrid instruction. Districts must submit each school's plan to the local school board and make the plans available to the public. This form is to be used to document a district's, school's or program's plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the [Ready Schools, Safe Learners guidance](#) document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,³ parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Peninsula, PPS
Key Contact Person for this Plan	Debbie Armendariz, Principal
Phone Number of this Person	503-916-6275
Email Address of this Person	darmenda@pps.net
Sectors and position titles of those who informed the plan	Superintendent, Deputy Chiefs of Operations and Instruction, Chief Academic Officer, Chief of Schools, Chief of Staff, Legal Counsel, Chief of Student Support Services, Chief of Technology, Chief Operations Officer, Chief of Human Resources, Chief of Systems Performance, Senior Advisor Racial Equity and Social Justice, Chief of Engagement and Partnerships, Senior Director of Communications, Senior Director of Student Success and Health, Senior Director of Multi-Tiered Systems of Support, Attendance Manager, Director of Facilities, Director of Security Services, Director of Nutrition Services, Senior Director of Special Education, principals, teachers, labor union advisory participation, Senior Director of Humanities, Senior Director of STEAM, Regional Supts., Director of Risk Management, Director of Professional Learning, Project Managers, Student

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Operational Conditions for Comprehensive Distance Learning

Nutrition:

Portland Public Schools understands food stability is one of the most important safety measures schools can provide to students. We will build upon our work in the spring and expand to serve more sites this fall. We will serve breakfast and lunch at up to 40 sites, specifically sites that are elected for Community Eligibility Provision (CEP) in the 2020-21 school year in order to focus resources and access to food and nutrition in our highest risk and need communities. Meals will be served to families 2 days/week (Mondays will include 2 days worth of food and Wednesdays will include 3 days worth of food). No weekend food is permissible at this time, though we may be able to add additional daily supper meals depending on eligible sites and waivers (pending request from ODE to USDA). Nutrition Services will partner with Transportation to deliver meals to homes as requested by the families. Families will be sent an opt in/consent form for requesting meal delivery to their home. Delivery schedule will depend on demand and routing schedule by the Transportation department. Meals will continue to be a mix of ready-to-eat foods, prepared recipes and foods that can be heated at home by families. Communication about meals, services and benefits will be provided throughout the fall to families and school communities. Nutrition Services staff will adhere to all district and department standard operating procedures and safety plans.

Communicable Disease Management Plan (CMDP) and safety plans:

We have developed, in conjunction with our local health authority and Multnomah ESD, and will implement our CMDP as staff report to buildings, based on individual and department needs. Safety plans are developed and approved by our Risk Management team before staff can enter a building and building leaders are responsible for adhering to the safety plan at all times. We have also developed a confirmed case protocol and have aligned all contact tracing, investigatory measures and reporting through a partnership with MESD and the health department. When we are notified of a possible exposure we work with them to investigate and notify.

Student and Family Support for Comprehensive Distance Learning

As a district, we understand and value the importance of student, family and community engagement as a means to positively impact a student's academic, social emotional outcomes and to address continuous improvement efforts. We are committed to building a collective and shared responsibility for outcomes, while strengthening our capacity and skills to achieve this goal and ensuring clear alignment between our intentions and actions to foster engagement that reflects the communities' values and break down barriers to student achievement in this unprecedented time. To this end, PPS will focus our first two weeks on Social Emotional Learning, connections and relationship building between students and staff.

Beyond the first two weeks, PPS will employ a variety of creative means to ensure that our students and families, especially our Black and Native communities, have the tools and support they need and feel empowered to engage and stay engaged in our Comprehensive Distance Learning platform. We will base our expectations of school engagement efforts on the work of our CSI & TSI summer program, Summer Connections Academy, and the lessons we have learned from those endeavors and from the springtime efforts. Some elements that were effective within those school communities included: relationship building and cultivating trust and rapport by calling families and students daily, reaching out to families through personal visits (physically distanced) and providing 1:1 virtual support as needed. We will also provide support at meal hubs and with some in-person conversations and relationship building on school lawns and sidewalks. We continue to provide support for teachers from our counselors and social workers on the best ways to interact and connect with families through a trauma informed lens.

Racial Equity and Social Justice Partnerships

PPS partners with sixteen different culturally specific organizations to implement our five RESJ Partnership Strategies with BIPOC students and families at prioritized schools. These strategies and resulting services provide critical connections between our schools and communities. These strategies are informed by relevant research that affirms their effectiveness in improving educational and social outcomes for students of color.

1. *Culturally Specific Family Engagement* - Family engagement is a high leverage strategy that supports student learning and is designed to reduce or eliminate institutional barriers for families of color to advocate for the needs of their students. There is significant research that supports the effectiveness of family support, advocacy and encouragement with positive student achievement and outcomes.
2. *Wrap Around Services* - Provision of culturally specific and culturally responsive services to support student academic and social success. This includes case management, academic tutoring/support, service referral, student groups, and progress monitoring. Wrap around services have a comprehensive approach to meeting the needs of students.
3. *Mentoring and Leadership Development* - Services are designed to provide positive relationship development and support to students to reduce disproportionate discipline rates and increase attendance and a sense of belonging at school for students of color. This includes providing positive and diverse adult relationships that are reflective of students' culture and identity.
4. *Extended Learning and Enrichment* - Programming provides safe, structured and engaging activities to enhance and expand the learning of students outside of school hours. This includes after school programming and enrichment activities. Enrichment activities provide opportunities for students to pursue learning in their own areas of interest and strengths. Research has shown that students engaged in these activities can lead to increased academic performance and attendance.
5. *Positive Cultural Identity Development and Advocacy* - Programming provides participating youth with exposure and

opportunity to engage in activities that empower them to embrace a confident and positive cultural identity while preserving and sharing cultural heritages and traditions amongst their peers. Activities provide opportunities for students to learn and practice new methods of self-expression in a safe and culturally affirming environment. Partners are actively engaged with the district to collaboratively plan for the start of school by adjusting their services to be provided virtually and in alignment with our plans. Partners are meeting with school leaders,

Mental, Social, and Emotional Health:

Our Multi-tiered Systems of Support (MTSS) team is creating Social Emotional Learning (SEL) activities for the K-5 soft start to begin on September 2nd. These activities will be focused on making connections, building relationships, and creating community. The Office of Teaching and Learning (OTL) and MTSS departments are also leading the development of a two-week health and wellness unit that will focus on promoting the social, emotional, and cognitive skills students need to develop positive relationships and thrive in school. This required K-5 unit is set for teachers to begin on September 14th.

Lastly, K-5 and 6-8 SEL units were developed by the SEL team in the spring which focus on supporting resilience during challenging and, often, traumatic times. This nine-week unit will be revised for educators to use after the completion of the health unit by September 28th.

- MTSS and OTL will collaborate closely on the development of health and wellness and the SEL soft start lessons/activities.
- The MTSS unit is being built with the CASEL Roadmap for Reopening Critical Practices and the PPS & ODE reopening guidance as the foundation.
- The K-5 health and wellness unit will be required as one of four required health units. This unit is required even if schools have other SEL programs.

Additionally, PPS will continue to contract with our mental health and substance use partners in order to provide teletherapy for students who need this level of support. Our counselors and social workers will also meet virtually with students and families in order to assist with emotional and mental health wellness, suicide ideation, student threats, and other mental health or behavioral related concerns or needs. We are also partnering with culturally specific providers to support students of color and additional families who need our assistance. Some of these supports will be through personal (physically distanced) visits either on campus at a community site, or near the student's home. This will be through student and family choice, which honors their preferences in ways they feel they can best be supported.

Childcare:

PPS and contracted, licensed child care providers are exploring distance learning child care services for PPS families and employees. Child care providers would operate fee based programs with state subsidies for qualifying families. If we determine this is a viable service, locations will be dispersed throughout the PPS boundary. Providers would be required to follow health and safety guidelines from the Oregon Early Learning Division.

Digital Learning Needs for Comprehensive Distance Learning

Privacy and Security tools (Umbrella) have been installed and remain persistent on all PPS devices and accounts that prevents students from accessing known inappropriate or malicious sites. Passwords for staff and students changed to a longer character length, and a new portal has been implemented to aid in remote support for password reset situations. Changes have been made to patching and software update mechanisms to allow for devices to remain updated even though they are outside the PPS network. All staff and students will be trained on responsible digital citizenship.

In addition to the distribution of devices, PPS acquired 1990 hotspots to provide connectivity for students where Comcast Internet Essentials was not a viable option. These hotspots will be either picked up from distribution locations or delivered using bus drivers to bring the devices to student homes to ensure that students and staff that did not already have internet access were given devices to facilitate that. Additionally, infrastructure changes were made to

allow take home IP phones that allow for teachers and staff to be able to make contact with students and families just as they would in the classroom.

Device deployment:

In the spring we handed out chromebooks and hotspots/Comcast connectivity for students and staff to be able to participate in distance based learning. We will continue to provide devices and work with families to ensure all students are able to connect to our comprehensive distance learning model. We will continue to provide devices to staff as needed so they can deliver the digital curriculum effectively. We offer a curbside service at the district office during work hours for chromebook repairs needed. If the chromebook cannot be repaired on site, the student/staff will receive a replacement chromebook at this time. The service desk is available during work hours for staff, students and families to contact via phone or email. If call center tech is unable to resolve on the phone, a helpdesk ticket will be created and followed up with the individual caller. An email to support will create a helpdesk ticket and the call center tech will follow up with the individual.

Digital Toolkit:

Portland Public Schools has developed a comprehensive and districtwide set of digital tools for every PPS classroom, teacher, and student. The [PPS Digital Toolkit](#) provides a set of digital tools that will enhance instructional strategies and content delivery. These tools will enhance the existing opportunities with both synchronous and asynchronous learning. These tools have been reviewed and evaluated for digital content quality and cultural relevance.

The tools fall into three categories: Instruction and Lesson Design, Creation and Engagement, and Content. Instruction and Lesson Design tools are those applications and system platforms that teachers use to deliver instruction, lessons, and communications. These include classroom content delivery and learning management systems, applications for communications, and lesson and assessment design tools. Creation and Engagement tools are used by teachers and students in distance learning, as well as in-classroom technology-enhanced instruction. These tools support student voice, elicit response, provide shared spaces for individual, small group, and whole-class collaboration, and engage students with the content. Content tools have been selected to assist our teachers in providing content, build opportunities for sustained practice, and apply learning in both distanced and in-person models of instruction.

Learning Platforms:

PPS has adopted two classroom learning platforms to meet the needs of our elementary and secondary students and teachers. These tools were selected because of their current use and success in PPS, knowledge of their toolset, depth of their function and capabilities, and their presence in the educational technology space. Both platforms allow teachers to create, post, interact, provide feedback, and assess with their students and will bring a single point of entry for students and families into classroom instruction.

Professional Development:

Ongoing and high-quality professional learning and training is essential for the successful implementation of Comprehensive Distance Learning. PPS will provide professional learning for all educators during the course of the summer, pre-service and throughout the school year. The content will be focused on best practices for distance learning, as well as technical “how to” training for digital tools and other operational functions.

Describe the school’s plan, including the anticipated timeline, for returning to Hybrid Learning or On-Site Learning consistent with the *Ready Schools, Safe Learners* guidance.

At this time PPS is planning for the opening of our physical buildings when it is deemed safe and appropriate under the Governor's directive. The District will utilize a comprehensive distance learning (CDL) platform for a minimum of the first quarter (through November 5th) and will evaluate all available health-related information to decide if our CDL will continue through the first semester or if we will be able to open to a hybrid model of instruction in November. We will continue to follow the Governor's orders and ODE's recommendations and guidance.

The remainder of this operational blueprint is not applicable to schools operating a Comprehensive Distance Learning Model.



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

Under ODE's **Ready Schools, Safe Learners** guidance, each school¹ has been directed to submit a plan to the district² in order to provide on-site and/or hybrid instruction. Districts must submit each school's plan to the local school board and make the plans available to the public. This form is to be used to document a district's, school's or program's plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the [Ready Schools, Safe Learners guidance](#) document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,³ parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Pioneer Program, PPS
Key Contact Person for this Plan	Brandon Breeden, Principal
Phone Number of this Person	503-916-6504
Email Address of this Person	bbreeden@pps.net
Sectors and position titles of those who informed the plan	Superintendent, Deputy Chiefs of Operations and Instruction, Chief Academic Officer, Chief of Schools, Chief of Staff, Legal Counsel, Chief of Student Support Services, Chief of Technology, Chief Operations Officer, Chief of Human Resources, Chief of Systems Performance, Senior Advisor Racial Equity and Social Justice, Chief of Engagement and Partnerships, Senior Director of Communications, Senior Director of Student Success and Health, Senior Director of Multi-Tiered Systems of Support, Attendance Manager, Director of Facilities, Director of Security Services, Director of Nutrition Services, Senior Director of Special Education, principals, teachers, labor union advisory participation, Senior Director of Humanities, Senior Director of STEAM, Regional Supts., Director of Risk Management, Director of Professional Learning, Project Managers, Student

¹ For the purposes of this guidance: "school" refers to all public schools, including public charter schools, public virtual charter schools, alternative education programs, private schools and the Oregon School for the Deaf. For ease of readability, "school" will be used inclusively to reference all of these settings.

² For the purposes of this guidance: "district" refers to a school district, education service district, public charter school sponsoring district, virtual public charter school sponsoring district, state sponsored public charter school, alternative education programs, private schools, and the Oregon School for the Deaf.

³ Tribal Consultation is a separate process from stakeholder engagement; consultation recognizes and affirms tribal rights of self-government and tribal sovereignty, and mandates state government to work with American Indian nations on a [government-to-government](#) basis.

	Engagement Coordinators, Family advocates, student groups (BIPOC), special education and english language learners, family surveys, staff surveys, parent engagement groups, email responses from website, consultation with District Management Group (DMG), culturally specific partner organizations, PPS health advisory panel, and other large districts in Oregon.
Local public health office(s) or officers(s)	Multnomah ESD and the Oregon Health Authority; in consultation with the CDC.
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Director of Risk Management, Joe Crelier Brandon Breeden (Enforcement)
Intended Effective Dates for this Plan	9/2/2020 to at least 11/5/2020
ESD Region	Multnomah

2. Please list efforts you have made to engage your community (public health information sharing, taking feedback on planning, etc.) in preparing for school in 2020-21. Include information on engagement with communities often underserved and marginalized and those communities disproportionately impacted by COVID-19.

In preparation for reopening school in fall 2020, Portland Public Schools began gathering feedback from students and staff in May 2020. In March, the Communications team at PPS stood up a landing page for all students and families with centralized supports and pandemic resources. Surveys were conducted at the district level and by some individual schools. Our rate of response in surveying historically underserved and marginalized communities was low, which led to the utilization of intentional focus groups with our Native American community members and Elders, Black students and families, and other families and students of color. Additional focus groups were held with student leaders, and Spanish-Speaking families. Please find a summary of these focus groups here: [Memorandum to the Board of Education, Reopening Focus Group Update](#)

The District will continue to engage our community on a district and individual level to ensure that we are meeting the needs of all students and families to the best of our abilities.

3. Indicate which instructional model will be used.

Select One:

☐ On-Site Learning ☐ Hybrid Learning ☒ Comprehensive Distance Learning

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-15 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>) by August 15, 2020 or prior to the beginning of the 2020-21 school year.

* **Note:** Private schools are required to comply with only sections 1-3 of the **Ready Schools, Safe Learners** guidance.

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

This section must be completed by any school that is seeking to provide instruction through Comprehensive Distance Learning.

Describe why you are selecting Comprehensive Distance Learning as the school's Instructional Model for the effective dates of this plan.

In keeping with local, regional and state guidance and new health directives, Portland Public Schools has determined that it is safest for students and staff to maintain severely limited physical contact. We believe it is both responsible and critical to base our decisions on what will best ensure the health and wellness of our students and staff. We will always prefer to have our students engaged in classroom-based learning, but given current conditions, it would be unsafe to have significant numbers of students and adults back on campus at this time.

We will use this Comprehensive Distance Learning model for a minimum of September 2 through November 5, and will evaluate in October whether it is feasible to open in the 2nd quarter. Based on medical advice, including local health authorities, PPS will continue to keep the health and wellness of students and staff on the forefront in our planning.

Describe how your school's model aligns to the [Comprehensive Distance Learning Guidance](#) (linked). In completing this part of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. Please name any requirements you need ODE to review for any possible accommodations.

Framing PPS Values

As we continue to navigate the ongoing COVID-19 pandemic, Portland Public Schools remains committed to providing a high-quality education for all students and ensuring the health and wellness of students and staff through a comprehensive distance learning model. To guide our work, we centered racial equity and social justice in all decision-making and hold three principles from our strategic plan at the core of our planning - ensure the health and wellness of staff and students, strengthen and innovate the instructional core, and cultivate connection and relationship for students, staff and our community.

Our overarching approach to reopening is a relentless pursuit of racial equity and social justice (RESJ). We believe in the fundamental right to human dignity and that generating an equitable world requires an educational system that intentionally disrupts - and builds leaders to disrupt - systems of oppression. Therefore, our work to reopen schools acknowledges and recognizes the inequities of our system prior to Covid-19 and does not seek to reopen schools by returning to what was "normal" before. Rather, we are deeply engaged in fundamentally accelerating and centering our RESJ work, constantly examining opportunities to increase RESJ strategies through organizational transformation and system-wide collaboration. By way of this central focus and in partnership with families and stakeholders, including those representing students of color, we will bring racial predictability and disproportionality to an end.

In PPS, we are utilizing Targeted Universalism as a driver. We aim to operationalize our RESJ values so that every student is served and our universal board goals are achieved; thus realizing the graduate profile from [our Vision](#). Our approach supports the distinct needs of BIPOC students while also acknowledging our mutual interdependence. We recognize with great urgency the need for aligned and coherent strategies that improve conditions so that every student, especially our BIPOC students have an educational experience where they can thrive. Our approach disrupts institutional and cultural racism and promotes tangible strategies and resources for RESJ. To this end, we will prioritize services for students historically underserved by our system, including Black, Native, students receiving special education services and second language learners. We have used these [Guiding Principles](#) to align our collective work through this process.

Academic Conditions for Comprehensive Distance Learning

Teaching, Learning & Instructional Time:

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Digital Learning Needs for Comprehensive Distance Learning

Privacy and Security tools (Umbrella) have been installed and remain persistent on all PPS devices and accounts that prevents students from accessing known inappropriate or malicious sites. Passwords for staff and students changed to a longer character length, and a new portal has been implemented to aid in remote support for password reset situations. Changes have been made to patching and software update mechanisms to allow for devices to remain updated even though they are outside the PPS network. All staff and students will be trained on responsible digital citizenship.

In addition to the distribution of devices, PPS acquired 1990 hotspots to provide connectivity for students where Comcast Internet Essentials was not a viable option. These hotspots will be either picked up from distribution locations or delivered using bus drivers to bring the devices to student homes to ensure that students and staff that did not already have internet access were given devices to facilitate that. Additionally, infrastructure changes were made to

allow take home IP phones that allow for teachers and staff to be able to make contact with students and families just as they would in the classroom.

Device deployment:

In the spring we handed out chromebooks and hotspots/Comcast connectivity for students and staff to be able to participate in distance based learning. We will continue to provide devices and work with families to ensure all students are able to connect to our comprehensive distance learning model. We will continue to provide devices to staff as needed so they can deliver the digital curriculum effectively. We offer a curbside service at the district office during work hours for chromebook repairs needed. If the chromebook cannot be repaired on site, the student/staff will receive a replacement chromebook at this time. The service desk is available during work hours for staff, students and families to contact via phone or email. If call center tech is unable to resolve on the phone, a helpdesk ticket will be created and followed up with the individual caller. An email to support will create a helpdesk ticket and the call center tech will follow up with the individual.

Digital Toolkit:

Portland Public Schools has developed a comprehensive and districtwide set of digital tools for every PPS classroom, teacher, and student. The [PPS Digital Toolkit](#) provides a set of digital tools that will enhance instructional strategies and content delivery. These tools will enhance the existing opportunities with both synchronous and asynchronous learning. These tools have been reviewed and evaluated for digital content quality and cultural relevance.

The tools fall into three categories: Instruction and Lesson Design, Creation and Engagement, and Content. Instruction and Lesson Design tools are those applications and system platforms that teachers use to deliver instruction, lessons, and communications. These include classroom content delivery and learning management systems, applications for communications, and lesson and assessment design tools. Creation and Engagement tools are used by teachers and students in distance learning, as well as in-classroom technology-enhanced instruction. These tools support student voice, elicit response, provide shared spaces for individual, small group, and whole-class collaboration, and engage students with the content. Content tools have been selected to assist our teachers in providing content, build opportunities for sustained practice, and apply learning in both distanced and in-person models of instruction.

Learning Platforms:

PPS has adopted two classroom learning platforms to meet the needs of our elementary and secondary students and teachers. These tools were selected because of their current use and success in PPS, knowledge of their toolset, depth of their function and capabilities, and their presence in the educational technology space. Both platforms allow teachers to create, post, interact, provide feedback, and assess with their students and will bring a single point of entry for students and families into classroom instruction.

Professional Development:

Ongoing and high-quality professional learning and training is essential for the successful implementation of Comprehensive Distance Learning. PPS will provide professional learning for all educators during the course of the summer, pre-service and throughout the school year. The content will be focused on best practices for distance learning, as well as technical “how to” training for digital tools and other operational functions.

Describe the school’s plan, including the anticipated timeline, for returning to Hybrid Learning or On-Site Learning consistent with the *Ready Schools, Safe Learners* guidance.

At this time PPS is planning for the opening of our physical buildings when it is deemed safe and appropriate under the Governor's directive. The District will utilize a comprehensive distance learning (CDL) platform for a minimum of the first quarter (through November 5th) and will evaluate all available health-related information to decide if our CDL will continue through the first semester or if we will be able to open to a hybrid model of instruction in November. We will continue to follow the Governor's orders and ODE's recommendations and guidance.

The remainder of this operational blueprint is not applicable to schools operating a Comprehensive Distance Learning Model.



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

Under ODE's **Ready Schools, Safe Learners** guidance, each school¹ has been directed to submit a plan to the district² in order to provide on-site and/or hybrid instruction. Districts must submit each school's plan to the local school board and make the plans available to the public. This form is to be used to document a district's, school's or program's plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the [Ready Schools, Safe Learners guidance](#) document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,³ parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	PISA, PPS
Key Contact Person for this Plan	Laura Pierce Cummings, Program Administrator
Phone Number of this Person	503-916-5252
Email Address of this Person	lpiercecummings@pps.net
Sectors and position titles of those who informed the plan	Superintendent, Deputy Chiefs of Operations and Instruction, Chief Academic Officer, Chief of Schools, Chief of Staff, Legal Counsel, Chief of Student Support Services, Chief of Technology, Chief Operations Officer, Chief of Human Resources, Chief of Systems Performance, Senior Advisor Racial Equity and Social Justice, Chief of Engagement and Partnerships, Senior Director of Communications, Senior Director of Student Success and Health, Senior Director of Multi-Tiered Systems of Support, Attendance Manager, Director of Facilities, Director of Security Services, Director of Nutrition Services, Senior Director of Special Education, principals, teachers, labor union advisory participation, Senior Director of Humanities, Senior Director of STEAM, Regional Supts., Director of Risk Management, Director of Professional Learning, Project Managers, Student

¹ For the purposes of this guidance: "school" refers to all public schools, including public charter schools, public virtual charter schools, alternative education programs, private schools and the Oregon School for the Deaf. For ease of readability, "school" will be used inclusively to reference all of these settings.

² For the purposes of this guidance: "district" refers to a school district, education service district, public charter school sponsoring district, virtual public charter school sponsoring district, state sponsored public charter school, alternative education programs, private schools, and the Oregon School for the Deaf.

³ Tribal Consultation is a separate process from stakeholder engagement; consultation recognizes and affirms tribal rights of self-government and tribal sovereignty, and mandates state government to work with American Indian nations on a [government-to-government](#) basis.

	Engagement Coordinators, Family advocates, student groups (BIPOC), special education and english language learners, family surveys, staff surveys, parent engagement groups, email responses from website, consultation with District Management Group (DMG), culturally specific partner organizations, PPS health advisory panel, and other large districts in Oregon.
Local public health office(s) or officers(s)	Multnomah ESD and the Oregon Health Authority; in consultation with the CDC.
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Director of Risk Management, Joe Crelier Laura Pierce Cummings (Enforcement)
Intended Effective Dates for this Plan	9/2/2020 to at least 11/5/2020
ESD Region	Multnomah

2. Please list efforts you have made to engage your community (public health information sharing, taking feedback on planning, etc.) in preparing for school in 2020-21. Include information on engagement with communities often underserved and marginalized and those communities disproportionately impacted by COVID-19.

In preparation for reopening school in fall 2020, Portland Public Schools began gathering feedback from students and staff in May 2020. In March, the Communications team at PPS stood up a landing page for all students and families with centralized supports and pandemic resources. Surveys were conducted at the district level and by some individual schools. Our rate of response in surveying historically underserved and marginalized communities was low, which led to the utilization of intentional focus groups with our Native American community members and Elders, Black students and families, and other families and students of color. Additional focus groups were held with student leaders, and Spanish-Speaking families. Please find a summary of these focus groups here: [Memorandum to the Board of Education, Reopening Focus Group Update](#)

The District will continue to engage our community on a district and individual level to ensure that we are meeting the needs of all students and families to the best of our abilities.

3. Indicate which instructional model will be used.

Select One:

☐ On-Site Learning ☐ Hybrid Learning ☒ Comprehensive Distance Learning

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-15 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>) by August 15, 2020 or prior to the beginning of the 2020-21 school year.

* **Note:** Private schools are required to comply with only sections 1-3 of the **Ready Schools, Safe Learners** guidance.

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

This section must be completed by any school that is seeking to provide instruction through Comprehensive Distance Learning.

Describe why you are selecting Comprehensive Distance Learning as the school's Instructional Model for the effective dates of this plan.

In keeping with local, regional and state guidance and new health directives, Portland Public Schools has determined that it is safest for students and staff to maintain severely limited physical contact. We believe it is both responsible and critical to base our decisions on what will best ensure the health and wellness of our students and staff. We will always prefer to have our students engaged in classroom-based learning, but given current conditions, it would be unsafe to have significant numbers of students and adults back on campus at this time.

We will use this Comprehensive Distance Learning model for a minimum of September 2 through November 5, and will evaluate in October whether it is feasible to open in the 2nd quarter. Based on medical advice, including local health authorities, PPS will continue to keep the health and wellness of students and staff on the forefront in our planning.

Describe how your school's model aligns to the [Comprehensive Distance Learning Guidance](#) (linked). In completing this part of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. Please name any requirements you need ODE to review for any possible accommodations.

Framing PPS Values

As we continue to navigate the ongoing COVID-19 pandemic, Portland Public Schools remains committed to providing a high-quality education for all students and ensuring the health and wellness of students and staff through a comprehensive distance learning model. To guide our work, we centered racial equity and social justice in all decision-making and hold three principles from our strategic plan at the core of our planning - ensure the health and wellness of staff and students, strengthen and innovate the instructional core, and cultivate connection and relationship for students, staff and our community.

Our overarching approach to reopening is a relentless pursuit of racial equity and social justice (RESJ). We believe in the fundamental right to human dignity and that generating an equitable world requires an educational system that intentionally disrupts - and builds leaders to disrupt - systems of oppression. Therefore, our work to reopen schools acknowledges and recognizes the inequities of our system prior to Covid-19 and does not seek to reopen schools by returning to what was "normal" before. Rather, we are deeply engaged in fundamentally accelerating and centering our RESJ work, constantly examining opportunities to increase RESJ strategies through organizational transformation and system-wide collaboration. By way of this central focus and in partnership with families and stakeholders, including those representing students of color, we will bring racial predictability and disproportionality to an end.

In PPS, we are utilizing Targeted Universalism as a driver. We aim to operationalize our RESJ values so that every student is served and our universal board goals are achieved; thus realizing the graduate profile from [our Vision](#). Our approach supports the distinct needs of BIPOC students while also acknowledging our mutual interdependence. We recognize with great urgency the need for aligned and coherent strategies that improve conditions so that every student, especially our BIPOC students have an educational experience where they can thrive. Our approach disrupts institutional and cultural racism and promotes tangible strategies and resources for RESJ. To this end, we will prioritize services for students historically underserved by our system, including Black, Native, students receiving special education services and second language learners. We have used these [Guiding Principles](#) to align our collective work through this process.

Academic Conditions for Comprehensive Distance Learning

Teaching, Learning & Instructional Time:

Our comprehensive distance learning plan is designed so that all students will receive an engaging, comprehensive, and rigorous academic experience every day of the week. Students will receive standards-based instruction across all academic areas and will build meaningful relationships with the educators in their school community. Instructional time requirements will be adhered to in every grade level, where more than 50% of the instructional time will be teacher-facilitated learning. To meet this requirement, elementary students will follow predictable routines,

procedures, and schedules, that align with developmentally appropriate recommendations for screen time and synchronous learning. Secondary students will follow a predictable bell schedule that incorporates synchronous check-ins, consistent and timely feedback, and peer interactions. All students will continue to receive access to a well-rounded education which includes physical education, health, arts, music, tiered supports, etc.

The learning day will be organized so that the time educators spend directly interacting with students will be high quality, focused on complex learning activities with a high cognitive demand and that are centered around student engagement. Students will have opportunities for guided learning with an educator, as well as opportunities to work with peers, families, and community members to apply their learning and practice their skills. Students will be expected to complete assigned learning activities each day. Students will participate in daily virtual instruction by satisfactorily engaging with synchronous class sessions as well as asynchronous tasks, completing assigned learning activities or assignments to demonstrate their learning. Parents and students will communicate with the teacher when in need of additional learning support. Portland Public Schools will also provide families a variety of ways to connect, one of which is through educator office hours, posted publicly, for students and families to access which will include a process to request and schedule translation services as needed.

Racial Equity and Access:

In the development of our plan, all of the work groups utilized our [Racial Equity and Social Justice Lens](#) to inform decision making and programming. The application of the lens is based on our belief that the district should adopt a student-centered, racial equity and social justice focused lens in all high leverage decisions in order to more deeply understand the barriers and opportunities impacting BIPOC students and families. Additionally, the regular application of the lens, documentation of our responses and review of those responses will help us critically examine our efforts to increase access and opportunity for BIPOC students and families. Our steering committee collectively reviewed our comprehensive plans and applied the RESJ lens on multiple occasions. They utilized data, parent and student input from engagement, partner input and the diverse experience of members to answer the prompts, review our plans and make adjustments to more directly respond to the needs of BIPOC students. As a result we believe our plan is strengthened through the collaborative and reflective process we employed to apply the RESJ Lens to address racial equity and access in our plans.

Special Education Services and English Language Development

Students receiving special education services will continue to receive instruction, technology, support, accommodations, and modifications as required by ESSA, IDEA, and/or ADA based on a virtual learning environment. The majority of each student's services will be provided synchronously (i.e., with the teacher/service provider and student working together through direct and simultaneous communication). If only asynchronous services are recommended, the parent or guardian will provide written consent to shift from synchronous to asynchronous service delivery. All IDEA requirements will be met during Comprehensive Distance Learning. This includes all IDEA timelines, delivery of all related services, delivery of SDI, implementation of IEPs, etc. Schools will provide Child Find obligations, including timely evaluation and eligibility determinations.

Students who are identified to receive English Language development services will be provided with language assistance services and supports that allow the student access to grade level academic content and scaffolded language experiences. PPS's English as a Second Language program will encourage ESL and general education/homeroom teachers to collaboratively plan for inclusive learning experiences that consider and support the language proficiency of each student.

Assessment, Grading, Reporting & Statewide Balanced Assessment:

Portland Public Schools (PPS) has developed a framework for a balanced assessment system and worked throughout the pre-pandemic portion of the 2019-2020 academic year to introduce additional efficiency into the assessment model. Anticipating the ongoing challenges to face-to-face instruction, PPS successfully piloted remote administration of the NWEA MAP assessments at one of our schools in the Spring of 2020.

During the 2020-2021 academic year, PPS is prepared to remotely administer MAP in grades 3-8 in the fall and winter. The fall assessment will allow our students and families to better understand the learning needs of our students as they enter the academic year, and it will provide our teachers and curriculum support teams the necessary data to align and plan instruction. The mid-year assessment will provide feedback regarding both student growth and achievement allowing for an additional point to adapt our supports.

In addition to this common measure of growth and achievement, students will also be presented with common curriculum embedded assessments (pre and post unit) that are aligned to the scope and sequence and are paired with each of the curriculum units. These will provide additional, focused and just-in time, measures of learning that will allow for adaptations to the delivery of the unit materials in order to provide tiered supports. Educators will regularly report progress to students and families and provide opportunities to redo or make up work without penalty and retain the highest earned grade.

Finally, the administration of remote computer adaptive measures will also help the system prepare for the challenges associated with a potential remote administration of the state summative assessments in English Language Arts, Mathematics, and Science.

Attendance:

With the pandemic in the spring of the 2019-2020 academic year, the importance of maintaining an active engagement with our students and families rose to the forefront of our work as a system. As we approach the 2020-2021 year, engagement remains a critical focus and reflecting that engagement through attendance and other metrics is critical. We are committed to following all ODE guidelines and requirements in regards to attendance.

At this time, we are preparing to collect on-line attendance, and we are exploring ways to leverage data from our learning management and instructional delivery systems as a means to monitor engagement and attendance. Our primary focus, at this time, is to provide near real time data back to our schools to facilitate and focus the efforts of our schools to engage our students and families. We fully expect that our local community partners will be assisting in our efforts to focus and engage our disenfranchised students and communities in partnership with our counselors, social workers, Restorative Justice (RJ) specialists, attendance coaches and student engagement specialists.

Clubs & Extracurricular Activities:

Clubs and extracurricular activities are a critical component of any school community. We will ensure activities, clubs, and student organizations are available and accessible to all students to the extent possible, while focusing on the health and wellness of our students and staff as our top priority.

Operational Conditions for Comprehensive Distance Learning

Nutrition:

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allow take home IP phones that allow for teachers and staff to be able to make contact with students and families just as they would in the classroom.

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The remainder of this operational blueprint is not applicable to schools operating a Comprehensive Distance Learning Model.



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

Under ODE's **Ready Schools, Safe Learners** guidance, each school¹ has been directed to submit a plan to the district² in order to provide on-site and/or hybrid instruction. Districts must submit each school's plan to the local school board and make the plans available to the public. This form is to be used to document a district's, school's or program's plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the [Ready Schools, Safe Learners guidance](#) document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,³ parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Reconnection Services, PPS
Key Contact Person for this Plan	Elise Huggins, Program Administrator
Phone Number of this Person	503-916-3956
Email Address of this Person	elhuggins@pps.net
Sectors and position titles of those who informed the plan	Superintendent, Deputy Chiefs of Operations and Instruction, Chief Academic Officer, Chief of Schools, Chief of Staff, Legal Counsel, Chief of Student Support Services, Chief of Technology, Chief Operations Officer, Chief of Human Resources, Chief of Systems Performance, Senior Advisor Racial Equity and Social Justice, Chief of Engagement and Partnerships, Senior Director of Communications, Senior Director of Student Success and Health, Senior Director of Multi-Tiered Systems of Support, Attendance Manager, Director of Facilities, Director of Security Services, Director of Nutrition Services, Senior Director of Special Education, principals, teachers, labor union advisory participation, Senior Director of Humanities, Senior Director of STEAM, Regional Supts., Director of Risk Management, Director of Professional Learning, Project Managers, Student

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	Engagement Coordinators, Family advocates, student groups (BIPOC), special education and english language learners, family surveys, staff surveys, parent engagement groups, email responses from website, consultation with District Management Group (DMG), culturally specific partner organizations, PPS health advisory panel, and other large districts in Oregon.
Local public health office(s) or officers(s)	Multnomah ESD and the Oregon Health Authority; in consultation with the CDC.
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Director of Risk Management, Joe Crelier Elise Huggins (Enforcement)
Intended Effective Dates for this Plan	9/2/2020 to at least 11/5/2020
ESD Region	Multnomah

2. Please list efforts you have made to engage your community (public health information sharing, taking feedback on planning, etc.) in preparing for school in 2020-21. Include information on engagement with communities often underserved and marginalized and those communities disproportionately impacted by COVID-19.

In preparation for reopening school in fall 2020, Portland Public Schools began gathering feedback from students and staff in May 2020. In March, the Communications team at PPS stood up a landing page for all students and families with centralized supports and pandemic resources. Surveys were conducted at the district level and by some individual schools. Our rate of response in surveying historically underserved and marginalized communities was low, which led to the utilization of intentional focus groups with our Native American community members and Elders, Black students and families, and other families and students of color. Additional focus groups were held with student leaders, and Spanish-Speaking families. Please find a summary of these focus groups here: [Memorandum to the Board of Education, Reopening Focus Group Update](#)

The District will continue to engage our community on a district and individual level to ensure that we are meeting the needs of all students and families to the best of our abilities.

3. Indicate which instructional model will be used.

Select One:

☐ On-Site Learning ☐ Hybrid Learning ☒ Comprehensive Distance Learning

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-15 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>) by August 15, 2020 or prior to the beginning of the 2020-21 school year.

* **Note:** Private schools are required to comply with only sections 1-3 of the **Ready Schools, Safe Learners** guidance.

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

This section must be completed by any school that is seeking to provide instruction through Comprehensive Distance Learning.

Describe why you are selecting Comprehensive Distance Learning as the school's Instructional Model for the effective dates of this plan.

In keeping with local, regional and state guidance and new health directives, Portland Public Schools has determined that it is safest for students and staff to maintain severely limited physical contact. We believe it is both responsible and critical to base our decisions on what will best ensure the health and wellness of our students and staff. We will always prefer to have our students engaged in classroom-based learning, but given current conditions, it would be unsafe to have significant numbers of students and adults back on campus at this time.

We will use this Comprehensive Distance Learning model for a minimum of September 2 through November 5, and will evaluate in October whether it is feasible to open in the 2nd quarter. Based on medical advice, including local health authorities, PPS will continue to keep the health and wellness of students and staff on the forefront in our planning.

Describe how your school's model aligns to the [Comprehensive Distance Learning Guidance](#) (linked). In completing this part of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. Please name any requirements you need ODE to review for any possible accommodations.

Framing PPS Values

As we continue to navigate the ongoing COVID-19 pandemic, Portland Public Schools remains committed to providing a high-quality education for all students and ensuring the health and wellness of students and staff through a comprehensive distance learning model. To guide our work, we centered racial equity and social justice in all decision-making and hold three principles from our strategic plan at the core of our planning - ensure the health and wellness of staff and students, strengthen and innovate the instructional core, and cultivate connection and relationship for students, staff and our community.

Our overarching approach to reopening is a relentless pursuit of racial equity and social justice (RESJ). We believe in the fundamental right to human dignity and that generating an equitable world requires an educational system that intentionally disrupts - and builds leaders to disrupt - systems of oppression. Therefore, our work to reopen schools acknowledges and recognizes the inequities of our system prior to Covid-19 and does not seek to reopen schools by returning to what was "normal" before. Rather, we are deeply engaged in fundamentally accelerating and centering our RESJ work, constantly examining opportunities to increase RESJ strategies through organizational transformation and system-wide collaboration. By way of this central focus and in partnership with families and stakeholders, including those representing students of color, we will bring racial predictability and disproportionality to an end.

In PPS, we are utilizing Targeted Universalism as a driver. We aim to operationalize our RESJ values so that every student is served and our universal board goals are achieved; thus realizing the graduate profile from [our Vision](#). Our approach supports the distinct needs of BIPOC students while also acknowledging our mutual interdependence. We recognize with great urgency the need for aligned and coherent strategies that improve conditions so that every student, especially our BIPOC students have an educational experience where they can thrive. Our approach disrupts institutional and cultural racism and promotes tangible strategies and resources for RESJ. To this end, we will prioritize services for students historically underserved by our system, including Black, Native, students receiving special education services and second language learners. We have used these [Guiding Principles](#) to align our collective work through this process.

Academic Conditions for Comprehensive Distance Learning

Teaching, Learning & Instructional Time:

Our comprehensive distance learning plan is designed so that all students will receive an engaging, comprehensive, and rigorous academic experience every day of the week. Students will receive standards-based instruction across all academic areas and will build meaningful relationships with the educators in their school community. Instructional time requirements will be adhered to in every grade level, where more than 50% of the instructional time will be teacher-facilitated learning. To meet this requirement, elementary students will follow predictable routines,

procedures, and schedules, that align with developmentally appropriate recommendations for screen time and synchronous learning. Secondary students will follow a predictable bell schedule that incorporates synchronous check-ins, consistent and timely feedback, and peer interactions. All students will continue to receive access to a well-rounded education which includes physical education, health, arts, music, tiered supports, etc.

The learning day will be organized so that the time educators spend directly interacting with students will be high quality, focused on complex learning activities with a high cognitive demand and that are centered around student engagement. Students will have opportunities for guided learning with an educator, as well as opportunities to work with peers, families, and community members to apply their learning and practice their skills. Students will be expected to complete assigned learning activities each day. Students will participate in daily virtual instruction by satisfactorily engaging with synchronous class sessions as well as asynchronous tasks, completing assigned learning activities or assignments to demonstrate their learning. Parents and students will communicate with the teacher when in need of additional learning support. Portland Public Schools will also provide families a variety of ways to connect, one of which is through educator office hours, posted publicly, for students and families to access which will include a process to request and schedule translation services as needed.

Racial Equity and Access:

In the development of our plan, all of the work groups utilized our [Racial Equity and Social Justice Lens](#) to inform decision making and programming. The application of the lens is based on our belief that the district should adopt a student-centered, racial equity and social justice focused lens in all high leverage decisions in order to more deeply understand the barriers and opportunities impacting BIPOC students and families. Additionally, the regular application of the lens, documentation of our responses and review of those responses will help us critically examine our efforts to increase access and opportunity for BIPOC students and families. Our steering committee collectively reviewed our comprehensive plans and applied the RESJ lens on multiple occasions. They utilized data, parent and student input from engagement, partner input and the diverse experience of members to answer the prompts, review our plans and make adjustments to more directly respond to the needs of BIPOC students. As a result we believe our plan is strengthened through the collaborative and reflective process we employed to apply the RESJ Lens to address racial equity and access in our plans.

Special Education Services and English Language Development

Students receiving special education services will continue to receive instruction, technology, support, accommodations, and modifications as required by ESSA, IDEA, and/or ADA based on a virtual learning environment. The majority of each student's services will be provided synchronously (i.e., with the teacher/service provider and student working together through direct and simultaneous communication). If only asynchronous services are recommended, the parent or guardian will provide written consent to shift from synchronous to asynchronous service delivery. All IDEA requirements will be met during Comprehensive Distance Learning. This includes all IDEA timelines, delivery of all related services, delivery of SDI, implementation of IEPs, etc. Schools will provide Child Find obligations, including timely evaluation and eligibility determinations.

Students who are identified to receive English Language development services will be provided with language assistance services and supports that allow the student access to grade level academic content and scaffolded language experiences. PPS's English as a Second Language program will encourage ESL and general education/homeroom teachers to collaboratively plan for inclusive learning experiences that consider and support the language proficiency of each student.

Assessment, Grading, Reporting & Statewide Balanced Assessment:

Portland Public Schools (PPS) has developed a framework for a balanced assessment system and worked throughout the pre-pandemic portion of the 2019-2020 academic year to introduce additional efficiency into the assessment model. Anticipating the ongoing challenges to face-to-face instruction, PPS successfully piloted remote administration of the NWEA MAP assessments at one of our schools in the Spring of 2020.

During the 2020-2021 academic year, PPS is prepared to remotely administer MAP in grades 3-8 in the fall and winter. The fall assessment will allow our students and families to better understand the learning needs of our students as they enter the academic year, and it will provide our teachers and curriculum support teams the necessary data to align and plan instruction. The mid-year assessment will provide feedback regarding both student growth and achievement allowing for an additional point to adapt our supports.

In addition to this common measure of growth and achievement, students will also be presented with common curriculum embedded assessments (pre and post unit) that are aligned to the scope and sequence and are paired with each of the curriculum units. These will provide additional, focused and just-in time, measures of learning that will allow for adaptations to the delivery of the unit materials in order to provide tiered supports. Educators will regularly report progress to students and families and provide opportunities to redo or make up work without penalty and retain the highest earned grade.

Finally, the administration of remote computer adaptive measures will also help the system prepare for the challenges associated with a potential remote administration of the state summative assessments in English Language Arts, Mathematics, and Science.

Attendance:

With the pandemic in the spring of the 2019-2020 academic year, the importance of maintaining an active engagement with our students and families rose to the forefront of our work as a system. As we approach the 2020-2021 year, engagement remains a critical focus and reflecting that engagement through attendance and other metrics is critical. We are committed to following all ODE guidelines and requirements in regards to attendance.

At this time, we are preparing to collect on-line attendance, and we are exploring ways to leverage data from our learning management and instructional delivery systems as a means to monitor engagement and attendance. Our primary focus, at this time, is to provide near real time data back to our schools to facilitate and focus the efforts of our schools to engage our students and families. We fully expect that our local community partners will be assisting in our efforts to focus and engage our disenfranchised students and communities in partnership with our counselors, social workers, Restorative Justice (RJ) specialists, attendance coaches and student engagement specialists.

Clubs & Extracurricular Activities:

Clubs and extracurricular activities are a critical component of any school community. We will ensure activities, clubs, and student organizations are available and accessible to all students to the extent possible, while focusing on the health and wellness of our students and staff as our top priority.

Operational Conditions for Comprehensive Distance Learning

Nutrition:

Portland Public Schools understands food stability is one of the most important safety measures schools can provide to students. We will build upon our work in the spring and expand to serve more sites this fall. We will serve breakfast and lunch at up to 40 sites, specifically sites that are elected for Community Eligibility Provision (CEP) in the 2020-21 school year in order to focus resources and access to food and nutrition in our highest risk and need communities. Meals will be served to families 2 days/week (Mondays will include 2 days worth of food and Wednesdays will include 3 days worth of food). No weekend food is permissible at this time, though we may be able to add additional daily supper meals depending on eligible sites and waivers (pending request from ODE to USDA). Nutrition Services will partner with Transportation to deliver meals to homes as requested by the families. Families will be sent an opt in/consent form for requesting meal delivery to their home. Delivery schedule will depend on demand and routing schedule by the Transportation department. Meals will continue to be a mix of ready-to-eat foods, prepared recipes and foods that can be heated at home by families. Communication about meals, services and benefits will be provided throughout the fall to families and school communities. Nutrition Services staff will adhere to all district and department standard operating procedures and safety plans.

Communicable Disease Management Plan (CMDP) and safety plans:

We have developed, in conjunction with our local health authority and Multnomah ESD, and will implement our CMDP as staff report to buildings, based on individual and department needs. Safety plans are developed and approved by our Risk Management team before staff can enter a building and building leaders are responsible for adhering to the safety plan at all times. We have also developed a confirmed case protocol and have aligned all contact tracing, investigatory measures and reporting through a partnership with MESD and the health department. When we are notified of a possible exposure we work with them to investigate and notify.

Student and Family Support for Comprehensive Distance Learning

As a district, we understand and value the importance of student, family and community engagement as a means to positively impact a student's academic, social emotional outcomes and to address continuous improvement efforts. We are committed to building a collective and shared responsibility for outcomes, while strengthening our capacity and skills to achieve this goal and ensuring clear alignment between our intentions and actions to foster engagement that reflects the communities' values and break down barriers to student achievement in this unprecedented time. To this end, PPS will focus our first two weeks on Social Emotional Learning, connections and relationship building between students and staff.

Beyond the first two weeks, PPS will employ a variety of creative means to ensure that our students and families, especially our Black and Native communities, have the tools and support they need and feel empowered to engage and stay engaged in our Comprehensive Distance Learning platform. We will base our expectations of school engagement efforts on the work of our CSI & TSI summer program, Summer Connections Academy, and the lessons we have learned from those endeavors and from the springtime efforts. Some elements that were effective within those school communities included: relationship building and cultivating trust and rapport by calling families and students daily, reaching out to families through personal visits (physically distanced) and providing 1:1 virtual support as needed. We will also provide support at meal hubs and with some in-person conversations and relationship building on school lawns and sidewalks. We continue to provide support for teachers from our counselors and social workers on the best ways to interact and connect with families through a trauma informed lens.

Racial Equity and Social Justice Partnerships

PPS partners with sixteen different culturally specific organizations to implement our five RESJ Partnership Strategies with BIPOC students and families at prioritized schools. These strategies and resulting services provide critical connections between our schools and communities. These strategies are informed by relevant research that affirms their effectiveness in improving educational and social outcomes for students of color.

1. *Culturally Specific Family Engagement* - Family engagement is a high leverage strategy that supports student learning and is designed to reduce or eliminate institutional barriers for families of color to advocate for the needs of their students. There is significant research that supports the effectiveness of family support, advocacy and encouragement with positive student achievement and outcomes.
2. *Wrap Around Services* - Provision of culturally specific and culturally responsive services to support student academic and social success. This includes case management, academic tutoring/support, service referral, student groups, and progress monitoring. Wrap around services have a comprehensive approach to meeting the needs of students.
3. *Mentoring and Leadership Development* - Services are designed to provide positive relationship development and support to students to reduce disproportionate discipline rates and increase attendance and a sense of belonging at school for students of color. This includes providing positive and diverse adult relationships that are reflective of students' culture and identity.
4. *Extended Learning and Enrichment* - Programming provides safe, structured and engaging activities to enhance and expand the learning of students outside of school hours. This includes after school programming and enrichment activities. Enrichment activities provide opportunities for students to pursue learning in their own areas of interest and strengths. Research has shown that students engaged in these activities can lead to increased academic performance and attendance.
5. *Positive Cultural Identity Development and Advocacy* - Programming provides participating youth with exposure and

opportunity to engage in activities that empower them to embrace a confident and positive cultural identity while preserving and sharing cultural heritages and traditions amongst their peers. Activities provide opportunities for students to learn and practice new methods of self-expression in a safe and culturally affirming environment. Partners are actively engaged with the district to collaboratively plan for the start of school by adjusting their services to be provided virtually and in alignment with our plans. Partners are meeting with school leaders,

Mental, Social, and Emotional Health:

Our Multi-tiered Systems of Support (MTSS) team is creating Social Emotional Learning (SEL) activities for the K-5 soft start to begin on September 2nd. These activities will be focused on making connections, building relationships, and creating community. The Office of Teaching and Learning (OTL) and MTSS departments are also leading the development of a two-week health and wellness unit that will focus on promoting the social, emotional, and cognitive skills students need to develop positive relationships and thrive in school. This required K-5 unit is set for teachers to begin on September 14th.

Lastly, K-5 and 6-8 SEL units were developed by the SEL team in the spring which focus on supporting resilience during challenging and, often, traumatic times. This nine-week unit will be revised for educators to use after the completion of the health unit by September 28th.

- MTSS and OTL will collaborate closely on the development of health and wellness and the SEL soft start lessons/activities.
- The MTSS unit is being built with the CASEL Roadmap for Reopening Critical Practices and the PPS & ODE reopening guidance as the foundation.
- The K-5 health and wellness unit will be required as one of four required health units. This unit is required even if schools have other SEL programs.

Additionally, PPS will continue to contract with our mental health and substance use partners in order to provide teletherapy for students who need this level of support. Our counselors and social workers will also meet virtually with students and families in order to assist with emotional and mental health wellness, suicide ideation, student threats, and other mental health or behavioral related concerns or needs. We are also partnering with culturally specific providers to support students of color and additional families who need our assistance. Some of these supports will be through personal (physically distanced) visits either on campus at a community site, or near the student's home. This will be through student and family choice, which honors their preferences in ways they feel they can best be supported.

Childcare:

PPS and contracted, licensed child care providers are exploring distance learning child care services for PPS families and employees. Child care providers would operate fee based programs with state subsidies for qualifying families. If we determine this is a viable service, locations will be dispersed throughout the PPS boundary. Providers would be required to follow health and safety guidelines from the Oregon Early Learning Division.

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Updated 8/11/2020

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1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Richmond, PPS
Key Contact Person for this Plan	Ron Young, Principal
Phone Number of this Person	503-916-6220
Email Address of this Person	ryoung1@pps.net
Sectors and position titles of those who informed the plan	Superintendent, Deputy Chiefs of Operations and Instruction, Chief Academic Officer, Chief of Schools, Chief of Staff, Legal Counsel, Chief of Student Support Services, Chief of Technology, Chief Operations Officer, Chief of Human Resources, Chief of Systems Performance, Senior Advisor Racial Equity and Social Justice, Chief of Engagement and Partnerships, Senior Director of Communications, Senior Director of Student Success and Health, Senior Director of Multi-Tiered Systems of Support, Attendance Manager, Director of Facilities, Director of Security Services, Director of Nutrition Services, Senior Director of Special Education, principals, teachers, labor union advisory participation, Senior Director of Humanities, Senior Director of STEAM, Regional Supts., Director of Risk Management, Director of Professional Learning, Project Managers, Student

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Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Director of Risk Management, Joe Crelier Ron Young (Enforcement)
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The District will continue to engage our community on a district and individual level to ensure that we are meeting the needs of all students and families to the best of our abilities.

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Select One:

☐ On-Site Learning ☐ Hybrid Learning ☒ Comprehensive Distance Learning

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REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

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Teaching, Learning & Instructional Time:

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procedures, and schedules, that align with developmentally appropriate recommendations for screen time and synchronous learning. Secondary students will follow a predictable bell schedule that incorporates synchronous check-ins, consistent and timely feedback, and peer interactions. All students will continue to receive access to a well-rounded education which includes physical education, health, arts, music, tiered supports, etc.

The learning day will be organized so that the time educators spend directly interacting with students will be high quality, focused on complex learning activities with a high cognitive demand and that are centered around student engagement. Students will have opportunities for guided learning with an educator, as well as opportunities to work with peers, families, and community members to apply their learning and practice their skills. Students will be expected to complete assigned learning activities each day. Students will participate in daily virtual instruction by satisfactorily engaging with synchronous class sessions as well as asynchronous tasks, completing assigned learning activities or assignments to demonstrate their learning. Parents and students will communicate with the teacher when in need of additional learning support. Portland Public Schools will also provide families a variety of ways to connect, one of which is through educator office hours, posted publicly, for students and families to access which will include a process to request and schedule translation services as needed.

Racial Equity and Access:

In the development of our plan, all of the work groups utilized our [Racial Equity and Social Justice Lens](#) to inform decision making and programming. The application of the lens is based on our belief that the district should adopt a student-centered, racial equity and social justice focused lens in all high leverage decisions in order to more deeply understand the barriers and opportunities impacting BIPOC students and families. Additionally, the regular application of the lens, documentation of our responses and review of those responses will help us critically examine our efforts to increase access and opportunity for BIPOC students and families. Our steering committee collectively reviewed our comprehensive plans and applied the RESJ lens on multiple occasions. They utilized data, parent and student input from engagement, partner input and the diverse experience of members to answer the prompts, review our plans and make adjustments to more directly respond to the needs of BIPOC students. As a result we believe our plan is strengthened through the collaborative and reflective process we employed to apply the RESJ Lens to address racial equity and access in our plans.

Special Education Services and English Language Development

Students receiving special education services will continue to receive instruction, technology, support, accommodations, and modifications as required by ESSA, IDEA, and/or ADA based on a virtual learning environment. The majority of each student's services will be provided synchronously (i.e., with the teacher/service provider and student working together through direct and simultaneous communication). If only asynchronous services are recommended, the parent or guardian will provide written consent to shift from synchronous to asynchronous service delivery. All IDEA requirements will be met during Comprehensive Distance Learning. This includes all IDEA timelines, delivery of all related services, delivery of SDI, implementation of IEPs, etc. Schools will provide Child Find obligations, including timely evaluation and eligibility determinations.

Students who are identified to receive English Language development services will be provided with language assistance services and supports that allow the student access to grade level academic content and scaffolded language experiences. PPS's English as a Second Language program will encourage ESL and general education/homeroom teachers to collaboratively plan for inclusive learning experiences that consider and support the language proficiency of each student.

Assessment, Grading, Reporting & Statewide Balanced Assessment:

Portland Public Schools (PPS) has developed a framework for a balanced assessment system and worked throughout the pre-pandemic portion of the 2019-2020 academic year to introduce additional efficiency into the assessment model. Anticipating the ongoing challenges to face-to-face instruction, PPS successfully piloted remote administration of the NWEA MAP assessments at one of our schools in the Spring of 2020.

During the 2020-2021 academic year, PPS is prepared to remotely administer MAP in grades 3-8 in the fall and winter. The fall assessment will allow our students and families to better understand the learning needs of our students as they enter the academic year, and it will provide our teachers and curriculum support teams the necessary data to align and plan instruction. The mid-year assessment will provide feedback regarding both student growth and achievement allowing for an additional point to adapt our supports.

In addition to this common measure of growth and achievement, students will also be presented with common curriculum embedded assessments (pre and post unit) that are aligned to the scope and sequence and are paired with each of the curriculum units. These will provide additional, focused and just-in time, measures of learning that will allow for adaptations to the delivery of the unit materials in order to provide tiered supports. Educators will regularly report progress to students and families and provide opportunities to redo or make up work without penalty and retain the highest earned grade.

Finally, the administration of remote computer adaptive measures will also help the system prepare for the challenges associated with a potential remote administration of the state summative assessments in English Language Arts, Mathematics, and Science.

Attendance:

With the pandemic in the spring of the 2019-2020 academic year, the importance of maintaining an active engagement with our students and families rose to the forefront of our work as a system. As we approach the 2020-2021 year, engagement remains a critical focus and reflecting that engagement through attendance and other metrics is critical. We are committed to following all ODE guidelines and requirements in regards to attendance.

At this time, we are preparing to collect on-line attendance, and we are exploring ways to leverage data from our learning management and instructional delivery systems as a means to monitor engagement and attendance. Our primary focus, at this time, is to provide near real time data back to our schools to facilitate and focus the efforts of our schools to engage our students and families. We fully expect that our local community partners will be assisting in our efforts to focus and engage our disenfranchised students and communities in partnership with our counselors, social workers, Restorative Justice (RJ) specialists, attendance coaches and student engagement specialists.

Clubs & Extracurricular Activities:

Clubs and extracurricular activities are a critical component of any school community. We will ensure activities, clubs, and student organizations are available and accessible to all students to the extent possible, while focusing on the health and wellness of our students and staff as our top priority.

Operational Conditions for Comprehensive Distance Learning

Nutrition:

Portland Public Schools understands food stability is one of the most important safety measures schools can provide to students. We will build upon our work in the spring and expand to serve more sites this fall. We will serve breakfast and lunch at up to 40 sites, specifically sites that are elected for Community Eligibility Provision (CEP) in the 2020-21 school year in order to focus resources and access to food and nutrition in our highest risk and need communities. Meals will be served to families 2 days/week (Mondays will include 2 days worth of food and Wednesdays will include 3 days worth of food). No weekend food is permissible at this time, though we may be able to add additional daily supper meals depending on eligible sites and waivers (pending request from ODE to USDA). Nutrition Services will partner with Transportation to deliver meals to homes as requested by the families. Families will be sent an opt in/consent form for requesting meal delivery to their home. Delivery schedule will depend on demand and routing schedule by the Transportation department. Meals will continue to be a mix of ready-to-eat foods, prepared recipes and foods that can be heated at home by families. Communication about meals, services and benefits will be provided throughout the fall to families and school communities. Nutrition Services staff will adhere to all district and department standard operating procedures and safety plans.

Communicable Disease Management Plan (CMDP) and safety plans:

We have developed, in conjunction with our local health authority and Multnomah ESD, and will implement our CMDP as staff report to buildings, based on individual and department needs. Safety plans are developed and approved by our Risk Management team before staff can enter a building and building leaders are responsible for adhering to the safety plan at all times. We have also developed a confirmed case protocol and have aligned all contact tracing, investigatory measures and reporting through a partnership with MESD and the health department. When we are notified of a possible exposure we work with them to investigate and notify.

Student and Family Support for Comprehensive Distance Learning

As a district, we understand and value the importance of student, family and community engagement as a means to positively impact a student's academic, social emotional outcomes and to address continuous improvement efforts. We are committed to building a collective and shared responsibility for outcomes, while strengthening our capacity and skills to achieve this goal and ensuring clear alignment between our intentions and actions to foster engagement that reflects the communities' values and break down barriers to student achievement in this unprecedented time. To this end, PPS will focus our first two weeks on Social Emotional Learning, connections and relationship building between students and staff.

Beyond the first two weeks, PPS will employ a variety of creative means to ensure that our students and families, especially our Black and Native communities, have the tools and support they need and feel empowered to engage and stay engaged in our Comprehensive Distance Learning platform. We will base our expectations of school engagement efforts on the work of our CSI & TSI summer program, Summer Connections Academy, and the lessons we have learned from those endeavors and from the springtime efforts. Some elements that were effective within those school communities included: relationship building and cultivating trust and rapport by calling families and students daily, reaching out to families through personal visits (physically distanced) and providing 1:1 virtual support as needed. We will also provide support at meal hubs and with some in-person conversations and relationship building on school lawns and sidewalks. We continue to provide support for teachers from our counselors and social workers on the best ways to interact and connect with families through a trauma informed lens.

Racial Equity and Social Justice Partnerships

PPS partners with sixteen different culturally specific organizations to implement our five RESJ Partnership Strategies with BIPOC students and families at prioritized schools. These strategies and resulting services provide critical connections between our schools and communities. These strategies are informed by relevant research that affirms their effectiveness in improving educational and social outcomes for students of color.

1. *Culturally Specific Family Engagement* - Family engagement is a high leverage strategy that supports student learning and is designed to reduce or eliminate institutional barriers for families of color to advocate for the needs of their students. There is significant research that supports the effectiveness of family support, advocacy and encouragement with positive student achievement and outcomes.
2. *Wrap Around Services* - Provision of culturally specific and culturally responsive services to support student academic and social success. This includes case management, academic tutoring/support, service referral, student groups, and progress monitoring. Wrap around services have a comprehensive approach to meeting the needs of students.
3. *Mentoring and Leadership Development* - Services are designed to provide positive relationship development and support to students to reduce disproportionate discipline rates and increase attendance and a sense of belonging at school for students of color. This includes providing positive and diverse adult relationships that are reflective of students' culture and identity.
4. *Extended Learning and Enrichment* - Programming provides safe, structured and engaging activities to enhance and expand the learning of students outside of school hours. This includes after school programming and enrichment activities. Enrichment activities provide opportunities for students to pursue learning in their own areas of interest and strengths. Research has shown that students engaged in these activities can lead to increased academic performance and attendance.
5. *Positive Cultural Identity Development and Advocacy* - Programming provides participating youth with exposure and

opportunity to engage in activities that empower them to embrace a confident and positive cultural identity while preserving and sharing cultural heritages and traditions amongst their peers. Activities provide opportunities for students to learn and practice new methods of self-expression in a safe and culturally affirming environment. Partners are actively engaged with the district to collaboratively plan for the start of school by adjusting their services to be provided virtually and in alignment with our plans. Partners are meeting with school leaders,

Mental, Social, and Emotional Health:

Our Multi-tiered Systems of Support (MTSS) team is creating Social Emotional Learning (SEL) activities for the K-5 soft start to begin on September 2nd. These activities will be focused on making connections, building relationships, and creating community. The Office of Teaching and Learning (OTL) and MTSS departments are also leading the development of a two-week health and wellness unit that will focus on promoting the social, emotional, and cognitive skills students need to develop positive relationships and thrive in school. This required K-5 unit is set for teachers to begin on September 14th.

Lastly, K-5 and 6-8 SEL units were developed by the SEL team in the spring which focus on supporting resilience during challenging and, often, traumatic times. This nine-week unit will be revised for educators to use after the completion of the health unit by September 28th.

- MTSS and OTL will collaborate closely on the development of health and wellness and the SEL soft start lessons/activities.
- The MTSS unit is being built with the CASEL Roadmap for Reopening Critical Practices and the PPS & ODE reopening guidance as the foundation.
- The K-5 health and wellness unit will be required as one of four required health units. This unit is required even if schools have other SEL programs.

Additionally, PPS will continue to contract with our mental health and substance use partners in order to provide teletherapy for students who need this level of support. Our counselors and social workers will also meet virtually with students and families in order to assist with emotional and mental health wellness, suicide ideation, student threats, and other mental health or behavioral related concerns or needs. We are also partnering with culturally specific providers to support students of color and additional families who need our assistance. Some of these supports will be through personal (physically distanced) visits either on campus at a community site, or near the student's home. This will be through student and family choice, which honors their preferences in ways they feel they can best be supported.

Childcare:

PPS and contracted, licensed child care providers are exploring distance learning child care services for PPS families and employees. Child care providers would operate fee based programs with state subsidies for qualifying families. If we determine this is a viable service, locations will be dispersed throughout the PPS boundary. Providers would be required to follow health and safety guidelines from the Oregon Early Learning Division.

Digital Learning Needs for Comprehensive Distance Learning

Privacy and Security tools (Umbrella) have been installed and remain persistent on all PPS devices and accounts that prevents students from accessing known inappropriate or malicious sites. Passwords for staff and students changed to a longer character length, and a new portal has been implemented to aid in remote support for password reset situations. Changes have been made to patching and software update mechanisms to allow for devices to remain updated even though they are outside the PPS network. All staff and students will be trained on responsible digital citizenship.

In addition to the distribution of devices, PPS acquired 1990 hotspots to provide connectivity for students where Comcast Internet Essentials was not a viable option. These hotspots will be either picked up from distribution locations or delivered using bus drivers to bring the devices to student homes to ensure that students and staff that did not already have internet access were given devices to facilitate that. Additionally, infrastructure changes were made to

allow take home IP phones that allow for teachers and staff to be able to make contact with students and families just as they would in the classroom.

Device deployment:

In the spring we handed out chromebooks and hotspots/Comcast connectivity for students and staff to be able to participate in distance based learning. We will continue to provide devices and work with families to ensure all students are able to connect to our comprehensive distance learning model. We will continue to provide devices to staff as needed so they can deliver the digital curriculum effectively. We offer a curbside service at the district office during work hours for chromebook repairs needed. If the chromebook cannot be repaired on site, the student/staff will receive a replacement chromebook at this time. The service desk is available during work hours for staff, students and families to contact via phone or email. If call center tech is unable to resolve on the phone, a helpdesk ticket will be created and followed up with the individual caller. An email to support will create a helpdesk ticket and the call center tech will follow up with the individual.

Digital Toolkit:

Portland Public Schools has developed a comprehensive and districtwide set of digital tools for every PPS classroom, teacher, and student. The [PPS Digital Toolkit](#) provides a set of digital tools that will enhance instructional strategies and content delivery. These tools will enhance the existing opportunities with both synchronous and asynchronous learning. These tools have been reviewed and evaluated for digital content quality and cultural relevance.

The tools fall into three categories: Instruction and Lesson Design, Creation and Engagement, and Content. Instruction and Lesson Design tools are those applications and system platforms that teachers use to deliver instruction, lessons, and communications. These include classroom content delivery and learning management systems, applications for communications, and lesson and assessment design tools. Creation and Engagement tools are used by teachers and students in distance learning, as well as in-classroom technology-enhanced instruction. These tools support student voice, elicit response, provide shared spaces for individual, small group, and whole-class collaboration, and engage students with the content. Content tools have been selected to assist our teachers in providing content, build opportunities for sustained practice, and apply learning in both distanced and in-person models of instruction.

Learning Platforms:

PPS has adopted two classroom learning platforms to meet the needs of our elementary and secondary students and teachers. These tools were selected because of their current use and success in PPS, knowledge of their toolset, depth of their function and capabilities, and their presence in the educational technology space. Both platforms allow teachers to create, post, interact, provide feedback, and assess with their students and will bring a single point of entry for students and families into classroom instruction.

Professional Development:

Ongoing and high-quality professional learning and training is essential for the successful implementation of Comprehensive Distance Learning. PPS will provide professional learning for all educators during the course of the summer, pre-service and throughout the school year. The content will be focused on best practices for distance learning, as well as technical “how to” training for digital tools and other operational functions.

Describe the school’s plan, including the anticipated timeline, for returning to Hybrid Learning or On-Site Learning consistent with the *Ready Schools, Safe Learners* guidance.

At this time PPS is planning for the opening of our physical buildings when it is deemed safe and appropriate under the Governor's directive. The District will utilize a comprehensive distance learning (CDL) platform for a minimum of the first quarter (through November 5th) and will evaluate all available health-related information to decide if our CDL will continue through the first semester or if we will be able to open to a hybrid model of instruction in November. We will continue to follow the Governor's orders and ODE's recommendations and guidance.

The remainder of this operational blueprint is not applicable to schools operating a Comprehensive Distance Learning Model.



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

Under ODE's **Ready Schools, Safe Learners** guidance, each school¹ has been directed to submit a plan to the district² in order to provide on-site and/or hybrid instruction. Districts must submit each school's plan to the local school board and make the plans available to the public. This form is to be used to document a district's, school's or program's plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the [Ready Schools, Safe Learners guidance](#) document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,³ parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Rieke, PPS
Key Contact Person for this Plan	Jon Jeans, Principal
Phone Number of this Person	503-916-5768
Email Address of this Person	jjeans@pps.net
Sectors and position titles of those who informed the plan	Superintendent, Deputy Chiefs of Operations and Instruction, Chief Academic Officer, Chief of Schools, Chief of Staff, Legal Counsel, Chief of Student Support Services, Chief of Technology, Chief Operations Officer, Chief of Human Resources, Chief of Systems Performance, Senior Advisor Racial Equity and Social Justice, Chief of Engagement and Partnerships, Senior Director of Communications, Senior Director of Student Success and Health, Senior Director of Multi-Tiered Systems of Support, Attendance Manager, Director of Facilities, Director of Security Services, Director of Nutrition Services, Senior Director of Special Education, principals, teachers, labor union advisory participation, Senior Director of Humanities, Senior Director of STEAM, Regional Supts., Director of Risk Management, Director of Professional Learning, Project Managers, Student

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Operational Conditions for Comprehensive Distance Learning

Nutrition:

Portland Public Schools understands food stability is one of the most important safety measures schools can provide to students. We will build upon our work in the spring and expand to serve more sites this fall. We will serve breakfast and lunch at up to 40 sites, specifically sites that are elected for Community Eligibility Provision (CEP) in the 2020-21 school year in order to focus resources and access to food and nutrition in our highest risk and need communities. Meals will be served to families 2 days/week (Mondays will include 2 days worth of food and Wednesdays will include 3 days worth of food). No weekend food is permissible at this time, though we may be able to add additional daily supper meals depending on eligible sites and waivers (pending request from ODE to USDA). Nutrition Services will partner with Transportation to deliver meals to homes as requested by the families. Families will be sent an opt in/consent form for requesting meal delivery to their home. Delivery schedule will depend on demand and routing schedule by the Transportation department. Meals will continue to be a mix of ready-to-eat foods, prepared recipes and foods that can be heated at home by families. Communication about meals, services and benefits will be provided throughout the fall to families and school communities. Nutrition Services staff will adhere to all district and department standard operating procedures and safety plans.

Communicable Disease Management Plan (CMDP) and safety plans:

We have developed, in conjunction with our local health authority and Multnomah ESD, and will implement our CMDP as staff report to buildings, based on individual and department needs. Safety plans are developed and approved by our Risk Management team before staff can enter a building and building leaders are responsible for adhering to the safety plan at all times. We have also developed a confirmed case protocol and have aligned all contact tracing, investigatory measures and reporting through a partnership with MESD and the health department. When we are notified of a possible exposure we work with them to investigate and notify.

Student and Family Support for Comprehensive Distance Learning

As a district, we understand and value the importance of student, family and community engagement as a means to positively impact a student's academic, social emotional outcomes and to address continuous improvement efforts. We are committed to building a collective and shared responsibility for outcomes, while strengthening our capacity and skills to achieve this goal and ensuring clear alignment between our intentions and actions to foster engagement that reflects the communities' values and break down barriers to student achievement in this unprecedented time. To this end, PPS will focus our first two weeks on Social Emotional Learning, connections and relationship building between students and staff.

Beyond the first two weeks, PPS will employ a variety of creative means to ensure that our students and families, especially our Black and Native communities, have the tools and support they need and feel empowered to engage and stay engaged in our Comprehensive Distance Learning platform. We will base our expectations of school engagement efforts on the work of our CSI & TSI summer program, Summer Connections Academy, and the lessons we have learned from those endeavors and from the springtime efforts. Some elements that were effective within those school communities included: relationship building and cultivating trust and rapport by calling families and students daily, reaching out to families through personal visits (physically distanced) and providing 1:1 virtual support as needed. We will also provide support at meal hubs and with some in-person conversations and relationship building on school lawns and sidewalks. We continue to provide support for teachers from our counselors and social workers on the best ways to interact and connect with families through a trauma informed lens.

Racial Equity and Social Justice Partnerships

PPS partners with sixteen different culturally specific organizations to implement our five RESJ Partnership Strategies with BIPOC students and families at prioritized schools. These strategies and resulting services provide critical connections between our schools and communities. These strategies are informed by relevant research that affirms their effectiveness in improving educational and social outcomes for students of color.

1. *Culturally Specific Family Engagement* - Family engagement is a high leverage strategy that supports student learning and is designed to reduce or eliminate institutional barriers for families of color to advocate for the needs of their students. There is significant research that supports the effectiveness of family support, advocacy and encouragement with positive student achievement and outcomes.
2. *Wrap Around Services* - Provision of culturally specific and culturally responsive services to support student academic and social success. This includes case management, academic tutoring/support, service referral, student groups, and progress monitoring. Wrap around services have a comprehensive approach to meeting the needs of students.
3. *Mentoring and Leadership Development* - Services are designed to provide positive relationship development and support to students to reduce disproportionate discipline rates and increase attendance and a sense of belonging at school for students of color. This includes providing positive and diverse adult relationships that are reflective of students' culture and identity.
4. *Extended Learning and Enrichment* - Programming provides safe, structured and engaging activities to enhance and expand the learning of students outside of school hours. This includes after school programming and enrichment activities. Enrichment activities provide opportunities for students to pursue learning in their own areas of interest and strengths. Research has shown that students engaged in these activities can lead to increased academic performance and attendance.
5. *Positive Cultural Identity Development and Advocacy* - Programming provides participating youth with exposure and

opportunity to engage in activities that empower them to embrace a confident and positive cultural identity while preserving and sharing cultural heritages and traditions amongst their peers. Activities provide opportunities for students to learn and practice new methods of self-expression in a safe and culturally affirming environment. Partners are actively engaged with the district to collaboratively plan for the start of school by adjusting their services to be provided virtually and in alignment with our plans. Partners are meeting with school leaders,

Mental, Social, and Emotional Health:

Our Multi-tiered Systems of Support (MTSS) team is creating Social Emotional Learning (SEL) activities for the K-5 soft start to begin on September 2nd. These activities will be focused on making connections, building relationships, and creating community. The Office of Teaching and Learning (OTL) and MTSS departments are also leading the development of a two-week health and wellness unit that will focus on promoting the social, emotional, and cognitive skills students need to develop positive relationships and thrive in school. This required K-5 unit is set for teachers to begin on September 14th.

Lastly, K-5 and 6-8 SEL units were developed by the SEL team in the spring which focus on supporting resilience during challenging and, often, traumatic times. This nine-week unit will be revised for educators to use after the completion of the health unit by September 28th.

- MTSS and OTL will collaborate closely on the development of health and wellness and the SEL soft start lessons/activities.
- The MTSS unit is being built with the CASEL Roadmap for Reopening Critical Practices and the PPS & ODE reopening guidance as the foundation.
- The K-5 health and wellness unit will be required as one of four required health units. This unit is required even if schools have other SEL programs.

Additionally, PPS will continue to contract with our mental health and substance use partners in order to provide teletherapy for students who need this level of support. Our counselors and social workers will also meet virtually with students and families in order to assist with emotional and mental health wellness, suicide ideation, student threats, and other mental health or behavioral related concerns or needs. We are also partnering with culturally specific providers to support students of color and additional families who need our assistance. Some of these supports will be through personal (physically distanced) visits either on campus at a community site, or near the student's home. This will be through student and family choice, which honors their preferences in ways they feel they can best be supported.

Childcare:

PPS and contracted, licensed child care providers are exploring distance learning child care services for PPS families and employees. Child care providers would operate fee based programs with state subsidies for qualifying families. If we determine this is a viable service, locations will be dispersed throughout the PPS boundary. Providers would be required to follow health and safety guidelines from the Oregon Early Learning Division.

Digital Learning Needs for Comprehensive Distance Learning

Privacy and Security tools (Umbrella) have been installed and remain persistent on all PPS devices and accounts that prevents students from accessing known inappropriate or malicious sites. Passwords for staff and students changed to a longer character length, and a new portal has been implemented to aid in remote support for password reset situations. Changes have been made to patching and software update mechanisms to allow for devices to remain updated even though they are outside the PPS network. All staff and students will be trained on responsible digital citizenship.

In addition to the distribution of devices, PPS acquired 1990 hotspots to provide connectivity for students where Comcast Internet Essentials was not a viable option. These hotspots will be either picked up from distribution locations or delivered using bus drivers to bring the devices to student homes to ensure that students and staff that did not already have internet access were given devices to facilitate that. Additionally, infrastructure changes were made to

allow take home IP phones that allow for teachers and staff to be able to make contact with students and families just as they would in the classroom.

Device deployment:

In the spring we handed out chromebooks and hotspots/Comcast connectivity for students and staff to be able to participate in distance based learning. We will continue to provide devices and work with families to ensure all students are able to connect to our comprehensive distance learning model. We will continue to provide devices to staff as needed so they can deliver the digital curriculum effectively. We offer a curbside service at the district office during work hours for chromebook repairs needed. If the chromebook cannot be repaired on site, the student/staff will receive a replacement chromebook at this time. The service desk is available during work hours for staff, students and families to contact via phone or email. If call center tech is unable to resolve on the phone, a helpdesk ticket will be created and followed up with the individual caller. An email to support will create a helpdesk ticket and the call center tech will follow up with the individual.

Digital Toolkit:

Portland Public Schools has developed a comprehensive and districtwide set of digital tools for every PPS classroom, teacher, and student. The [PPS Digital Toolkit](#) provides a set of digital tools that will enhance instructional strategies and content delivery. These tools will enhance the existing opportunities with both synchronous and asynchronous learning. These tools have been reviewed and evaluated for digital content quality and cultural relevance.

The tools fall into three categories: Instruction and Lesson Design, Creation and Engagement, and Content. Instruction and Lesson Design tools are those applications and system platforms that teachers use to deliver instruction, lessons, and communications. These include classroom content delivery and learning management systems, applications for communications, and lesson and assessment design tools. Creation and Engagement tools are used by teachers and students in distance learning, as well as in-classroom technology-enhanced instruction. These tools support student voice, elicit response, provide shared spaces for individual, small group, and whole-class collaboration, and engage students with the content. Content tools have been selected to assist our teachers in providing content, build opportunities for sustained practice, and apply learning in both distanced and in-person models of instruction.

Learning Platforms:

PPS has adopted two classroom learning platforms to meet the needs of our elementary and secondary students and teachers. These tools were selected because of their current use and success in PPS, knowledge of their toolset, depth of their function and capabilities, and their presence in the educational technology space. Both platforms allow teachers to create, post, interact, provide feedback, and assess with their students and will bring a single point of entry for students and families into classroom instruction.

Professional Development:

Ongoing and high-quality professional learning and training is essential for the successful implementation of Comprehensive Distance Learning. PPS will provide professional learning for all educators during the course of the summer, pre-service and throughout the school year. The content will be focused on best practices for distance learning, as well as technical “how to” training for digital tools and other operational functions.

Describe the school’s plan, including the anticipated timeline, for returning to Hybrid Learning or On-Site Learning consistent with the *Ready Schools, Safe Learners* guidance.

At this time PPS is planning for the opening of our physical buildings when it is deemed safe and appropriate under the Governor's directive. The District will utilize a comprehensive distance learning (CDL) platform for a minimum of the first quarter (through November 5th) and will evaluate all available health-related information to decide if our CDL will continue through the first semester or if we will be able to open to a hybrid model of instruction in November. We will continue to follow the Governor's orders and ODE's recommendations and guidance.

The remainder of this operational blueprint is not applicable to schools operating a Comprehensive Distance Learning Model.



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

Under ODE's **Ready Schools, Safe Learners** guidance, each school¹ has been directed to submit a plan to the district² in order to provide on-site and/or hybrid instruction. Districts must submit each school's plan to the local school board and make the plans available to the public. This form is to be used to document a district's, school's or program's plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the [Ready Schools, Safe Learners guidance](#) document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,³ parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Rigler, PPS
Key Contact Person for this Plan	Myrna Munoz, Principal
Phone Number of this Person	503-916-6451
Email Address of this Person	mmunoz1@pps.net
Sectors and position titles of those who informed the plan	Superintendent, Deputy Chiefs of Operations and Instruction, Chief Academic Officer, Chief of Schools, Chief of Staff, Legal Counsel, Chief of Student Support Services, Chief of Technology, Chief Operations Officer, Chief of Human Resources, Chief of Systems Performance, Senior Advisor Racial Equity and Social Justice, Chief of Engagement and Partnerships, Senior Director of Communications, Senior Director of Student Success and Health, Senior Director of Multi-Tiered Systems of Support, Attendance Manager, Director of Facilities, Director of Security Services, Director of Nutrition Services, Senior Director of Special Education, principals, teachers, labor union advisory participation, Senior Director of Humanities, Senior Director of STEAM, Regional Supts., Director of Risk Management, Director of Professional Learning, Project Managers, Student

¹ For the purposes of this guidance: "school" refers to all public schools, including public charter schools, public virtual charter schools, alternative education programs, private schools and the Oregon School for the Deaf. For ease of readability, "school" will be used inclusively to reference all of these settings.

² For the purposes of this guidance: "district" refers to a school district, education service district, public charter school sponsoring district, virtual public charter school sponsoring district, state sponsored public charter school, alternative education programs, private schools, and the Oregon School for the Deaf.

³ Tribal Consultation is a separate process from stakeholder engagement; consultation recognizes and affirms tribal rights of self-government and tribal sovereignty, and mandates state government to work with American Indian nations on a [government-to-government](#) basis.

	Engagement Coordinators, Family advocates, student groups (BIPOC), special education and english language learners, family surveys, staff surveys, parent engagement groups, email responses from website, consultation with District Management Group (DMG), culturally specific partner organizations, PPS health advisory panel, and other large districts in Oregon.
Local public health office(s) or officers(s)	Multnomah ESD and the Oregon Health Authority; in consultation with the CDC.
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Director of Risk Management, Joe Crelier Myrna Munoz (Enforcement)
Intended Effective Dates for this Plan	9/2/2020 to at least 11/5/2020
ESD Region	Multnomah

2. Please list efforts you have made to engage your community (public health information sharing, taking feedback on planning, etc.) in preparing for school in 2020-21. Include information on engagement with communities often underserved and marginalized and those communities disproportionately impacted by COVID-19.

In preparation for reopening school in fall 2020, Portland Public Schools began gathering feedback from students and staff in May 2020. In March, the Communications team at PPS stood up a landing page for all students and families with centralized supports and pandemic resources. Surveys were conducted at the district level and by some individual schools. Our rate of response in surveying historically underserved and marginalized communities was low, which led to the utilization of intentional focus groups with our Native American community members and Elders, Black students and families, and other families and students of color. Additional focus groups were held with student leaders, and Spanish-Speaking families. Please find a summary of these focus groups here: [Memorandum to the Board of Education, Reopening Focus Group Update](#)

The District will continue to engage our community on a district and individual level to ensure that we are meeting the needs of all students and families to the best of our abilities.

3. Indicate which instructional model will be used.

Select One:

☐ On-Site Learning ☐ Hybrid Learning ☒ Comprehensive Distance Learning

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-15 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>) by August 15, 2020 or prior to the beginning of the 2020-21 school year.

* **Note:** Private schools are required to comply with only sections 1-3 of the **Ready Schools, Safe Learners** guidance.

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

This section must be completed by any school that is seeking to provide instruction through Comprehensive Distance Learning.

Describe why you are selecting Comprehensive Distance Learning as the school's Instructional Model for the effective dates of this plan.

In keeping with local, regional and state guidance and new health directives, Portland Public Schools has determined that it is safest for students and staff to maintain severely limited physical contact. We believe it is both responsible and critical to base our decisions on what will best ensure the health and wellness of our students and staff. We will always prefer to have our students engaged in classroom-based learning, but given current conditions, it would be unsafe to have significant numbers of students and adults back on campus at this time.

We will use this Comprehensive Distance Learning model for a minimum of September 2 through November 5, and will evaluate in October whether it is feasible to open in the 2nd quarter. Based on medical advice, including local health authorities, PPS will continue to keep the health and wellness of students and staff on the forefront in our planning.

Describe how your school's model aligns to the [Comprehensive Distance Learning Guidance](#) (linked). In completing this part of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. Please name any requirements you need ODE to review for any possible accommodations.

Framing PPS Values

As we continue to navigate the ongoing COVID-19 pandemic, Portland Public Schools remains committed to providing a high-quality education for all students and ensuring the health and wellness of students and staff through a comprehensive distance learning model. To guide our work, we centered racial equity and social justice in all decision-making and hold three principles from our strategic plan at the core of our planning - ensure the health and wellness of staff and students, strengthen and innovate the instructional core, and cultivate connection and relationship for students, staff and our community.

Our overarching approach to reopening is a relentless pursuit of racial equity and social justice (RESJ). We believe in the fundamental right to human dignity and that generating an equitable world requires an educational system that intentionally disrupts - and builds leaders to disrupt - systems of oppression. Therefore, our work to reopen schools acknowledges and recognizes the inequities of our system prior to Covid-19 and does not seek to reopen schools by returning to what was "normal" before. Rather, we are deeply engaged in fundamentally accelerating and centering our RESJ work, constantly examining opportunities to increase RESJ strategies through organizational transformation and system-wide collaboration. By way of this central focus and in partnership with families and stakeholders, including those representing students of color, we will bring racial predictability and disproportionality to an end.

In PPS, we are utilizing Targeted Universalism as a driver. We aim to operationalize our RESJ values so that every student is served and our universal board goals are achieved; thus realizing the graduate profile from [our Vision](#). Our approach supports the distinct needs of BIPOC students while also acknowledging our mutual interdependence. We recognize with great urgency the need for aligned and coherent strategies that improve conditions so that every student, especially our BIPOC students have an educational experience where they can thrive. Our approach disrupts institutional and cultural racism and promotes tangible strategies and resources for RESJ. To this end, we will prioritize services for students historically underserved by our system, including Black, Native, students receiving special education services and second language learners. We have used these [Guiding Principles](#) to align our collective work through this process.

Academic Conditions for Comprehensive Distance Learning

Teaching, Learning & Instructional Time:

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Digital Learning Needs for Comprehensive Distance Learning

Privacy and Security tools (Umbrella) have been installed and remain persistent on all PPS devices and accounts that prevents students from accessing known inappropriate or malicious sites. Passwords for staff and students changed to a longer character length, and a new portal has been implemented to aid in remote support for password reset situations. Changes have been made to patching and software update mechanisms to allow for devices to remain updated even though they are outside the PPS network. All staff and students will be trained on responsible digital citizenship.

In addition to the distribution of devices, PPS acquired 1990 hotspots to provide connectivity for students where Comcast Internet Essentials was not a viable option. These hotspots will be either picked up from distribution locations or delivered using bus drivers to bring the devices to student homes to ensure that students and staff that did not already have internet access were given devices to facilitate that. Additionally, infrastructure changes were made to

allow take home IP phones that allow for teachers and staff to be able to make contact with students and families just as they would in the classroom.

Device deployment:

In the spring we handed out chromebooks and hotspots/Comcast connectivity for students and staff to be able to participate in distance based learning. We will continue to provide devices and work with families to ensure all students are able to connect to our comprehensive distance learning model. We will continue to provide devices to staff as needed so they can deliver the digital curriculum effectively. We offer a curbside service at the district office during work hours for chromebook repairs needed. If the chromebook cannot be repaired on site, the student/staff will receive a replacement chromebook at this time. The service desk is available during work hours for staff, students and families to contact via phone or email. If call center tech is unable to resolve on the phone, a helpdesk ticket will be created and followed up with the individual caller. An email to support will create a helpdesk ticket and the call center tech will follow up with the individual.

Digital Toolkit:

Portland Public Schools has developed a comprehensive and districtwide set of digital tools for every PPS classroom, teacher, and student. The [PPS Digital Toolkit](#) provides a set of digital tools that will enhance instructional strategies and content delivery. These tools will enhance the existing opportunities with both synchronous and asynchronous learning. These tools have been reviewed and evaluated for digital content quality and cultural relevance.

The tools fall into three categories: Instruction and Lesson Design, Creation and Engagement, and Content. Instruction and Lesson Design tools are those applications and system platforms that teachers use to deliver instruction, lessons, and communications. These include classroom content delivery and learning management systems, applications for communications, and lesson and assessment design tools. Creation and Engagement tools are used by teachers and students in distance learning, as well as in-classroom technology-enhanced instruction. These tools support student voice, elicit response, provide shared spaces for individual, small group, and whole-class collaboration, and engage students with the content. Content tools have been selected to assist our teachers in providing content, build opportunities for sustained practice, and apply learning in both distanced and in-person models of instruction.

Learning Platforms:

PPS has adopted two classroom learning platforms to meet the needs of our elementary and secondary students and teachers. These tools were selected because of their current use and success in PPS, knowledge of their toolset, depth of their function and capabilities, and their presence in the educational technology space. Both platforms allow teachers to create, post, interact, provide feedback, and assess with their students and will bring a single point of entry for students and families into classroom instruction.

Professional Development:

Ongoing and high-quality professional learning and training is essential for the successful implementation of Comprehensive Distance Learning. PPS will provide professional learning for all educators during the course of the summer, pre-service and throughout the school year. The content will be focused on best practices for distance learning, as well as technical “how to” training for digital tools and other operational functions.

Describe the school’s plan, including the anticipated timeline, for returning to Hybrid Learning or On-Site Learning consistent with the *Ready Schools, Safe Learners* guidance.

At this time PPS is planning for the opening of our physical buildings when it is deemed safe and appropriate under the Governor's directive. The District will utilize a comprehensive distance learning (CDL) platform for a minimum of the first quarter (through November 5th) and will evaluate all available health-related information to decide if our CDL will continue through the first semester or if we will be able to open to a hybrid model of instruction in November. We will continue to follow the Governor's orders and ODE's recommendations and guidance.

The remainder of this operational blueprint is not applicable to schools operating a Comprehensive Distance Learning Model.



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

Under ODE's **Ready Schools, Safe Learners** guidance, each school¹ has been directed to submit a plan to the district² in order to provide on-site and/or hybrid instruction. Districts must submit each school's plan to the local school board and make the plans available to the public. This form is to be used to document a district's, school's or program's plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the [Ready Schools, Safe Learners guidance](#) document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,³ parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Roosevelt, PPS
Key Contact Person for this Plan	KD Parman, Principal
Phone Number of this Person	503-916-5260
Email Address of this Person	kparman@pps.net
Sectors and position titles of those who informed the plan	Superintendent, Deputy Chiefs of Operations and Instruction, Chief Academic Officer, Chief of Schools, Chief of Staff, Legal Counsel, Chief of Student Support Services, Chief of Technology, Chief Operations Officer, Chief of Human Resources, Chief of Systems Performance, Senior Advisor Racial Equity and Social Justice, Chief of Engagement and Partnerships, Senior Director of Communications, Senior Director of Student Success and Health, Senior Director of Multi-Tiered Systems of Support, Attendance Manager, Director of Facilities, Director of Security Services, Director of Nutrition Services, Senior Director of Special Education, principals, teachers, labor union advisory participation, Senior Director of Humanities, Senior Director of STEAM, Regional Supts., Director of Risk Management, Director of Professional Learning, Project Managers, Student

¹ For the purposes of this guidance: "school" refers to all public schools, including public charter schools, public virtual charter schools, alternative education programs, private schools and the Oregon School for the Deaf. For ease of readability, "school" will be used inclusively to reference all of these settings.

² For the purposes of this guidance: "district" refers to a school district, education service district, public charter school sponsoring district, virtual public charter school sponsoring district, state sponsored public charter school, alternative education programs, private schools, and the Oregon School for the Deaf.

³ Tribal Consultation is a separate process from stakeholder engagement; consultation recognizes and affirms tribal rights of self-government and tribal sovereignty, and mandates state government to work with American Indian nations on a [government-to-government](#) basis.

	Engagement Coordinators, Family advocates, student groups (BIPOC), special education and english language learners, family surveys, staff surveys, parent engagement groups, email responses from website, consultation with District Management Group (DMG), culturally specific partner organizations, PPS health advisory panel, and other large districts in Oregon.
Local public health office(s) or officers(s)	Multnomah ESD and the Oregon Health Authority; in consultation with the CDC.
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Director of Risk Management, Joe Crelier KD Parman (Enforcement)
Intended Effective Dates for this Plan	9/2/2020 to at least 11/5/2020
ESD Region	Multnomah

2. Please list efforts you have made to engage your community (public health information sharing, taking feedback on planning, etc.) in preparing for school in 2020-21. Include information on engagement with communities often underserved and marginalized and those communities disproportionately impacted by COVID-19.

In preparation for reopening school in fall 2020, Portland Public Schools began gathering feedback from students and staff in May 2020. In March, the Communications team at PPS stood up a landing page for all students and families with centralized supports and pandemic resources. Surveys were conducted at the district level and by some individual schools. Our rate of response in surveying historically underserved and marginalized communities was low, which led to the utilization of intentional focus groups with our Native American community members and Elders, Black students and families, and other families and students of color. Additional focus groups were held with student leaders, and Spanish-Speaking families. Please find a summary of these focus groups here: [Memorandum to the Board of Education, Reopening Focus Group Update](#)

The District will continue to engage our community on a district and individual level to ensure that we are meeting the needs of all students and families to the best of our abilities.

3. Indicate which instructional model will be used.

Select One:

☐ On-Site Learning ☐ Hybrid Learning ☒ Comprehensive Distance Learning

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-15 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>) by August 15, 2020 or prior to the beginning of the 2020-21 school year.

* **Note:** Private schools are required to comply with only sections 1-3 of the **Ready Schools, Safe Learners** guidance.

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

This section must be completed by any school that is seeking to provide instruction through Comprehensive Distance Learning.

Describe why you are selecting Comprehensive Distance Learning as the school's Instructional Model for the effective dates of this plan.

In keeping with local, regional and state guidance and new health directives, Portland Public Schools has determined that it is safest for students and staff to maintain severely limited physical contact. We believe it is both responsible and critical to base our decisions on what will best ensure the health and wellness of our students and staff. We will always prefer to have our students engaged in classroom-based learning, but given current conditions, it would be unsafe to have significant numbers of students and adults back on campus at this time.

We will use this Comprehensive Distance Learning model for a minimum of September 2 through November 5, and will evaluate in October whether it is feasible to open in the 2nd quarter. Based on medical advice, including local health authorities, PPS will continue to keep the health and wellness of students and staff on the forefront in our planning.

Describe how your school's model aligns to the [Comprehensive Distance Learning Guidance](#) (linked). In completing this part of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. Please name any requirements you need ODE to review for any possible accommodations.

Framing PPS Values

As we continue to navigate the ongoing COVID-19 pandemic, Portland Public Schools remains committed to providing a high-quality education for all students and ensuring the health and wellness of students and staff through a comprehensive distance learning model. To guide our work, we centered racial equity and social justice in all decision-making and hold three principles from our strategic plan at the core of our planning - ensure the health and wellness of staff and students, strengthen and innovate the instructional core, and cultivate connection and relationship for students, staff and our community.

Our overarching approach to reopening is a relentless pursuit of racial equity and social justice (RESJ). We believe in the fundamental right to human dignity and that generating an equitable world requires an educational system that intentionally disrupts - and builds leaders to disrupt - systems of oppression. Therefore, our work to reopen schools acknowledges and recognizes the inequities of our system prior to Covid-19 and does not seek to reopen schools by returning to what was "normal" before. Rather, we are deeply engaged in fundamentally accelerating and centering our RESJ work, constantly examining opportunities to increase RESJ strategies through organizational transformation and system-wide collaboration. By way of this central focus and in partnership with families and stakeholders, including those representing students of color, we will bring racial predictability and disproportionality to an end.

In PPS, we are utilizing Targeted Universalism as a driver. We aim to operationalize our RESJ values so that every student is served and our universal board goals are achieved; thus realizing the graduate profile from [our Vision](#). Our approach supports the distinct needs of BIPOC students while also acknowledging our mutual interdependence. We recognize with great urgency the need for aligned and coherent strategies that improve conditions so that every student, especially our BIPOC students have an educational experience where they can thrive. Our approach disrupts institutional and cultural racism and promotes tangible strategies and resources for RESJ. To this end, we will prioritize services for students historically underserved by our system, including Black, Native, students receiving special education services and second language learners. We have used these [Guiding Principles](#) to align our collective work through this process.

Academic Conditions for Comprehensive Distance Learning

Teaching, Learning & Instructional Time:

Our comprehensive distance learning plan is designed so that all students will receive an engaging, comprehensive, and rigorous academic experience every day of the week. Students will receive standards-based instruction across all academic areas and will build meaningful relationships with the educators in their school community. Instructional time requirements will be adhered to in every grade level, where more than 50% of the instructional time will be teacher-facilitated learning. To meet this requirement, elementary students will follow predictable routines,

procedures, and schedules, that align with developmentally appropriate recommendations for screen time and synchronous learning. Secondary students will follow a predictable bell schedule that incorporates synchronous check-ins, consistent and timely feedback, and peer interactions. All students will continue to receive access to a well-rounded education which includes physical education, health, arts, music, tiered supports, etc.

The learning day will be organized so that the time educators spend directly interacting with students will be high quality, focused on complex learning activities with a high cognitive demand and that are centered around student engagement. Students will have opportunities for guided learning with an educator, as well as opportunities to work with peers, families, and community members to apply their learning and practice their skills. Students will be expected to complete assigned learning activities each day. Students will participate in daily virtual instruction by satisfactorily engaging with synchronous class sessions as well as asynchronous tasks, completing assigned learning activities or assignments to demonstrate their learning. Parents and students will communicate with the teacher when in need of additional learning support. Portland Public Schools will also provide families a variety of ways to connect, one of which is through educator office hours, posted publicly, for students and families to access which will include a process to request and schedule translation services as needed.

Racial Equity and Access:

In the development of our plan, all of the work groups utilized our [Racial Equity and Social Justice Lens](#) to inform decision making and programming. The application of the lens is based on our belief that the district should adopt a student-centered, racial equity and social justice focused lens in all high leverage decisions in order to more deeply understand the barriers and opportunities impacting BIPOC students and families. Additionally, the regular application of the lens, documentation of our responses and review of those responses will help us critically examine our efforts to increase access and opportunity for BIPOC students and families. Our steering committee collectively reviewed our comprehensive plans and applied the RESJ lens on multiple occasions. They utilized data, parent and student input from engagement, partner input and the diverse experience of members to answer the prompts, review our plans and make adjustments to more directly respond to the needs of BIPOC students. As a result we believe our plan is strengthened through the collaborative and reflective process we employed to apply the RESJ Lens to address racial equity and access in our plans.

Special Education Services and English Language Development

Students receiving special education services will continue to receive instruction, technology, support, accommodations, and modifications as required by ESSA, IDEA, and/or ADA based on a virtual learning environment. The majority of each student's services will be provided synchronously (i.e., with the teacher/service provider and student working together through direct and simultaneous communication). If only asynchronous services are recommended, the parent or guardian will provide written consent to shift from synchronous to asynchronous service delivery. All IDEA requirements will be met during Comprehensive Distance Learning. This includes all IDEA timelines, delivery of all related services, delivery of SDI, implementation of IEPs, etc. Schools will provide Child Find obligations, including timely evaluation and eligibility determinations.

Students who are identified to receive English Language development services will be provided with language assistance services and supports that allow the student access to grade level academic content and scaffolded language experiences. PPS's English as a Second Language program will encourage ESL and general education/homeroom teachers to collaboratively plan for inclusive learning experiences that consider and support the language proficiency of each student.

Assessment, Grading, Reporting & Statewide Balanced Assessment:

Portland Public Schools (PPS) has developed a framework for a balanced assessment system and worked throughout the pre-pandemic portion of the 2019-2020 academic year to introduce additional efficiency into the assessment model. Anticipating the ongoing challenges to face-to-face instruction, PPS successfully piloted remote administration of the NWEA MAP assessments at one of our schools in the Spring of 2020.

During the 2020-2021 academic year, PPS is prepared to remotely administer MAP in grades 3-8 in the fall and winter. The fall assessment will allow our students and families to better understand the learning needs of our students as they enter the academic year, and it will provide our teachers and curriculum support teams the necessary data to align and plan instruction. The mid-year assessment will provide feedback regarding both student growth and achievement allowing for an additional point to adapt our supports.

In addition to this common measure of growth and achievement, students will also be presented with common curriculum embedded assessments (pre and post unit) that are aligned to the scope and sequence and are paired with each of the curriculum units. These will provide additional, focused and just-in time, measures of learning that will allow for adaptations to the delivery of the unit materials in order to provide tiered supports. Educators will regularly report progress to students and families and provide opportunities to redo or make up work without penalty and retain the highest earned grade.

Finally, the administration of remote computer adaptive measures will also help the system prepare for the challenges associated with a potential remote administration of the state summative assessments in English Language Arts, Mathematics, and Science.

Attendance:

With the pandemic in the spring of the 2019-2020 academic year, the importance of maintaining an active engagement with our students and families rose to the forefront of our work as a system. As we approach the 2020-2021 year, engagement remains a critical focus and reflecting that engagement through attendance and other metrics is critical. We are committed to following all ODE guidelines and requirements in regards to attendance.

At this time, we are preparing to collect on-line attendance, and we are exploring ways to leverage data from our learning management and instructional delivery systems as a means to monitor engagement and attendance. Our primary focus, at this time, is to provide near real time data back to our schools to facilitate and focus the efforts of our schools to engage our students and families. We fully expect that our local community partners will be assisting in our efforts to focus and engage our disenfranchised students and communities in partnership with our counselors, social workers, Restorative Justice (RJ) specialists, attendance coaches and student engagement specialists.

Clubs & Extracurricular Activities:

Clubs and extracurricular activities are a critical component of any school community. We will ensure activities, clubs, and student organizations are available and accessible to all students to the extent possible, while focusing on the health and wellness of our students and staff as our top priority.

Operational Conditions for Comprehensive Distance Learning

Nutrition:

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allow take home IP phones that allow for teachers and staff to be able to make contact with students and families just as they would in the classroom.

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OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

Under ODE's **Ready Schools, Safe Learners** guidance, each school¹ has been directed to submit a plan to the district² in order to provide on-site and/or hybrid instruction. Districts must submit each school's plan to the local school board and make the plans available to the public. This form is to be used to document a district's, school's or program's plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the [Ready Schools, Safe Learners guidance](#) document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,³ parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Rosa Parks, PPS
Key Contact Person for this Plan	Kevin Walker
Phone Number of this Person	503-916-6250
Email Address of this Person	kwalker4@pps.net
Sectors and position titles of those who informed the plan	Superintendent, Deputy Chiefs of Operations and Instruction, Chief Academic Officer, Chief of Schools, Chief of Staff, Legal Counsel, Chief of Student Support Services, Chief of Technology, Chief Operations Officer, Chief of Human Resources, Chief of Systems Performance, Senior Advisor Racial Equity and Social Justice, Chief of Engagement and Partnerships, Senior Director of Communications, Senior Director of Student Success and Health, Senior Director of Multi-Tiered Systems of Support, Attendance Manager, Director of Facilities, Director of Security Services, Director of Nutrition Services, Senior Director of Special Education, principals, teachers, labor union advisory participation, Senior Director of Humanities, Senior Director of STEAM, Regional Supts., Director of Risk Management, Director of Professional Learning, Project Managers, Student

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	Engagement Coordinators, Family advocates, student groups (BIPOC), special education and english language learners, family surveys, staff surveys, parent engagement groups, email responses from website, consultation with District Management Group (DMG), culturally specific partner organizations, PPS health advisory panel, and other large districts in Oregon.
Local public health office(s) or officers(s)	Multnomah ESD and the Oregon Health Authority; in consultation with the CDC.
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Director of Risk Management, Joe Crelier Kevin Walker (Enforcement)
Intended Effective Dates for this Plan	9/2/2020 to at least 11/5/2020
ESD Region	Multnomah

2. Please list efforts you have made to engage your community (public health information sharing, taking feedback on planning, etc.) in preparing for school in 2020-21. Include information on engagement with communities often underserved and marginalized and those communities disproportionately impacted by COVID-19.

In preparation for reopening school in fall 2020, Portland Public Schools began gathering feedback from students and staff in May 2020. In March, the Communications team at PPS stood up a landing page for all students and families with centralized supports and pandemic resources. Surveys were conducted at the district level and by some individual schools. Our rate of response in surveying historically underserved and marginalized communities was low, which led to the utilization of intentional focus groups with our Native American community members and Elders, Black students and families, and other families and students of color. Additional focus groups were held with student leaders, and Spanish-Speaking families. Please find a summary of these focus groups here: [Memorandum to the Board of Education, Reopening Focus Group Update](#)

The District will continue to engage our community on a district and individual level to ensure that we are meeting the needs of all students and families to the best of our abilities.

3. Indicate which instructional model will be used.

Select One:

☐ On-Site Learning ☐ Hybrid Learning ☒ Comprehensive Distance Learning

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-15 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>) by August 15, 2020 or prior to the beginning of the 2020-21 school year.

* **Note:** Private schools are required to comply with only sections 1-3 of the **Ready Schools, Safe Learners** guidance.

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

This section must be completed by any school that is seeking to provide instruction through Comprehensive Distance Learning.

Describe why you are selecting Comprehensive Distance Learning as the school's Instructional Model for the effective dates of this plan.

In keeping with local, regional and state guidance and new health directives, Portland Public Schools has determined that it is safest for students and staff to maintain severely limited physical contact. We believe it is both responsible and critical to base our decisions on what will best ensure the health and wellness of our students and staff. We will always prefer to have our students engaged in classroom-based learning, but given current conditions, it would be unsafe to have significant numbers of students and adults back on campus at this time.

We will use this Comprehensive Distance Learning model for a minimum of September 2 through November 5, and will evaluate in October whether it is feasible to open in the 2nd quarter. Based on medical advice, including local health authorities, PPS will continue to keep the health and wellness of students and staff on the forefront in our planning.

Describe how your school's model aligns to the [Comprehensive Distance Learning Guidance](#) (linked). In completing this part of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. Please name any requirements you need ODE to review for any possible accommodations.

Framing PPS Values

As we continue to navigate the ongoing COVID-19 pandemic, Portland Public Schools remains committed to providing a high-quality education for all students and ensuring the health and wellness of students and staff through a comprehensive distance learning model. To guide our work, we centered racial equity and social justice in all decision-making and hold three principles from our strategic plan at the core of our planning - ensure the health and wellness of staff and students, strengthen and innovate the instructional core, and cultivate connection and relationship for students, staff and our community.

Our overarching approach to reopening is a relentless pursuit of racial equity and social justice (RESJ). We believe in the fundamental right to human dignity and that generating an equitable world requires an educational system that intentionally disrupts - and builds leaders to disrupt - systems of oppression. Therefore, our work to reopen schools acknowledges and recognizes the inequities of our system prior to Covid-19 and does not seek to reopen schools by returning to what was "normal" before. Rather, we are deeply engaged in fundamentally accelerating and centering our RESJ work, constantly examining opportunities to increase RESJ strategies through organizational transformation and system-wide collaboration. By way of this central focus and in partnership with families and stakeholders, including those representing students of color, we will bring racial predictability and disproportionality to an end.

In PPS, we are utilizing Targeted Universalism as a driver. We aim to operationalize our RESJ values so that every student is served and our universal board goals are achieved; thus realizing the graduate profile from [our Vision](#). Our approach supports the distinct needs of BIPOC students while also acknowledging our mutual interdependence. We recognize with great urgency the need for aligned and coherent strategies that improve conditions so that every student, especially our BIPOC students have an educational experience where they can thrive. Our approach disrupts institutional and cultural racism and promotes tangible strategies and resources for RESJ. To this end, we will prioritize services for students historically underserved by our system, including Black, Native, students receiving special education services and second language learners. We have used these [Guiding Principles](#) to align our collective work through this process.

Academic Conditions for Comprehensive Distance Learning

Teaching, Learning & Instructional Time:

Our comprehensive distance learning plan is designed so that all students will receive an engaging, comprehensive, and rigorous academic experience every day of the week. Students will receive standards-based instruction across all academic areas and will build meaningful relationships with the educators in their school community. Instructional time requirements will be adhered to in every grade level, where more than 50% of the instructional time will be teacher-facilitated learning. To meet this requirement, elementary students will follow predictable routines,

procedures, and schedules, that align with developmentally appropriate recommendations for screen time and synchronous learning. Secondary students will follow a predictable bell schedule that incorporates synchronous check-ins, consistent and timely feedback, and peer interactions. All students will continue to receive access to a well-rounded education which includes physical education, health, arts, music, tiered supports, etc.

The learning day will be organized so that the time educators spend directly interacting with students will be high quality, focused on complex learning activities with a high cognitive demand and that are centered around student engagement. Students will have opportunities for guided learning with an educator, as well as opportunities to work with peers, families, and community members to apply their learning and practice their skills. Students will be expected to complete assigned learning activities each day. Students will participate in daily virtual instruction by satisfactorily engaging with synchronous class sessions as well as asynchronous tasks, completing assigned learning activities or assignments to demonstrate their learning. Parents and students will communicate with the teacher when in need of additional learning support. Portland Public Schools will also provide families a variety of ways to connect, one of which is through educator office hours, posted publicly, for students and families to access which will include a process to request and schedule translation services as needed.

Racial Equity and Access:

In the development of our plan, all of the work groups utilized our [Racial Equity and Social Justice Lens](#) to inform decision making and programming. The application of the lens is based on our belief that the district should adopt a student-centered, racial equity and social justice focused lens in all high leverage decisions in order to more deeply understand the barriers and opportunities impacting BIPOC students and families. Additionally, the regular application of the lens, documentation of our responses and review of those responses will help us critically examine our efforts to increase access and opportunity for BIPOC students and families. Our steering committee collectively reviewed our comprehensive plans and applied the RESJ lens on multiple occasions. They utilized data, parent and student input from engagement, partner input and the diverse experience of members to answer the prompts, review our plans and make adjustments to more directly respond to the needs of BIPOC students. As a result we believe our plan is strengthened through the collaborative and reflective process we employed to apply the RESJ Lens to address racial equity and access in our plans.

Special Education Services and English Language Development

Students receiving special education services will continue to receive instruction, technology, support, accommodations, and modifications as required by ESSA, IDEA, and/or ADA based on a virtual learning environment. The majority of each student's services will be provided synchronously (i.e., with the teacher/service provider and student working together through direct and simultaneous communication). If only asynchronous services are recommended, the parent or guardian will provide written consent to shift from synchronous to asynchronous service delivery. All IDEA requirements will be met during Comprehensive Distance Learning. This includes all IDEA timelines, delivery of all related services, delivery of SDI, implementation of IEPs, etc. Schools will provide Child Find obligations, including timely evaluation and eligibility determinations.

Students who are identified to receive English Language development services will be provided with language assistance services and supports that allow the student access to grade level academic content and scaffolded language experiences. PPS's English as a Second Language program will encourage ESL and general education/homeroom teachers to collaboratively plan for inclusive learning experiences that consider and support the language proficiency of each student.

Assessment, Grading, Reporting & Statewide Balanced Assessment:

Portland Public Schools (PPS) has developed a framework for a balanced assessment system and worked throughout the pre-pandemic portion of the 2019-2020 academic year to introduce additional efficiency into the assessment model. Anticipating the ongoing challenges to face-to-face instruction, PPS successfully piloted remote administration of the NWEA MAP assessments at one of our schools in the Spring of 2020.

During the 2020-2021 academic year, PPS is prepared to remotely administer MAP in grades 3-8 in the fall and winter. The fall assessment will allow our students and families to better understand the learning needs of our students as they enter the academic year, and it will provide our teachers and curriculum support teams the necessary data to align and plan instruction. The mid-year assessment will provide feedback regarding both student growth and achievement allowing for an additional point to adapt our supports.

In addition to this common measure of growth and achievement, students will also be presented with common curriculum embedded assessments (pre and post unit) that are aligned to the scope and sequence and are paired with each of the curriculum units. These will provide additional, focused and just-in time, measures of learning that will allow for adaptations to the delivery of the unit materials in order to provide tiered supports. Educators will regularly report progress to students and families and provide opportunities to redo or make up work without penalty and retain the highest earned grade.

Finally, the administration of remote computer adaptive measures will also help the system prepare for the challenges associated with a potential remote administration of the state summative assessments in English Language Arts, Mathematics, and Science.

Attendance:

With the pandemic in the spring of the 2019-2020 academic year, the importance of maintaining an active engagement with our students and families rose to the forefront of our work as a system. As we approach the 2020-2021 year, engagement remains a critical focus and reflecting that engagement through attendance and other metrics is critical. We are committed to following all ODE guidelines and requirements in regards to attendance.

At this time, we are preparing to collect on-line attendance, and we are exploring ways to leverage data from our learning management and instructional delivery systems as a means to monitor engagement and attendance. Our primary focus, at this time, is to provide near real time data back to our schools to facilitate and focus the efforts of our schools to engage our students and families. We fully expect that our local community partners will be assisting in our efforts to focus and engage our disenfranchised students and communities in partnership with our counselors, social workers, Restorative Justice (RJ) specialists, attendance coaches and student engagement specialists.

Clubs & Extracurricular Activities:

Clubs and extracurricular activities are a critical component of any school community. We will ensure activities, clubs, and student organizations are available and accessible to all students to the extent possible, while focusing on the health and wellness of our students and staff as our top priority.

Operational Conditions for Comprehensive Distance Learning

Nutrition:

Portland Public Schools understands food stability is one of the most important safety measures schools can provide to students. We will build upon our work in the spring and expand to serve more sites this fall. We will serve breakfast and lunch at up to 40 sites, specifically sites that are elected for Community Eligibility Provision (CEP) in the 2020-21 school year in order to focus resources and access to food and nutrition in our highest risk and need communities. Meals will be served to families 2 days/week (Mondays will include 2 days worth of food and Wednesdays will include 3 days worth of food). No weekend food is permissible at this time, though we may be able to add additional daily supper meals depending on eligible sites and waivers (pending request from ODE to USDA). Nutrition Services will partner with Transportation to deliver meals to homes as requested by the families. Families will be sent an opt in/consent form for requesting meal delivery to their home. Delivery schedule will depend on demand and routing schedule by the Transportation department. Meals will continue to be a mix of ready-to-eat foods, prepared recipes and foods that can be heated at home by families. Communication about meals, services and benefits will be provided throughout the fall to families and school communities. Nutrition Services staff will adhere to all district and department standard operating procedures and safety plans.

Communicable Disease Management Plan (CMDP) and safety plans:

We have developed, in conjunction with our local health authority and Multnomah ESD, and will implement our CMDP as staff report to buildings, based on individual and department needs. Safety plans are developed and approved by our Risk Management team before staff can enter a building and building leaders are responsible for adhering to the safety plan at all times. We have also developed a confirmed case protocol and have aligned all contact tracing, investigatory measures and reporting through a partnership with MESD and the health department. When we are notified of a possible exposure we work with them to investigate and notify.

Student and Family Support for Comprehensive Distance Learning

As a district, we understand and value the importance of student, family and community engagement as a means to positively impact a student's academic, social emotional outcomes and to address continuous improvement efforts. We are committed to building a collective and shared responsibility for outcomes, while strengthening our capacity and skills to achieve this goal and ensuring clear alignment between our intentions and actions to foster engagement that reflects the communities' values and break down barriers to student achievement in this unprecedented time. To this end, PPS will focus our first two weeks on Social Emotional Learning, connections and relationship building between students and staff.

Beyond the first two weeks, PPS will employ a variety of creative means to ensure that our students and families, especially our Black and Native communities, have the tools and support they need and feel empowered to engage and stay engaged in our Comprehensive Distance Learning platform. We will base our expectations of school engagement efforts on the work of our CSI & TSI summer program, Summer Connections Academy, and the lessons we have learned from those endeavors and from the springtime efforts. Some elements that were effective within those school communities included: relationship building and cultivating trust and rapport by calling families and students daily, reaching out to families through personal visits (physically distanced) and providing 1:1 virtual support as needed. We will also provide support at meal hubs and with some in-person conversations and relationship building on school lawns and sidewalks. We continue to provide support for teachers from our counselors and social workers on the best ways to interact and connect with families through a trauma informed lens.

Racial Equity and Social Justice Partnerships

PPS partners with sixteen different culturally specific organizations to implement our five RESJ Partnership Strategies with BIPOC students and families at prioritized schools. These strategies and resulting services provide critical connections between our schools and communities. These strategies are informed by relevant research that affirms their effectiveness in improving educational and social outcomes for students of color.

1. *Culturally Specific Family Engagement* - Family engagement is a high leverage strategy that supports student learning and is designed to reduce or eliminate institutional barriers for families of color to advocate for the needs of their students. There is significant research that supports the effectiveness of family support, advocacy and encouragement with positive student achievement and outcomes.
2. *Wrap Around Services* - Provision of culturally specific and culturally responsive services to support student academic and social success. This includes case management, academic tutoring/support, service referral, student groups, and progress monitoring. Wrap around services have a comprehensive approach to meeting the needs of students.
3. *Mentoring and Leadership Development* - Services are designed to provide positive relationship development and support to students to reduce disproportionate discipline rates and increase attendance and a sense of belonging at school for students of color. This includes providing positive and diverse adult relationships that are reflective of students' culture and identity.
4. *Extended Learning and Enrichment* - Programming provides safe, structured and engaging activities to enhance and expand the learning of students outside of school hours. This includes after school programming and enrichment activities. Enrichment activities provide opportunities for students to pursue learning in their own areas of interest and strengths. Research has shown that students engaged in these activities can lead to increased academic performance and attendance.
5. *Positive Cultural Identity Development and Advocacy* - Programming provides participating youth with exposure and

opportunity to engage in activities that empower them to embrace a confident and positive cultural identity while preserving and sharing cultural heritages and traditions amongst their peers. Activities provide opportunities for students to learn and practice new methods of self-expression in a safe and culturally affirming environment. Partners are actively engaged with the district to collaboratively plan for the start of school by adjusting their services to be provided virtually and in alignment with our plans. Partners are meeting with school leaders,

Mental, Social, and Emotional Health:

Our Multi-tiered Systems of Support (MTSS) team is creating Social Emotional Learning (SEL) activities for the K-5 soft start to begin on September 2nd. These activities will be focused on making connections, building relationships, and creating community. The Office of Teaching and Learning (OTL) and MTSS departments are also leading the development of a two-week health and wellness unit that will focus on promoting the social, emotional, and cognitive skills students need to develop positive relationships and thrive in school. This required K-5 unit is set for teachers to begin on September 14th.

Lastly, K-5 and 6-8 SEL units were developed by the SEL team in the spring which focus on supporting resilience during challenging and, often, traumatic times. This nine-week unit will be revised for educators to use after the completion of the health unit by September 28th.

- MTSS and OTL will collaborate closely on the development of health and wellness and the SEL soft start lessons/activities.
- The MTSS unit is being built with the CASEL Roadmap for Reopening Critical Practices and the PPS & ODE reopening guidance as the foundation.
- The K-5 health and wellness unit will be required as one of four required health units. This unit is required even if schools have other SEL programs.

Additionally, PPS will continue to contract with our mental health and substance use partners in order to provide teletherapy for students who need this level of support. Our counselors and social workers will also meet virtually with students and families in order to assist with emotional and mental health wellness, suicide ideation, student threats, and other mental health or behavioral related concerns or needs. We are also partnering with culturally specific providers to support students of color and additional families who need our assistance. Some of these supports will be through personal (physically distanced) visits either on campus at a community site, or near the student's home. This will be through student and family choice, which honors their preferences in ways they feel they can best be supported.

Childcare:

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Updated 8/11/2020

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1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Rose City Park, PPS
Key Contact Person for this Plan	Jeremy Cohen, Principal
Phone Number of this Person	503-916-6765
Email Address of this Person	jcohen@pps.net
Sectors and position titles of those who informed the plan	Superintendent, Deputy Chiefs of Operations and Instruction, Chief Academic Officer, Chief of Schools, Chief of Staff, Legal Counsel, Chief of Student Support Services, Chief of Technology, Chief Operations Officer, Chief of Human Resources, Chief of Systems Performance, Senior Advisor Racial Equity and Social Justice, Chief of Engagement and Partnerships, Senior Director of Communications, Senior Director of Student Success and Health, Senior Director of Multi-Tiered Systems of Support, Attendance Manager, Director of Facilities, Director of Security Services, Director of Nutrition Services, Senior Director of Special Education, principals, teachers, labor union advisory participation, Senior Director of Humanities, Senior Director of STEAM, Regional Supts., Director of Risk Management, Director of Professional Learning, Project Managers, Student

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Local public health office(s) or officers(s)	Multnomah ESD and the Oregon Health Authority; in consultation with the CDC.
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Director of Risk Management, Joe Crelier Jeremy Cohen (Enforcement)
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The District will continue to engage our community on a district and individual level to ensure that we are meeting the needs of all students and families to the best of our abilities.

3. Indicate which instructional model will be used.

Select One:

☐ On-Site Learning ☐ Hybrid Learning ☒ Comprehensive Distance Learning

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REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

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Teaching, Learning & Instructional Time:

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procedures, and schedules, that align with developmentally appropriate recommendations for screen time and synchronous learning. Secondary students will follow a predictable bell schedule that incorporates synchronous check-ins, consistent and timely feedback, and peer interactions. All students will continue to receive access to a well-rounded education which includes physical education, health, arts, music, tiered supports, etc.

The learning day will be organized so that the time educators spend directly interacting with students will be high quality, focused on complex learning activities with a high cognitive demand and that are centered around student engagement. Students will have opportunities for guided learning with an educator, as well as opportunities to work with peers, families, and community members to apply their learning and practice their skills. Students will be expected to complete assigned learning activities each day. Students will participate in daily virtual instruction by satisfactorily engaging with synchronous class sessions as well as asynchronous tasks, completing assigned learning activities or assignments to demonstrate their learning. Parents and students will communicate with the teacher when in need of additional learning support. Portland Public Schools will also provide families a variety of ways to connect, one of which is through educator office hours, posted publicly, for students and families to access which will include a process to request and schedule translation services as needed.

Racial Equity and Access:

In the development of our plan, all of the work groups utilized our [Racial Equity and Social Justice Lens](#) to inform decision making and programming. The application of the lens is based on our belief that the district should adopt a student-centered, racial equity and social justice focused lens in all high leverage decisions in order to more deeply understand the barriers and opportunities impacting BIPOC students and families. Additionally, the regular application of the lens, documentation of our responses and review of those responses will help us critically examine our efforts to increase access and opportunity for BIPOC students and families. Our steering committee collectively reviewed our comprehensive plans and applied the RESJ lens on multiple occasions. They utilized data, parent and student input from engagement, partner input and the diverse experience of members to answer the prompts, review our plans and make adjustments to more directly respond to the needs of BIPOC students. As a result we believe our plan is strengthened through the collaborative and reflective process we employed to apply the RESJ Lens to address racial equity and access in our plans.

Special Education Services and English Language Development

Students receiving special education services will continue to receive instruction, technology, support, accommodations, and modifications as required by ESSA, IDEA, and/or ADA based on a virtual learning environment. The majority of each student's services will be provided synchronously (i.e., with the teacher/service provider and student working together through direct and simultaneous communication). If only asynchronous services are recommended, the parent or guardian will provide written consent to shift from synchronous to asynchronous service delivery. All IDEA requirements will be met during Comprehensive Distance Learning. This includes all IDEA timelines, delivery of all related services, delivery of SDI, implementation of IEPs, etc. Schools will provide Child Find obligations, including timely evaluation and eligibility determinations.

Students who are identified to receive English Language development services will be provided with language assistance services and supports that allow the student access to grade level academic content and scaffolded language experiences. PPS's English as a Second Language program will encourage ESL and general education/homeroom teachers to collaboratively plan for inclusive learning experiences that consider and support the language proficiency of each student.

Assessment, Grading, Reporting & Statewide Balanced Assessment:

Portland Public Schools (PPS) has developed a framework for a balanced assessment system and worked throughout the pre-pandemic portion of the 2019-2020 academic year to introduce additional efficiency into the assessment model. Anticipating the ongoing challenges to face-to-face instruction, PPS successfully piloted remote administration of the NWEA MAP assessments at one of our schools in the Spring of 2020.

During the 2020-2021 academic year, PPS is prepared to remotely administer MAP in grades 3-8 in the fall and winter. The fall assessment will allow our students and families to better understand the learning needs of our students as they enter the academic year, and it will provide our teachers and curriculum support teams the necessary data to align and plan instruction. The mid-year assessment will provide feedback regarding both student growth and achievement allowing for an additional point to adapt our supports.

In addition to this common measure of growth and achievement, students will also be presented with common curriculum embedded assessments (pre and post unit) that are aligned to the scope and sequence and are paired with each of the curriculum units. These will provide additional, focused and just-in time, measures of learning that will allow for adaptations to the delivery of the unit materials in order to provide tiered supports. Educators will regularly report progress to students and families and provide opportunities to redo or make up work without penalty and retain the highest earned grade.

Finally, the administration of remote computer adaptive measures will also help the system prepare for the challenges associated with a potential remote administration of the state summative assessments in English Language Arts, Mathematics, and Science.

Attendance:

With the pandemic in the spring of the 2019-2020 academic year, the importance of maintaining an active engagement with our students and families rose to the forefront of our work as a system. As we approach the 2020-2021 year, engagement remains a critical focus and reflecting that engagement through attendance and other metrics is critical. We are committed to following all ODE guidelines and requirements in regards to attendance.

At this time, we are preparing to collect on-line attendance, and we are exploring ways to leverage data from our learning management and instructional delivery systems as a means to monitor engagement and attendance. Our primary focus, at this time, is to provide near real time data back to our schools to facilitate and focus the efforts of our schools to engage our students and families. We fully expect that our local community partners will be assisting in our efforts to focus and engage our disenfranchised students and communities in partnership with our counselors, social workers, Restorative Justice (RJ) specialists, attendance coaches and student engagement specialists.

Clubs & Extracurricular Activities:

Clubs and extracurricular activities are a critical component of any school community. We will ensure activities, clubs, and student organizations are available and accessible to all students to the extent possible, while focusing on the health and wellness of our students and staff as our top priority.

Operational Conditions for Comprehensive Distance Learning

Nutrition:

Portland Public Schools understands food stability is one of the most important safety measures schools can provide to students. We will build upon our work in the spring and expand to serve more sites this fall. We will serve breakfast and lunch at up to 40 sites, specifically sites that are elected for Community Eligibility Provision (CEP) in the 2020-21 school year in order to focus resources and access to food and nutrition in our highest risk and need communities. Meals will be served to families 2 days/week (Mondays will include 2 days worth of food and Wednesdays will include 3 days worth of food). No weekend food is permissible at this time, though we may be able to add additional daily supper meals depending on eligible sites and waivers (pending request from ODE to USDA). Nutrition Services will partner with Transportation to deliver meals to homes as requested by the families. Families will be sent an opt in/consent form for requesting meal delivery to their home. Delivery schedule will depend on demand and routing schedule by the Transportation department. Meals will continue to be a mix of ready-to-eat foods, prepared recipes and foods that can be heated at home by families. Communication about meals, services and benefits will be provided throughout the fall to families and school communities. Nutrition Services staff will adhere to all district and department standard operating procedures and safety plans.

Communicable Disease Management Plan (CMDP) and safety plans:

We have developed, in conjunction with our local health authority and Multnomah ESD, and will implement our CMDP as staff report to buildings, based on individual and department needs. Safety plans are developed and approved by our Risk Management team before staff can enter a building and building leaders are responsible for adhering to the safety plan at all times. We have also developed a confirmed case protocol and have aligned all contact tracing, investigatory measures and reporting through a partnership with MESD and the health department. When we are notified of a possible exposure we work with them to investigate and notify.

Student and Family Support for Comprehensive Distance Learning

As a district, we understand and value the importance of student, family and community engagement as a means to positively impact a student's academic, social emotional outcomes and to address continuous improvement efforts. We are committed to building a collective and shared responsibility for outcomes, while strengthening our capacity and skills to achieve this goal and ensuring clear alignment between our intentions and actions to foster engagement that reflects the communities' values and break down barriers to student achievement in this unprecedented time. To this end, PPS will focus our first two weeks on Social Emotional Learning, connections and relationship building between students and staff.

Beyond the first two weeks, PPS will employ a variety of creative means to ensure that our students and families, especially our Black and Native communities, have the tools and support they need and feel empowered to engage and stay engaged in our Comprehensive Distance Learning platform. We will base our expectations of school engagement efforts on the work of our CSI & TSI summer program, Summer Connections Academy, and the lessons we have learned from those endeavors and from the springtime efforts. Some elements that were effective within those school communities included: relationship building and cultivating trust and rapport by calling families and students daily, reaching out to families through personal visits (physically distanced) and providing 1:1 virtual support as needed. We will also provide support at meal hubs and with some in-person conversations and relationship building on school lawns and sidewalks. We continue to provide support for teachers from our counselors and social workers on the best ways to interact and connect with families through a trauma informed lens.

Racial Equity and Social Justice Partnerships

PPS partners with sixteen different culturally specific organizations to implement our five RESJ Partnership Strategies with BIPOC students and families at prioritized schools. These strategies and resulting services provide critical connections between our schools and communities. These strategies are informed by relevant research that affirms their effectiveness in improving educational and social outcomes for students of color.

1. *Culturally Specific Family Engagement* - Family engagement is a high leverage strategy that supports student learning and is designed to reduce or eliminate institutional barriers for families of color to advocate for the needs of their students. There is significant research that supports the effectiveness of family support, advocacy and encouragement with positive student achievement and outcomes.
2. *Wrap Around Services* - Provision of culturally specific and culturally responsive services to support student academic and social success. This includes case management, academic tutoring/support, service referral, student groups, and progress monitoring. Wrap around services have a comprehensive approach to meeting the needs of students.
3. *Mentoring and Leadership Development* - Services are designed to provide positive relationship development and support to students to reduce disproportionate discipline rates and increase attendance and a sense of belonging at school for students of color. This includes providing positive and diverse adult relationships that are reflective of students' culture and identity.
4. *Extended Learning and Enrichment* - Programming provides safe, structured and engaging activities to enhance and expand the learning of students outside of school hours. This includes after school programming and enrichment activities. Enrichment activities provide opportunities for students to pursue learning in their own areas of interest and strengths. Research has shown that students engaged in these activities can lead to increased academic performance and attendance.
5. *Positive Cultural Identity Development and Advocacy* - Programming provides participating youth with exposure and

opportunity to engage in activities that empower them to embrace a confident and positive cultural identity while preserving and sharing cultural heritages and traditions amongst their peers. Activities provide opportunities for students to learn and practice new methods of self-expression in a safe and culturally affirming environment. Partners are actively engaged with the district to collaboratively plan for the start of school by adjusting their services to be provided virtually and in alignment with our plans. Partners are meeting with school leaders,

Mental, Social, and Emotional Health:

Our Multi-tiered Systems of Support (MTSS) team is creating Social Emotional Learning (SEL) activities for the K-5 soft start to begin on September 2nd. These activities will be focused on making connections, building relationships, and creating community. The Office of Teaching and Learning (OTL) and MTSS departments are also leading the development of a two-week health and wellness unit that will focus on promoting the social, emotional, and cognitive skills students need to develop positive relationships and thrive in school. This required K-5 unit is set for teachers to begin on September 14th.

Lastly, K-5 and 6-8 SEL units were developed by the SEL team in the spring which focus on supporting resilience during challenging and, often, traumatic times. This nine-week unit will be revised for educators to use after the completion of the health unit by September 28th.

- MTSS and OTL will collaborate closely on the development of health and wellness and the SEL soft start lessons/activities.
- The MTSS unit is being built with the CASEL Roadmap for Reopening Critical Practices and the PPS & ODE reopening guidance as the foundation.
- The K-5 health and wellness unit will be required as one of four required health units. This unit is required even if schools have other SEL programs.

Additionally, PPS will continue to contract with our mental health and substance use partners in order to provide teletherapy for students who need this level of support. Our counselors and social workers will also meet virtually with students and families in order to assist with emotional and mental health wellness, suicide ideation, student threats, and other mental health or behavioral related concerns or needs. We are also partnering with culturally specific providers to support students of color and additional families who need our assistance. Some of these supports will be through personal (physically distanced) visits either on campus at a community site, or near the student's home. This will be through student and family choice, which honors their preferences in ways they feel they can best be supported.

Childcare:

PPS and contracted, licensed child care providers are exploring distance learning child care services for PPS families and employees. Child care providers would operate fee based programs with state subsidies for qualifying families. If we determine this is a viable service, locations will be dispersed throughout the PPS boundary. Providers would be required to follow health and safety guidelines from the Oregon Early Learning Division.

Digital Learning Needs for Comprehensive Distance Learning

Privacy and Security tools (Umbrella) have been installed and remain persistent on all PPS devices and accounts that prevents students from accessing known inappropriate or malicious sites. Passwords for staff and students changed to a longer character length, and a new portal has been implemented to aid in remote support for password reset situations. Changes have been made to patching and software update mechanisms to allow for devices to remain updated even though they are outside the PPS network. All staff and students will be trained on responsible digital citizenship.

In addition to the distribution of devices, PPS acquired 1990 hotspots to provide connectivity for students where Comcast Internet Essentials was not a viable option. These hotspots will be either picked up from distribution locations or delivered using bus drivers to bring the devices to student homes to ensure that students and staff that did not already have internet access were given devices to facilitate that. Additionally, infrastructure changes were made to

allow take home IP phones that allow for teachers and staff to be able to make contact with students and families just as they would in the classroom.

Device deployment:

In the spring we handed out chromebooks and hotspots/Comcast connectivity for students and staff to be able to participate in distance based learning. We will continue to provide devices and work with families to ensure all students are able to connect to our comprehensive distance learning model. We will continue to provide devices to staff as needed so they can deliver the digital curriculum effectively. We offer a curbside service at the district office during work hours for chromebook repairs needed. If the chromebook cannot be repaired on site, the student/staff will receive a replacement chromebook at this time. The service desk is available during work hours for staff, students and families to contact via phone or email. If call center tech is unable to resolve on the phone, a helpdesk ticket will be created and followed up with the individual caller. An email to support will create a helpdesk ticket and the call center tech will follow up with the individual.

Digital Toolkit:

Portland Public Schools has developed a comprehensive and districtwide set of digital tools for every PPS classroom, teacher, and student. The [PPS Digital Toolkit](#) provides a set of digital tools that will enhance instructional strategies and content delivery. These tools will enhance the existing opportunities with both synchronous and asynchronous learning. These tools have been reviewed and evaluated for digital content quality and cultural relevance.

The tools fall into three categories: Instruction and Lesson Design, Creation and Engagement, and Content. Instruction and Lesson Design tools are those applications and system platforms that teachers use to deliver instruction, lessons, and communications. These include classroom content delivery and learning management systems, applications for communications, and lesson and assessment design tools. Creation and Engagement tools are used by teachers and students in distance learning, as well as in-classroom technology-enhanced instruction. These tools support student voice, elicit response, provide shared spaces for individual, small group, and whole-class collaboration, and engage students with the content. Content tools have been selected to assist our teachers in providing content, build opportunities for sustained practice, and apply learning in both distanced and in-person models of instruction.

Learning Platforms:

PPS has adopted two classroom learning platforms to meet the needs of our elementary and secondary students and teachers. These tools were selected because of their current use and success in PPS, knowledge of their toolset, depth of their function and capabilities, and their presence in the educational technology space. Both platforms allow teachers to create, post, interact, provide feedback, and assess with their students and will bring a single point of entry for students and families into classroom instruction.

Professional Development:

Ongoing and high-quality professional learning and training is essential for the successful implementation of Comprehensive Distance Learning. PPS will provide professional learning for all educators during the course of the summer, pre-service and throughout the school year. The content will be focused on best practices for distance learning, as well as technical “how to” training for digital tools and other operational functions.

Describe the school’s plan, including the anticipated timeline, for returning to Hybrid Learning or On-Site Learning consistent with the *Ready Schools, Safe Learners* guidance.

At this time PPS is planning for the opening of our physical buildings when it is deemed safe and appropriate under the Governor's directive. The District will utilize a comprehensive distance learning (CDL) platform for a minimum of the first quarter (through November 5th) and will evaluate all available health-related information to decide if our CDL will continue through the first semester or if we will be able to open to a hybrid model of instruction in November. We will continue to follow the Governor's orders and ODE's recommendations and guidance.

The remainder of this operational blueprint is not applicable to schools operating a Comprehensive Distance Learning Model.



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

Under ODE's **Ready Schools, Safe Learners** guidance, each school¹ has been directed to submit a plan to the district² in order to provide on-site and/or hybrid instruction. Districts must submit each school's plan to the local school board and make the plans available to the public. This form is to be used to document a district's, school's or program's plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the [Ready Schools, Safe Learners guidance](#) document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,³ parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Roseway Heights
Key Contact Person for this Plan	Brenda Fox, Principal
Phone Number of this Person	503-916-5600
Email Address of this Person	bfox@pps.net
Sectors and position titles of those who informed the plan	Superintendent, Deputy Chiefs of Operations and Instruction, Chief Academic Officer, Chief of Schools, Chief of Staff, Legal Counsel, Chief of Student Support Services, Chief of Technology, Chief Operations Officer, Chief of Human Resources, Chief of Systems Performance, Senior Advisor Racial Equity and Social Justice, Chief of Engagement and Partnerships, Senior Director of Communications, Senior Director of Student Success and Health, Senior Director of Multi-Tiered Systems of Support, Attendance Manager, Director of Facilities, Director of Security Services, Director of Nutrition Services, Senior Director of Special Education, principals, teachers, labor union advisory participation, Senior Director of Humanities, Senior Director of STEAM, Regional Supts., Director of Risk Management, Director of Professional Learning, Project Managers, Student

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Operational Conditions for Comprehensive Distance Learning

Nutrition:

Portland Public Schools understands food stability is one of the most important safety measures schools can provide to students. We will build upon our work in the spring and expand to serve more sites this fall. We will serve breakfast and lunch at up to 40 sites, specifically sites that are elected for Community Eligibility Provision (CEP) in the 2020-21 school year in order to focus resources and access to food and nutrition in our highest risk and need communities. Meals will be served to families 2 days/week (Mondays will include 2 days worth of food and Wednesdays will include 3 days worth of food). No weekend food is permissible at this time, though we may be able to add additional daily supper meals depending on eligible sites and waivers (pending request from ODE to USDA). Nutrition Services will partner with Transportation to deliver meals to homes as requested by the families. Families will be sent an opt in/consent form for requesting meal delivery to their home. Delivery schedule will depend on demand and routing schedule by the Transportation department. Meals will continue to be a mix of ready-to-eat foods, prepared recipes and foods that can be heated at home by families. Communication about meals, services and benefits will be provided throughout the fall to families and school communities. Nutrition Services staff will adhere to all district and department standard operating procedures and safety plans.

Communicable Disease Management Plan (CMDP) and safety plans:

We have developed, in conjunction with our local health authority and Multnomah ESD, and will implement our CMDP as staff report to buildings, based on individual and department needs. Safety plans are developed and approved by our Risk Management team before staff can enter a building and building leaders are responsible for adhering to the safety plan at all times. We have also developed a confirmed case protocol and have aligned all contact tracing, investigatory measures and reporting through a partnership with MESD and the health department. When we are notified of a possible exposure we work with them to investigate and notify.

Student and Family Support for Comprehensive Distance Learning

As a district, we understand and value the importance of student, family and community engagement as a means to positively impact a student's academic, social emotional outcomes and to address continuous improvement efforts. We are committed to building a collective and shared responsibility for outcomes, while strengthening our capacity and skills to achieve this goal and ensuring clear alignment between our intentions and actions to foster engagement that reflects the communities' values and break down barriers to student achievement in this unprecedented time. To this end, PPS will focus our first two weeks on Social Emotional Learning, connections and relationship building between students and staff.

Beyond the first two weeks, PPS will employ a variety of creative means to ensure that our students and families, especially our Black and Native communities, have the tools and support they need and feel empowered to engage and stay engaged in our Comprehensive Distance Learning platform. We will base our expectations of school engagement efforts on the work of our CSI & TSI summer program, Summer Connections Academy, and the lessons we have learned from those endeavors and from the springtime efforts. Some elements that were effective within those school communities included: relationship building and cultivating trust and rapport by calling families and students daily, reaching out to families through personal visits (physically distanced) and providing 1:1 virtual support as needed. We will also provide support at meal hubs and with some in-person conversations and relationship building on school lawns and sidewalks. We continue to provide support for teachers from our counselors and social workers on the best ways to interact and connect with families through a trauma informed lens.

Racial Equity and Social Justice Partnerships

PPS partners with sixteen different culturally specific organizations to implement our five RESJ Partnership Strategies with BIPOC students and families at prioritized schools. These strategies and resulting services provide critical connections between our schools and communities. These strategies are informed by relevant research that affirms their effectiveness in improving educational and social outcomes for students of color.

1. *Culturally Specific Family Engagement* - Family engagement is a high leverage strategy that supports student learning and is designed to reduce or eliminate institutional barriers for families of color to advocate for the needs of their students. There is significant research that supports the effectiveness of family support, advocacy and encouragement with positive student achievement and outcomes.
2. *Wrap Around Services* - Provision of culturally specific and culturally responsive services to support student academic and social success. This includes case management, academic tutoring/support, service referral, student groups, and progress monitoring. Wrap around services have a comprehensive approach to meeting the needs of students.
3. *Mentoring and Leadership Development* - Services are designed to provide positive relationship development and support to students to reduce disproportionate discipline rates and increase attendance and a sense of belonging at school for students of color. This includes providing positive and diverse adult relationships that are reflective of students' culture and identity.
4. *Extended Learning and Enrichment* - Programming provides safe, structured and engaging activities to enhance and expand the learning of students outside of school hours. This includes after school programming and enrichment activities. Enrichment activities provide opportunities for students to pursue learning in their own areas of interest and strengths. Research has shown that students engaged in these activities can lead to increased academic performance and attendance.
5. *Positive Cultural Identity Development and Advocacy* - Programming provides participating youth with exposure and

opportunity to engage in activities that empower them to embrace a confident and positive cultural identity while preserving and sharing cultural heritages and traditions amongst their peers. Activities provide opportunities for students to learn and practice new methods of self-expression in a safe and culturally affirming environment. Partners are actively engaged with the district to collaboratively plan for the start of school by adjusting their services to be provided virtually and in alignment with our plans. Partners are meeting with school leaders,

Mental, Social, and Emotional Health:

Our Multi-tiered Systems of Support (MTSS) team is creating Social Emotional Learning (SEL) activities for the K-5 soft start to begin on September 2nd. These activities will be focused on making connections, building relationships, and creating community. The Office of Teaching and Learning (OTL) and MTSS departments are also leading the development of a two-week health and wellness unit that will focus on promoting the social, emotional, and cognitive skills students need to develop positive relationships and thrive in school. This required K-5 unit is set for teachers to begin on September 14th.

Lastly, K-5 and 6-8 SEL units were developed by the SEL team in the spring which focus on supporting resilience during challenging and, often, traumatic times. This nine-week unit will be revised for educators to use after the completion of the health unit by September 28th.

- MTSS and OTL will collaborate closely on the development of health and wellness and the SEL soft start lessons/activities.
- The MTSS unit is being built with the CASEL Roadmap for Reopening Critical Practices and the PPS & ODE reopening guidance as the foundation.
- The K-5 health and wellness unit will be required as one of four required health units. This unit is required even if schools have other SEL programs.

Additionally, PPS will continue to contract with our mental health and substance use partners in order to provide teletherapy for students who need this level of support. Our counselors and social workers will also meet virtually with students and families in order to assist with emotional and mental health wellness, suicide ideation, student threats, and other mental health or behavioral related concerns or needs. We are also partnering with culturally specific providers to support students of color and additional families who need our assistance. Some of these supports will be through personal (physically distanced) visits either on campus at a community site, or near the student's home. This will be through student and family choice, which honors their preferences in ways they feel they can best be supported.

Childcare:

PPS and contracted, licensed child care providers are exploring distance learning child care services for PPS families and employees. Child care providers would operate fee based programs with state subsidies for qualifying families. If we determine this is a viable service, locations will be dispersed throughout the PPS boundary. Providers would be required to follow health and safety guidelines from the Oregon Early Learning Division.

Digital Learning Needs for Comprehensive Distance Learning

Privacy and Security tools (Umbrella) have been installed and remain persistent on all PPS devices and accounts that prevents students from accessing known inappropriate or malicious sites. Passwords for staff and students changed to a longer character length, and a new portal has been implemented to aid in remote support for password reset situations. Changes have been made to patching and software update mechanisms to allow for devices to remain updated even though they are outside the PPS network. All staff and students will be trained on responsible digital citizenship.

In addition to the distribution of devices, PPS acquired 1990 hotspots to provide connectivity for students where Comcast Internet Essentials was not a viable option. These hotspots will be either picked up from distribution locations or delivered using bus drivers to bring the devices to student homes to ensure that students and staff that did not already have internet access were given devices to facilitate that. Additionally, infrastructure changes were made to

allow take home IP phones that allow for teachers and staff to be able to make contact with students and families just as they would in the classroom.

Device deployment:

In the spring we handed out chromebooks and hotspots/Comcast connectivity for students and staff to be able to participate in distance based learning. We will continue to provide devices and work with families to ensure all students are able to connect to our comprehensive distance learning model. We will continue to provide devices to staff as needed so they can deliver the digital curriculum effectively. We offer a curbside service at the district office during work hours for chromebook repairs needed. If the chromebook cannot be repaired on site, the student/staff will receive a replacement chromebook at this time. The service desk is available during work hours for staff, students and families to contact via phone or email. If call center tech is unable to resolve on the phone, a helpdesk ticket will be created and followed up with the individual caller. An email to support will create a helpdesk ticket and the call center tech will follow up with the individual.

Digital Toolkit:

Portland Public Schools has developed a comprehensive and districtwide set of digital tools for every PPS classroom, teacher, and student. The [PPS Digital Toolkit](#) provides a set of digital tools that will enhance instructional strategies and content delivery. These tools will enhance the existing opportunities with both synchronous and asynchronous learning. These tools have been reviewed and evaluated for digital content quality and cultural relevance.

The tools fall into three categories: Instruction and Lesson Design, Creation and Engagement, and Content. Instruction and Lesson Design tools are those applications and system platforms that teachers use to deliver instruction, lessons, and communications. These include classroom content delivery and learning management systems, applications for communications, and lesson and assessment design tools. Creation and Engagement tools are used by teachers and students in distance learning, as well as in-classroom technology-enhanced instruction. These tools support student voice, elicit response, provide shared spaces for individual, small group, and whole-class collaboration, and engage students with the content. Content tools have been selected to assist our teachers in providing content, build opportunities for sustained practice, and apply learning in both distanced and in-person models of instruction.

Learning Platforms:

PPS has adopted two classroom learning platforms to meet the needs of our elementary and secondary students and teachers. These tools were selected because of their current use and success in PPS, knowledge of their toolset, depth of their function and capabilities, and their presence in the educational technology space. Both platforms allow teachers to create, post, interact, provide feedback, and assess with their students and will bring a single point of entry for students and families into classroom instruction.

Professional Development:

Ongoing and high-quality professional learning and training is essential for the successful implementation of Comprehensive Distance Learning. PPS will provide professional learning for all educators during the course of the summer, pre-service and throughout the school year. The content will be focused on best practices for distance learning, as well as technical “how to” training for digital tools and other operational functions.

Describe the school’s plan, including the anticipated timeline, for returning to Hybrid Learning or On-Site Learning consistent with the *Ready Schools, Safe Learners* guidance.

At this time PPS is planning for the opening of our physical buildings when it is deemed safe and appropriate under the Governor's directive. The District will utilize a comprehensive distance learning (CDL) platform for a minimum of the first quarter (through November 5th) and will evaluate all available health-related information to decide if our CDL will continue through the first semester or if we will be able to open to a hybrid model of instruction in November. We will continue to follow the Governor's orders and ODE's recommendations and guidance.

The remainder of this operational blueprint is not applicable to schools operating a Comprehensive Distance Learning Model.



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

Under ODE's **Ready Schools, Safe Learners** guidance, each school¹ has been directed to submit a plan to the district² in order to provide on-site and/or hybrid instruction. Districts must submit each school's plan to the local school board and make the plans available to the public. This form is to be used to document a district's, school's or program's plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the [Ready Schools, Safe Learners guidance](#) document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,³ parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Sabin, PPS
Key Contact Person for this Plan	Reiko Williams, Principal
Phone Number of this Person	503-916-6181
Email Address of this Person	rwilliams3@pps.net
Sectors and position titles of those who informed the plan	Superintendent, Deputy Chiefs of Operations and Instruction, Chief Academic Officer, Chief of Schools, Chief of Staff, Legal Counsel, Chief of Student Support Services, Chief of Technology, Chief Operations Officer, Chief of Human Resources, Chief of Systems Performance, Senior Advisor Racial Equity and Social Justice, Chief of Engagement and Partnerships, Senior Director of Communications, Senior Director of Student Success and Health, Senior Director of Multi-Tiered Systems of Support, Attendance Manager, Director of Facilities, Director of Security Services, Director of Nutrition Services, Senior Director of Special Education, principals, teachers, labor union advisory participation, Senior Director of Humanities, Senior Director of STEAM, Regional Supts., Director of Risk Management, Director of Professional Learning, Project Managers, Student

¹ For the purposes of this guidance: "school" refers to all public schools, including public charter schools, public virtual charter schools, alternative education programs, private schools and the Oregon School for the Deaf. For ease of readability, "school" will be used inclusively to reference all of these settings.

² For the purposes of this guidance: "district" refers to a school district, education service district, public charter school sponsoring district, virtual public charter school sponsoring district, state sponsored public charter school, alternative education programs, private schools, and the Oregon School for the Deaf.

³ Tribal Consultation is a separate process from stakeholder engagement; consultation recognizes and affirms tribal rights of self-government and tribal sovereignty, and mandates state government to work with American Indian nations on a [government-to-government](#) basis.

	Engagement Coordinators, Family advocates, student groups (BIPOC), special education and english language learners, family surveys, staff surveys, parent engagement groups, email responses from website, consultation with District Management Group (DMG), culturally specific partner organizations, PPS health advisory panel, and other large districts in Oregon.
Local public health office(s) or officers(s)	Multnomah ESD and the Oregon Health Authority; in consultation with the CDC.
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Director of Risk Management, Joe Crelier Reiko Williams (Enforcement)
Intended Effective Dates for this Plan	9/2/2020 to at least 11/5/2020
ESD Region	Multnomah

2. Please list efforts you have made to engage your community (public health information sharing, taking feedback on planning, etc.) in preparing for school in 2020-21. Include information on engagement with communities often underserved and marginalized and those communities disproportionately impacted by COVID-19.

In preparation for reopening school in fall 2020, Portland Public Schools began gathering feedback from students and staff in May 2020. In March, the Communications team at PPS stood up a landing page for all students and families with centralized supports and pandemic resources. Surveys were conducted at the district level and by some individual schools. Our rate of response in surveying historically underserved and marginalized communities was low, which led to the utilization of intentional focus groups with our Native American community members and Elders, Black students and families, and other families and students of color. Additional focus groups were held with student leaders, and Spanish-Speaking families. Please find a summary of these focus groups here: [Memorandum to the Board of Education, Reopening Focus Group Update](#)

The District will continue to engage our community on a district and individual level to ensure that we are meeting the needs of all students and families to the best of our abilities.

3. Indicate which instructional model will be used.

Select One:

☐ On-Site Learning ☐ Hybrid Learning ☒ Comprehensive Distance Learning

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-15 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>) by August 15, 2020 or prior to the beginning of the 2020-21 school year.

* **Note:** Private schools are required to comply with only sections 1-3 of the **Ready Schools, Safe Learners** guidance.

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

This section must be completed by any school that is seeking to provide instruction through Comprehensive Distance Learning.

Describe why you are selecting Comprehensive Distance Learning as the school's Instructional Model for the effective dates of this plan.

In keeping with local, regional and state guidance and new health directives, Portland Public Schools has determined that it is safest for students and staff to maintain severely limited physical contact. We believe it is both responsible and critical to base our decisions on what will best ensure the health and wellness of our students and staff. We will always prefer to have our students engaged in classroom-based learning, but given current conditions, it would be unsafe to have significant numbers of students and adults back on campus at this time.

We will use this Comprehensive Distance Learning model for a minimum of September 2 through November 5, and will evaluate in October whether it is feasible to open in the 2nd quarter. Based on medical advice, including local health authorities, PPS will continue to keep the health and wellness of students and staff on the forefront in our planning.

Describe how your school's model aligns to the [Comprehensive Distance Learning Guidance](#) (linked). In completing this part of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. Please name any requirements you need ODE to review for any possible accommodations.

Framing PPS Values

As we continue to navigate the ongoing COVID-19 pandemic, Portland Public Schools remains committed to providing a high-quality education for all students and ensuring the health and wellness of students and staff through a comprehensive distance learning model. To guide our work, we centered racial equity and social justice in all decision-making and hold three principles from our strategic plan at the core of our planning - ensure the health and wellness of staff and students, strengthen and innovate the instructional core, and cultivate connection and relationship for students, staff and our community.

Our overarching approach to reopening is a relentless pursuit of racial equity and social justice (RESJ). We believe in the fundamental right to human dignity and that generating an equitable world requires an educational system that intentionally disrupts - and builds leaders to disrupt - systems of oppression. Therefore, our work to reopen schools acknowledges and recognizes the inequities of our system prior to Covid-19 and does not seek to reopen schools by returning to what was "normal" before. Rather, we are deeply engaged in fundamentally accelerating and centering our RESJ work, constantly examining opportunities to increase RESJ strategies through organizational transformation and system-wide collaboration. By way of this central focus and in partnership with families and stakeholders, including those representing students of color, we will bring racial predictability and disproportionality to an end.

In PPS, we are utilizing Targeted Universalism as a driver. We aim to operationalize our RESJ values so that every student is served and our universal board goals are achieved; thus realizing the graduate profile from [our Vision](#). Our approach supports the distinct needs of BIPOC students while also acknowledging our mutual interdependence. We recognize with great urgency the need for aligned and coherent strategies that improve conditions so that every student, especially our BIPOC students have an educational experience where they can thrive. Our approach disrupts institutional and cultural racism and promotes tangible strategies and resources for RESJ. To this end, we will prioritize services for students historically underserved by our system, including Black, Native, students receiving special education services and second language learners. We have used these [Guiding Principles](#) to align our collective work through this process.

Academic Conditions for Comprehensive Distance Learning

Teaching, Learning & Instructional Time:

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Digital Learning Needs for Comprehensive Distance Learning

Privacy and Security tools (Umbrella) have been installed and remain persistent on all PPS devices and accounts that prevents students from accessing known inappropriate or malicious sites. Passwords for staff and students changed to a longer character length, and a new portal has been implemented to aid in remote support for password reset situations. Changes have been made to patching and software update mechanisms to allow for devices to remain updated even though they are outside the PPS network. All staff and students will be trained on responsible digital citizenship.

In addition to the distribution of devices, PPS acquired 1990 hotspots to provide connectivity for students where Comcast Internet Essentials was not a viable option. These hotspots will be either picked up from distribution locations or delivered using bus drivers to bring the devices to student homes to ensure that students and staff that did not already have internet access were given devices to facilitate that. Additionally, infrastructure changes were made to

allow take home IP phones that allow for teachers and staff to be able to make contact with students and families just as they would in the classroom.

Device deployment:

In the spring we handed out chromebooks and hotspots/Comcast connectivity for students and staff to be able to participate in distance based learning. We will continue to provide devices and work with families to ensure all students are able to connect to our comprehensive distance learning model. We will continue to provide devices to staff as needed so they can deliver the digital curriculum effectively. We offer a curbside service at the district office during work hours for chromebook repairs needed. If the chromebook cannot be repaired on site, the student/staff will receive a replacement chromebook at this time. The service desk is available during work hours for staff, students and families to contact via phone or email. If call center tech is unable to resolve on the phone, a helpdesk ticket will be created and followed up with the individual caller. An email to support will create a helpdesk ticket and the call center tech will follow up with the individual.

Digital Toolkit:

Portland Public Schools has developed a comprehensive and districtwide set of digital tools for every PPS classroom, teacher, and student. The [PPS Digital Toolkit](#) provides a set of digital tools that will enhance instructional strategies and content delivery. These tools will enhance the existing opportunities with both synchronous and asynchronous learning. These tools have been reviewed and evaluated for digital content quality and cultural relevance.

The tools fall into three categories: Instruction and Lesson Design, Creation and Engagement, and Content. Instruction and Lesson Design tools are those applications and system platforms that teachers use to deliver instruction, lessons, and communications. These include classroom content delivery and learning management systems, applications for communications, and lesson and assessment design tools. Creation and Engagement tools are used by teachers and students in distance learning, as well as in-classroom technology-enhanced instruction. These tools support student voice, elicit response, provide shared spaces for individual, small group, and whole-class collaboration, and engage students with the content. Content tools have been selected to assist our teachers in providing content, build opportunities for sustained practice, and apply learning in both distanced and in-person models of instruction.

Learning Platforms:

PPS has adopted two classroom learning platforms to meet the needs of our elementary and secondary students and teachers. These tools were selected because of their current use and success in PPS, knowledge of their toolset, depth of their function and capabilities, and their presence in the educational technology space. Both platforms allow teachers to create, post, interact, provide feedback, and assess with their students and will bring a single point of entry for students and families into classroom instruction.

Professional Development:

Ongoing and high-quality professional learning and training is essential for the successful implementation of Comprehensive Distance Learning. PPS will provide professional learning for all educators during the course of the summer, pre-service and throughout the school year. The content will be focused on best practices for distance learning, as well as technical “how to” training for digital tools and other operational functions.

Describe the school’s plan, including the anticipated timeline, for returning to Hybrid Learning or On-Site Learning consistent with the *Ready Schools, Safe Learners* guidance.

At this time PPS is planning for the opening of our physical buildings when it is deemed safe and appropriate under the Governor's directive. The District will utilize a comprehensive distance learning (CDL) platform for a minimum of the first quarter (through November 5th) and will evaluate all available health-related information to decide if our CDL will continue through the first semester or if we will be able to open to a hybrid model of instruction in November. We will continue to follow the Governor's orders and ODE's recommendations and guidance.

The remainder of this operational blueprint is not applicable to schools operating a Comprehensive Distance Learning Model.



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

Under ODE's **Ready Schools, Safe Learners** guidance, each school¹ has been directed to submit a plan to the district² in order to provide on-site and/or hybrid instruction. Districts must submit each school's plan to the local school board and make the plans available to the public. This form is to be used to document a district's, school's or program's plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the [Ready Schools, Safe Learners guidance](#) document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,³ parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Scott, PPS
Key Contact Person for this Plan	Megan McCarter, Principal
Phone Number of this Person	503-916-6369
Email Address of this Person	mmccarter@pps.net
Sectors and position titles of those who informed the plan	Superintendent, Deputy Chiefs of Operations and Instruction, Chief Academic Officer, Chief of Schools, Chief of Staff, Legal Counsel, Chief of Student Support Services, Chief of Technology, Chief Operations Officer, Chief of Human Resources, Chief of Systems Performance, Senior Advisor Racial Equity and Social Justice, Chief of Engagement and Partnerships, Senior Director of Communications, Senior Director of Student Success and Health, Senior Director of Multi-Tiered Systems of Support, Attendance Manager, Director of Facilities, Director of Security Services, Director of Nutrition Services, Senior Director of Special Education, principals, teachers, labor union advisory participation, Senior Director of Humanities, Senior Director of STEAM, Regional Supts., Director of Risk Management, Director of Professional Learning, Project Managers, Student

¹ For the purposes of this guidance: "school" refers to all public schools, including public charter schools, public virtual charter schools, alternative education programs, private schools and the Oregon School for the Deaf. For ease of readability, "school" will be used inclusively to reference all of these settings.

² For the purposes of this guidance: "district" refers to a school district, education service district, public charter school sponsoring district, virtual public charter school sponsoring district, state sponsored public charter school, alternative education programs, private schools, and the Oregon School for the Deaf.

³ Tribal Consultation is a separate process from stakeholder engagement; consultation recognizes and affirms tribal rights of self-government and tribal sovereignty, and mandates state government to work with American Indian nations on a [government-to-government](#) basis.

	Engagement Coordinators, Family advocates, student groups (BIPOC), special education and english language learners, family surveys, staff surveys, parent engagement groups, email responses from website, consultation with District Management Group (DMG), culturally specific partner organizations, PPS health advisory panel, and other large districts in Oregon.
Local public health office(s) or officers(s)	Multnomah ESD and the Oregon Health Authority; in consultation with the CDC.
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Director of Risk Management, Joe Crelier Megan McCarter (Enforcement)
Intended Effective Dates for this Plan	9/2/2020 to at least 11/5/2020
ESD Region	Multnomah

2. Please list efforts you have made to engage your community (public health information sharing, taking feedback on planning, etc.) in preparing for school in 2020-21. Include information on engagement with communities often underserved and marginalized and those communities disproportionately impacted by COVID-19.

In preparation for reopening school in fall 2020, Portland Public Schools began gathering feedback from students and staff in May 2020. In March, the Communications team at PPS stood up a landing page for all students and families with centralized supports and pandemic resources. Surveys were conducted at the district level and by some individual schools. Our rate of response in surveying historically underserved and marginalized communities was low, which led to the utilization of intentional focus groups with our Native American community members and Elders, Black students and families, and other families and students of color. Additional focus groups were held with student leaders, and Spanish-Speaking families. Please find a summary of these focus groups here: [Memorandum to the Board of Education, Reopening Focus Group Update](#)

The District will continue to engage our community on a district and individual level to ensure that we are meeting the needs of all students and families to the best of our abilities.

3. Indicate which instructional model will be used.

Select One:

☐ On-Site Learning ☐ Hybrid Learning ☒ Comprehensive Distance Learning

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-15 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>) by August 15, 2020 or prior to the beginning of the 2020-21 school year.

* **Note:** Private schools are required to comply with only sections 1-3 of the **Ready Schools, Safe Learners** guidance.

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

This section must be completed by any school that is seeking to provide instruction through Comprehensive Distance Learning.

Describe why you are selecting Comprehensive Distance Learning as the school's Instructional Model for the effective dates of this plan.

In keeping with local, regional and state guidance and new health directives, Portland Public Schools has determined that it is safest for students and staff to maintain severely limited physical contact. We believe it is both responsible and critical to base our decisions on what will best ensure the health and wellness of our students and staff. We will always prefer to have our students engaged in classroom-based learning, but given current conditions, it would be unsafe to have significant numbers of students and adults back on campus at this time.

We will use this Comprehensive Distance Learning model for a minimum of September 2 through November 5, and will evaluate in October whether it is feasible to open in the 2nd quarter. Based on medical advice, including local health authorities, PPS will continue to keep the health and wellness of students and staff on the forefront in our planning.

Describe how your school's model aligns to the [Comprehensive Distance Learning Guidance](#) (linked). In completing this part of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. Please name any requirements you need ODE to review for any possible accommodations.

Framing PPS Values

As we continue to navigate the ongoing COVID-19 pandemic, Portland Public Schools remains committed to providing a high-quality education for all students and ensuring the health and wellness of students and staff through a comprehensive distance learning model. To guide our work, we centered racial equity and social justice in all decision-making and hold three principles from our strategic plan at the core of our planning - ensure the health and wellness of staff and students, strengthen and innovate the instructional core, and cultivate connection and relationship for students, staff and our community.

Our overarching approach to reopening is a relentless pursuit of racial equity and social justice (RESJ). We believe in the fundamental right to human dignity and that generating an equitable world requires an educational system that intentionally disrupts - and builds leaders to disrupt - systems of oppression. Therefore, our work to reopen schools acknowledges and recognizes the inequities of our system prior to Covid-19 and does not seek to reopen schools by returning to what was "normal" before. Rather, we are deeply engaged in fundamentally accelerating and centering our RESJ work, constantly examining opportunities to increase RESJ strategies through organizational transformation and system-wide collaboration. By way of this central focus and in partnership with families and stakeholders, including those representing students of color, we will bring racial predictability and disproportionality to an end.

In PPS, we are utilizing Targeted Universalism as a driver. We aim to operationalize our RESJ values so that every student is served and our universal board goals are achieved; thus realizing the graduate profile from [our Vision](#). Our approach supports the distinct needs of BIPOC students while also acknowledging our mutual interdependence. We recognize with great urgency the need for aligned and coherent strategies that improve conditions so that every student, especially our BIPOC students have an educational experience where they can thrive. Our approach disrupts institutional and cultural racism and promotes tangible strategies and resources for RESJ. To this end, we will prioritize services for students historically underserved by our system, including Black, Native, students receiving special education services and second language learners. We have used these [Guiding Principles](#) to align our collective work through this process.

Academic Conditions for Comprehensive Distance Learning

Teaching, Learning & Instructional Time:

Our comprehensive distance learning plan is designed so that all students will receive an engaging, comprehensive, and rigorous academic experience every day of the week. Students will receive standards-based instruction across all academic areas and will build meaningful relationships with the educators in their school community. Instructional time requirements will be adhered to in every grade level, where more than 50% of the instructional time will be teacher-facilitated learning. To meet this requirement, elementary students will follow predictable routines,

procedures, and schedules, that align with developmentally appropriate recommendations for screen time and synchronous learning. Secondary students will follow a predictable bell schedule that incorporates synchronous check-ins, consistent and timely feedback, and peer interactions. All students will continue to receive access to a well-rounded education which includes physical education, health, arts, music, tiered supports, etc.

The learning day will be organized so that the time educators spend directly interacting with students will be high quality, focused on complex learning activities with a high cognitive demand and that are centered around student engagement. Students will have opportunities for guided learning with an educator, as well as opportunities to work with peers, families, and community members to apply their learning and practice their skills. Students will be expected to complete assigned learning activities each day. Students will participate in daily virtual instruction by satisfactorily engaging with synchronous class sessions as well as asynchronous tasks, completing assigned learning activities or assignments to demonstrate their learning. Parents and students will communicate with the teacher when in need of additional learning support. Portland Public Schools will also provide families a variety of ways to connect, one of which is through educator office hours, posted publicly, for students and families to access which will include a process to request and schedule translation services as needed.

Racial Equity and Access:

In the development of our plan, all of the work groups utilized our [Racial Equity and Social Justice Lens](#) to inform decision making and programming. The application of the lens is based on our belief that the district should adopt a student-centered, racial equity and social justice focused lens in all high leverage decisions in order to more deeply understand the barriers and opportunities impacting BIPOC students and families. Additionally, the regular application of the lens, documentation of our responses and review of those responses will help us critically examine our efforts to increase access and opportunity for BIPOC students and families. Our steering committee collectively reviewed our comprehensive plans and applied the RESJ lens on multiple occasions. They utilized data, parent and student input from engagement, partner input and the diverse experience of members to answer the prompts, review our plans and make adjustments to more directly respond to the needs of BIPOC students. As a result we believe our plan is strengthened through the collaborative and reflective process we employed to apply the RESJ Lens to address racial equity and access in our plans.

Special Education Services and English Language Development

Students receiving special education services will continue to receive instruction, technology, support, accommodations, and modifications as required by ESSA, IDEA, and/or ADA based on a virtual learning environment. The majority of each student's services will be provided synchronously (i.e., with the teacher/service provider and student working together through direct and simultaneous communication). If only asynchronous services are recommended, the parent or guardian will provide written consent to shift from synchronous to asynchronous service delivery. All IDEA requirements will be met during Comprehensive Distance Learning. This includes all IDEA timelines, delivery of all related services, delivery of SDI, implementation of IEPs, etc. Schools will provide Child Find obligations, including timely evaluation and eligibility determinations.

Students who are identified to receive English Language development services will be provided with language assistance services and supports that allow the student access to grade level academic content and scaffolded language experiences. PPS's English as a Second Language program will encourage ESL and general education/homeroom teachers to collaboratively plan for inclusive learning experiences that consider and support the language proficiency of each student.

Assessment, Grading, Reporting & Statewide Balanced Assessment:

Portland Public Schools (PPS) has developed a framework for a balanced assessment system and worked throughout the pre-pandemic portion of the 2019-2020 academic year to introduce additional efficiency into the assessment model. Anticipating the ongoing challenges to face-to-face instruction, PPS successfully piloted remote administration of the NWEA MAP assessments at one of our schools in the Spring of 2020.

During the 2020-2021 academic year, PPS is prepared to remotely administer MAP in grades 3-8 in the fall and winter. The fall assessment will allow our students and families to better understand the learning needs of our students as they enter the academic year, and it will provide our teachers and curriculum support teams the necessary data to align and plan instruction. The mid-year assessment will provide feedback regarding both student growth and achievement allowing for an additional point to adapt our supports.

In addition to this common measure of growth and achievement, students will also be presented with common curriculum embedded assessments (pre and post unit) that are aligned to the scope and sequence and are paired with each of the curriculum units. These will provide additional, focused and just-in time, measures of learning that will allow for adaptations to the delivery of the unit materials in order to provide tiered supports. Educators will regularly report progress to students and families and provide opportunities to redo or make up work without penalty and retain the highest earned grade.

Finally, the administration of remote computer adaptive measures will also help the system prepare for the challenges associated with a potential remote administration of the state summative assessments in English Language Arts, Mathematics, and Science.

Attendance:

With the pandemic in the spring of the 2019-2020 academic year, the importance of maintaining an active engagement with our students and families rose to the forefront of our work as a system. As we approach the 2020-2021 year, engagement remains a critical focus and reflecting that engagement through attendance and other metrics is critical. We are committed to following all ODE guidelines and requirements in regards to attendance.

At this time, we are preparing to collect on-line attendance, and we are exploring ways to leverage data from our learning management and instructional delivery systems as a means to monitor engagement and attendance. Our primary focus, at this time, is to provide near real time data back to our schools to facilitate and focus the efforts of our schools to engage our students and families. We fully expect that our local community partners will be assisting in our efforts to focus and engage our disenfranchised students and communities in partnership with our counselors, social workers, Restorative Justice (RJ) specialists, attendance coaches and student engagement specialists.

Clubs & Extracurricular Activities:

Clubs and extracurricular activities are a critical component of any school community. We will ensure activities, clubs, and student organizations are available and accessible to all students to the extent possible, while focusing on the health and wellness of our students and staff as our top priority.

Operational Conditions for Comprehensive Distance Learning

Nutrition:

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allow take home IP phones that allow for teachers and staff to be able to make contact with students and families just as they would in the classroom.

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The remainder of this operational blueprint is not applicable to schools operating a Comprehensive Distance Learning Model.



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

Under ODE's **Ready Schools, Safe Learners** guidance, each school¹ has been directed to submit a plan to the district² in order to provide on-site and/or hybrid instruction. Districts must submit each school's plan to the local school board and make the plans available to the public. This form is to be used to document a district's, school's or program's plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the [Ready Schools, Safe Learners guidance](#) document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,³ parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Sellwood, PPS
Key Contact Person for this Plan	Jeandre` Carbone
Phone Number of this Person	503-916-5656
Email Address of this Person	jcarbone@pps.net
Sectors and position titles of those who informed the plan	Superintendent, Deputy Chiefs of Operations and Instruction, Chief Academic Officer, Chief of Schools, Chief of Staff, Legal Counsel, Chief of Student Support Services, Chief of Technology, Chief Operations Officer, Chief of Human Resources, Chief of Systems Performance, Senior Advisor Racial Equity and Social Justice, Chief of Engagement and Partnerships, Senior Director of Communications, Senior Director of Student Success and Health, Senior Director of Multi-Tiered Systems of Support, Attendance Manager, Director of Facilities, Director of Security Services, Director of Nutrition Services, Senior Director of Special Education, principals, teachers, labor union advisory participation, Senior Director of Humanities, Senior Director of STEAM, Regional Supts., Director of Risk Management, Director of Professional Learning, Project Managers, Student

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	Engagement Coordinators, Family advocates, student groups (BIPOC), special education and english language learners, family surveys, staff surveys, parent engagement groups, email responses from website, consultation with District Management Group (DMG), culturally specific partner organizations, PPS health advisory panel, and other large districts in Oregon.
Local public health office(s) or officers(s)	Multnomah ESD and the Oregon Health Authority; in consultation with the CDC.
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Director of Risk Management, Joe Crelier Jeandre` Carbone (Enforcement)
Intended Effective Dates for this Plan	9/2/2020 to at least 11/5/2020
ESD Region	Multnomah

2. Please list efforts you have made to engage your community (public health information sharing, taking feedback on planning, etc.) in preparing for school in 2020-21. Include information on engagement with communities often underserved and marginalized and those communities disproportionately impacted by COVID-19.

In preparation for reopening school in fall 2020, Portland Public Schools began gathering feedback from students and staff in May 2020. In March, the Communications team at PPS stood up a landing page for all students and families with centralized supports and pandemic resources. Surveys were conducted at the district level and by some individual schools. Our rate of response in surveying historically underserved and marginalized communities was low, which led to the utilization of intentional focus groups with our Native American community members and Elders, Black students and families, and other families and students of color. Additional focus groups were held with student leaders, and Spanish-Speaking families. Please find a summary of these focus groups here: [Memorandum to the Board of Education, Reopening Focus Group Update](#)

The District will continue to engage our community on a district and individual level to ensure that we are meeting the needs of all students and families to the best of our abilities.

3. Indicate which instructional model will be used.

Select One:

☐ On-Site Learning ☐ Hybrid Learning ☒ Comprehensive Distance Learning

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-15 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>) by August 15, 2020 or prior to the beginning of the 2020-21 school year.

* **Note:** Private schools are required to comply with only sections 1-3 of the **Ready Schools, Safe Learners** guidance.

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

This section must be completed by any school that is seeking to provide instruction through Comprehensive Distance Learning.

Describe why you are selecting Comprehensive Distance Learning as the school's Instructional Model for the effective dates of this plan.

In keeping with local, regional and state guidance and new health directives, Portland Public Schools has determined that it is safest for students and staff to maintain severely limited physical contact. We believe it is both responsible and critical to base our decisions on what will best ensure the health and wellness of our students and staff. We will always prefer to have our students engaged in classroom-based learning, but given current conditions, it would be unsafe to have significant numbers of students and adults back on campus at this time.

We will use this Comprehensive Distance Learning model for a minimum of September 2 through November 5, and will evaluate in October whether it is feasible to open in the 2nd quarter. Based on medical advice, including local health authorities, PPS will continue to keep the health and wellness of students and staff on the forefront in our planning.

Describe how your school's model aligns to the [Comprehensive Distance Learning Guidance](#) (linked). In completing this part of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. Please name any requirements you need ODE to review for any possible accommodations.

Framing PPS Values

As we continue to navigate the ongoing COVID-19 pandemic, Portland Public Schools remains committed to providing a high-quality education for all students and ensuring the health and wellness of students and staff through a comprehensive distance learning model. To guide our work, we centered racial equity and social justice in all decision-making and hold three principles from our strategic plan at the core of our planning - ensure the health and wellness of staff and students, strengthen and innovate the instructional core, and cultivate connection and relationship for students, staff and our community.

Our overarching approach to reopening is a relentless pursuit of racial equity and social justice (RESJ). We believe in the fundamental right to human dignity and that generating an equitable world requires an educational system that intentionally disrupts - and builds leaders to disrupt - systems of oppression. Therefore, our work to reopen schools acknowledges and recognizes the inequities of our system prior to Covid-19 and does not seek to reopen schools by returning to what was "normal" before. Rather, we are deeply engaged in fundamentally accelerating and centering our RESJ work, constantly examining opportunities to increase RESJ strategies through organizational transformation and system-wide collaboration. By way of this central focus and in partnership with families and stakeholders, including those representing students of color, we will bring racial predictability and disproportionality to an end.

In PPS, we are utilizing Targeted Universalism as a driver. We aim to operationalize our RESJ values so that every student is served and our universal board goals are achieved; thus realizing the graduate profile from [our Vision](#). Our approach supports the distinct needs of BIPOC students while also acknowledging our mutual interdependence. We recognize with great urgency the need for aligned and coherent strategies that improve conditions so that every student, especially our BIPOC students have an educational experience where they can thrive. Our approach disrupts institutional and cultural racism and promotes tangible strategies and resources for RESJ. To this end, we will prioritize services for students historically underserved by our system, including Black, Native, students receiving special education services and second language learners. We have used these [Guiding Principles](#) to align our collective work through this process.

Academic Conditions for Comprehensive Distance Learning

Teaching, Learning & Instructional Time:

Our comprehensive distance learning plan is designed so that all students will receive an engaging, comprehensive, and rigorous academic experience every day of the week. Students will receive standards-based instruction across all academic areas and will build meaningful relationships with the educators in their school community. Instructional time requirements will be adhered to in every grade level, where more than 50% of the instructional time will be teacher-facilitated learning. To meet this requirement, elementary students will follow predictable routines,

procedures, and schedules, that align with developmentally appropriate recommendations for screen time and synchronous learning. Secondary students will follow a predictable bell schedule that incorporates synchronous check-ins, consistent and timely feedback, and peer interactions. All students will continue to receive access to a well-rounded education which includes physical education, health, arts, music, tiered supports, etc.

The learning day will be organized so that the time educators spend directly interacting with students will be high quality, focused on complex learning activities with a high cognitive demand and that are centered around student engagement. Students will have opportunities for guided learning with an educator, as well as opportunities to work with peers, families, and community members to apply their learning and practice their skills. Students will be expected to complete assigned learning activities each day. Students will participate in daily virtual instruction by satisfactorily engaging with synchronous class sessions as well as asynchronous tasks, completing assigned learning activities or assignments to demonstrate their learning. Parents and students will communicate with the teacher when in need of additional learning support. Portland Public Schools will also provide families a variety of ways to connect, one of which is through educator office hours, posted publicly, for students and families to access which will include a process to request and schedule translation services as needed.

Racial Equity and Access:

In the development of our plan, all of the work groups utilized our [Racial Equity and Social Justice Lens](#) to inform decision making and programming. The application of the lens is based on our belief that the district should adopt a student-centered, racial equity and social justice focused lens in all high leverage decisions in order to more deeply understand the barriers and opportunities impacting BIPOC students and families. Additionally, the regular application of the lens, documentation of our responses and review of those responses will help us critically examine our efforts to increase access and opportunity for BIPOC students and families. Our steering committee collectively reviewed our comprehensive plans and applied the RESJ lens on multiple occasions. They utilized data, parent and student input from engagement, partner input and the diverse experience of members to answer the prompts, review our plans and make adjustments to more directly respond to the needs of BIPOC students. As a result we believe our plan is strengthened through the collaborative and reflective process we employed to apply the RESJ Lens to address racial equity and access in our plans.

Special Education Services and English Language Development

Students receiving special education services will continue to receive instruction, technology, support, accommodations, and modifications as required by ESSA, IDEA, and/or ADA based on a virtual learning environment. The majority of each student's services will be provided synchronously (i.e., with the teacher/service provider and student working together through direct and simultaneous communication). If only asynchronous services are recommended, the parent or guardian will provide written consent to shift from synchronous to asynchronous service delivery. All IDEA requirements will be met during Comprehensive Distance Learning. This includes all IDEA timelines, delivery of all related services, delivery of SDI, implementation of IEPs, etc. Schools will provide Child Find obligations, including timely evaluation and eligibility determinations.

Students who are identified to receive English Language development services will be provided with language assistance services and supports that allow the student access to grade level academic content and scaffolded language experiences. PPS's English as a Second Language program will encourage ESL and general education/homeroom teachers to collaboratively plan for inclusive learning experiences that consider and support the language proficiency of each student.

Assessment, Grading, Reporting & Statewide Balanced Assessment:

Portland Public Schools (PPS) has developed a framework for a balanced assessment system and worked throughout the pre-pandemic portion of the 2019-2020 academic year to introduce additional efficiency into the assessment model. Anticipating the ongoing challenges to face-to-face instruction, PPS successfully piloted remote administration of the NWEA MAP assessments at one of our schools in the Spring of 2020.

During the 2020-2021 academic year, PPS is prepared to remotely administer MAP in grades 3-8 in the fall and winter. The fall assessment will allow our students and families to better understand the learning needs of our students as they enter the academic year, and it will provide our teachers and curriculum support teams the necessary data to align and plan instruction. The mid-year assessment will provide feedback regarding both student growth and achievement allowing for an additional point to adapt our supports.

In addition to this common measure of growth and achievement, students will also be presented with common curriculum embedded assessments (pre and post unit) that are aligned to the scope and sequence and are paired with each of the curriculum units. These will provide additional, focused and just-in time, measures of learning that will allow for adaptations to the delivery of the unit materials in order to provide tiered supports. Educators will regularly report progress to students and families and provide opportunities to redo or make up work without penalty and retain the highest earned grade.

Finally, the administration of remote computer adaptive measures will also help the system prepare for the challenges associated with a potential remote administration of the state summative assessments in English Language Arts, Mathematics, and Science.

Attendance:

With the pandemic in the spring of the 2019-2020 academic year, the importance of maintaining an active engagement with our students and families rose to the forefront of our work as a system. As we approach the 2020-2021 year, engagement remains a critical focus and reflecting that engagement through attendance and other metrics is critical. We are committed to following all ODE guidelines and requirements in regards to attendance.

At this time, we are preparing to collect on-line attendance, and we are exploring ways to leverage data from our learning management and instructional delivery systems as a means to monitor engagement and attendance. Our primary focus, at this time, is to provide near real time data back to our schools to facilitate and focus the efforts of our schools to engage our students and families. We fully expect that our local community partners will be assisting in our efforts to focus and engage our disenfranchised students and communities in partnership with our counselors, social workers, Restorative Justice (RJ) specialists, attendance coaches and student engagement specialists.

Clubs & Extracurricular Activities:

Clubs and extracurricular activities are a critical component of any school community. We will ensure activities, clubs, and student organizations are available and accessible to all students to the extent possible, while focusing on the health and wellness of our students and staff as our top priority.

Operational Conditions for Comprehensive Distance Learning

Nutrition:

Portland Public Schools understands food stability is one of the most important safety measures schools can provide to students. We will build upon our work in the spring and expand to serve more sites this fall. We will serve breakfast and lunch at up to 40 sites, specifically sites that are elected for Community Eligibility Provision (CEP) in the 2020-21 school year in order to focus resources and access to food and nutrition in our highest risk and need communities. Meals will be served to families 2 days/week (Mondays will include 2 days worth of food and Wednesdays will include 3 days worth of food). No weekend food is permissible at this time, though we may be able to add additional daily supper meals depending on eligible sites and waivers (pending request from ODE to USDA). Nutrition Services will partner with Transportation to deliver meals to homes as requested by the families. Families will be sent an opt in/consent form for requesting meal delivery to their home. Delivery schedule will depend on demand and routing schedule by the Transportation department. Meals will continue to be a mix of ready-to-eat foods, prepared recipes and foods that can be heated at home by families. Communication about meals, services and benefits will be provided throughout the fall to families and school communities. Nutrition Services staff will adhere to all district and department standard operating procedures and safety plans.

Communicable Disease Management Plan (CMDP) and safety plans:

We have developed, in conjunction with our local health authority and Multnomah ESD, and will implement our CMDP as staff report to buildings, based on individual and department needs. Safety plans are developed and approved by our Risk Management team before staff can enter a building and building leaders are responsible for adhering to the safety plan at all times. We have also developed a confirmed case protocol and have aligned all contact tracing, investigatory measures and reporting through a partnership with MESD and the health department. When we are notified of a possible exposure we work with them to investigate and notify.

Student and Family Support for Comprehensive Distance Learning

As a district, we understand and value the importance of student, family and community engagement as a means to positively impact a student's academic, social emotional outcomes and to address continuous improvement efforts. We are committed to building a collective and shared responsibility for outcomes, while strengthening our capacity and skills to achieve this goal and ensuring clear alignment between our intentions and actions to foster engagement that reflects the communities' values and break down barriers to student achievement in this unprecedented time. To this end, PPS will focus our first two weeks on Social Emotional Learning, connections and relationship building between students and staff.

Beyond the first two weeks, PPS will employ a variety of creative means to ensure that our students and families, especially our Black and Native communities, have the tools and support they need and feel empowered to engage and stay engaged in our Comprehensive Distance Learning platform. We will base our expectations of school engagement efforts on the work of our CSI & TSI summer program, Summer Connections Academy, and the lessons we have learned from those endeavors and from the springtime efforts. Some elements that were effective within those school communities included: relationship building and cultivating trust and rapport by calling families and students daily, reaching out to families through personal visits (physically distanced) and providing 1:1 virtual support as needed. We will also provide support at meal hubs and with some in-person conversations and relationship building on school lawns and sidewalks. We continue to provide support for teachers from our counselors and social workers on the best ways to interact and connect with families through a trauma informed lens.

Racial Equity and Social Justice Partnerships

PPS partners with sixteen different culturally specific organizations to implement our five RESJ Partnership Strategies with BIPOC students and families at prioritized schools. These strategies and resulting services provide critical connections between our schools and communities. These strategies are informed by relevant research that affirms their effectiveness in improving educational and social outcomes for students of color.

1. *Culturally Specific Family Engagement* - Family engagement is a high leverage strategy that supports student learning and is designed to reduce or eliminate institutional barriers for families of color to advocate for the needs of their students. There is significant research that supports the effectiveness of family support, advocacy and encouragement with positive student achievement and outcomes.
2. *Wrap Around Services* - Provision of culturally specific and culturally responsive services to support student academic and social success. This includes case management, academic tutoring/support, service referral, student groups, and progress monitoring. Wrap around services have a comprehensive approach to meeting the needs of students.
3. *Mentoring and Leadership Development* - Services are designed to provide positive relationship development and support to students to reduce disproportionate discipline rates and increase attendance and a sense of belonging at school for students of color. This includes providing positive and diverse adult relationships that are reflective of students' culture and identity.
4. *Extended Learning and Enrichment* - Programming provides safe, structured and engaging activities to enhance and expand the learning of students outside of school hours. This includes after school programming and enrichment activities. Enrichment activities provide opportunities for students to pursue learning in their own areas of interest and strengths. Research has shown that students engaged in these activities can lead to increased academic performance and attendance.
5. *Positive Cultural Identity Development and Advocacy* - Programming provides participating youth with exposure and

opportunity to engage in activities that empower them to embrace a confident and positive cultural identity while preserving and sharing cultural heritages and traditions amongst their peers. Activities provide opportunities for students to learn and practice new methods of self-expression in a safe and culturally affirming environment. Partners are actively engaged with the district to collaboratively plan for the start of school by adjusting their services to be provided virtually and in alignment with our plans. Partners are meeting with school leaders,

Mental, Social, and Emotional Health:

Our Multi-tiered Systems of Support (MTSS) team is creating Social Emotional Learning (SEL) activities for the K-5 soft start to begin on September 2nd. These activities will be focused on making connections, building relationships, and creating community. The Office of Teaching and Learning (OTL) and MTSS departments are also leading the development of a two-week health and wellness unit that will focus on promoting the social, emotional, and cognitive skills students need to develop positive relationships and thrive in school. This required K-5 unit is set for teachers to begin on September 14th.

Lastly, K-5 and 6-8 SEL units were developed by the SEL team in the spring which focus on supporting resilience during challenging and, often, traumatic times. This nine-week unit will be revised for educators to use after the completion of the health unit by September 28th.

- MTSS and OTL will collaborate closely on the development of health and wellness and the SEL soft start lessons/activities.
- The MTSS unit is being built with the CASEL Roadmap for Reopening Critical Practices and the PPS & ODE reopening guidance as the foundation.
- The K-5 health and wellness unit will be required as one of four required health units. This unit is required even if schools have other SEL programs.

Additionally, PPS will continue to contract with our mental health and substance use partners in order to provide teletherapy for students who need this level of support. Our counselors and social workers will also meet virtually with students and families in order to assist with emotional and mental health wellness, suicide ideation, student threats, and other mental health or behavioral related concerns or needs. We are also partnering with culturally specific providers to support students of color and additional families who need our assistance. Some of these supports will be through personal (physically distanced) visits either on campus at a community site, or near the student's home. This will be through student and family choice, which honors their preferences in ways they feel they can best be supported.

Childcare:

PPS and contracted, licensed child care providers are exploring distance learning child care services for PPS families and employees. Child care providers would operate fee based programs with state subsidies for qualifying families. If we determine this is a viable service, locations will be dispersed throughout the PPS boundary. Providers would be required to follow health and safety guidelines from the Oregon Early Learning Division.

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Updated 8/11/2020

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1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Sitton, PPS
Key Contact Person for this Plan	Dana Nerenberg, Principal
Phone Number of this Person	503-916-6277
Email Address of this Person	dnerenberg@pps.net
Sectors and position titles of those who informed the plan	Superintendent, Deputy Chiefs of Operations and Instruction, Chief Academic Officer, Chief of Schools, Chief of Staff, Legal Counsel, Chief of Student Support Services, Chief of Technology, Chief Operations Officer, Chief of Human Resources, Chief of Systems Performance, Senior Advisor Racial Equity and Social Justice, Chief of Engagement and Partnerships, Senior Director of Communications, Senior Director of Student Success and Health, Senior Director of Multi-Tiered Systems of Support, Attendance Manager, Director of Facilities, Director of Security Services, Director of Nutrition Services, Senior Director of Special Education, principals, teachers, labor union advisory participation, Senior Director of Humanities, Senior Director of STEAM, Regional Supts., Director of Risk Management, Director of Professional Learning, Project Managers, Student

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Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Director of Risk Management, Joe Crelier Dana Nerenberg (Enforcement)
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The District will continue to engage our community on a district and individual level to ensure that we are meeting the needs of all students and families to the best of our abilities.

3. Indicate which instructional model will be used.

Select One:

☐ On-Site Learning ☐ Hybrid Learning ☒ Comprehensive Distance Learning

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REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

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Teaching, Learning & Instructional Time:

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procedures, and schedules, that align with developmentally appropriate recommendations for screen time and synchronous learning. Secondary students will follow a predictable bell schedule that incorporates synchronous check-ins, consistent and timely feedback, and peer interactions. All students will continue to receive access to a well-rounded education which includes physical education, health, arts, music, tiered supports, etc.

The learning day will be organized so that the time educators spend directly interacting with students will be high quality, focused on complex learning activities with a high cognitive demand and that are centered around student engagement. Students will have opportunities for guided learning with an educator, as well as opportunities to work with peers, families, and community members to apply their learning and practice their skills. Students will be expected to complete assigned learning activities each day. Students will participate in daily virtual instruction by satisfactorily engaging with synchronous class sessions as well as asynchronous tasks, completing assigned learning activities or assignments to demonstrate their learning. Parents and students will communicate with the teacher when in need of additional learning support. Portland Public Schools will also provide families a variety of ways to connect, one of which is through educator office hours, posted publicly, for students and families to access which will include a process to request and schedule translation services as needed.

Racial Equity and Access:

In the development of our plan, all of the work groups utilized our [Racial Equity and Social Justice Lens](#) to inform decision making and programming. The application of the lens is based on our belief that the district should adopt a student-centered, racial equity and social justice focused lens in all high leverage decisions in order to more deeply understand the barriers and opportunities impacting BIPOC students and families. Additionally, the regular application of the lens, documentation of our responses and review of those responses will help us critically examine our efforts to increase access and opportunity for BIPOC students and families. Our steering committee collectively reviewed our comprehensive plans and applied the RESJ lens on multiple occasions. They utilized data, parent and student input from engagement, partner input and the diverse experience of members to answer the prompts, review our plans and make adjustments to more directly respond to the needs of BIPOC students. As a result we believe our plan is strengthened through the collaborative and reflective process we employed to apply the RESJ Lens to address racial equity and access in our plans.

Special Education Services and English Language Development

Students receiving special education services will continue to receive instruction, technology, support, accommodations, and modifications as required by ESSA, IDEA, and/or ADA based on a virtual learning environment. The majority of each student's services will be provided synchronously (i.e., with the teacher/service provider and student working together through direct and simultaneous communication). If only asynchronous services are recommended, the parent or guardian will provide written consent to shift from synchronous to asynchronous service delivery. All IDEA requirements will be met during Comprehensive Distance Learning. This includes all IDEA timelines, delivery of all related services, delivery of SDI, implementation of IEPs, etc. Schools will provide Child Find obligations, including timely evaluation and eligibility determinations.

Students who are identified to receive English Language development services will be provided with language assistance services and supports that allow the student access to grade level academic content and scaffolded language experiences. PPS's English as a Second Language program will encourage ESL and general education/homeroom teachers to collaboratively plan for inclusive learning experiences that consider and support the language proficiency of each student.

Assessment, Grading, Reporting & Statewide Balanced Assessment:

Portland Public Schools (PPS) has developed a framework for a balanced assessment system and worked throughout the pre-pandemic portion of the 2019-2020 academic year to introduce additional efficiency into the assessment model. Anticipating the ongoing challenges to face-to-face instruction, PPS successfully piloted remote administration of the NWEA MAP assessments at one of our schools in the Spring of 2020.

During the 2020-2021 academic year, PPS is prepared to remotely administer MAP in grades 3-8 in the fall and winter. The fall assessment will allow our students and families to better understand the learning needs of our students as they enter the academic year, and it will provide our teachers and curriculum support teams the necessary data to align and plan instruction. The mid-year assessment will provide feedback regarding both student growth and achievement allowing for an additional point to adapt our supports.

In addition to this common measure of growth and achievement, students will also be presented with common curriculum embedded assessments (pre and post unit) that are aligned to the scope and sequence and are paired with each of the curriculum units. These will provide additional, focused and just-in time, measures of learning that will allow for adaptations to the delivery of the unit materials in order to provide tiered supports. Educators will regularly report progress to students and families and provide opportunities to redo or make up work without penalty and retain the highest earned grade.

Finally, the administration of remote computer adaptive measures will also help the system prepare for the challenges associated with a potential remote administration of the state summative assessments in English Language Arts, Mathematics, and Science.

Attendance:

With the pandemic in the spring of the 2019-2020 academic year, the importance of maintaining an active engagement with our students and families rose to the forefront of our work as a system. As we approach the 2020-2021 year, engagement remains a critical focus and reflecting that engagement through attendance and other metrics is critical. We are committed to following all ODE guidelines and requirements in regards to attendance.

At this time, we are preparing to collect on-line attendance, and we are exploring ways to leverage data from our learning management and instructional delivery systems as a means to monitor engagement and attendance. Our primary focus, at this time, is to provide near real time data back to our schools to facilitate and focus the efforts of our schools to engage our students and families. We fully expect that our local community partners will be assisting in our efforts to focus and engage our disenfranchised students and communities in partnership with our counselors, social workers, Restorative Justice (RJ) specialists, attendance coaches and student engagement specialists.

Clubs & Extracurricular Activities:

Clubs and extracurricular activities are a critical component of any school community. We will ensure activities, clubs, and student organizations are available and accessible to all students to the extent possible, while focusing on the health and wellness of our students and staff as our top priority.

Operational Conditions for Comprehensive Distance Learning

Nutrition:

Portland Public Schools understands food stability is one of the most important safety measures schools can provide to students. We will build upon our work in the spring and expand to serve more sites this fall. We will serve breakfast and lunch at up to 40 sites, specifically sites that are elected for Community Eligibility Provision (CEP) in the 2020-21 school year in order to focus resources and access to food and nutrition in our highest risk and need communities. Meals will be served to families 2 days/week (Mondays will include 2 days worth of food and Wednesdays will include 3 days worth of food). No weekend food is permissible at this time, though we may be able to add additional daily supper meals depending on eligible sites and waivers (pending request from ODE to USDA). Nutrition Services will partner with Transportation to deliver meals to homes as requested by the families. Families will be sent an opt in/consent form for requesting meal delivery to their home. Delivery schedule will depend on demand and routing schedule by the Transportation department. Meals will continue to be a mix of ready-to-eat foods, prepared recipes and foods that can be heated at home by families. Communication about meals, services and benefits will be provided throughout the fall to families and school communities. Nutrition Services staff will adhere to all district and department standard operating procedures and safety plans.

Communicable Disease Management Plan (CMDP) and safety plans:

We have developed, in conjunction with our local health authority and Multnomah ESD, and will implement our CMDP as staff report to buildings, based on individual and department needs. Safety plans are developed and approved by our Risk Management team before staff can enter a building and building leaders are responsible for adhering to the safety plan at all times. We have also developed a confirmed case protocol and have aligned all contact tracing, investigatory measures and reporting through a partnership with MESD and the health department. When we are notified of a possible exposure we work with them to investigate and notify.

Student and Family Support for Comprehensive Distance Learning

As a district, we understand and value the importance of student, family and community engagement as a means to positively impact a student's academic, social emotional outcomes and to address continuous improvement efforts. We are committed to building a collective and shared responsibility for outcomes, while strengthening our capacity and skills to achieve this goal and ensuring clear alignment between our intentions and actions to foster engagement that reflects the communities' values and break down barriers to student achievement in this unprecedented time. To this end, PPS will focus our first two weeks on Social Emotional Learning, connections and relationship building between students and staff.

Beyond the first two weeks, PPS will employ a variety of creative means to ensure that our students and families, especially our Black and Native communities, have the tools and support they need and feel empowered to engage and stay engaged in our Comprehensive Distance Learning platform. We will base our expectations of school engagement efforts on the work of our CSI & TSI summer program, Summer Connections Academy, and the lessons we have learned from those endeavors and from the springtime efforts. Some elements that were effective within those school communities included: relationship building and cultivating trust and rapport by calling families and students daily, reaching out to families through personal visits (physically distanced) and providing 1:1 virtual support as needed. We will also provide support at meal hubs and with some in-person conversations and relationship building on school lawns and sidewalks. We continue to provide support for teachers from our counselors and social workers on the best ways to interact and connect with families through a trauma informed lens.

Racial Equity and Social Justice Partnerships

PPS partners with sixteen different culturally specific organizations to implement our five RESJ Partnership Strategies with BIPOC students and families at prioritized schools. These strategies and resulting services provide critical connections between our schools and communities. These strategies are informed by relevant research that affirms their effectiveness in improving educational and social outcomes for students of color.

1. *Culturally Specific Family Engagement* - Family engagement is a high leverage strategy that supports student learning and is designed to reduce or eliminate institutional barriers for families of color to advocate for the needs of their students. There is significant research that supports the effectiveness of family support, advocacy and encouragement with positive student achievement and outcomes.
2. *Wrap Around Services* - Provision of culturally specific and culturally responsive services to support student academic and social success. This includes case management, academic tutoring/support, service referral, student groups, and progress monitoring. Wrap around services have a comprehensive approach to meeting the needs of students.
3. *Mentoring and Leadership Development* - Services are designed to provide positive relationship development and support to students to reduce disproportionate discipline rates and increase attendance and a sense of belonging at school for students of color. This includes providing positive and diverse adult relationships that are reflective of students' culture and identity.
4. *Extended Learning and Enrichment* - Programming provides safe, structured and engaging activities to enhance and expand the learning of students outside of school hours. This includes after school programming and enrichment activities. Enrichment activities provide opportunities for students to pursue learning in their own areas of interest and strengths. Research has shown that students engaged in these activities can lead to increased academic performance and attendance.
5. *Positive Cultural Identity Development and Advocacy* - Programming provides participating youth with exposure and

opportunity to engage in activities that empower them to embrace a confident and positive cultural identity while preserving and sharing cultural heritages and traditions amongst their peers. Activities provide opportunities for students to learn and practice new methods of self-expression in a safe and culturally affirming environment. Partners are actively engaged with the district to collaboratively plan for the start of school by adjusting their services to be provided virtually and in alignment with our plans. Partners are meeting with school leaders,

Mental, Social, and Emotional Health:

Our Multi-tiered Systems of Support (MTSS) team is creating Social Emotional Learning (SEL) activities for the K-5 soft start to begin on September 2nd. These activities will be focused on making connections, building relationships, and creating community. The Office of Teaching and Learning (OTL) and MTSS departments are also leading the development of a two-week health and wellness unit that will focus on promoting the social, emotional, and cognitive skills students need to develop positive relationships and thrive in school. This required K-5 unit is set for teachers to begin on September 14th.

Lastly, K-5 and 6-8 SEL units were developed by the SEL team in the spring which focus on supporting resilience during challenging and, often, traumatic times. This nine-week unit will be revised for educators to use after the completion of the health unit by September 28th.

- MTSS and OTL will collaborate closely on the development of health and wellness and the SEL soft start lessons/activities.
- The MTSS unit is being built with the CASEL Roadmap for Reopening Critical Practices and the PPS & ODE reopening guidance as the foundation.
- The K-5 health and wellness unit will be required as one of four required health units. This unit is required even if schools have other SEL programs.

Additionally, PPS will continue to contract with our mental health and substance use partners in order to provide teletherapy for students who need this level of support. Our counselors and social workers will also meet virtually with students and families in order to assist with emotional and mental health wellness, suicide ideation, student threats, and other mental health or behavioral related concerns or needs. We are also partnering with culturally specific providers to support students of color and additional families who need our assistance. Some of these supports will be through personal (physically distanced) visits either on campus at a community site, or near the student's home. This will be through student and family choice, which honors their preferences in ways they feel they can best be supported.

Childcare:

PPS and contracted, licensed child care providers are exploring distance learning child care services for PPS families and employees. Child care providers would operate fee based programs with state subsidies for qualifying families. If we determine this is a viable service, locations will be dispersed throughout the PPS boundary. Providers would be required to follow health and safety guidelines from the Oregon Early Learning Division.

Digital Learning Needs for Comprehensive Distance Learning

Privacy and Security tools (Umbrella) have been installed and remain persistent on all PPS devices and accounts that prevents students from accessing known inappropriate or malicious sites. Passwords for staff and students changed to a longer character length, and a new portal has been implemented to aid in remote support for password reset situations. Changes have been made to patching and software update mechanisms to allow for devices to remain updated even though they are outside the PPS network. All staff and students will be trained on responsible digital citizenship.

In addition to the distribution of devices, PPS acquired 1990 hotspots to provide connectivity for students where Comcast Internet Essentials was not a viable option. These hotspots will be either picked up from distribution locations or delivered using bus drivers to bring the devices to student homes to ensure that students and staff that did not already have internet access were given devices to facilitate that. Additionally, infrastructure changes were made to

allow take home IP phones that allow for teachers and staff to be able to make contact with students and families just as they would in the classroom.

Device deployment:

In the spring we handed out chromebooks and hotspots/Comcast connectivity for students and staff to be able to participate in distance based learning. We will continue to provide devices and work with families to ensure all students are able to connect to our comprehensive distance learning model. We will continue to provide devices to staff as needed so they can deliver the digital curriculum effectively. We offer a curbside service at the district office during work hours for chromebook repairs needed. If the chromebook cannot be repaired on site, the student/staff will receive a replacement chromebook at this time. The service desk is available during work hours for staff, students and families to contact via phone or email. If call center tech is unable to resolve on the phone, a helpdesk ticket will be created and followed up with the individual caller. An email to support will create a helpdesk ticket and the call center tech will follow up with the individual.

Digital Toolkit:

Portland Public Schools has developed a comprehensive and districtwide set of digital tools for every PPS classroom, teacher, and student. The [PPS Digital Toolkit](#) provides a set of digital tools that will enhance instructional strategies and content delivery. These tools will enhance the existing opportunities with both synchronous and asynchronous learning. These tools have been reviewed and evaluated for digital content quality and cultural relevance.

The tools fall into three categories: Instruction and Lesson Design, Creation and Engagement, and Content. Instruction and Lesson Design tools are those applications and system platforms that teachers use to deliver instruction, lessons, and communications. These include classroom content delivery and learning management systems, applications for communications, and lesson and assessment design tools. Creation and Engagement tools are used by teachers and students in distance learning, as well as in-classroom technology-enhanced instruction. These tools support student voice, elicit response, provide shared spaces for individual, small group, and whole-class collaboration, and engage students with the content. Content tools have been selected to assist our teachers in providing content, build opportunities for sustained practice, and apply learning in both distanced and in-person models of instruction.

Learning Platforms:

PPS has adopted two classroom learning platforms to meet the needs of our elementary and secondary students and teachers. These tools were selected because of their current use and success in PPS, knowledge of their toolset, depth of their function and capabilities, and their presence in the educational technology space. Both platforms allow teachers to create, post, interact, provide feedback, and assess with their students and will bring a single point of entry for students and families into classroom instruction.

Professional Development:

Ongoing and high-quality professional learning and training is essential for the successful implementation of Comprehensive Distance Learning. PPS will provide professional learning for all educators during the course of the summer, pre-service and throughout the school year. The content will be focused on best practices for distance learning, as well as technical “how to” training for digital tools and other operational functions.

Describe the school’s plan, including the anticipated timeline, for returning to Hybrid Learning or On-Site Learning consistent with the *Ready Schools, Safe Learners* guidance.

At this time PPS is planning for the opening of our physical buildings when it is deemed safe and appropriate under the Governor's directive. The District will utilize a comprehensive distance learning (CDL) platform for a minimum of the first quarter (through November 5th) and will evaluate all available health-related information to decide if our CDL will continue through the first semester or if we will be able to open to a hybrid model of instruction in November. We will continue to follow the Governor's orders and ODE's recommendations and guidance.

The remainder of this operational blueprint is not applicable to schools operating a Comprehensive Distance Learning Model.



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

Under ODE's **Ready Schools, Safe Learners** guidance, each school¹ has been directed to submit a plan to the district² in order to provide on-site and/or hybrid instruction. Districts must submit each school's plan to the local school board and make the plans available to the public. This form is to be used to document a district's, school's or program's plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the [Ready Schools, Safe Learners guidance](#) document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,³ parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Skyline, PPS
Key Contact Person for this Plan	Sheryl Sullivan Malone, Principal
Phone Number of this Person	503-916-5212
Email Address of this Person	smalone@pps.net
Sectors and position titles of those who informed the plan	Superintendent, Deputy Chiefs of Operations and Instruction, Chief Academic Officer, Chief of Schools, Chief of Staff, Legal Counsel, Chief of Student Support Services, Chief of Technology, Chief Operations Officer, Chief of Human Resources, Chief of Systems Performance, Senior Advisor Racial Equity and Social Justice, Chief of Engagement and Partnerships, Senior Director of Communications, Senior Director of Student Success and Health, Senior Director of Multi-Tiered Systems of Support, Attendance Manager, Director of Facilities, Director of Security Services, Director of Nutrition Services, Senior Director of Special Education, principals, teachers, labor union advisory participation, Senior Director of Humanities, Senior Director of STEAM, Regional Supts., Director of Risk Management, Director of Professional Learning, Project Managers, Student

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Operational Conditions for Comprehensive Distance Learning

Nutrition:

Portland Public Schools understands food stability is one of the most important safety measures schools can provide to students. We will build upon our work in the spring and expand to serve more sites this fall. We will serve breakfast and lunch at up to 40 sites, specifically sites that are elected for Community Eligibility Provision (CEP) in the 2020-21 school year in order to focus resources and access to food and nutrition in our highest risk and need communities. Meals will be served to families 2 days/week (Mondays will include 2 days worth of food and Wednesdays will include 3 days worth of food). No weekend food is permissible at this time, though we may be able to add additional daily supper meals depending on eligible sites and waivers (pending request from ODE to USDA). Nutrition Services will partner with Transportation to deliver meals to homes as requested by the families. Families will be sent an opt in/consent form for requesting meal delivery to their home. Delivery schedule will depend on demand and routing schedule by the Transportation department. Meals will continue to be a mix of ready-to-eat foods, prepared recipes and foods that can be heated at home by families. Communication about meals, services and benefits will be provided throughout the fall to families and school communities. Nutrition Services staff will adhere to all district and department standard operating procedures and safety plans.

Communicable Disease Management Plan (CMDP) and safety plans:

We have developed, in conjunction with our local health authority and Multnomah ESD, and will implement our CMDP as staff report to buildings, based on individual and department needs. Safety plans are developed and approved by our Risk Management team before staff can enter a building and building leaders are responsible for adhering to the safety plan at all times. We have also developed a confirmed case protocol and have aligned all contact tracing, investigatory measures and reporting through a partnership with MESD and the health department. When we are notified of a possible exposure we work with them to investigate and notify.

Student and Family Support for Comprehensive Distance Learning

As a district, we understand and value the importance of student, family and community engagement as a means to positively impact a student's academic, social emotional outcomes and to address continuous improvement efforts. We are committed to building a collective and shared responsibility for outcomes, while strengthening our capacity and skills to achieve this goal and ensuring clear alignment between our intentions and actions to foster engagement that reflects the communities' values and break down barriers to student achievement in this unprecedented time. To this end, PPS will focus our first two weeks on Social Emotional Learning, connections and relationship building between students and staff.

Beyond the first two weeks, PPS will employ a variety of creative means to ensure that our students and families, especially our Black and Native communities, have the tools and support they need and feel empowered to engage and stay engaged in our Comprehensive Distance Learning platform. We will base our expectations of school engagement efforts on the work of our CSI & TSI summer program, Summer Connections Academy, and the lessons we have learned from those endeavors and from the springtime efforts. Some elements that were effective within those school communities included: relationship building and cultivating trust and rapport by calling families and students daily, reaching out to families through personal visits (physically distanced) and providing 1:1 virtual support as needed. We will also provide support at meal hubs and with some in-person conversations and relationship building on school lawns and sidewalks. We continue to provide support for teachers from our counselors and social workers on the best ways to interact and connect with families through a trauma informed lens.

Racial Equity and Social Justice Partnerships

PPS partners with sixteen different culturally specific organizations to implement our five RESJ Partnership Strategies with BIPOC students and families at prioritized schools. These strategies and resulting services provide critical connections between our schools and communities. These strategies are informed by relevant research that affirms their effectiveness in improving educational and social outcomes for students of color.

1. *Culturally Specific Family Engagement* - Family engagement is a high leverage strategy that supports student learning and is designed to reduce or eliminate institutional barriers for families of color to advocate for the needs of their students. There is significant research that supports the effectiveness of family support, advocacy and encouragement with positive student achievement and outcomes.
2. *Wrap Around Services* - Provision of culturally specific and culturally responsive services to support student academic and social success. This includes case management, academic tutoring/support, service referral, student groups, and progress monitoring. Wrap around services have a comprehensive approach to meeting the needs of students.
3. *Mentoring and Leadership Development* - Services are designed to provide positive relationship development and support to students to reduce disproportionate discipline rates and increase attendance and a sense of belonging at school for students of color. This includes providing positive and diverse adult relationships that are reflective of students' culture and identity.
4. *Extended Learning and Enrichment* - Programming provides safe, structured and engaging activities to enhance and expand the learning of students outside of school hours. This includes after school programming and enrichment activities. Enrichment activities provide opportunities for students to pursue learning in their own areas of interest and strengths. Research has shown that students engaged in these activities can lead to increased academic performance and attendance.
5. *Positive Cultural Identity Development and Advocacy* - Programming provides participating youth with exposure and

opportunity to engage in activities that empower them to embrace a confident and positive cultural identity while preserving and sharing cultural heritages and traditions amongst their peers. Activities provide opportunities for students to learn and practice new methods of self-expression in a safe and culturally affirming environment. Partners are actively engaged with the district to collaboratively plan for the start of school by adjusting their services to be provided virtually and in alignment with our plans. Partners are meeting with school leaders,

Mental, Social, and Emotional Health:

Our Multi-tiered Systems of Support (MTSS) team is creating Social Emotional Learning (SEL) activities for the K-5 soft start to begin on September 2nd. These activities will be focused on making connections, building relationships, and creating community. The Office of Teaching and Learning (OTL) and MTSS departments are also leading the development of a two-week health and wellness unit that will focus on promoting the social, emotional, and cognitive skills students need to develop positive relationships and thrive in school. This required K-5 unit is set for teachers to begin on September 14th.

Lastly, K-5 and 6-8 SEL units were developed by the SEL team in the spring which focus on supporting resilience during challenging and, often, traumatic times. This nine-week unit will be revised for educators to use after the completion of the health unit by September 28th.

- MTSS and OTL will collaborate closely on the development of health and wellness and the SEL soft start lessons/activities.
- The MTSS unit is being built with the CASEL Roadmap for Reopening Critical Practices and the PPS & ODE reopening guidance as the foundation.
- The K-5 health and wellness unit will be required as one of four required health units. This unit is required even if schools have other SEL programs.

Additionally, PPS will continue to contract with our mental health and substance use partners in order to provide teletherapy for students who need this level of support. Our counselors and social workers will also meet virtually with students and families in order to assist with emotional and mental health wellness, suicide ideation, student threats, and other mental health or behavioral related concerns or needs. We are also partnering with culturally specific providers to support students of color and additional families who need our assistance. Some of these supports will be through personal (physically distanced) visits either on campus at a community site, or near the student's home. This will be through student and family choice, which honors their preferences in ways they feel they can best be supported.

Childcare:

PPS and contracted, licensed child care providers are exploring distance learning child care services for PPS families and employees. Child care providers would operate fee based programs with state subsidies for qualifying families. If we determine this is a viable service, locations will be dispersed throughout the PPS boundary. Providers would be required to follow health and safety guidelines from the Oregon Early Learning Division.

Digital Learning Needs for Comprehensive Distance Learning

Privacy and Security tools (Umbrella) have been installed and remain persistent on all PPS devices and accounts that prevents students from accessing known inappropriate or malicious sites. Passwords for staff and students changed to a longer character length, and a new portal has been implemented to aid in remote support for password reset situations. Changes have been made to patching and software update mechanisms to allow for devices to remain updated even though they are outside the PPS network. All staff and students will be trained on responsible digital citizenship.

In addition to the distribution of devices, PPS acquired 1990 hotspots to provide connectivity for students where Comcast Internet Essentials was not a viable option. These hotspots will be either picked up from distribution locations or delivered using bus drivers to bring the devices to student homes to ensure that students and staff that did not already have internet access were given devices to facilitate that. Additionally, infrastructure changes were made to

allow take home IP phones that allow for teachers and staff to be able to make contact with students and families just as they would in the classroom.

Device deployment:

In the spring we handed out chromebooks and hotspots/Comcast connectivity for students and staff to be able to participate in distance based learning. We will continue to provide devices and work with families to ensure all students are able to connect to our comprehensive distance learning model. We will continue to provide devices to staff as needed so they can deliver the digital curriculum effectively. We offer a curbside service at the district office during work hours for chromebook repairs needed. If the chromebook cannot be repaired on site, the student/staff will receive a replacement chromebook at this time. The service desk is available during work hours for staff, students and families to contact via phone or email. If call center tech is unable to resolve on the phone, a helpdesk ticket will be created and followed up with the individual caller. An email to support will create a helpdesk ticket and the call center tech will follow up with the individual.

Digital Toolkit:

Portland Public Schools has developed a comprehensive and districtwide set of digital tools for every PPS classroom, teacher, and student. The [PPS Digital Toolkit](#) provides a set of digital tools that will enhance instructional strategies and content delivery. These tools will enhance the existing opportunities with both synchronous and asynchronous learning. These tools have been reviewed and evaluated for digital content quality and cultural relevance.

The tools fall into three categories: Instruction and Lesson Design, Creation and Engagement, and Content. Instruction and Lesson Design tools are those applications and system platforms that teachers use to deliver instruction, lessons, and communications. These include classroom content delivery and learning management systems, applications for communications, and lesson and assessment design tools. Creation and Engagement tools are used by teachers and students in distance learning, as well as in-classroom technology-enhanced instruction. These tools support student voice, elicit response, provide shared spaces for individual, small group, and whole-class collaboration, and engage students with the content. Content tools have been selected to assist our teachers in providing content, build opportunities for sustained practice, and apply learning in both distanced and in-person models of instruction.

Learning Platforms:

PPS has adopted two classroom learning platforms to meet the needs of our elementary and secondary students and teachers. These tools were selected because of their current use and success in PPS, knowledge of their toolset, depth of their function and capabilities, and their presence in the educational technology space. Both platforms allow teachers to create, post, interact, provide feedback, and assess with their students and will bring a single point of entry for students and families into classroom instruction.

Professional Development:

Ongoing and high-quality professional learning and training is essential for the successful implementation of Comprehensive Distance Learning. PPS will provide professional learning for all educators during the course of the summer, pre-service and throughout the school year. The content will be focused on best practices for distance learning, as well as technical “how to” training for digital tools and other operational functions.

Describe the school’s plan, including the anticipated timeline, for returning to Hybrid Learning or On-Site Learning consistent with the *Ready Schools, Safe Learners* guidance.

At this time PPS is planning for the opening of our physical buildings when it is deemed safe and appropriate under the Governor's directive. The District will utilize a comprehensive distance learning (CDL) platform for a minimum of the first quarter (through November 5th) and will evaluate all available health-related information to decide if our CDL will continue through the first semester or if we will be able to open to a hybrid model of instruction in November. We will continue to follow the Governor's orders and ODE's recommendations and guidance.

The remainder of this operational blueprint is not applicable to schools operating a Comprehensive Distance Learning Model.



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

Under ODE's **Ready Schools, Safe Learners** guidance, each school¹ has been directed to submit a plan to the district² in order to provide on-site and/or hybrid instruction. Districts must submit each school's plan to the local school board and make the plans available to the public. This form is to be used to document a district's, school's or program's plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the [Ready Schools, Safe Learners guidance](#) document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,³ parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Stephenson, PPS
Key Contact Person for this Plan	Carlos Galindo, Principal
Phone Number of this Person	503-916-6318
Email Address of this Person	cgalindo@pps.net
Sectors and position titles of those who informed the plan	Superintendent, Deputy Chiefs of Operations and Instruction, Chief Academic Officer, Chief of Schools, Chief of Staff, Legal Counsel, Chief of Student Support Services, Chief of Technology, Chief Operations Officer, Chief of Human Resources, Chief of Systems Performance, Senior Advisor Racial Equity and Social Justice, Chief of Engagement and Partnerships, Senior Director of Communications, Senior Director of Student Success and Health, Senior Director of Multi-Tiered Systems of Support, Attendance Manager, Director of Facilities, Director of Security Services, Director of Nutrition Services, Senior Director of Special Education, principals, teachers, labor union advisory participation, Senior Director of Humanities, Senior Director of STEAM, Regional Supts., Director of Risk Management, Director of Professional Learning, Project Managers, Student

¹ For the purposes of this guidance: "school" refers to all public schools, including public charter schools, public virtual charter schools, alternative education programs, private schools and the Oregon School for the Deaf. For ease of readability, "school" will be used inclusively to reference all of these settings.

² For the purposes of this guidance: "district" refers to a school district, education service district, public charter school sponsoring district, virtual public charter school sponsoring district, state sponsored public charter school, alternative education programs, private schools, and the Oregon School for the Deaf.

³ Tribal Consultation is a separate process from stakeholder engagement; consultation recognizes and affirms tribal rights of self-government and tribal sovereignty, and mandates state government to work with American Indian nations on a [government-to-government](#) basis.

	Engagement Coordinators, Family advocates, student groups (BIPOC), special education and english language learners, family surveys, staff surveys, parent engagement groups, email responses from website, consultation with District Management Group (DMG), culturally specific partner organizations, PPS health advisory panel, and other large districts in Oregon.
Local public health office(s) or officers(s)	Multnomah ESD and the Oregon Health Authority; in consultation with the CDC.
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Director of Risk Management, Joe Crelier Carlos Galindo (Enforcement)
Intended Effective Dates for this Plan	9/2/2020 to at least 11/5/2020
ESD Region	Multnomah

2. Please list efforts you have made to engage your community (public health information sharing, taking feedback on planning, etc.) in preparing for school in 2020-21. Include information on engagement with communities often underserved and marginalized and those communities disproportionately impacted by COVID-19.

In preparation for reopening school in fall 2020, Portland Public Schools began gathering feedback from students and staff in May 2020. In March, the Communications team at PPS stood up a landing page for all students and families with centralized supports and pandemic resources. Surveys were conducted at the district level and by some individual schools. Our rate of response in surveying historically underserved and marginalized communities was low, which led to the utilization of intentional focus groups with our Native American community members and Elders, Black students and families, and other families and students of color. Additional focus groups were held with student leaders, and Spanish-Speaking families. Please find a summary of these focus groups here: [Memorandum to the Board of Education, Reopening Focus Group Update](#)

The District will continue to engage our community on a district and individual level to ensure that we are meeting the needs of all students and families to the best of our abilities.

3. Indicate which instructional model will be used.

Select One:

☐ On-Site Learning ☐ Hybrid Learning ☒ Comprehensive Distance Learning

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-15 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>) by August 15, 2020 or prior to the beginning of the 2020-21 school year.

* **Note:** Private schools are required to comply with only sections 1-3 of the **Ready Schools, Safe Learners** guidance.

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

This section must be completed by any school that is seeking to provide instruction through Comprehensive Distance Learning.

Describe why you are selecting Comprehensive Distance Learning as the school's Instructional Model for the effective dates of this plan.

In keeping with local, regional and state guidance and new health directives, Portland Public Schools has determined that it is safest for students and staff to maintain severely limited physical contact. We believe it is both responsible and critical to base our decisions on what will best ensure the health and wellness of our students and staff. We will always prefer to have our students engaged in classroom-based learning, but given current conditions, it would be unsafe to have significant numbers of students and adults back on campus at this time.

We will use this Comprehensive Distance Learning model for a minimum of September 2 through November 5, and will evaluate in October whether it is feasible to open in the 2nd quarter. Based on medical advice, including local health authorities, PPS will continue to keep the health and wellness of students and staff on the forefront in our planning.

Describe how your school's model aligns to the [Comprehensive Distance Learning Guidance](#) (linked). In completing this part of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. Please name any requirements you need ODE to review for any possible accommodations.

Framing PPS Values

As we continue to navigate the ongoing COVID-19 pandemic, Portland Public Schools remains committed to providing a high-quality education for all students and ensuring the health and wellness of students and staff through a comprehensive distance learning model. To guide our work, we centered racial equity and social justice in all decision-making and hold three principles from our strategic plan at the core of our planning - ensure the health and wellness of staff and students, strengthen and innovate the instructional core, and cultivate connection and relationship for students, staff and our community.

Our overarching approach to reopening is a relentless pursuit of racial equity and social justice (RESJ). We believe in the fundamental right to human dignity and that generating an equitable world requires an educational system that intentionally disrupts - and builds leaders to disrupt - systems of oppression. Therefore, our work to reopen schools acknowledges and recognizes the inequities of our system prior to Covid-19 and does not seek to reopen schools by returning to what was "normal" before. Rather, we are deeply engaged in fundamentally accelerating and centering our RESJ work, constantly examining opportunities to increase RESJ strategies through organizational transformation and system-wide collaboration. By way of this central focus and in partnership with families and stakeholders, including those representing students of color, we will bring racial predictability and disproportionality to an end.

In PPS, we are utilizing Targeted Universalism as a driver. We aim to operationalize our RESJ values so that every student is served and our universal board goals are achieved; thus realizing the graduate profile from [our Vision](#). Our approach supports the distinct needs of BIPOC students while also acknowledging our mutual interdependence. We recognize with great urgency the need for aligned and coherent strategies that improve conditions so that every student, especially our BIPOC students have an educational experience where they can thrive. Our approach disrupts institutional and cultural racism and promotes tangible strategies and resources for RESJ. To this end, we will prioritize services for students historically underserved by our system, including Black, Native, students receiving special education services and second language learners. We have used these [Guiding Principles](#) to align our collective work through this process.

Academic Conditions for Comprehensive Distance Learning

Teaching, Learning & Instructional Time:

Our comprehensive distance learning plan is designed so that all students will receive an engaging, comprehensive, and rigorous academic experience every day of the week. Students will receive standards-based instruction across all academic areas and will build meaningful relationships with the educators in their school community. Instructional time requirements will be adhered to in every grade level, where more than 50% of the instructional time will be teacher-facilitated learning. To meet this requirement, elementary students will follow predictable routines,

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Digital Learning Needs for Comprehensive Distance Learning

Privacy and Security tools (Umbrella) have been installed and remain persistent on all PPS devices and accounts that prevents students from accessing known inappropriate or malicious sites. Passwords for staff and students changed to a longer character length, and a new portal has been implemented to aid in remote support for password reset situations. Changes have been made to patching and software update mechanisms to allow for devices to remain updated even though they are outside the PPS network. All staff and students will be trained on responsible digital citizenship.

In addition to the distribution of devices, PPS acquired 1990 hotspots to provide connectivity for students where Comcast Internet Essentials was not a viable option. These hotspots will be either picked up from distribution locations or delivered using bus drivers to bring the devices to student homes to ensure that students and staff that did not already have internet access were given devices to facilitate that. Additionally, infrastructure changes were made to

allow take home IP phones that allow for teachers and staff to be able to make contact with students and families just as they would in the classroom.

Device deployment:

In the spring we handed out chromebooks and hotspots/Comcast connectivity for students and staff to be able to participate in distance based learning. We will continue to provide devices and work with families to ensure all students are able to connect to our comprehensive distance learning model. We will continue to provide devices to staff as needed so they can deliver the digital curriculum effectively. We offer a curbside service at the district office during work hours for chromebook repairs needed. If the chromebook cannot be repaired on site, the student/staff will receive a replacement chromebook at this time. The service desk is available during work hours for staff, students and families to contact via phone or email. If call center tech is unable to resolve on the phone, a helpdesk ticket will be created and followed up with the individual caller. An email to support will create a helpdesk ticket and the call center tech will follow up with the individual.

Digital Toolkit:

Portland Public Schools has developed a comprehensive and districtwide set of digital tools for every PPS classroom, teacher, and student. The [PPS Digital Toolkit](#) provides a set of digital tools that will enhance instructional strategies and content delivery. These tools will enhance the existing opportunities with both synchronous and asynchronous learning. These tools have been reviewed and evaluated for digital content quality and cultural relevance.

The tools fall into three categories: Instruction and Lesson Design, Creation and Engagement, and Content. Instruction and Lesson Design tools are those applications and system platforms that teachers use to deliver instruction, lessons, and communications. These include classroom content delivery and learning management systems, applications for communications, and lesson and assessment design tools. Creation and Engagement tools are used by teachers and students in distance learning, as well as in-classroom technology-enhanced instruction. These tools support student voice, elicit response, provide shared spaces for individual, small group, and whole-class collaboration, and engage students with the content. Content tools have been selected to assist our teachers in providing content, build opportunities for sustained practice, and apply learning in both distanced and in-person models of instruction.

Learning Platforms:

PPS has adopted two classroom learning platforms to meet the needs of our elementary and secondary students and teachers. These tools were selected because of their current use and success in PPS, knowledge of their toolset, depth of their function and capabilities, and their presence in the educational technology space. Both platforms allow teachers to create, post, interact, provide feedback, and assess with their students and will bring a single point of entry for students and families into classroom instruction.

Professional Development:

Ongoing and high-quality professional learning and training is essential for the successful implementation of Comprehensive Distance Learning. PPS will provide professional learning for all educators during the course of the summer, pre-service and throughout the school year. The content will be focused on best practices for distance learning, as well as technical “how to” training for digital tools and other operational functions.

Describe the school’s plan, including the anticipated timeline, for returning to Hybrid Learning or On-Site Learning consistent with the *Ready Schools, Safe Learners* guidance.

At this time PPS is planning for the opening of our physical buildings when it is deemed safe and appropriate under the Governor's directive. The District will utilize a comprehensive distance learning (CDL) platform for a minimum of the first quarter (through November 5th) and will evaluate all available health-related information to decide if our CDL will continue through the first semester or if we will be able to open to a hybrid model of instruction in November. We will continue to follow the Governor's orders and ODE's recommendations and guidance.

The remainder of this operational blueprint is not applicable to schools operating a Comprehensive Distance Learning Model.



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

Under ODE's **Ready Schools, Safe Learners** guidance, each school¹ has been directed to submit a plan to the district² in order to provide on-site and/or hybrid instruction. Districts must submit each school's plan to the local school board and make the plans available to the public. This form is to be used to document a district's, school's or program's plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the [Ready Schools, Safe Learners guidance](#) document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,³ parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Sunnyside Environmental, PPS
Key Contact Person for this Plan	Amy Kleiner
Phone Number of this Person	503-916-6226
Email Address of this Person	akleiner@pps.net
Sectors and position titles of those who informed the plan	Superintendent, Deputy Chiefs of Operations and Instruction, Chief Academic Officer, Chief of Schools, Chief of Staff, Legal Counsel, Chief of Student Support Services, Chief of Technology, Chief Operations Officer, Chief of Human Resources, Chief of Systems Performance, Senior Advisor Racial Equity and Social Justice, Chief of Engagement and Partnerships, Senior Director of Communications, Senior Director of Student Success and Health, Senior Director of Multi-Tiered Systems of Support, Attendance Manager, Director of Facilities, Director of Security Services, Director of Nutrition Services, Senior Director of Special Education, principals, teachers, labor union advisory participation, Senior Director of Humanities, Senior Director of STEAM, Regional Supts., Director of Risk Management, Director of Professional Learning, Project Managers, Student

¹ For the purposes of this guidance: "school" refers to all public schools, including public charter schools, public virtual charter schools, alternative education programs, private schools and the Oregon School for the Deaf. For ease of readability, "school" will be used inclusively to reference all of these settings.

² For the purposes of this guidance: "district" refers to a school district, education service district, public charter school sponsoring district, virtual public charter school sponsoring district, state sponsored public charter school, alternative education programs, private schools, and the Oregon School for the Deaf.

³ Tribal Consultation is a separate process from stakeholder engagement; consultation recognizes and affirms tribal rights of self-government and tribal sovereignty, and mandates state government to work with American Indian nations on a [government-to-government](#) basis.

	Engagement Coordinators, Family advocates, student groups (BIPOC), special education and english language learners, family surveys, staff surveys, parent engagement groups, email responses from website, consultation with District Management Group (DMG), culturally specific partner organizations, PPS health advisory panel, and other large districts in Oregon.
Local public health office(s) or officers(s)	Multnomah ESD and the Oregon Health Authority; in consultation with the CDC.
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Director of Risk Management, Joe Crelier Amy Kleiner (Enforcement)
Intended Effective Dates for this Plan	9/2/2020 to at least 11/5/2020
ESD Region	Multnomah

2. Please list efforts you have made to engage your community (public health information sharing, taking feedback on planning, etc.) in preparing for school in 2020-21. Include information on engagement with communities often underserved and marginalized and those communities disproportionately impacted by COVID-19.

In preparation for reopening school in fall 2020, Portland Public Schools began gathering feedback from students and staff in May 2020. In March, the Communications team at PPS stood up a landing page for all students and families with centralized supports and pandemic resources. Surveys were conducted at the district level and by some individual schools. Our rate of response in surveying historically underserved and marginalized communities was low, which led to the utilization of intentional focus groups with our Native American community members and Elders, Black students and families, and other families and students of color. Additional focus groups were held with student leaders, and Spanish-Speaking families. Please find a summary of these focus groups here: [Memorandum to the Board of Education, Reopening Focus Group Update](#)

The District will continue to engage our community on a district and individual level to ensure that we are meeting the needs of all students and families to the best of our abilities.

3. Indicate which instructional model will be used.

Select One:

☐ On-Site Learning ☐ Hybrid Learning ☒ Comprehensive Distance Learning

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-15 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>) by August 15, 2020 or prior to the beginning of the 2020-21 school year.

* **Note:** Private schools are required to comply with only sections 1-3 of the **Ready Schools, Safe Learners** guidance.

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

This section must be completed by any school that is seeking to provide instruction through Comprehensive Distance Learning.

Describe why you are selecting Comprehensive Distance Learning as the school's Instructional Model for the effective dates of this plan.

In keeping with local, regional and state guidance and new health directives, Portland Public Schools has determined that it is safest for students and staff to maintain severely limited physical contact. We believe it is both responsible and critical to base our decisions on what will best ensure the health and wellness of our students and staff. We will always prefer to have our students engaged in classroom-based learning, but given current conditions, it would be unsafe to have significant numbers of students and adults back on campus at this time.

We will use this Comprehensive Distance Learning model for a minimum of September 2 through November 5, and will evaluate in October whether it is feasible to open in the 2nd quarter. Based on medical advice, including local health authorities, PPS will continue to keep the health and wellness of students and staff on the forefront in our planning.

Describe how your school's model aligns to the [Comprehensive Distance Learning Guidance](#) (linked). In completing this part of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. Please name any requirements you need ODE to review for any possible accommodations.

Framing PPS Values

As we continue to navigate the ongoing COVID-19 pandemic, Portland Public Schools remains committed to providing a high-quality education for all students and ensuring the health and wellness of students and staff through a comprehensive distance learning model. To guide our work, we centered racial equity and social justice in all decision-making and hold three principles from our strategic plan at the core of our planning - ensure the health and wellness of staff and students, strengthen and innovate the instructional core, and cultivate connection and relationship for students, staff and our community.

Our overarching approach to reopening is a relentless pursuit of racial equity and social justice (RESJ). We believe in the fundamental right to human dignity and that generating an equitable world requires an educational system that intentionally disrupts - and builds leaders to disrupt - systems of oppression. Therefore, our work to reopen schools acknowledges and recognizes the inequities of our system prior to Covid-19 and does not seek to reopen schools by returning to what was "normal" before. Rather, we are deeply engaged in fundamentally accelerating and centering our RESJ work, constantly examining opportunities to increase RESJ strategies through organizational transformation and system-wide collaboration. By way of this central focus and in partnership with families and stakeholders, including those representing students of color, we will bring racial predictability and disproportionality to an end.

In PPS, we are utilizing Targeted Universalism as a driver. We aim to operationalize our RESJ values so that every student is served and our universal board goals are achieved; thus realizing the graduate profile from [our Vision](#). Our approach supports the distinct needs of BIPOC students while also acknowledging our mutual interdependence. We recognize with great urgency the need for aligned and coherent strategies that improve conditions so that every student, especially our BIPOC students have an educational experience where they can thrive. Our approach disrupts institutional and cultural racism and promotes tangible strategies and resources for RESJ. To this end, we will prioritize services for students historically underserved by our system, including Black, Native, students receiving special education services and second language learners. We have used these [Guiding Principles](#) to align our collective work through this process.

Academic Conditions for Comprehensive Distance Learning

Teaching, Learning & Instructional Time:

Our comprehensive distance learning plan is designed so that all students will receive an engaging, comprehensive, and rigorous academic experience every day of the week. Students will receive standards-based instruction across all academic areas and will build meaningful relationships with the educators in their school community. Instructional time requirements will be adhered to in every grade level, where more than 50% of the instructional time will be teacher-facilitated learning. To meet this requirement, elementary students will follow predictable routines,

procedures, and schedules, that align with developmentally appropriate recommendations for screen time and synchronous learning. Secondary students will follow a predictable bell schedule that incorporates synchronous check-ins, consistent and timely feedback, and peer interactions. All students will continue to receive access to a well-rounded education which includes physical education, health, arts, music, tiered supports, etc.

The learning day will be organized so that the time educators spend directly interacting with students will be high quality, focused on complex learning activities with a high cognitive demand and that are centered around student engagement. Students will have opportunities for guided learning with an educator, as well as opportunities to work with peers, families, and community members to apply their learning and practice their skills. Students will be expected to complete assigned learning activities each day. Students will participate in daily virtual instruction by satisfactorily engaging with synchronous class sessions as well as asynchronous tasks, completing assigned learning activities or assignments to demonstrate their learning. Parents and students will communicate with the teacher when in need of additional learning support. Portland Public Schools will also provide families a variety of ways to connect, one of which is through educator office hours, posted publicly, for students and families to access which will include a process to request and schedule translation services as needed.

Racial Equity and Access:

In the development of our plan, all of the work groups utilized our [Racial Equity and Social Justice Lens](#) to inform decision making and programming. The application of the lens is based on our belief that the district should adopt a student-centered, racial equity and social justice focused lens in all high leverage decisions in order to more deeply understand the barriers and opportunities impacting BIPOC students and families. Additionally, the regular application of the lens, documentation of our responses and review of those responses will help us critically examine our efforts to increase access and opportunity for BIPOC students and families. Our steering committee collectively reviewed our comprehensive plans and applied the RESJ lens on multiple occasions. They utilized data, parent and student input from engagement, partner input and the diverse experience of members to answer the prompts, review our plans and make adjustments to more directly respond to the needs of BIPOC students. As a result we believe our plan is strengthened through the collaborative and reflective process we employed to apply the RESJ Lens to address racial equity and access in our plans.

Special Education Services and English Language Development

Students receiving special education services will continue to receive instruction, technology, support, accommodations, and modifications as required by ESSA, IDEA, and/or ADA based on a virtual learning environment. The majority of each student's services will be provided synchronously (i.e., with the teacher/service provider and student working together through direct and simultaneous communication). If only asynchronous services are recommended, the parent or guardian will provide written consent to shift from synchronous to asynchronous service delivery. All IDEA requirements will be met during Comprehensive Distance Learning. This includes all IDEA timelines, delivery of all related services, delivery of SDI, implementation of IEPs, etc. Schools will provide Child Find obligations, including timely evaluation and eligibility determinations.

Students who are identified to receive English Language development services will be provided with language assistance services and supports that allow the student access to grade level academic content and scaffolded language experiences. PPS's English as a Second Language program will encourage ESL and general education/homeroom teachers to collaboratively plan for inclusive learning experiences that consider and support the language proficiency of each student.

Assessment, Grading, Reporting & Statewide Balanced Assessment:

Portland Public Schools (PPS) has developed a framework for a balanced assessment system and worked throughout the pre-pandemic portion of the 2019-2020 academic year to introduce additional efficiency into the assessment model. Anticipating the ongoing challenges to face-to-face instruction, PPS successfully piloted remote administration of the NWEA MAP assessments at one of our schools in the Spring of 2020.

During the 2020-2021 academic year, PPS is prepared to remotely administer MAP in grades 3-8 in the fall and winter. The fall assessment will allow our students and families to better understand the learning needs of our students as they enter the academic year, and it will provide our teachers and curriculum support teams the necessary data to align and plan instruction. The mid-year assessment will provide feedback regarding both student growth and achievement allowing for an additional point to adapt our supports.

In addition to this common measure of growth and achievement, students will also be presented with common curriculum embedded assessments (pre and post unit) that are aligned to the scope and sequence and are paired with each of the curriculum units. These will provide additional, focused and just-in time, measures of learning that will allow for adaptations to the delivery of the unit materials in order to provide tiered supports. Educators will regularly report progress to students and families and provide opportunities to redo or make up work without penalty and retain the highest earned grade.

Finally, the administration of remote computer adaptive measures will also help the system prepare for the challenges associated with a potential remote administration of the state summative assessments in English Language Arts, Mathematics, and Science.

Attendance:

With the pandemic in the spring of the 2019-2020 academic year, the importance of maintaining an active engagement with our students and families rose to the forefront of our work as a system. As we approach the 2020-2021 year, engagement remains a critical focus and reflecting that engagement through attendance and other metrics is critical. We are committed to following all ODE guidelines and requirements in regards to attendance.

At this time, we are preparing to collect on-line attendance, and we are exploring ways to leverage data from our learning management and instructional delivery systems as a means to monitor engagement and attendance. Our primary focus, at this time, is to provide near real time data back to our schools to facilitate and focus the efforts of our schools to engage our students and families. We fully expect that our local community partners will be assisting in our efforts to focus and engage our disenfranchised students and communities in partnership with our counselors, social workers, Restorative Justice (RJ) specialists, attendance coaches and student engagement specialists.

Clubs & Extracurricular Activities:

Clubs and extracurricular activities are a critical component of any school community. We will ensure activities, clubs, and student organizations are available and accessible to all students to the extent possible, while focusing on the health and wellness of our students and staff as our top priority.

Operational Conditions for Comprehensive Distance Learning

Nutrition:

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allow take home IP phones that allow for teachers and staff to be able to make contact with students and families just as they would in the classroom.

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The remainder of this operational blueprint is not applicable to schools operating a Comprehensive Distance Learning Model.



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

Under ODE's **Ready Schools, Safe Learners** guidance, each school¹ has been directed to submit a plan to the district² in order to provide on-site and/or hybrid instruction. Districts must submit each school's plan to the local school board and make the plans available to the public. This form is to be used to document a district's, school's or program's plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the [Ready Schools, Safe Learners guidance](#) document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,³ parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Teen Parent Program, PPS
Key Contact Person for this Plan	Cheryl James, Program Director
Phone Number of this Person	503-916-5858
Email Address of this Person	cjames@pps.net
Sectors and position titles of those who informed the plan	Superintendent, Deputy Chiefs of Operations and Instruction, Chief Academic Officer, Chief of Schools, Chief of Staff, Legal Counsel, Chief of Student Support Services, Chief of Technology, Chief Operations Officer, Chief of Human Resources, Chief of Systems Performance, Senior Advisor Racial Equity and Social Justice, Chief of Engagement and Partnerships, Senior Director of Communications, Senior Director of Student Success and Health, Senior Director of Multi-Tiered Systems of Support, Attendance Manager, Director of Facilities, Director of Security Services, Director of Nutrition Services, Senior Director of Special Education, principals, teachers, labor union advisory participation, Senior Director of Humanities, Senior Director of STEAM, Regional Supts., Director of Risk Management, Director of Professional Learning, Project Managers, Student

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	Engagement Coordinators, Family advocates, student groups (BIPOC), special education and english language learners, family surveys, staff surveys, parent engagement groups, email responses from website, consultation with District Management Group (DMG), culturally specific partner organizations, PPS health advisory panel, and other large districts in Oregon.
Local public health office(s) or officers(s)	Multnomah ESD and the Oregon Health Authority; in consultation with the CDC.
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Director of Risk Management, Joe Crelier Cheryl James (Enforcement)
Intended Effective Dates for this Plan	9/2/2020 to at least 11/5/2020
ESD Region	Multnomah

2. Please list efforts you have made to engage your community (public health information sharing, taking feedback on planning, etc.) in preparing for school in 2020-21. Include information on engagement with communities often underserved and marginalized and those communities disproportionately impacted by COVID-19.

In preparation for reopening school in fall 2020, Portland Public Schools began gathering feedback from students and staff in May 2020. In March, the Communications team at PPS stood up a landing page for all students and families with centralized supports and pandemic resources. Surveys were conducted at the district level and by some individual schools. Our rate of response in surveying historically underserved and marginalized communities was low, which led to the utilization of intentional focus groups with our Native American community members and Elders, Black students and families, and other families and students of color. Additional focus groups were held with student leaders, and Spanish-Speaking families. Please find a summary of these focus groups here: [Memorandum to the Board of Education, Reopening Focus Group Update](#)

The District will continue to engage our community on a district and individual level to ensure that we are meeting the needs of all students and families to the best of our abilities.

3. Indicate which instructional model will be used.

Select One:

☐ On-Site Learning ☐ Hybrid Learning ☒ Comprehensive Distance Learning

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-15 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>) by August 15, 2020 or prior to the beginning of the 2020-21 school year.

* **Note:** Private schools are required to comply with only sections 1-3 of the **Ready Schools, Safe Learners** guidance.

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

This section must be completed by any school that is seeking to provide instruction through Comprehensive Distance Learning.

Describe why you are selecting Comprehensive Distance Learning as the school's Instructional Model for the effective dates of this plan.

In keeping with local, regional and state guidance and new health directives, Portland Public Schools has determined that it is safest for students and staff to maintain severely limited physical contact. We believe it is both responsible and critical to base our decisions on what will best ensure the health and wellness of our students and staff. We will always prefer to have our students engaged in classroom-based learning, but given current conditions, it would be unsafe to have significant numbers of students and adults back on campus at this time.

We will use this Comprehensive Distance Learning model for a minimum of September 2 through November 5, and will evaluate in October whether it is feasible to open in the 2nd quarter. Based on medical advice, including local health authorities, PPS will continue to keep the health and wellness of students and staff on the forefront in our planning.

Describe how your school's model aligns to the [Comprehensive Distance Learning Guidance](#) (linked). In completing this part of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. Please name any requirements you need ODE to review for any possible accommodations.

Framing PPS Values

As we continue to navigate the ongoing COVID-19 pandemic, Portland Public Schools remains committed to providing a high-quality education for all students and ensuring the health and wellness of students and staff through a comprehensive distance learning model. To guide our work, we centered racial equity and social justice in all decision-making and hold three principles from our strategic plan at the core of our planning - ensure the health and wellness of staff and students, strengthen and innovate the instructional core, and cultivate connection and relationship for students, staff and our community.

Our overarching approach to reopening is a relentless pursuit of racial equity and social justice (RESJ). We believe in the fundamental right to human dignity and that generating an equitable world requires an educational system that intentionally disrupts - and builds leaders to disrupt - systems of oppression. Therefore, our work to reopen schools acknowledges and recognizes the inequities of our system prior to Covid-19 and does not seek to reopen schools by returning to what was "normal" before. Rather, we are deeply engaged in fundamentally accelerating and centering our RESJ work, constantly examining opportunities to increase RESJ strategies through organizational transformation and system-wide collaboration. By way of this central focus and in partnership with families and stakeholders, including those representing students of color, we will bring racial predictability and disproportionality to an end.

In PPS, we are utilizing Targeted Universalism as a driver. We aim to operationalize our RESJ values so that every student is served and our universal board goals are achieved; thus realizing the graduate profile from [our Vision](#). Our approach supports the distinct needs of BIPOC students while also acknowledging our mutual interdependence. We recognize with great urgency the need for aligned and coherent strategies that improve conditions so that every student, especially our BIPOC students have an educational experience where they can thrive. Our approach disrupts institutional and cultural racism and promotes tangible strategies and resources for RESJ. To this end, we will prioritize services for students historically underserved by our system, including Black, Native, students receiving special education services and second language learners. We have used these [Guiding Principles](#) to align our collective work through this process.

Academic Conditions for Comprehensive Distance Learning

Teaching, Learning & Instructional Time:

Our comprehensive distance learning plan is designed so that all students will receive an engaging, comprehensive, and rigorous academic experience every day of the week. Students will receive standards-based instruction across all academic areas and will build meaningful relationships with the educators in their school community. Instructional time requirements will be adhered to in every grade level, where more than 50% of the instructional time will be teacher-facilitated learning. To meet this requirement, elementary students will follow predictable routines,

procedures, and schedules, that align with developmentally appropriate recommendations for screen time and synchronous learning. Secondary students will follow a predictable bell schedule that incorporates synchronous check-ins, consistent and timely feedback, and peer interactions. All students will continue to receive access to a well-rounded education which includes physical education, health, arts, music, tiered supports, etc.

The learning day will be organized so that the time educators spend directly interacting with students will be high quality, focused on complex learning activities with a high cognitive demand and that are centered around student engagement. Students will have opportunities for guided learning with an educator, as well as opportunities to work with peers, families, and community members to apply their learning and practice their skills. Students will be expected to complete assigned learning activities each day. Students will participate in daily virtual instruction by satisfactorily engaging with synchronous class sessions as well as asynchronous tasks, completing assigned learning activities or assignments to demonstrate their learning. Parents and students will communicate with the teacher when in need of additional learning support. Portland Public Schools will also provide families a variety of ways to connect, one of which is through educator office hours, posted publicly, for students and families to access which will include a process to request and schedule translation services as needed.

Racial Equity and Access:

In the development of our plan, all of the work groups utilized our [Racial Equity and Social Justice Lens](#) to inform decision making and programming. The application of the lens is based on our belief that the district should adopt a student-centered, racial equity and social justice focused lens in all high leverage decisions in order to more deeply understand the barriers and opportunities impacting BIPOC students and families. Additionally, the regular application of the lens, documentation of our responses and review of those responses will help us critically examine our efforts to increase access and opportunity for BIPOC students and families. Our steering committee collectively reviewed our comprehensive plans and applied the RESJ lens on multiple occasions. They utilized data, parent and student input from engagement, partner input and the diverse experience of members to answer the prompts, review our plans and make adjustments to more directly respond to the needs of BIPOC students. As a result we believe our plan is strengthened through the collaborative and reflective process we employed to apply the RESJ Lens to address racial equity and access in our plans.

Special Education Services and English Language Development

Students receiving special education services will continue to receive instruction, technology, support, accommodations, and modifications as required by ESSA, IDEA, and/or ADA based on a virtual learning environment. The majority of each student's services will be provided synchronously (i.e., with the teacher/service provider and student working together through direct and simultaneous communication). If only asynchronous services are recommended, the parent or guardian will provide written consent to shift from synchronous to asynchronous service delivery. All IDEA requirements will be met during Comprehensive Distance Learning. This includes all IDEA timelines, delivery of all related services, delivery of SDI, implementation of IEPs, etc. Schools will provide Child Find obligations, including timely evaluation and eligibility determinations.

Students who are identified to receive English Language development services will be provided with language assistance services and supports that allow the student access to grade level academic content and scaffolded language experiences. PPS's English as a Second Language program will encourage ESL and general education/homeroom teachers to collaboratively plan for inclusive learning experiences that consider and support the language proficiency of each student.

Assessment, Grading, Reporting & Statewide Balanced Assessment:

Portland Public Schools (PPS) has developed a framework for a balanced assessment system and worked throughout the pre-pandemic portion of the 2019-2020 academic year to introduce additional efficiency into the assessment model. Anticipating the ongoing challenges to face-to-face instruction, PPS successfully piloted remote administration of the NWEA MAP assessments at one of our schools in the Spring of 2020.

During the 2020-2021 academic year, PPS is prepared to remotely administer MAP in grades 3-8 in the fall and winter. The fall assessment will allow our students and families to better understand the learning needs of our students as they enter the academic year, and it will provide our teachers and curriculum support teams the necessary data to align and plan instruction. The mid-year assessment will provide feedback regarding both student growth and achievement allowing for an additional point to adapt our supports.

In addition to this common measure of growth and achievement, students will also be presented with common curriculum embedded assessments (pre and post unit) that are aligned to the scope and sequence and are paired with each of the curriculum units. These will provide additional, focused and just-in time, measures of learning that will allow for adaptations to the delivery of the unit materials in order to provide tiered supports. Educators will regularly report progress to students and families and provide opportunities to redo or make up work without penalty and retain the highest earned grade.

Finally, the administration of remote computer adaptive measures will also help the system prepare for the challenges associated with a potential remote administration of the state summative assessments in English Language Arts, Mathematics, and Science.

Attendance:

With the pandemic in the spring of the 2019-2020 academic year, the importance of maintaining an active engagement with our students and families rose to the forefront of our work as a system. As we approach the 2020-2021 year, engagement remains a critical focus and reflecting that engagement through attendance and other metrics is critical. We are committed to following all ODE guidelines and requirements in regards to attendance.

At this time, we are preparing to collect on-line attendance, and we are exploring ways to leverage data from our learning management and instructional delivery systems as a means to monitor engagement and attendance. Our primary focus, at this time, is to provide near real time data back to our schools to facilitate and focus the efforts of our schools to engage our students and families. We fully expect that our local community partners will be assisting in our efforts to focus and engage our disenfranchised students and communities in partnership with our counselors, social workers, Restorative Justice (RJ) specialists, attendance coaches and student engagement specialists.

Clubs & Extracurricular Activities:

Clubs and extracurricular activities are a critical component of any school community. We will ensure activities, clubs, and student organizations are available and accessible to all students to the extent possible, while focusing on the health and wellness of our students and staff as our top priority.

Operational Conditions for Comprehensive Distance Learning

Nutrition:

Portland Public Schools understands food stability is one of the most important safety measures schools can provide to students. We will build upon our work in the spring and expand to serve more sites this fall. We will serve breakfast and lunch at up to 40 sites, specifically sites that are elected for Community Eligibility Provision (CEP) in the 2020-21 school year in order to focus resources and access to food and nutrition in our highest risk and need communities. Meals will be served to families 2 days/week (Mondays will include 2 days worth of food and Wednesdays will include 3 days worth of food). No weekend food is permissible at this time, though we may be able to add additional daily supper meals depending on eligible sites and waivers (pending request from ODE to USDA). Nutrition Services will partner with Transportation to deliver meals to homes as requested by the families. Families will be sent an opt in/consent form for requesting meal delivery to their home. Delivery schedule will depend on demand and routing schedule by the Transportation department. Meals will continue to be a mix of ready-to-eat foods, prepared recipes and foods that can be heated at home by families. Communication about meals, services and benefits will be provided throughout the fall to families and school communities. Nutrition Services staff will adhere to all district and department standard operating procedures and safety plans.

Communicable Disease Management Plan (CMDP) and safety plans:

We have developed, in conjunction with our local health authority and Multnomah ESD, and will implement our CMDP as staff report to buildings, based on individual and department needs. Safety plans are developed and approved by our Risk Management team before staff can enter a building and building leaders are responsible for adhering to the safety plan at all times. We have also developed a confirmed case protocol and have aligned all contact tracing, investigatory measures and reporting through a partnership with MESD and the health department. When we are notified of a possible exposure we work with them to investigate and notify.

Student and Family Support for Comprehensive Distance Learning

As a district, we understand and value the importance of student, family and community engagement as a means to positively impact a student's academic, social emotional outcomes and to address continuous improvement efforts. We are committed to building a collective and shared responsibility for outcomes, while strengthening our capacity and skills to achieve this goal and ensuring clear alignment between our intentions and actions to foster engagement that reflects the communities' values and break down barriers to student achievement in this unprecedented time. To this end, PPS will focus our first two weeks on Social Emotional Learning, connections and relationship building between students and staff.

Beyond the first two weeks, PPS will employ a variety of creative means to ensure that our students and families, especially our Black and Native communities, have the tools and support they need and feel empowered to engage and stay engaged in our Comprehensive Distance Learning platform. We will base our expectations of school engagement efforts on the work of our CSI & TSI summer program, Summer Connections Academy, and the lessons we have learned from those endeavors and from the springtime efforts. Some elements that were effective within those school communities included: relationship building and cultivating trust and rapport by calling families and students daily, reaching out to families through personal visits (physically distanced) and providing 1:1 virtual support as needed. We will also provide support at meal hubs and with some in-person conversations and relationship building on school lawns and sidewalks. We continue to provide support for teachers from our counselors and social workers on the best ways to interact and connect with families through a trauma informed lens.

Racial Equity and Social Justice Partnerships

PPS partners with sixteen different culturally specific organizations to implement our five RESJ Partnership Strategies with BIPOC students and families at prioritized schools. These strategies and resulting services provide critical connections between our schools and communities. These strategies are informed by relevant research that affirms their effectiveness in improving educational and social outcomes for students of color.

1. *Culturally Specific Family Engagement* - Family engagement is a high leverage strategy that supports student learning and is designed to reduce or eliminate institutional barriers for families of color to advocate for the needs of their students. There is significant research that supports the effectiveness of family support, advocacy and encouragement with positive student achievement and outcomes.
2. *Wrap Around Services* - Provision of culturally specific and culturally responsive services to support student academic and social success. This includes case management, academic tutoring/support, service referral, student groups, and progress monitoring. Wrap around services have a comprehensive approach to meeting the needs of students.
3. *Mentoring and Leadership Development* - Services are designed to provide positive relationship development and support to students to reduce disproportionate discipline rates and increase attendance and a sense of belonging at school for students of color. This includes providing positive and diverse adult relationships that are reflective of students' culture and identity.
4. *Extended Learning and Enrichment* - Programming provides safe, structured and engaging activities to enhance and expand the learning of students outside of school hours. This includes after school programming and enrichment activities. Enrichment activities provide opportunities for students to pursue learning in their own areas of interest and strengths. Research has shown that students engaged in these activities can lead to increased academic performance and attendance.
5. *Positive Cultural Identity Development and Advocacy* - Programming provides participating youth with exposure and

opportunity to engage in activities that empower them to embrace a confident and positive cultural identity while preserving and sharing cultural heritages and traditions amongst their peers. Activities provide opportunities for students to learn and practice new methods of self-expression in a safe and culturally affirming environment. Partners are actively engaged with the district to collaboratively plan for the start of school by adjusting their services to be provided virtually and in alignment with our plans. Partners are meeting with school leaders,

Mental, Social, and Emotional Health:

Our Multi-tiered Systems of Support (MTSS) team is creating Social Emotional Learning (SEL) activities for the K-5 soft start to begin on September 2nd. These activities will be focused on making connections, building relationships, and creating community. The Office of Teaching and Learning (OTL) and MTSS departments are also leading the development of a two-week health and wellness unit that will focus on promoting the social, emotional, and cognitive skills students need to develop positive relationships and thrive in school. This required K-5 unit is set for teachers to begin on September 14th.

Lastly, K-5 and 6-8 SEL units were developed by the SEL team in the spring which focus on supporting resilience during challenging and, often, traumatic times. This nine-week unit will be revised for educators to use after the completion of the health unit by September 28th.

- MTSS and OTL will collaborate closely on the development of health and wellness and the SEL soft start lessons/activities.
- The MTSS unit is being built with the CASEL Roadmap for Reopening Critical Practices and the PPS & ODE reopening guidance as the foundation.
- The K-5 health and wellness unit will be required as one of four required health units. This unit is required even if schools have other SEL programs.

Additionally, PPS will continue to contract with our mental health and substance use partners in order to provide teletherapy for students who need this level of support. Our counselors and social workers will also meet virtually with students and families in order to assist with emotional and mental health wellness, suicide ideation, student threats, and other mental health or behavioral related concerns or needs. We are also partnering with culturally specific providers to support students of color and additional families who need our assistance. Some of these supports will be through personal (physically distanced) visits either on campus at a community site, or near the student's home. This will be through student and family choice, which honors their preferences in ways they feel they can best be supported.

Childcare:

PPS and contracted, licensed child care providers are exploring distance learning child care services for PPS families and employees. Child care providers would operate fee based programs with state subsidies for qualifying families. If we determine this is a viable service, locations will be dispersed throughout the PPS boundary. Providers would be required to follow health and safety guidelines from the Oregon Early Learning Division.

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Updated 8/11/2020

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1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Vernon, PPS
Key Contact Person for this Plan	Ben Keefer
Phone Number of this Person	503-916-6415
Email Address of this Person	bkeefe@pps.net
Sectors and position titles of those who informed the plan	Superintendent, Deputy Chiefs of Operations and Instruction, Chief Academic Officer, Chief of Schools, Chief of Staff, Legal Counsel, Chief of Student Support Services, Chief of Technology, Chief Operations Officer, Chief of Human Resources, Chief of Systems Performance, Senior Advisor Racial Equity and Social Justice, Chief of Engagement and Partnerships, Senior Director of Communications, Senior Director of Student Success and Health, Senior Director of Multi-Tiered Systems of Support, Attendance Manager, Director of Facilities, Director of Security Services, Director of Nutrition Services, Senior Director of Special Education, principals, teachers, labor union advisory participation, Senior Director of Humanities, Senior Director of STEAM, Regional Supts., Director of Risk Management, Director of Professional Learning, Project Managers, Student

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Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Director of Risk Management, Joe Crelier Ben Keefer (Enforcement)
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The District will continue to engage our community on a district and individual level to ensure that we are meeting the needs of all students and families to the best of our abilities.

3. Indicate which instructional model will be used.

Select One:

☐ On-Site Learning ☐ Hybrid Learning ☒ Comprehensive Distance Learning

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REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

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Teaching, Learning & Instructional Time:

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procedures, and schedules, that align with developmentally appropriate recommendations for screen time and synchronous learning. Secondary students will follow a predictable bell schedule that incorporates synchronous check-ins, consistent and timely feedback, and peer interactions. All students will continue to receive access to a well-rounded education which includes physical education, health, arts, music, tiered supports, etc.

The learning day will be organized so that the time educators spend directly interacting with students will be high quality, focused on complex learning activities with a high cognitive demand and that are centered around student engagement. Students will have opportunities for guided learning with an educator, as well as opportunities to work with peers, families, and community members to apply their learning and practice their skills. Students will be expected to complete assigned learning activities each day. Students will participate in daily virtual instruction by satisfactorily engaging with synchronous class sessions as well as asynchronous tasks, completing assigned learning activities or assignments to demonstrate their learning. Parents and students will communicate with the teacher when in need of additional learning support. Portland Public Schools will also provide families a variety of ways to connect, one of which is through educator office hours, posted publicly, for students and families to access which will include a process to request and schedule translation services as needed.

Racial Equity and Access:

In the development of our plan, all of the work groups utilized our [Racial Equity and Social Justice Lens](#) to inform decision making and programming. The application of the lens is based on our belief that the district should adopt a student-centered, racial equity and social justice focused lens in all high leverage decisions in order to more deeply understand the barriers and opportunities impacting BIPOC students and families. Additionally, the regular application of the lens, documentation of our responses and review of those responses will help us critically examine our efforts to increase access and opportunity for BIPOC students and families. Our steering committee collectively reviewed our comprehensive plans and applied the RESJ lens on multiple occasions. They utilized data, parent and student input from engagement, partner input and the diverse experience of members to answer the prompts, review our plans and make adjustments to more directly respond to the needs of BIPOC students. As a result we believe our plan is strengthened through the collaborative and reflective process we employed to apply the RESJ Lens to address racial equity and access in our plans.

Special Education Services and English Language Development

Students receiving special education services will continue to receive instruction, technology, support, accommodations, and modifications as required by ESSA, IDEA, and/or ADA based on a virtual learning environment. The majority of each student's services will be provided synchronously (i.e., with the teacher/service provider and student working together through direct and simultaneous communication). If only asynchronous services are recommended, the parent or guardian will provide written consent to shift from synchronous to asynchronous service delivery. All IDEA requirements will be met during Comprehensive Distance Learning. This includes all IDEA timelines, delivery of all related services, delivery of SDI, implementation of IEPs, etc. Schools will provide Child Find obligations, including timely evaluation and eligibility determinations.

Students who are identified to receive English Language development services will be provided with language assistance services and supports that allow the student access to grade level academic content and scaffolded language experiences. PPS's English as a Second Language program will encourage ESL and general education/homeroom teachers to collaboratively plan for inclusive learning experiences that consider and support the language proficiency of each student.

Assessment, Grading, Reporting & Statewide Balanced Assessment:

Portland Public Schools (PPS) has developed a framework for a balanced assessment system and worked throughout the pre-pandemic portion of the 2019-2020 academic year to introduce additional efficiency into the assessment model. Anticipating the ongoing challenges to face-to-face instruction, PPS successfully piloted remote administration of the NWEA MAP assessments at one of our schools in the Spring of 2020.

During the 2020-2021 academic year, PPS is prepared to remotely administer MAP in grades 3-8 in the fall and winter. The fall assessment will allow our students and families to better understand the learning needs of our students as they enter the academic year, and it will provide our teachers and curriculum support teams the necessary data to align and plan instruction. The mid-year assessment will provide feedback regarding both student growth and achievement allowing for an additional point to adapt our supports.

In addition to this common measure of growth and achievement, students will also be presented with common curriculum embedded assessments (pre and post unit) that are aligned to the scope and sequence and are paired with each of the curriculum units. These will provide additional, focused and just-in time, measures of learning that will allow for adaptations to the delivery of the unit materials in order to provide tiered supports. Educators will regularly report progress to students and families and provide opportunities to redo or make up work without penalty and retain the highest earned grade.

Finally, the administration of remote computer adaptive measures will also help the system prepare for the challenges associated with a potential remote administration of the state summative assessments in English Language Arts, Mathematics, and Science.

Attendance:

With the pandemic in the spring of the 2019-2020 academic year, the importance of maintaining an active engagement with our students and families rose to the forefront of our work as a system. As we approach the 2020-2021 year, engagement remains a critical focus and reflecting that engagement through attendance and other metrics is critical. We are committed to following all ODE guidelines and requirements in regards to attendance.

At this time, we are preparing to collect on-line attendance, and we are exploring ways to leverage data from our learning management and instructional delivery systems as a means to monitor engagement and attendance. Our primary focus, at this time, is to provide near real time data back to our schools to facilitate and focus the efforts of our schools to engage our students and families. We fully expect that our local community partners will be assisting in our efforts to focus and engage our disenfranchised students and communities in partnership with our counselors, social workers, Restorative Justice (RJ) specialists, attendance coaches and student engagement specialists.

Clubs & Extracurricular Activities:

Clubs and extracurricular activities are a critical component of any school community. We will ensure activities, clubs, and student organizations are available and accessible to all students to the extent possible, while focusing on the health and wellness of our students and staff as our top priority.

Operational Conditions for Comprehensive Distance Learning

Nutrition:

Portland Public Schools understands food stability is one of the most important safety measures schools can provide to students. We will build upon our work in the spring and expand to serve more sites this fall. We will serve breakfast and lunch at up to 40 sites, specifically sites that are elected for Community Eligibility Provision (CEP) in the 2020-21 school year in order to focus resources and access to food and nutrition in our highest risk and need communities. Meals will be served to families 2 days/week (Mondays will include 2 days worth of food and Wednesdays will include 3 days worth of food). No weekend food is permissible at this time, though we may be able to add additional daily supper meals depending on eligible sites and waivers (pending request from ODE to USDA). Nutrition Services will partner with Transportation to deliver meals to homes as requested by the families. Families will be sent an opt in/consent form for requesting meal delivery to their home. Delivery schedule will depend on demand and routing schedule by the Transportation department. Meals will continue to be a mix of ready-to-eat foods, prepared recipes and foods that can be heated at home by families. Communication about meals, services and benefits will be provided throughout the fall to families and school communities. Nutrition Services staff will adhere to all district and department standard operating procedures and safety plans.

Communicable Disease Management Plan (CMDP) and safety plans:

We have developed, in conjunction with our local health authority and Multnomah ESD, and will implement our CMDP as staff report to buildings, based on individual and department needs. Safety plans are developed and approved by our Risk Management team before staff can enter a building and building leaders are responsible for adhering to the safety plan at all times. We have also developed a confirmed case protocol and have aligned all contact tracing, investigatory measures and reporting through a partnership with MESD and the health department. When we are notified of a possible exposure we work with them to investigate and notify.

Student and Family Support for Comprehensive Distance Learning

As a district, we understand and value the importance of student, family and community engagement as a means to positively impact a student's academic, social emotional outcomes and to address continuous improvement efforts. We are committed to building a collective and shared responsibility for outcomes, while strengthening our capacity and skills to achieve this goal and ensuring clear alignment between our intentions and actions to foster engagement that reflects the communities' values and break down barriers to student achievement in this unprecedented time. To this end, PPS will focus our first two weeks on Social Emotional Learning, connections and relationship building between students and staff.

Beyond the first two weeks, PPS will employ a variety of creative means to ensure that our students and families, especially our Black and Native communities, have the tools and support they need and feel empowered to engage and stay engaged in our Comprehensive Distance Learning platform. We will base our expectations of school engagement efforts on the work of our CSI & TSI summer program, Summer Connections Academy, and the lessons we have learned from those endeavors and from the springtime efforts. Some elements that were effective within those school communities included: relationship building and cultivating trust and rapport by calling families and students daily, reaching out to families through personal visits (physically distanced) and providing 1:1 virtual support as needed. We will also provide support at meal hubs and with some in-person conversations and relationship building on school lawns and sidewalks. We continue to provide support for teachers from our counselors and social workers on the best ways to interact and connect with families through a trauma informed lens.

Racial Equity and Social Justice Partnerships

PPS partners with sixteen different culturally specific organizations to implement our five RESJ Partnership Strategies with BIPOC students and families at prioritized schools. These strategies and resulting services provide critical connections between our schools and communities. These strategies are informed by relevant research that affirms their effectiveness in improving educational and social outcomes for students of color.

1. *Culturally Specific Family Engagement* - Family engagement is a high leverage strategy that supports student learning and is designed to reduce or eliminate institutional barriers for families of color to advocate for the needs of their students. There is significant research that supports the effectiveness of family support, advocacy and encouragement with positive student achievement and outcomes.
2. *Wrap Around Services* - Provision of culturally specific and culturally responsive services to support student academic and social success. This includes case management, academic tutoring/support, service referral, student groups, and progress monitoring. Wrap around services have a comprehensive approach to meeting the needs of students.
3. *Mentoring and Leadership Development* - Services are designed to provide positive relationship development and support to students to reduce disproportionate discipline rates and increase attendance and a sense of belonging at school for students of color. This includes providing positive and diverse adult relationships that are reflective of students' culture and identity.
4. *Extended Learning and Enrichment* - Programming provides safe, structured and engaging activities to enhance and expand the learning of students outside of school hours. This includes after school programming and enrichment activities. Enrichment activities provide opportunities for students to pursue learning in their own areas of interest and strengths. Research has shown that students engaged in these activities can lead to increased academic performance and attendance.
5. *Positive Cultural Identity Development and Advocacy* - Programming provides participating youth with exposure and

opportunity to engage in activities that empower them to embrace a confident and positive cultural identity while preserving and sharing cultural heritages and traditions amongst their peers. Activities provide opportunities for students to learn and practice new methods of self-expression in a safe and culturally affirming environment. Partners are actively engaged with the district to collaboratively plan for the start of school by adjusting their services to be provided virtually and in alignment with our plans. Partners are meeting with school leaders,

Mental, Social, and Emotional Health:

Our Multi-tiered Systems of Support (MTSS) team is creating Social Emotional Learning (SEL) activities for the K-5 soft start to begin on September 2nd. These activities will be focused on making connections, building relationships, and creating community. The Office of Teaching and Learning (OTL) and MTSS departments are also leading the development of a two-week health and wellness unit that will focus on promoting the social, emotional, and cognitive skills students need to develop positive relationships and thrive in school. This required K-5 unit is set for teachers to begin on September 14th.

Lastly, K-5 and 6-8 SEL units were developed by the SEL team in the spring which focus on supporting resilience during challenging and, often, traumatic times. This nine-week unit will be revised for educators to use after the completion of the health unit by September 28th.

- MTSS and OTL will collaborate closely on the development of health and wellness and the SEL soft start lessons/activities.
- The MTSS unit is being built with the CASEL Roadmap for Reopening Critical Practices and the PPS & ODE reopening guidance as the foundation.
- The K-5 health and wellness unit will be required as one of four required health units. This unit is required even if schools have other SEL programs.

Additionally, PPS will continue to contract with our mental health and substance use partners in order to provide teletherapy for students who need this level of support. Our counselors and social workers will also meet virtually with students and families in order to assist with emotional and mental health wellness, suicide ideation, student threats, and other mental health or behavioral related concerns or needs. We are also partnering with culturally specific providers to support students of color and additional families who need our assistance. Some of these supports will be through personal (physically distanced) visits either on campus at a community site, or near the student's home. This will be through student and family choice, which honors their preferences in ways they feel they can best be supported.

Childcare:

PPS and contracted, licensed child care providers are exploring distance learning child care services for PPS families and employees. Child care providers would operate fee based programs with state subsidies for qualifying families. If we determine this is a viable service, locations will be dispersed throughout the PPS boundary. Providers would be required to follow health and safety guidelines from the Oregon Early Learning Division.

Digital Learning Needs for Comprehensive Distance Learning

Privacy and Security tools (Umbrella) have been installed and remain persistent on all PPS devices and accounts that prevents students from accessing known inappropriate or malicious sites. Passwords for staff and students changed to a longer character length, and a new portal has been implemented to aid in remote support for password reset situations. Changes have been made to patching and software update mechanisms to allow for devices to remain updated even though they are outside the PPS network. All staff and students will be trained on responsible digital citizenship.

In addition to the distribution of devices, PPS acquired 1990 hotspots to provide connectivity for students where Comcast Internet Essentials was not a viable option. These hotspots will be either picked up from distribution locations or delivered using bus drivers to bring the devices to student homes to ensure that students and staff that did not already have internet access were given devices to facilitate that. Additionally, infrastructure changes were made to

allow take home IP phones that allow for teachers and staff to be able to make contact with students and families just as they would in the classroom.

Device deployment:

In the spring we handed out chromebooks and hotspots/Comcast connectivity for students and staff to be able to participate in distance based learning. We will continue to provide devices and work with families to ensure all students are able to connect to our comprehensive distance learning model. We will continue to provide devices to staff as needed so they can deliver the digital curriculum effectively. We offer a curbside service at the district office during work hours for chromebook repairs needed. If the chromebook cannot be repaired on site, the student/staff will receive a replacement chromebook at this time. The service desk is available during work hours for staff, students and families to contact via phone or email. If call center tech is unable to resolve on the phone, a helpdesk ticket will be created and followed up with the individual caller. An email to support will create a helpdesk ticket and the call center tech will follow up with the individual.

Digital Toolkit:

Portland Public Schools has developed a comprehensive and districtwide set of digital tools for every PPS classroom, teacher, and student. The [PPS Digital Toolkit](#) provides a set of digital tools that will enhance instructional strategies and content delivery. These tools will enhance the existing opportunities with both synchronous and asynchronous learning. These tools have been reviewed and evaluated for digital content quality and cultural relevance.

The tools fall into three categories: Instruction and Lesson Design, Creation and Engagement, and Content. Instruction and Lesson Design tools are those applications and system platforms that teachers use to deliver instruction, lessons, and communications. These include classroom content delivery and learning management systems, applications for communications, and lesson and assessment design tools. Creation and Engagement tools are used by teachers and students in distance learning, as well as in-classroom technology-enhanced instruction. These tools support student voice, elicit response, provide shared spaces for individual, small group, and whole-class collaboration, and engage students with the content. Content tools have been selected to assist our teachers in providing content, build opportunities for sustained practice, and apply learning in both distanced and in-person models of instruction.

Learning Platforms:

PPS has adopted two classroom learning platforms to meet the needs of our elementary and secondary students and teachers. These tools were selected because of their current use and success in PPS, knowledge of their toolset, depth of their function and capabilities, and their presence in the educational technology space. Both platforms allow teachers to create, post, interact, provide feedback, and assess with their students and will bring a single point of entry for students and families into classroom instruction.

Professional Development:

Ongoing and high-quality professional learning and training is essential for the successful implementation of Comprehensive Distance Learning. PPS will provide professional learning for all educators during the course of the summer, pre-service and throughout the school year. The content will be focused on best practices for distance learning, as well as technical “how to” training for digital tools and other operational functions.

Describe the school’s plan, including the anticipated timeline, for returning to Hybrid Learning or On-Site Learning consistent with the *Ready Schools, Safe Learners* guidance.

At this time PPS is planning for the opening of our physical buildings when it is deemed safe and appropriate under the Governor's directive. The District will utilize a comprehensive distance learning (CDL) platform for a minimum of the first quarter (through November 5th) and will evaluate all available health-related information to decide if our CDL will continue through the first semester or if we will be able to open to a hybrid model of instruction in November. We will continue to follow the Governor's orders and ODE's recommendations and guidance.

The remainder of this operational blueprint is not applicable to schools operating a Comprehensive Distance Learning Model.



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

Under ODE's **Ready Schools, Safe Learners** guidance, each school¹ has been directed to submit a plan to the district² in order to provide on-site and/or hybrid instruction. Districts must submit each school's plan to the local school board and make the plans available to the public. This form is to be used to document a district's, school's or program's plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the [Ready Schools, Safe Learners guidance](#) document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,³ parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Vestal, PPS
Key Contact Person for this Plan	Sabrina Flamoe
Phone Number of this Person	503-916-6437
Email Address of this Person	sflamoe@pps.net
Sectors and position titles of those who informed the plan	Superintendent, Deputy Chiefs of Operations and Instruction, Chief Academic Officer, Chief of Schools, Chief of Staff, Legal Counsel, Chief of Student Support Services, Chief of Technology, Chief Operations Officer, Chief of Human Resources, Chief of Systems Performance, Senior Advisor Racial Equity and Social Justice, Chief of Engagement and Partnerships, Senior Director of Communications, Senior Director of Student Success and Health, Senior Director of Multi-Tiered Systems of Support, Attendance Manager, Director of Facilities, Director of Security Services, Director of Nutrition Services, Senior Director of Special Education, principals, teachers, labor union advisory participation, Senior Director of Humanities, Senior Director of STEAM, Regional Supts., Director of Risk Management, Director of Professional Learning, Project Managers, Student

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Operational Conditions for Comprehensive Distance Learning

Nutrition:

Portland Public Schools understands food stability is one of the most important safety measures schools can provide to students. We will build upon our work in the spring and expand to serve more sites this fall. We will serve breakfast and lunch at up to 40 sites, specifically sites that are elected for Community Eligibility Provision (CEP) in the 2020-21 school year in order to focus resources and access to food and nutrition in our highest risk and need communities. Meals will be served to families 2 days/week (Mondays will include 2 days worth of food and Wednesdays will include 3 days worth of food). No weekend food is permissible at this time, though we may be able to add additional daily supper meals depending on eligible sites and waivers (pending request from ODE to USDA). Nutrition Services will partner with Transportation to deliver meals to homes as requested by the families. Families will be sent an opt in/consent form for requesting meal delivery to their home. Delivery schedule will depend on demand and routing schedule by the Transportation department. Meals will continue to be a mix of ready-to-eat foods, prepared recipes and foods that can be heated at home by families. Communication about meals, services and benefits will be provided throughout the fall to families and school communities. Nutrition Services staff will adhere to all district and department standard operating procedures and safety plans.

Communicable Disease Management Plan (CMDP) and safety plans:

We have developed, in conjunction with our local health authority and Multnomah ESD, and will implement our CMDP as staff report to buildings, based on individual and department needs. Safety plans are developed and approved by our Risk Management team before staff can enter a building and building leaders are responsible for adhering to the safety plan at all times. We have also developed a confirmed case protocol and have aligned all contact tracing, investigatory measures and reporting through a partnership with MESD and the health department. When we are notified of a possible exposure we work with them to investigate and notify.

Student and Family Support for Comprehensive Distance Learning

As a district, we understand and value the importance of student, family and community engagement as a means to positively impact a student's academic, social emotional outcomes and to address continuous improvement efforts. We are committed to building a collective and shared responsibility for outcomes, while strengthening our capacity and skills to achieve this goal and ensuring clear alignment between our intentions and actions to foster engagement that reflects the communities' values and break down barriers to student achievement in this unprecedented time. To this end, PPS will focus our first two weeks on Social Emotional Learning, connections and relationship building between students and staff.

Beyond the first two weeks, PPS will employ a variety of creative means to ensure that our students and families, especially our Black and Native communities, have the tools and support they need and feel empowered to engage and stay engaged in our Comprehensive Distance Learning platform. We will base our expectations of school engagement efforts on the work of our CSI & TSI summer program, Summer Connections Academy, and the lessons we have learned from those endeavors and from the springtime efforts. Some elements that were effective within those school communities included: relationship building and cultivating trust and rapport by calling families and students daily, reaching out to families through personal visits (physically distanced) and providing 1:1 virtual support as needed. We will also provide support at meal hubs and with some in-person conversations and relationship building on school lawns and sidewalks. We continue to provide support for teachers from our counselors and social workers on the best ways to interact and connect with families through a trauma informed lens.

Racial Equity and Social Justice Partnerships

PPS partners with sixteen different culturally specific organizations to implement our five RESJ Partnership Strategies with BIPOC students and families at prioritized schools. These strategies and resulting services provide critical connections between our schools and communities. These strategies are informed by relevant research that affirms their effectiveness in improving educational and social outcomes for students of color.

1. *Culturally Specific Family Engagement* - Family engagement is a high leverage strategy that supports student learning and is designed to reduce or eliminate institutional barriers for families of color to advocate for the needs of their students. There is significant research that supports the effectiveness of family support, advocacy and encouragement with positive student achievement and outcomes.
2. *Wrap Around Services* - Provision of culturally specific and culturally responsive services to support student academic and social success. This includes case management, academic tutoring/support, service referral, student groups, and progress monitoring. Wrap around services have a comprehensive approach to meeting the needs of students.
3. *Mentoring and Leadership Development* - Services are designed to provide positive relationship development and support to students to reduce disproportionate discipline rates and increase attendance and a sense of belonging at school for students of color. This includes providing positive and diverse adult relationships that are reflective of students' culture and identity.
4. *Extended Learning and Enrichment* - Programming provides safe, structured and engaging activities to enhance and expand the learning of students outside of school hours. This includes after school programming and enrichment activities. Enrichment activities provide opportunities for students to pursue learning in their own areas of interest and strengths. Research has shown that students engaged in these activities can lead to increased academic performance and attendance.
5. *Positive Cultural Identity Development and Advocacy* - Programming provides participating youth with exposure and

opportunity to engage in activities that empower them to embrace a confident and positive cultural identity while preserving and sharing cultural heritages and traditions amongst their peers. Activities provide opportunities for students to learn and practice new methods of self-expression in a safe and culturally affirming environment. Partners are actively engaged with the district to collaboratively plan for the start of school by adjusting their services to be provided virtually and in alignment with our plans. Partners are meeting with school leaders,

Mental, Social, and Emotional Health:

Our Multi-tiered Systems of Support (MTSS) team is creating Social Emotional Learning (SEL) activities for the K-5 soft start to begin on September 2nd. These activities will be focused on making connections, building relationships, and creating community. The Office of Teaching and Learning (OTL) and MTSS departments are also leading the development of a two-week health and wellness unit that will focus on promoting the social, emotional, and cognitive skills students need to develop positive relationships and thrive in school. This required K-5 unit is set for teachers to begin on September 14th.

Lastly, K-5 and 6-8 SEL units were developed by the SEL team in the spring which focus on supporting resilience during challenging and, often, traumatic times. This nine-week unit will be revised for educators to use after the completion of the health unit by September 28th.

- MTSS and OTL will collaborate closely on the development of health and wellness and the SEL soft start lessons/activities.
- The MTSS unit is being built with the CASEL Roadmap for Reopening Critical Practices and the PPS & ODE reopening guidance as the foundation.
- The K-5 health and wellness unit will be required as one of four required health units. This unit is required even if schools have other SEL programs.

Additionally, PPS will continue to contract with our mental health and substance use partners in order to provide teletherapy for students who need this level of support. Our counselors and social workers will also meet virtually with students and families in order to assist with emotional and mental health wellness, suicide ideation, student threats, and other mental health or behavioral related concerns or needs. We are also partnering with culturally specific providers to support students of color and additional families who need our assistance. Some of these supports will be through personal (physically distanced) visits either on campus at a community site, or near the student's home. This will be through student and family choice, which honors their preferences in ways they feel they can best be supported.

Childcare:

PPS and contracted, licensed child care providers are exploring distance learning child care services for PPS families and employees. Child care providers would operate fee based programs with state subsidies for qualifying families. If we determine this is a viable service, locations will be dispersed throughout the PPS boundary. Providers would be required to follow health and safety guidelines from the Oregon Early Learning Division.

Digital Learning Needs for Comprehensive Distance Learning

Privacy and Security tools (Umbrella) have been installed and remain persistent on all PPS devices and accounts that prevents students from accessing known inappropriate or malicious sites. Passwords for staff and students changed to a longer character length, and a new portal has been implemented to aid in remote support for password reset situations. Changes have been made to patching and software update mechanisms to allow for devices to remain updated even though they are outside the PPS network. All staff and students will be trained on responsible digital citizenship.

In addition to the distribution of devices, PPS acquired 1990 hotspots to provide connectivity for students where Comcast Internet Essentials was not a viable option. These hotspots will be either picked up from distribution locations or delivered using bus drivers to bring the devices to student homes to ensure that students and staff that did not already have internet access were given devices to facilitate that. Additionally, infrastructure changes were made to

allow take home IP phones that allow for teachers and staff to be able to make contact with students and families just as they would in the classroom.

Device deployment:

In the spring we handed out chromebooks and hotspots/Comcast connectivity for students and staff to be able to participate in distance based learning. We will continue to provide devices and work with families to ensure all students are able to connect to our comprehensive distance learning model. We will continue to provide devices to staff as needed so they can deliver the digital curriculum effectively. We offer a curbside service at the district office during work hours for chromebook repairs needed. If the chromebook cannot be repaired on site, the student/staff will receive a replacement chromebook at this time. The service desk is available during work hours for staff, students and families to contact via phone or email. If call center tech is unable to resolve on the phone, a helpdesk ticket will be created and followed up with the individual caller. An email to support will create a helpdesk ticket and the call center tech will follow up with the individual.

Digital Toolkit:

Portland Public Schools has developed a comprehensive and districtwide set of digital tools for every PPS classroom, teacher, and student. The [PPS Digital Toolkit](#) provides a set of digital tools that will enhance instructional strategies and content delivery. These tools will enhance the existing opportunities with both synchronous and asynchronous learning. These tools have been reviewed and evaluated for digital content quality and cultural relevance.

The tools fall into three categories: Instruction and Lesson Design, Creation and Engagement, and Content. Instruction and Lesson Design tools are those applications and system platforms that teachers use to deliver instruction, lessons, and communications. These include classroom content delivery and learning management systems, applications for communications, and lesson and assessment design tools. Creation and Engagement tools are used by teachers and students in distance learning, as well as in-classroom technology-enhanced instruction. These tools support student voice, elicit response, provide shared spaces for individual, small group, and whole-class collaboration, and engage students with the content. Content tools have been selected to assist our teachers in providing content, build opportunities for sustained practice, and apply learning in both distanced and in-person models of instruction.

Learning Platforms:

PPS has adopted two classroom learning platforms to meet the needs of our elementary and secondary students and teachers. These tools were selected because of their current use and success in PPS, knowledge of their toolset, depth of their function and capabilities, and their presence in the educational technology space. Both platforms allow teachers to create, post, interact, provide feedback, and assess with their students and will bring a single point of entry for students and families into classroom instruction.

Professional Development:

Ongoing and high-quality professional learning and training is essential for the successful implementation of Comprehensive Distance Learning. PPS will provide professional learning for all educators during the course of the summer, pre-service and throughout the school year. The content will be focused on best practices for distance learning, as well as technical “how to” training for digital tools and other operational functions.

Describe the school’s plan, including the anticipated timeline, for returning to Hybrid Learning or On-Site Learning consistent with the *Ready Schools, Safe Learners* guidance.

At this time PPS is planning for the opening of our physical buildings when it is deemed safe and appropriate under the Governor's directive. The District will utilize a comprehensive distance learning (CDL) platform for a minimum of the first quarter (through November 5th) and will evaluate all available health-related information to decide if our CDL will continue through the first semester or if we will be able to open to a hybrid model of instruction in November. We will continue to follow the Governor's orders and ODE's recommendations and guidance.

The remainder of this operational blueprint is not applicable to schools operating a Comprehensive Distance Learning Model.



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

Under ODE's **Ready Schools, Safe Learners** guidance, each school¹ has been directed to submit a plan to the district² in order to provide on-site and/or hybrid instruction. Districts must submit each school's plan to the local school board and make the plans available to the public. This form is to be used to document a district's, school's or program's plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the [Ready Schools, Safe Learners guidance](#) document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,³ parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	West Sylvan, PPS
Key Contact Person for this Plan	Cherie Kinnersley, Principal
Phone Number of this Person	503-916-5690
Email Address of this Person	ckinnersley@pps.net
Sectors and position titles of those who informed the plan	Superintendent, Deputy Chiefs of Operations and Instruction, Chief Academic Officer, Chief of Schools, Chief of Staff, Legal Counsel, Chief of Student Support Services, Chief of Technology, Chief Operations Officer, Chief of Human Resources, Chief of Systems Performance, Senior Advisor Racial Equity and Social Justice, Chief of Engagement and Partnerships, Senior Director of Communications, Senior Director of Student Success and Health, Senior Director of Multi-Tiered Systems of Support, Attendance Manager, Director of Facilities, Director of Security Services, Director of Nutrition Services, Senior Director of Special Education, principals, teachers, labor union advisory participation, Senior Director of Humanities, Senior Director of STEAM, Regional Supts., Director of Risk Management, Director of Professional Learning, Project Managers, Student

¹ For the purposes of this guidance: "school" refers to all public schools, including public charter schools, public virtual charter schools, alternative education programs, private schools and the Oregon School for the Deaf. For ease of readability, "school" will be used inclusively to reference all of these settings.

² For the purposes of this guidance: "district" refers to a school district, education service district, public charter school sponsoring district, virtual public charter school sponsoring district, state sponsored public charter school, alternative education programs, private schools, and the Oregon School for the Deaf.

³ Tribal Consultation is a separate process from stakeholder engagement; consultation recognizes and affirms tribal rights of self-government and tribal sovereignty, and mandates state government to work with American Indian nations on a [government-to-government](#) basis.

	Engagement Coordinators, Family advocates, student groups (BIPOC), special education and english language learners, family surveys, staff surveys, parent engagement groups, email responses from website, consultation with District Management Group (DMG), culturally specific partner organizations, PPS health advisory panel, and other large districts in Oregon.
Local public health office(s) or officers(s)	Multnomah ESD and the Oregon Health Authority; in consultation with the CDC.
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Director of Risk Management, Joe Crelier Cherie Kinnersley (Enforcement)
Intended Effective Dates for this Plan	9/2/2020 to at least 11/5/2020
ESD Region	Multnomah

2. Please list efforts you have made to engage your community (public health information sharing, taking feedback on planning, etc.) in preparing for school in 2020-21. Include information on engagement with communities often underserved and marginalized and those communities disproportionately impacted by COVID-19.

In preparation for reopening school in fall 2020, Portland Public Schools began gathering feedback from students and staff in May 2020. In March, the Communications team at PPS stood up a landing page for all students and families with centralized supports and pandemic resources. Surveys were conducted at the district level and by some individual schools. Our rate of response in surveying historically underserved and marginalized communities was low, which led to the utilization of intentional focus groups with our Native American community members and Elders, Black students and families, and other families and students of color. Additional focus groups were held with student leaders, and Spanish-Speaking families. Please find a summary of these focus groups here: [Memorandum to the Board of Education, Reopening Focus Group Update](#)

The District will continue to engage our community on a district and individual level to ensure that we are meeting the needs of all students and families to the best of our abilities.

3. Indicate which instructional model will be used.

Select One:

☐ On-Site Learning ☐ Hybrid Learning ☒ Comprehensive Distance Learning

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-15 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>) by August 15, 2020 or prior to the beginning of the 2020-21 school year.

* **Note:** Private schools are required to comply with only sections 1-3 of the **Ready Schools, Safe Learners** guidance.

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

This section must be completed by any school that is seeking to provide instruction through Comprehensive Distance Learning.

Describe why you are selecting Comprehensive Distance Learning as the school's Instructional Model for the effective dates of this plan.

In keeping with local, regional and state guidance and new health directives, Portland Public Schools has determined that it is safest for students and staff to maintain severely limited physical contact. We believe it is both responsible and critical to base our decisions on what will best ensure the health and wellness of our students and staff. We will always prefer to have our students engaged in classroom-based learning, but given current conditions, it would be unsafe to have significant numbers of students and adults back on campus at this time.

We will use this Comprehensive Distance Learning model for a minimum of September 2 through November 5, and will evaluate in October whether it is feasible to open in the 2nd quarter. Based on medical advice, including local health authorities, PPS will continue to keep the health and wellness of students and staff on the forefront in our planning.

Describe how your school's model aligns to the [Comprehensive Distance Learning Guidance](#) (linked). In completing this part of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. Please name any requirements you need ODE to review for any possible accommodations.

Framing PPS Values

As we continue to navigate the ongoing COVID-19 pandemic, Portland Public Schools remains committed to providing a high-quality education for all students and ensuring the health and wellness of students and staff through a comprehensive distance learning model. To guide our work, we centered racial equity and social justice in all decision-making and hold three principles from our strategic plan at the core of our planning - ensure the health and wellness of staff and students, strengthen and innovate the instructional core, and cultivate connection and relationship for students, staff and our community.

Our overarching approach to reopening is a relentless pursuit of racial equity and social justice (RESJ). We believe in the fundamental right to human dignity and that generating an equitable world requires an educational system that intentionally disrupts - and builds leaders to disrupt - systems of oppression. Therefore, our work to reopen schools acknowledges and recognizes the inequities of our system prior to Covid-19 and does not seek to reopen schools by returning to what was "normal" before. Rather, we are deeply engaged in fundamentally accelerating and centering our RESJ work, constantly examining opportunities to increase RESJ strategies through organizational transformation and system-wide collaboration. By way of this central focus and in partnership with families and stakeholders, including those representing students of color, we will bring racial predictability and disproportionality to an end.

In PPS, we are utilizing Targeted Universalism as a driver. We aim to operationalize our RESJ values so that every student is served and our universal board goals are achieved; thus realizing the graduate profile from [our Vision](#). Our approach supports the distinct needs of BIPOC students while also acknowledging our mutual interdependence. We recognize with great urgency the need for aligned and coherent strategies that improve conditions so that every student, especially our BIPOC students have an educational experience where they can thrive. Our approach disrupts institutional and cultural racism and promotes tangible strategies and resources for RESJ. To this end, we will prioritize services for students historically underserved by our system, including Black, Native, students receiving special education services and second language learners. We have used these [Guiding Principles](#) to align our collective work through this process.

Academic Conditions for Comprehensive Distance Learning

Teaching, Learning & Instructional Time:

Our comprehensive distance learning plan is designed so that all students will receive an engaging, comprehensive, and rigorous academic experience every day of the week. Students will receive standards-based instruction across all academic areas and will build meaningful relationships with the educators in their school community. Instructional time requirements will be adhered to in every grade level, where more than 50% of the instructional time will be teacher-facilitated learning. To meet this requirement, elementary students will follow predictable routines,

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Digital Learning Needs for Comprehensive Distance Learning

Privacy and Security tools (Umbrella) have been installed and remain persistent on all PPS devices and accounts that prevents students from accessing known inappropriate or malicious sites. Passwords for staff and students changed to a longer character length, and a new portal has been implemented to aid in remote support for password reset situations. Changes have been made to patching and software update mechanisms to allow for devices to remain updated even though they are outside the PPS network. All staff and students will be trained on responsible digital citizenship.

In addition to the distribution of devices, PPS acquired 1990 hotspots to provide connectivity for students where Comcast Internet Essentials was not a viable option. These hotspots will be either picked up from distribution locations or delivered using bus drivers to bring the devices to student homes to ensure that students and staff that did not already have internet access were given devices to facilitate that. Additionally, infrastructure changes were made to

allow take home IP phones that allow for teachers and staff to be able to make contact with students and families just as they would in the classroom.

Device deployment:

In the spring we handed out chromebooks and hotspots/Comcast connectivity for students and staff to be able to participate in distance based learning. We will continue to provide devices and work with families to ensure all students are able to connect to our comprehensive distance learning model. We will continue to provide devices to staff as needed so they can deliver the digital curriculum effectively. We offer a curbside service at the district office during work hours for chromebook repairs needed. If the chromebook cannot be repaired on site, the student/staff will receive a replacement chromebook at this time. The service desk is available during work hours for staff, students and families to contact via phone or email. If call center tech is unable to resolve on the phone, a helpdesk ticket will be created and followed up with the individual caller. An email to support will create a helpdesk ticket and the call center tech will follow up with the individual.

Digital Toolkit:

Portland Public Schools has developed a comprehensive and districtwide set of digital tools for every PPS classroom, teacher, and student. The [PPS Digital Toolkit](#) provides a set of digital tools that will enhance instructional strategies and content delivery. These tools will enhance the existing opportunities with both synchronous and asynchronous learning. These tools have been reviewed and evaluated for digital content quality and cultural relevance.

The tools fall into three categories: Instruction and Lesson Design, Creation and Engagement, and Content. Instruction and Lesson Design tools are those applications and system platforms that teachers use to deliver instruction, lessons, and communications. These include classroom content delivery and learning management systems, applications for communications, and lesson and assessment design tools. Creation and Engagement tools are used by teachers and students in distance learning, as well as in-classroom technology-enhanced instruction. These tools support student voice, elicit response, provide shared spaces for individual, small group, and whole-class collaboration, and engage students with the content. Content tools have been selected to assist our teachers in providing content, build opportunities for sustained practice, and apply learning in both distanced and in-person models of instruction.

Learning Platforms:

PPS has adopted two classroom learning platforms to meet the needs of our elementary and secondary students and teachers. These tools were selected because of their current use and success in PPS, knowledge of their toolset, depth of their function and capabilities, and their presence in the educational technology space. Both platforms allow teachers to create, post, interact, provide feedback, and assess with their students and will bring a single point of entry for students and families into classroom instruction.

Professional Development:

Ongoing and high-quality professional learning and training is essential for the successful implementation of Comprehensive Distance Learning. PPS will provide professional learning for all educators during the course of the summer, pre-service and throughout the school year. The content will be focused on best practices for distance learning, as well as technical “how to” training for digital tools and other operational functions.

Describe the school’s plan, including the anticipated timeline, for returning to Hybrid Learning or On-Site Learning consistent with the *Ready Schools, Safe Learners* guidance.

At this time PPS is planning for the opening of our physical buildings when it is deemed safe and appropriate under the Governor's directive. The District will utilize a comprehensive distance learning (CDL) platform for a minimum of the first quarter (through November 5th) and will evaluate all available health-related information to decide if our CDL will continue through the first semester or if we will be able to open to a hybrid model of instruction in November. We will continue to follow the Governor's orders and ODE's recommendations and guidance.

The remainder of this operational blueprint is not applicable to schools operating a Comprehensive Distance Learning Model.



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

Under ODE's **Ready Schools, Safe Learners** guidance, each school¹ has been directed to submit a plan to the district² in order to provide on-site and/or hybrid instruction. Districts must submit each school's plan to the local school board and make the plans available to the public. This form is to be used to document a district's, school's or program's plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the [Ready Schools, Safe Learners guidance](#) document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,³ parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Whitman, PPS
Key Contact Person for this Plan	Stephanie Murdock, Principal
Phone Number of this Person	503-916-6370
Email Address of this Person	smurdock@pps.net
Sectors and position titles of those who informed the plan	Superintendent, Deputy Chiefs of Operations and Instruction, Chief Academic Officer, Chief of Schools, Chief of Staff, Legal Counsel, Chief of Student Support Services, Chief of Technology, Chief Operations Officer, Chief of Human Resources, Chief of Systems Performance, Senior Advisor Racial Equity and Social Justice, Chief of Engagement and Partnerships, Senior Director of Communications, Senior Director of Student Success and Health, Senior Director of Multi-Tiered Systems of Support, Attendance Manager, Director of Facilities, Director of Security Services, Director of Nutrition Services, Senior Director of Special Education, principals, teachers, labor union advisory participation, Senior Director of Humanities, Senior Director of STEAM, Regional Supts., Director of Risk Management, Director of Professional Learning, Project Managers, Student

¹ For the purposes of this guidance: "school" refers to all public schools, including public charter schools, public virtual charter schools, alternative education programs, private schools and the Oregon School for the Deaf. For ease of readability, "school" will be used inclusively to reference all of these settings.

² For the purposes of this guidance: "district" refers to a school district, education service district, public charter school sponsoring district, virtual public charter school sponsoring district, state sponsored public charter school, alternative education programs, private schools, and the Oregon School for the Deaf.

³ Tribal Consultation is a separate process from stakeholder engagement; consultation recognizes and affirms tribal rights of self-government and tribal sovereignty, and mandates state government to work with American Indian nations on a [government-to-government](#) basis.

	Engagement Coordinators, Family advocates, student groups (BIPOC), special education and english language learners, family surveys, staff surveys, parent engagement groups, email responses from website, consultation with District Management Group (DMG), culturally specific partner organizations, PPS health advisory panel, and other large districts in Oregon.
Local public health office(s) or officers(s)	Multnomah ESD and the Oregon Health Authority; in consultation with the CDC.
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Director of Risk Management, Joe Crelier Stephanie Murdock (Enforcement)
Intended Effective Dates for this Plan	9/2/2020 to at least 11/5/2020
ESD Region	Multnomah

2. Please list efforts you have made to engage your community (public health information sharing, taking feedback on planning, etc.) in preparing for school in 2020-21. Include information on engagement with communities often underserved and marginalized and those communities disproportionately impacted by COVID-19.

In preparation for reopening school in fall 2020, Portland Public Schools began gathering feedback from students and staff in May 2020. In March, the Communications team at PPS stood up a landing page for all students and families with centralized supports and pandemic resources. Surveys were conducted at the district level and by some individual schools. Our rate of response in surveying historically underserved and marginalized communities was low, which led to the utilization of intentional focus groups with our Native American community members and Elders, Black students and families, and other families and students of color. Additional focus groups were held with student leaders, and Spanish-Speaking families. Please find a summary of these focus groups here: [Memorandum to the Board of Education, Reopening Focus Group Update](#)

The District will continue to engage our community on a district and individual level to ensure that we are meeting the needs of all students and families to the best of our abilities.

3. Indicate which instructional model will be used.

Select One:

☐ On-Site Learning ☐ Hybrid Learning ☒ Comprehensive Distance Learning

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-15 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>) by August 15, 2020 or prior to the beginning of the 2020-21 school year.

* **Note:** Private schools are required to comply with only sections 1-3 of the **Ready Schools, Safe Learners** guidance.

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

This section must be completed by any school that is seeking to provide instruction through Comprehensive Distance Learning.

Describe why you are selecting Comprehensive Distance Learning as the school's Instructional Model for the effective dates of this plan.

In keeping with local, regional and state guidance and new health directives, Portland Public Schools has determined that it is safest for students and staff to maintain severely limited physical contact. We believe it is both responsible and critical to base our decisions on what will best ensure the health and wellness of our students and staff. We will always prefer to have our students engaged in classroom-based learning, but given current conditions, it would be unsafe to have significant numbers of students and adults back on campus at this time.

We will use this Comprehensive Distance Learning model for a minimum of September 2 through November 5, and will evaluate in October whether it is feasible to open in the 2nd quarter. Based on medical advice, including local health authorities, PPS will continue to keep the health and wellness of students and staff on the forefront in our planning.

Describe how your school's model aligns to the [Comprehensive Distance Learning Guidance](#) (linked). In completing this part of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. Please name any requirements you need ODE to review for any possible accommodations.

Framing PPS Values

As we continue to navigate the ongoing COVID-19 pandemic, Portland Public Schools remains committed to providing a high-quality education for all students and ensuring the health and wellness of students and staff through a comprehensive distance learning model. To guide our work, we centered racial equity and social justice in all decision-making and hold three principles from our strategic plan at the core of our planning - ensure the health and wellness of staff and students, strengthen and innovate the instructional core, and cultivate connection and relationship for students, staff and our community.

Our overarching approach to reopening is a relentless pursuit of racial equity and social justice (RESJ). We believe in the fundamental right to human dignity and that generating an equitable world requires an educational system that intentionally disrupts - and builds leaders to disrupt - systems of oppression. Therefore, our work to reopen schools acknowledges and recognizes the inequities of our system prior to Covid-19 and does not seek to reopen schools by returning to what was "normal" before. Rather, we are deeply engaged in fundamentally accelerating and centering our RESJ work, constantly examining opportunities to increase RESJ strategies through organizational transformation and system-wide collaboration. By way of this central focus and in partnership with families and stakeholders, including those representing students of color, we will bring racial predictability and disproportionality to an end.

In PPS, we are utilizing Targeted Universalism as a driver. We aim to operationalize our RESJ values so that every student is served and our universal board goals are achieved; thus realizing the graduate profile from [our Vision](#). Our approach supports the distinct needs of BIPOC students while also acknowledging our mutual interdependence. We recognize with great urgency the need for aligned and coherent strategies that improve conditions so that every student, especially our BIPOC students have an educational experience where they can thrive. Our approach disrupts institutional and cultural racism and promotes tangible strategies and resources for RESJ. To this end, we will prioritize services for students historically underserved by our system, including Black, Native, students receiving special education services and second language learners. We have used these [Guiding Principles](#) to align our collective work through this process.

Academic Conditions for Comprehensive Distance Learning

Teaching, Learning & Instructional Time:

Our comprehensive distance learning plan is designed so that all students will receive an engaging, comprehensive, and rigorous academic experience every day of the week. Students will receive standards-based instruction across all academic areas and will build meaningful relationships with the educators in their school community. Instructional time requirements will be adhered to in every grade level, where more than 50% of the instructional time will be teacher-facilitated learning. To meet this requirement, elementary students will follow predictable routines,

procedures, and schedules, that align with developmentally appropriate recommendations for screen time and synchronous learning. Secondary students will follow a predictable bell schedule that incorporates synchronous check-ins, consistent and timely feedback, and peer interactions. All students will continue to receive access to a well-rounded education which includes physical education, health, arts, music, tiered supports, etc.

The learning day will be organized so that the time educators spend directly interacting with students will be high quality, focused on complex learning activities with a high cognitive demand and that are centered around student engagement. Students will have opportunities for guided learning with an educator, as well as opportunities to work with peers, families, and community members to apply their learning and practice their skills. Students will be expected to complete assigned learning activities each day. Students will participate in daily virtual instruction by satisfactorily engaging with synchronous class sessions as well as asynchronous tasks, completing assigned learning activities or assignments to demonstrate their learning. Parents and students will communicate with the teacher when in need of additional learning support. Portland Public Schools will also provide families a variety of ways to connect, one of which is through educator office hours, posted publicly, for students and families to access which will include a process to request and schedule translation services as needed.

Racial Equity and Access:

In the development of our plan, all of the work groups utilized our [Racial Equity and Social Justice Lens](#) to inform decision making and programming. The application of the lens is based on our belief that the district should adopt a student-centered, racial equity and social justice focused lens in all high leverage decisions in order to more deeply understand the barriers and opportunities impacting BIPOC students and families. Additionally, the regular application of the lens, documentation of our responses and review of those responses will help us critically examine our efforts to increase access and opportunity for BIPOC students and families. Our steering committee collectively reviewed our comprehensive plans and applied the RESJ lens on multiple occasions. They utilized data, parent and student input from engagement, partner input and the diverse experience of members to answer the prompts, review our plans and make adjustments to more directly respond to the needs of BIPOC students. As a result we believe our plan is strengthened through the collaborative and reflective process we employed to apply the RESJ Lens to address racial equity and access in our plans.

Special Education Services and English Language Development

Students receiving special education services will continue to receive instruction, technology, support, accommodations, and modifications as required by ESSA, IDEA, and/or ADA based on a virtual learning environment. The majority of each student's services will be provided synchronously (i.e., with the teacher/service provider and student working together through direct and simultaneous communication). If only asynchronous services are recommended, the parent or guardian will provide written consent to shift from synchronous to asynchronous service delivery. All IDEA requirements will be met during Comprehensive Distance Learning. This includes all IDEA timelines, delivery of all related services, delivery of SDI, implementation of IEPs, etc. Schools will provide Child Find obligations, including timely evaluation and eligibility determinations.

Students who are identified to receive English Language development services will be provided with language assistance services and supports that allow the student access to grade level academic content and scaffolded language experiences. PPS's English as a Second Language program will encourage ESL and general education/homeroom teachers to collaboratively plan for inclusive learning experiences that consider and support the language proficiency of each student.

Assessment, Grading, Reporting & Statewide Balanced Assessment:

Portland Public Schools (PPS) has developed a framework for a balanced assessment system and worked throughout the pre-pandemic portion of the 2019-2020 academic year to introduce additional efficiency into the assessment model. Anticipating the ongoing challenges to face-to-face instruction, PPS successfully piloted remote administration of the NWEA MAP assessments at one of our schools in the Spring of 2020.

During the 2020-2021 academic year, PPS is prepared to remotely administer MAP in grades 3-8 in the fall and winter. The fall assessment will allow our students and families to better understand the learning needs of our students as they enter the academic year, and it will provide our teachers and curriculum support teams the necessary data to align and plan instruction. The mid-year assessment will provide feedback regarding both student growth and achievement allowing for an additional point to adapt our supports.

In addition to this common measure of growth and achievement, students will also be presented with common curriculum embedded assessments (pre and post unit) that are aligned to the scope and sequence and are paired with each of the curriculum units. These will provide additional, focused and just-in time, measures of learning that will allow for adaptations to the delivery of the unit materials in order to provide tiered supports. Educators will regularly report progress to students and families and provide opportunities to redo or make up work without penalty and retain the highest earned grade.

Finally, the administration of remote computer adaptive measures will also help the system prepare for the challenges associated with a potential remote administration of the state summative assessments in English Language Arts, Mathematics, and Science.

Attendance:

With the pandemic in the spring of the 2019-2020 academic year, the importance of maintaining an active engagement with our students and families rose to the forefront of our work as a system. As we approach the 2020-2021 year, engagement remains a critical focus and reflecting that engagement through attendance and other metrics is critical. We are committed to following all ODE guidelines and requirements in regards to attendance.

At this time, we are preparing to collect on-line attendance, and we are exploring ways to leverage data from our learning management and instructional delivery systems as a means to monitor engagement and attendance. Our primary focus, at this time, is to provide near real time data back to our schools to facilitate and focus the efforts of our schools to engage our students and families. We fully expect that our local community partners will be assisting in our efforts to focus and engage our disenfranchised students and communities in partnership with our counselors, social workers, Restorative Justice (RJ) specialists, attendance coaches and student engagement specialists.

Clubs & Extracurricular Activities:

Clubs and extracurricular activities are a critical component of any school community. We will ensure activities, clubs, and student organizations are available and accessible to all students to the extent possible, while focusing on the health and wellness of our students and staff as our top priority.

Operational Conditions for Comprehensive Distance Learning

Nutrition:

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allow take home IP phones that allow for teachers and staff to be able to make contact with students and families just as they would in the classroom.

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OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

Under ODE's **Ready Schools, Safe Learners** guidance, each school¹ has been directed to submit a plan to the district² in order to provide on-site and/or hybrid instruction. Districts must submit each school's plan to the local school board and make the plans available to the public. This form is to be used to document a district's, school's or program's plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the [Ready Schools, Safe Learners guidance](#) document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,³ parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Wilson, PPS
Key Contact Person for this Plan	Filip Hristic
Phone Number of this Person	503-916-5280
Email Address of this Person	fhristic@pps.net
Sectors and position titles of those who informed the plan	Superintendent, Deputy Chiefs of Operations and Instruction, Chief Academic Officer, Chief of Schools, Chief of Staff, Legal Counsel, Chief of Student Support Services, Chief of Technology, Chief Operations Officer, Chief of Human Resources, Chief of Systems Performance, Senior Advisor Racial Equity and Social Justice, Chief of Engagement and Partnerships, Senior Director of Communications, Senior Director of Student Success and Health, Senior Director of Multi-Tiered Systems of Support, Attendance Manager, Director of Facilities, Director of Security Services, Director of Nutrition Services, Senior Director of Special Education, principals, teachers, labor union advisory participation, Senior Director of Humanities, Senior Director of STEAM, Regional Supts., Director of Risk Management, Director of Professional Learning, Project Managers, Student

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	Engagement Coordinators, Family advocates, student groups (BIPOC), special education and english language learners, family surveys, staff surveys, parent engagement groups, email responses from website, consultation with District Management Group (DMG), culturally specific partner organizations, PPS health advisory panel, and other large districts in Oregon.
Local public health office(s) or officers(s)	Multnomah ESD and the Oregon Health Authority; in consultation with the CDC.
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Director of Risk Management, Joe Crelier Filip Hristic (Enforcement)
Intended Effective Dates for this Plan	9/2/2020 to at least 11/5/2020
ESD Region	Multnomah

2. Please list efforts you have made to engage your community (public health information sharing, taking feedback on planning, etc.) in preparing for school in 2020-21. Include information on engagement with communities often underserved and marginalized and those communities disproportionately impacted by COVID-19.

In preparation for reopening school in fall 2020, Portland Public Schools began gathering feedback from students and staff in May 2020. In March, the Communications team at PPS stood up a landing page for all students and families with centralized supports and pandemic resources. Surveys were conducted at the district level and by some individual schools. Our rate of response in surveying historically underserved and marginalized communities was low, which led to the utilization of intentional focus groups with our Native American community members and Elders, Black students and families, and other families and students of color. Additional focus groups were held with student leaders, and Spanish-Speaking families. Please find a summary of these focus groups here: [Memorandum to the Board of Education, Reopening Focus Group Update](#)

The District will continue to engage our community on a district and individual level to ensure that we are meeting the needs of all students and families to the best of our abilities.

3. Indicate which instructional model will be used.

Select One:

☐ On-Site Learning ☐ Hybrid Learning ☒ Comprehensive Distance Learning

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-15 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>) by August 15, 2020 or prior to the beginning of the 2020-21 school year.

* **Note:** Private schools are required to comply with only sections 1-3 of the **Ready Schools, Safe Learners** guidance.

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

This section must be completed by any school that is seeking to provide instruction through Comprehensive Distance Learning.

Describe why you are selecting Comprehensive Distance Learning as the school's Instructional Model for the effective dates of this plan.

In keeping with local, regional and state guidance and new health directives, Portland Public Schools has determined that it is safest for students and staff to maintain severely limited physical contact. We believe it is both responsible and critical to base our decisions on what will best ensure the health and wellness of our students and staff. We will always prefer to have our students engaged in classroom-based learning, but given current conditions, it would be unsafe to have significant numbers of students and adults back on campus at this time.

We will use this Comprehensive Distance Learning model for a minimum of September 2 through November 5, and will evaluate in October whether it is feasible to open in the 2nd quarter. Based on medical advice, including local health authorities, PPS will continue to keep the health and wellness of students and staff on the forefront in our planning.

Describe how your school's model aligns to the [Comprehensive Distance Learning Guidance](#) (linked). In completing this part of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. Please name any requirements you need ODE to review for any possible accommodations.

Framing PPS Values

As we continue to navigate the ongoing COVID-19 pandemic, Portland Public Schools remains committed to providing a high-quality education for all students and ensuring the health and wellness of students and staff through a comprehensive distance learning model. To guide our work, we centered racial equity and social justice in all decision-making and hold three principles from our strategic plan at the core of our planning - ensure the health and wellness of staff and students, strengthen and innovate the instructional core, and cultivate connection and relationship for students, staff and our community.

Our overarching approach to reopening is a relentless pursuit of racial equity and social justice (RESJ). We believe in the fundamental right to human dignity and that generating an equitable world requires an educational system that intentionally disrupts - and builds leaders to disrupt - systems of oppression. Therefore, our work to reopen schools acknowledges and recognizes the inequities of our system prior to Covid-19 and does not seek to reopen schools by returning to what was "normal" before. Rather, we are deeply engaged in fundamentally accelerating and centering our RESJ work, constantly examining opportunities to increase RESJ strategies through organizational transformation and system-wide collaboration. By way of this central focus and in partnership with families and stakeholders, including those representing students of color, we will bring racial predictability and disproportionality to an end.

In PPS, we are utilizing Targeted Universalism as a driver. We aim to operationalize our RESJ values so that every student is served and our universal board goals are achieved; thus realizing the graduate profile from [our Vision](#). Our approach supports the distinct needs of BIPOC students while also acknowledging our mutual interdependence. We recognize with great urgency the need for aligned and coherent strategies that improve conditions so that every student, especially our BIPOC students have an educational experience where they can thrive. Our approach disrupts institutional and cultural racism and promotes tangible strategies and resources for RESJ. To this end, we will prioritize services for students historically underserved by our system, including Black, Native, students receiving special education services and second language learners. We have used these [Guiding Principles](#) to align our collective work through this process.

Academic Conditions for Comprehensive Distance Learning

Teaching, Learning & Instructional Time:

Our comprehensive distance learning plan is designed so that all students will receive an engaging, comprehensive, and rigorous academic experience every day of the week. Students will receive standards-based instruction across all academic areas and will build meaningful relationships with the educators in their school community. Instructional time requirements will be adhered to in every grade level, where more than 50% of the instructional time will be teacher-facilitated learning. To meet this requirement, elementary students will follow predictable routines,

procedures, and schedules, that align with developmentally appropriate recommendations for screen time and synchronous learning. Secondary students will follow a predictable bell schedule that incorporates synchronous check-ins, consistent and timely feedback, and peer interactions. All students will continue to receive access to a well-rounded education which includes physical education, health, arts, music, tiered supports, etc.

The learning day will be organized so that the time educators spend directly interacting with students will be high quality, focused on complex learning activities with a high cognitive demand and that are centered around student engagement. Students will have opportunities for guided learning with an educator, as well as opportunities to work with peers, families, and community members to apply their learning and practice their skills. Students will be expected to complete assigned learning activities each day. Students will participate in daily virtual instruction by satisfactorily engaging with synchronous class sessions as well as asynchronous tasks, completing assigned learning activities or assignments to demonstrate their learning. Parents and students will communicate with the teacher when in need of additional learning support. Portland Public Schools will also provide families a variety of ways to connect, one of which is through educator office hours, posted publicly, for students and families to access which will include a process to request and schedule translation services as needed.

Racial Equity and Access:

In the development of our plan, all of the work groups utilized our [Racial Equity and Social Justice Lens](#) to inform decision making and programming. The application of the lens is based on our belief that the district should adopt a student-centered, racial equity and social justice focused lens in all high leverage decisions in order to more deeply understand the barriers and opportunities impacting BIPOC students and families. Additionally, the regular application of the lens, documentation of our responses and review of those responses will help us critically examine our efforts to increase access and opportunity for BIPOC students and families. Our steering committee collectively reviewed our comprehensive plans and applied the RESJ lens on multiple occasions. They utilized data, parent and student input from engagement, partner input and the diverse experience of members to answer the prompts, review our plans and make adjustments to more directly respond to the needs of BIPOC students. As a result we believe our plan is strengthened through the collaborative and reflective process we employed to apply the RESJ Lens to address racial equity and access in our plans.

Special Education Services and English Language Development

Students receiving special education services will continue to receive instruction, technology, support, accommodations, and modifications as required by ESSA, IDEA, and/or ADA based on a virtual learning environment. The majority of each student's services will be provided synchronously (i.e., with the teacher/service provider and student working together through direct and simultaneous communication). If only asynchronous services are recommended, the parent or guardian will provide written consent to shift from synchronous to asynchronous service delivery. All IDEA requirements will be met during Comprehensive Distance Learning. This includes all IDEA timelines, delivery of all related services, delivery of SDI, implementation of IEPs, etc. Schools will provide Child Find obligations, including timely evaluation and eligibility determinations.

Students who are identified to receive English Language development services will be provided with language assistance services and supports that allow the student access to grade level academic content and scaffolded language experiences. PPS's English as a Second Language program will encourage ESL and general education/homeroom teachers to collaboratively plan for inclusive learning experiences that consider and support the language proficiency of each student.

Assessment, Grading, Reporting & Statewide Balanced Assessment:

Portland Public Schools (PPS) has developed a framework for a balanced assessment system and worked throughout the pre-pandemic portion of the 2019-2020 academic year to introduce additional efficiency into the assessment model. Anticipating the ongoing challenges to face-to-face instruction, PPS successfully piloted remote administration of the NWEA MAP assessments at one of our schools in the Spring of 2020.

During the 2020-2021 academic year, PPS is prepared to remotely administer MAP in grades 3-8 in the fall and winter. The fall assessment will allow our students and families to better understand the learning needs of our students as they enter the academic year, and it will provide our teachers and curriculum support teams the necessary data to align and plan instruction. The mid-year assessment will provide feedback regarding both student growth and achievement allowing for an additional point to adapt our supports.

In addition to this common measure of growth and achievement, students will also be presented with common curriculum embedded assessments (pre and post unit) that are aligned to the scope and sequence and are paired with each of the curriculum units. These will provide additional, focused and just-in time, measures of learning that will allow for adaptations to the delivery of the unit materials in order to provide tiered supports. Educators will regularly report progress to students and families and provide opportunities to redo or make up work without penalty and retain the highest earned grade.

Finally, the administration of remote computer adaptive measures will also help the system prepare for the challenges associated with a potential remote administration of the state summative assessments in English Language Arts, Mathematics, and Science.

Attendance:

With the pandemic in the spring of the 2019-2020 academic year, the importance of maintaining an active engagement with our students and families rose to the forefront of our work as a system. As we approach the 2020-2021 year, engagement remains a critical focus and reflecting that engagement through attendance and other metrics is critical. We are committed to following all ODE guidelines and requirements in regards to attendance.

At this time, we are preparing to collect on-line attendance, and we are exploring ways to leverage data from our learning management and instructional delivery systems as a means to monitor engagement and attendance. Our primary focus, at this time, is to provide near real time data back to our schools to facilitate and focus the efforts of our schools to engage our students and families. We fully expect that our local community partners will be assisting in our efforts to focus and engage our disenfranchised students and communities in partnership with our counselors, social workers, Restorative Justice (RJ) specialists, attendance coaches and student engagement specialists.

Clubs & Extracurricular Activities:

Clubs and extracurricular activities are a critical component of any school community. We will ensure activities, clubs, and student organizations are available and accessible to all students to the extent possible, while focusing on the health and wellness of our students and staff as our top priority.

Operational Conditions for Comprehensive Distance Learning

Nutrition:

Portland Public Schools understands food stability is one of the most important safety measures schools can provide to students. We will build upon our work in the spring and expand to serve more sites this fall. We will serve breakfast and lunch at up to 40 sites, specifically sites that are elected for Community Eligibility Provision (CEP) in the 2020-21 school year in order to focus resources and access to food and nutrition in our highest risk and need communities. Meals will be served to families 2 days/week (Mondays will include 2 days worth of food and Wednesdays will include 3 days worth of food). No weekend food is permissible at this time, though we may be able to add additional daily supper meals depending on eligible sites and waivers (pending request from ODE to USDA). Nutrition Services will partner with Transportation to deliver meals to homes as requested by the families. Families will be sent an opt in/consent form for requesting meal delivery to their home. Delivery schedule will depend on demand and routing schedule by the Transportation department. Meals will continue to be a mix of ready-to-eat foods, prepared recipes and foods that can be heated at home by families. Communication about meals, services and benefits will be provided throughout the fall to families and school communities. Nutrition Services staff will adhere to all district and department standard operating procedures and safety plans.

Communicable Disease Management Plan (CMDP) and safety plans:

We have developed, in conjunction with our local health authority and Multnomah ESD, and will implement our CMDP as staff report to buildings, based on individual and department needs. Safety plans are developed and approved by our Risk Management team before staff can enter a building and building leaders are responsible for adhering to the safety plan at all times. We have also developed a confirmed case protocol and have aligned all contact tracing, investigatory measures and reporting through a partnership with MESD and the health department. When we are notified of a possible exposure we work with them to investigate and notify.

Student and Family Support for Comprehensive Distance Learning

As a district, we understand and value the importance of student, family and community engagement as a means to positively impact a student's academic, social emotional outcomes and to address continuous improvement efforts. We are committed to building a collective and shared responsibility for outcomes, while strengthening our capacity and skills to achieve this goal and ensuring clear alignment between our intentions and actions to foster engagement that reflects the communities' values and break down barriers to student achievement in this unprecedented time. To this end, PPS will focus our first two weeks on Social Emotional Learning, connections and relationship building between students and staff.

Beyond the first two weeks, PPS will employ a variety of creative means to ensure that our students and families, especially our Black and Native communities, have the tools and support they need and feel empowered to engage and stay engaged in our Comprehensive Distance Learning platform. We will base our expectations of school engagement efforts on the work of our CSI & TSI summer program, Summer Connections Academy, and the lessons we have learned from those endeavors and from the springtime efforts. Some elements that were effective within those school communities included: relationship building and cultivating trust and rapport by calling families and students daily, reaching out to families through personal visits (physically distanced) and providing 1:1 virtual support as needed. We will also provide support at meal hubs and with some in-person conversations and relationship building on school lawns and sidewalks. We continue to provide support for teachers from our counselors and social workers on the best ways to interact and connect with families through a trauma informed lens.

Racial Equity and Social Justice Partnerships

PPS partners with sixteen different culturally specific organizations to implement our five RESJ Partnership Strategies with BIPOC students and families at prioritized schools. These strategies and resulting services provide critical connections between our schools and communities. These strategies are informed by relevant research that affirms their effectiveness in improving educational and social outcomes for students of color.

1. *Culturally Specific Family Engagement* - Family engagement is a high leverage strategy that supports student learning and is designed to reduce or eliminate institutional barriers for families of color to advocate for the needs of their students. There is significant research that supports the effectiveness of family support, advocacy and encouragement with positive student achievement and outcomes.
2. *Wrap Around Services* - Provision of culturally specific and culturally responsive services to support student academic and social success. This includes case management, academic tutoring/support, service referral, student groups, and progress monitoring. Wrap around services have a comprehensive approach to meeting the needs of students.
3. *Mentoring and Leadership Development* - Services are designed to provide positive relationship development and support to students to reduce disproportionate discipline rates and increase attendance and a sense of belonging at school for students of color. This includes providing positive and diverse adult relationships that are reflective of students' culture and identity.
4. *Extended Learning and Enrichment* - Programming provides safe, structured and engaging activities to enhance and expand the learning of students outside of school hours. This includes after school programming and enrichment activities. Enrichment activities provide opportunities for students to pursue learning in their own areas of interest and strengths. Research has shown that students engaged in these activities can lead to increased academic performance and attendance.
5. *Positive Cultural Identity Development and Advocacy* - Programming provides participating youth with exposure and

opportunity to engage in activities that empower them to embrace a confident and positive cultural identity while preserving and sharing cultural heritages and traditions amongst their peers. Activities provide opportunities for students to learn and practice new methods of self-expression in a safe and culturally affirming environment. Partners are actively engaged with the district to collaboratively plan for the start of school by adjusting their services to be provided virtually and in alignment with our plans. Partners are meeting with school leaders,

Mental, Social, and Emotional Health:

Our Multi-tiered Systems of Support (MTSS) team is creating Social Emotional Learning (SEL) activities for the K-5 soft start to begin on September 2nd. These activities will be focused on making connections, building relationships, and creating community. The Office of Teaching and Learning (OTL) and MTSS departments are also leading the development of a two-week health and wellness unit that will focus on promoting the social, emotional, and cognitive skills students need to develop positive relationships and thrive in school. This required K-5 unit is set for teachers to begin on September 14th.

Lastly, K-5 and 6-8 SEL units were developed by the SEL team in the spring which focus on supporting resilience during challenging and, often, traumatic times. This nine-week unit will be revised for educators to use after the completion of the health unit by September 28th.

- MTSS and OTL will collaborate closely on the development of health and wellness and the SEL soft start lessons/activities.
- The MTSS unit is being built with the CASEL Roadmap for Reopening Critical Practices and the PPS & ODE reopening guidance as the foundation.
- The K-5 health and wellness unit will be required as one of four required health units. This unit is required even if schools have other SEL programs.

Additionally, PPS will continue to contract with our mental health and substance use partners in order to provide teletherapy for students who need this level of support. Our counselors and social workers will also meet virtually with students and families in order to assist with emotional and mental health wellness, suicide ideation, student threats, and other mental health or behavioral related concerns or needs. We are also partnering with culturally specific providers to support students of color and additional families who need our assistance. Some of these supports will be through personal (physically distanced) visits either on campus at a community site, or near the student's home. This will be through student and family choice, which honors their preferences in ways they feel they can best be supported.

Childcare:

PPS and contracted, licensed child care providers are exploring distance learning child care services for PPS families and employees. Child care providers would operate fee based programs with state subsidies for qualifying families. If we determine this is a viable service, locations will be dispersed throughout the PPS boundary. Providers would be required to follow health and safety guidelines from the Oregon Early Learning Division.

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Updated 8/11/2020

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1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Winterhaven, PPS
Key Contact Person for this Plan	Mark Sandilands, Principal
Phone Number of this Person	503-916-6200
Email Address of this Person	msandila@pps.net
Sectors and position titles of those who informed the plan	Superintendent, Deputy Chiefs of Operations and Instruction, Chief Academic Officer, Chief of Schools, Chief of Staff, Legal Counsel, Chief of Student Support Services, Chief of Technology, Chief Operations Officer, Chief of Human Resources, Chief of Systems Performance, Senior Advisor Racial Equity and Social Justice, Chief of Engagement and Partnerships, Senior Director of Communications, Senior Director of Student Success and Health, Senior Director of Multi-Tiered Systems of Support, Attendance Manager, Director of Facilities, Director of Security Services, Director of Nutrition Services, Senior Director of Special Education, principals, teachers, labor union advisory participation, Senior Director of Humanities, Senior Director of STEAM, Regional Supts., Director of Risk Management, Director of Professional Learning, Project Managers, Student

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Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Director of Risk Management, Joe Crelier Mark Sandilands (Enforcement)
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The District will continue to engage our community on a district and individual level to ensure that we are meeting the needs of all students and families to the best of our abilities.

3. Indicate which instructional model will be used.

Select One:

☐ On-Site Learning ☐ Hybrid Learning ☒ Comprehensive Distance Learning

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REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

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procedures, and schedules, that align with developmentally appropriate recommendations for screen time and synchronous learning. Secondary students will follow a predictable bell schedule that incorporates synchronous check-ins, consistent and timely feedback, and peer interactions. All students will continue to receive access to a well-rounded education which includes physical education, health, arts, music, tiered supports, etc.

The learning day will be organized so that the time educators spend directly interacting with students will be high quality, focused on complex learning activities with a high cognitive demand and that are centered around student engagement. Students will have opportunities for guided learning with an educator, as well as opportunities to work with peers, families, and community members to apply their learning and practice their skills. Students will be expected to complete assigned learning activities each day. Students will participate in daily virtual instruction by satisfactorily engaging with synchronous class sessions as well as asynchronous tasks, completing assigned learning activities or assignments to demonstrate their learning. Parents and students will communicate with the teacher when in need of additional learning support. Portland Public Schools will also provide families a variety of ways to connect, one of which is through educator office hours, posted publicly, for students and families to access which will include a process to request and schedule translation services as needed.

Racial Equity and Access:

In the development of our plan, all of the work groups utilized our [Racial Equity and Social Justice Lens](#) to inform decision making and programming. The application of the lens is based on our belief that the district should adopt a student-centered, racial equity and social justice focused lens in all high leverage decisions in order to more deeply understand the barriers and opportunities impacting BIPOC students and families. Additionally, the regular application of the lens, documentation of our responses and review of those responses will help us critically examine our efforts to increase access and opportunity for BIPOC students and families. Our steering committee collectively reviewed our comprehensive plans and applied the RESJ lens on multiple occasions. They utilized data, parent and student input from engagement, partner input and the diverse experience of members to answer the prompts, review our plans and make adjustments to more directly respond to the needs of BIPOC students. As a result we believe our plan is strengthened through the collaborative and reflective process we employed to apply the RESJ Lens to address racial equity and access in our plans.

Special Education Services and English Language Development

Students receiving special education services will continue to receive instruction, technology, support, accommodations, and modifications as required by ESSA, IDEA, and/or ADA based on a virtual learning environment. The majority of each student's services will be provided synchronously (i.e., with the teacher/service provider and student working together through direct and simultaneous communication). If only asynchronous services are recommended, the parent or guardian will provide written consent to shift from synchronous to asynchronous service delivery. All IDEA requirements will be met during Comprehensive Distance Learning. This includes all IDEA timelines, delivery of all related services, delivery of SDI, implementation of IEPs, etc. Schools will provide Child Find obligations, including timely evaluation and eligibility determinations.

Students who are identified to receive English Language development services will be provided with language assistance services and supports that allow the student access to grade level academic content and scaffolded language experiences. PPS's English as a Second Language program will encourage ESL and general education/homeroom teachers to collaboratively plan for inclusive learning experiences that consider and support the language proficiency of each student.

Assessment, Grading, Reporting & Statewide Balanced Assessment:

Portland Public Schools (PPS) has developed a framework for a balanced assessment system and worked throughout the pre-pandemic portion of the 2019-2020 academic year to introduce additional efficiency into the assessment model. Anticipating the ongoing challenges to face-to-face instruction, PPS successfully piloted remote administration of the NWEA MAP assessments at one of our schools in the Spring of 2020.

During the 2020-2021 academic year, PPS is prepared to remotely administer MAP in grades 3-8 in the fall and winter. The fall assessment will allow our students and families to better understand the learning needs of our students as they enter the academic year, and it will provide our teachers and curriculum support teams the necessary data to align and plan instruction. The mid-year assessment will provide feedback regarding both student growth and achievement allowing for an additional point to adapt our supports.

In addition to this common measure of growth and achievement, students will also be presented with common curriculum embedded assessments (pre and post unit) that are aligned to the scope and sequence and are paired with each of the curriculum units. These will provide additional, focused and just-in time, measures of learning that will allow for adaptations to the delivery of the unit materials in order to provide tiered supports. Educators will regularly report progress to students and families and provide opportunities to redo or make up work without penalty and retain the highest earned grade.

Finally, the administration of remote computer adaptive measures will also help the system prepare for the challenges associated with a potential remote administration of the state summative assessments in English Language Arts, Mathematics, and Science.

Attendance:

With the pandemic in the spring of the 2019-2020 academic year, the importance of maintaining an active engagement with our students and families rose to the forefront of our work as a system. As we approach the 2020-2021 year, engagement remains a critical focus and reflecting that engagement through attendance and other metrics is critical. We are committed to following all ODE guidelines and requirements in regards to attendance.

At this time, we are preparing to collect on-line attendance, and we are exploring ways to leverage data from our learning management and instructional delivery systems as a means to monitor engagement and attendance. Our primary focus, at this time, is to provide near real time data back to our schools to facilitate and focus the efforts of our schools to engage our students and families. We fully expect that our local community partners will be assisting in our efforts to focus and engage our disenfranchised students and communities in partnership with our counselors, social workers, Restorative Justice (RJ) specialists, attendance coaches and student engagement specialists.

Clubs & Extracurricular Activities:

Clubs and extracurricular activities are a critical component of any school community. We will ensure activities, clubs, and student organizations are available and accessible to all students to the extent possible, while focusing on the health and wellness of our students and staff as our top priority.

Operational Conditions for Comprehensive Distance Learning

Nutrition:

Portland Public Schools understands food stability is one of the most important safety measures schools can provide to students. We will build upon our work in the spring and expand to serve more sites this fall. We will serve breakfast and lunch at up to 40 sites, specifically sites that are elected for Community Eligibility Provision (CEP) in the 2020-21 school year in order to focus resources and access to food and nutrition in our highest risk and need communities. Meals will be served to families 2 days/week (Mondays will include 2 days worth of food and Wednesdays will include 3 days worth of food). No weekend food is permissible at this time, though we may be able to add additional daily supper meals depending on eligible sites and waivers (pending request from ODE to USDA). Nutrition Services will partner with Transportation to deliver meals to homes as requested by the families. Families will be sent an opt in/consent form for requesting meal delivery to their home. Delivery schedule will depend on demand and routing schedule by the Transportation department. Meals will continue to be a mix of ready-to-eat foods, prepared recipes and foods that can be heated at home by families. Communication about meals, services and benefits will be provided throughout the fall to families and school communities. Nutrition Services staff will adhere to all district and department standard operating procedures and safety plans.

Communicable Disease Management Plan (CMDP) and safety plans:

We have developed, in conjunction with our local health authority and Multnomah ESD, and will implement our CMDP as staff report to buildings, based on individual and department needs. Safety plans are developed and approved by our Risk Management team before staff can enter a building and building leaders are responsible for adhering to the safety plan at all times. We have also developed a confirmed case protocol and have aligned all contact tracing, investigatory measures and reporting through a partnership with MESD and the health department. When we are notified of a possible exposure we work with them to investigate and notify.

Student and Family Support for Comprehensive Distance Learning

As a district, we understand and value the importance of student, family and community engagement as a means to positively impact a student's academic, social emotional outcomes and to address continuous improvement efforts. We are committed to building a collective and shared responsibility for outcomes, while strengthening our capacity and skills to achieve this goal and ensuring clear alignment between our intentions and actions to foster engagement that reflects the communities' values and break down barriers to student achievement in this unprecedented time. To this end, PPS will focus our first two weeks on Social Emotional Learning, connections and relationship building between students and staff.

Beyond the first two weeks, PPS will employ a variety of creative means to ensure that our students and families, especially our Black and Native communities, have the tools and support they need and feel empowered to engage and stay engaged in our Comprehensive Distance Learning platform. We will base our expectations of school engagement efforts on the work of our CSI & TSI summer program, Summer Connections Academy, and the lessons we have learned from those endeavors and from the springtime efforts. Some elements that were effective within those school communities included: relationship building and cultivating trust and rapport by calling families and students daily, reaching out to families through personal visits (physically distanced) and providing 1:1 virtual support as needed. We will also provide support at meal hubs and with some in-person conversations and relationship building on school lawns and sidewalks. We continue to provide support for teachers from our counselors and social workers on the best ways to interact and connect with families through a trauma informed lens.

Racial Equity and Social Justice Partnerships

PPS partners with sixteen different culturally specific organizations to implement our five RESJ Partnership Strategies with BIPOC students and families at prioritized schools. These strategies and resulting services provide critical connections between our schools and communities. These strategies are informed by relevant research that affirms their effectiveness in improving educational and social outcomes for students of color.

1. *Culturally Specific Family Engagement* - Family engagement is a high leverage strategy that supports student learning and is designed to reduce or eliminate institutional barriers for families of color to advocate for the needs of their students. There is significant research that supports the effectiveness of family support, advocacy and encouragement with positive student achievement and outcomes.
2. *Wrap Around Services* - Provision of culturally specific and culturally responsive services to support student academic and social success. This includes case management, academic tutoring/support, service referral, student groups, and progress monitoring. Wrap around services have a comprehensive approach to meeting the needs of students.
3. *Mentoring and Leadership Development* - Services are designed to provide positive relationship development and support to students to reduce disproportionate discipline rates and increase attendance and a sense of belonging at school for students of color. This includes providing positive and diverse adult relationships that are reflective of students' culture and identity.
4. *Extended Learning and Enrichment* - Programming provides safe, structured and engaging activities to enhance and expand the learning of students outside of school hours. This includes after school programming and enrichment activities. Enrichment activities provide opportunities for students to pursue learning in their own areas of interest and strengths. Research has shown that students engaged in these activities can lead to increased academic performance and attendance.
5. *Positive Cultural Identity Development and Advocacy* - Programming provides participating youth with exposure and

opportunity to engage in activities that empower them to embrace a confident and positive cultural identity while preserving and sharing cultural heritages and traditions amongst their peers. Activities provide opportunities for students to learn and practice new methods of self-expression in a safe and culturally affirming environment. Partners are actively engaged with the district to collaboratively plan for the start of school by adjusting their services to be provided virtually and in alignment with our plans. Partners are meeting with school leaders,

Mental, Social, and Emotional Health:

Our Multi-tiered Systems of Support (MTSS) team is creating Social Emotional Learning (SEL) activities for the K-5 soft start to begin on September 2nd. These activities will be focused on making connections, building relationships, and creating community. The Office of Teaching and Learning (OTL) and MTSS departments are also leading the development of a two-week health and wellness unit that will focus on promoting the social, emotional, and cognitive skills students need to develop positive relationships and thrive in school. This required K-5 unit is set for teachers to begin on September 14th.

Lastly, K-5 and 6-8 SEL units were developed by the SEL team in the spring which focus on supporting resilience during challenging and, often, traumatic times. This nine-week unit will be revised for educators to use after the completion of the health unit by September 28th.

- MTSS and OTL will collaborate closely on the development of health and wellness and the SEL soft start lessons/activities.
- The MTSS unit is being built with the CASEL Roadmap for Reopening Critical Practices and the PPS & ODE reopening guidance as the foundation.
- The K-5 health and wellness unit will be required as one of four required health units. This unit is required even if schools have other SEL programs.

Additionally, PPS will continue to contract with our mental health and substance use partners in order to provide teletherapy for students who need this level of support. Our counselors and social workers will also meet virtually with students and families in order to assist with emotional and mental health wellness, suicide ideation, student threats, and other mental health or behavioral related concerns or needs. We are also partnering with culturally specific providers to support students of color and additional families who need our assistance. Some of these supports will be through personal (physically distanced) visits either on campus at a community site, or near the student's home. This will be through student and family choice, which honors their preferences in ways they feel they can best be supported.

Childcare:

PPS and contracted, licensed child care providers are exploring distance learning child care services for PPS families and employees. Child care providers would operate fee based programs with state subsidies for qualifying families. If we determine this is a viable service, locations will be dispersed throughout the PPS boundary. Providers would be required to follow health and safety guidelines from the Oregon Early Learning Division.

Digital Learning Needs for Comprehensive Distance Learning

Privacy and Security tools (Umbrella) have been installed and remain persistent on all PPS devices and accounts that prevents students from accessing known inappropriate or malicious sites. Passwords for staff and students changed to a longer character length, and a new portal has been implemented to aid in remote support for password reset situations. Changes have been made to patching and software update mechanisms to allow for devices to remain updated even though they are outside the PPS network. All staff and students will be trained on responsible digital citizenship.

In addition to the distribution of devices, PPS acquired 1990 hotspots to provide connectivity for students where Comcast Internet Essentials was not a viable option. These hotspots will be either picked up from distribution locations or delivered using bus drivers to bring the devices to student homes to ensure that students and staff that did not already have internet access were given devices to facilitate that. Additionally, infrastructure changes were made to

allow take home IP phones that allow for teachers and staff to be able to make contact with students and families just as they would in the classroom.

Device deployment:

In the spring we handed out chromebooks and hotspots/Comcast connectivity for students and staff to be able to participate in distance based learning. We will continue to provide devices and work with families to ensure all students are able to connect to our comprehensive distance learning model. We will continue to provide devices to staff as needed so they can deliver the digital curriculum effectively. We offer a curbside service at the district office during work hours for chromebook repairs needed. If the chromebook cannot be repaired on site, the student/staff will receive a replacement chromebook at this time. The service desk is available during work hours for staff, students and families to contact via phone or email. If call center tech is unable to resolve on the phone, a helpdesk ticket will be created and followed up with the individual caller. An email to support will create a helpdesk ticket and the call center tech will follow up with the individual.

Digital Toolkit:

Portland Public Schools has developed a comprehensive and districtwide set of digital tools for every PPS classroom, teacher, and student. The [PPS Digital Toolkit](#) provides a set of digital tools that will enhance instructional strategies and content delivery. These tools will enhance the existing opportunities with both synchronous and asynchronous learning. These tools have been reviewed and evaluated for digital content quality and cultural relevance.

The tools fall into three categories: Instruction and Lesson Design, Creation and Engagement, and Content. Instruction and Lesson Design tools are those applications and system platforms that teachers use to deliver instruction, lessons, and communications. These include classroom content delivery and learning management systems, applications for communications, and lesson and assessment design tools. Creation and Engagement tools are used by teachers and students in distance learning, as well as in-classroom technology-enhanced instruction. These tools support student voice, elicit response, provide shared spaces for individual, small group, and whole-class collaboration, and engage students with the content. Content tools have been selected to assist our teachers in providing content, build opportunities for sustained practice, and apply learning in both distanced and in-person models of instruction.

Learning Platforms:

PPS has adopted two classroom learning platforms to meet the needs of our elementary and secondary students and teachers. These tools were selected because of their current use and success in PPS, knowledge of their toolset, depth of their function and capabilities, and their presence in the educational technology space. Both platforms allow teachers to create, post, interact, provide feedback, and assess with their students and will bring a single point of entry for students and families into classroom instruction.

Professional Development:

Ongoing and high-quality professional learning and training is essential for the successful implementation of Comprehensive Distance Learning. PPS will provide professional learning for all educators during the course of the summer, pre-service and throughout the school year. The content will be focused on best practices for distance learning, as well as technical “how to” training for digital tools and other operational functions.

Describe the school’s plan, including the anticipated timeline, for returning to Hybrid Learning or On-Site Learning consistent with the *Ready Schools, Safe Learners* guidance.

At this time PPS is planning for the opening of our physical buildings when it is deemed safe and appropriate under the Governor's directive. The District will utilize a comprehensive distance learning (CDL) platform for a minimum of the first quarter (through November 5th) and will evaluate all available health-related information to decide if our CDL will continue through the first semester or if we will be able to open to a hybrid model of instruction in November. We will continue to follow the Governor's orders and ODE's recommendations and guidance.

The remainder of this operational blueprint is not applicable to schools operating a Comprehensive Distance Learning Model.



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

Under ODE's **Ready Schools, Safe Learners** guidance, each school¹ has been directed to submit a plan to the district² in order to provide on-site and/or hybrid instruction. Districts must submit each school's plan to the local school board and make the plans available to the public. This form is to be used to document a district's, school's or program's plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the [Ready Schools, Safe Learners guidance](#) document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,³ parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Woodlawn, PPS
Key Contact Person for this Plan	Andrea Porter-Lopez, Principal
Phone Number of this Person	503-916-6282
Email Address of this Person	aporter@pps.net
Sectors and position titles of those who informed the plan	Superintendent, Deputy Chiefs of Operations and Instruction, Chief Academic Officer, Chief of Schools, Chief of Staff, Legal Counsel, Chief of Student Support Services, Chief of Technology, Chief Operations Officer, Chief of Human Resources, Chief of Systems Performance, Senior Advisor Racial Equity and Social Justice, Chief of Engagement and Partnerships, Senior Director of Communications, Senior Director of Student Success and Health, Senior Director of Multi-Tiered Systems of Support, Attendance Manager, Director of Facilities, Director of Security Services, Director of Nutrition Services, Senior Director of Special Education, principals, teachers, labor union advisory participation, Senior Director of Humanities, Senior Director of STEAM, Regional Supts., Director of Risk Management, Director of Professional Learning, Project Managers, Student

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Operational Conditions for Comprehensive Distance Learning

Nutrition:

Portland Public Schools understands food stability is one of the most important safety measures schools can provide to students. We will build upon our work in the spring and expand to serve more sites this fall. We will serve breakfast and lunch at up to 40 sites, specifically sites that are elected for Community Eligibility Provision (CEP) in the 2020-21 school year in order to focus resources and access to food and nutrition in our highest risk and need communities. Meals will be served to families 2 days/week (Mondays will include 2 days worth of food and Wednesdays will include 3 days worth of food). No weekend food is permissible at this time, though we may be able to add additional daily supper meals depending on eligible sites and waivers (pending request from ODE to USDA). Nutrition Services will partner with Transportation to deliver meals to homes as requested by the families. Families will be sent an opt in/consent form for requesting meal delivery to their home. Delivery schedule will depend on demand and routing schedule by the Transportation department. Meals will continue to be a mix of ready-to-eat foods, prepared recipes and foods that can be heated at home by families. Communication about meals, services and benefits will be provided throughout the fall to families and school communities. Nutrition Services staff will adhere to all district and department standard operating procedures and safety plans.

Communicable Disease Management Plan (CMDP) and safety plans:

We have developed, in conjunction with our local health authority and Multnomah ESD, and will implement our CMDP as staff report to buildings, based on individual and department needs. Safety plans are developed and approved by our Risk Management team before staff can enter a building and building leaders are responsible for adhering to the safety plan at all times. We have also developed a confirmed case protocol and have aligned all contact tracing, investigatory measures and reporting through a partnership with MESD and the health department. When we are notified of a possible exposure we work with them to investigate and notify.

Student and Family Support for Comprehensive Distance Learning

As a district, we understand and value the importance of student, family and community engagement as a means to positively impact a student's academic, social emotional outcomes and to address continuous improvement efforts. We are committed to building a collective and shared responsibility for outcomes, while strengthening our capacity and skills to achieve this goal and ensuring clear alignment between our intentions and actions to foster engagement that reflects the communities' values and break down barriers to student achievement in this unprecedented time. To this end, PPS will focus our first two weeks on Social Emotional Learning, connections and relationship building between students and staff.

Beyond the first two weeks, PPS will employ a variety of creative means to ensure that our students and families, especially our Black and Native communities, have the tools and support they need and feel empowered to engage and stay engaged in our Comprehensive Distance Learning platform. We will base our expectations of school engagement efforts on the work of our CSI & TSI summer program, Summer Connections Academy, and the lessons we have learned from those endeavors and from the springtime efforts. Some elements that were effective within those school communities included: relationship building and cultivating trust and rapport by calling families and students daily, reaching out to families through personal visits (physically distanced) and providing 1:1 virtual support as needed. We will also provide support at meal hubs and with some in-person conversations and relationship building on school lawns and sidewalks. We continue to provide support for teachers from our counselors and social workers on the best ways to interact and connect with families through a trauma informed lens.

Racial Equity and Social Justice Partnerships

PPS partners with sixteen different culturally specific organizations to implement our five RESJ Partnership Strategies with BIPOC students and families at prioritized schools. These strategies and resulting services provide critical connections between our schools and communities. These strategies are informed by relevant research that affirms their effectiveness in improving educational and social outcomes for students of color.

1. *Culturally Specific Family Engagement* - Family engagement is a high leverage strategy that supports student learning and is designed to reduce or eliminate institutional barriers for families of color to advocate for the needs of their students. There is significant research that supports the effectiveness of family support, advocacy and encouragement with positive student achievement and outcomes.
2. *Wrap Around Services* - Provision of culturally specific and culturally responsive services to support student academic and social success. This includes case management, academic tutoring/support, service referral, student groups, and progress monitoring. Wrap around services have a comprehensive approach to meeting the needs of students.
3. *Mentoring and Leadership Development* - Services are designed to provide positive relationship development and support to students to reduce disproportionate discipline rates and increase attendance and a sense of belonging at school for students of color. This includes providing positive and diverse adult relationships that are reflective of students' culture and identity.
4. *Extended Learning and Enrichment* - Programming provides safe, structured and engaging activities to enhance and expand the learning of students outside of school hours. This includes after school programming and enrichment activities. Enrichment activities provide opportunities for students to pursue learning in their own areas of interest and strengths. Research has shown that students engaged in these activities can lead to increased academic performance and attendance.
5. *Positive Cultural Identity Development and Advocacy* - Programming provides participating youth with exposure and

opportunity to engage in activities that empower them to embrace a confident and positive cultural identity while preserving and sharing cultural heritages and traditions amongst their peers. Activities provide opportunities for students to learn and practice new methods of self-expression in a safe and culturally affirming environment. Partners are actively engaged with the district to collaboratively plan for the start of school by adjusting their services to be provided virtually and in alignment with our plans. Partners are meeting with school leaders,

Mental, Social, and Emotional Health:

Our Multi-tiered Systems of Support (MTSS) team is creating Social Emotional Learning (SEL) activities for the K-5 soft start to begin on September 2nd. These activities will be focused on making connections, building relationships, and creating community. The Office of Teaching and Learning (OTL) and MTSS departments are also leading the development of a two-week health and wellness unit that will focus on promoting the social, emotional, and cognitive skills students need to develop positive relationships and thrive in school. This required K-5 unit is set for teachers to begin on September 14th.

Lastly, K-5 and 6-8 SEL units were developed by the SEL team in the spring which focus on supporting resilience during challenging and, often, traumatic times. This nine-week unit will be revised for educators to use after the completion of the health unit by September 28th.

- MTSS and OTL will collaborate closely on the development of health and wellness and the SEL soft start lessons/activities.
- The MTSS unit is being built with the CASEL Roadmap for Reopening Critical Practices and the PPS & ODE reopening guidance as the foundation.
- The K-5 health and wellness unit will be required as one of four required health units. This unit is required even if schools have other SEL programs.

Additionally, PPS will continue to contract with our mental health and substance use partners in order to provide teletherapy for students who need this level of support. Our counselors and social workers will also meet virtually with students and families in order to assist with emotional and mental health wellness, suicide ideation, student threats, and other mental health or behavioral related concerns or needs. We are also partnering with culturally specific providers to support students of color and additional families who need our assistance. Some of these supports will be through personal (physically distanced) visits either on campus at a community site, or near the student's home. This will be through student and family choice, which honors their preferences in ways they feel they can best be supported.

Childcare:

PPS and contracted, licensed child care providers are exploring distance learning child care services for PPS families and employees. Child care providers would operate fee based programs with state subsidies for qualifying families. If we determine this is a viable service, locations will be dispersed throughout the PPS boundary. Providers would be required to follow health and safety guidelines from the Oregon Early Learning Division.

Digital Learning Needs for Comprehensive Distance Learning

Privacy and Security tools (Umbrella) have been installed and remain persistent on all PPS devices and accounts that prevents students from accessing known inappropriate or malicious sites. Passwords for staff and students changed to a longer character length, and a new portal has been implemented to aid in remote support for password reset situations. Changes have been made to patching and software update mechanisms to allow for devices to remain updated even though they are outside the PPS network. All staff and students will be trained on responsible digital citizenship.

In addition to the distribution of devices, PPS acquired 1990 hotspots to provide connectivity for students where Comcast Internet Essentials was not a viable option. These hotspots will be either picked up from distribution locations or delivered using bus drivers to bring the devices to student homes to ensure that students and staff that did not already have internet access were given devices to facilitate that. Additionally, infrastructure changes were made to

allow take home IP phones that allow for teachers and staff to be able to make contact with students and families just as they would in the classroom.

Device deployment:

In the spring we handed out chromebooks and hotspots/Comcast connectivity for students and staff to be able to participate in distance based learning. We will continue to provide devices and work with families to ensure all students are able to connect to our comprehensive distance learning model. We will continue to provide devices to staff as needed so they can deliver the digital curriculum effectively. We offer a curbside service at the district office during work hours for chromebook repairs needed. If the chromebook cannot be repaired on site, the student/staff will receive a replacement chromebook at this time. The service desk is available during work hours for staff, students and families to contact via phone or email. If call center tech is unable to resolve on the phone, a helpdesk ticket will be created and followed up with the individual caller. An email to support will create a helpdesk ticket and the call center tech will follow up with the individual.

Digital Toolkit:

Portland Public Schools has developed a comprehensive and districtwide set of digital tools for every PPS classroom, teacher, and student. The [PPS Digital Toolkit](#) provides a set of digital tools that will enhance instructional strategies and content delivery. These tools will enhance the existing opportunities with both synchronous and asynchronous learning. These tools have been reviewed and evaluated for digital content quality and cultural relevance.

The tools fall into three categories: Instruction and Lesson Design, Creation and Engagement, and Content. Instruction and Lesson Design tools are those applications and system platforms that teachers use to deliver instruction, lessons, and communications. These include classroom content delivery and learning management systems, applications for communications, and lesson and assessment design tools. Creation and Engagement tools are used by teachers and students in distance learning, as well as in-classroom technology-enhanced instruction. These tools support student voice, elicit response, provide shared spaces for individual, small group, and whole-class collaboration, and engage students with the content. Content tools have been selected to assist our teachers in providing content, build opportunities for sustained practice, and apply learning in both distanced and in-person models of instruction.

Learning Platforms:

PPS has adopted two classroom learning platforms to meet the needs of our elementary and secondary students and teachers. These tools were selected because of their current use and success in PPS, knowledge of their toolset, depth of their function and capabilities, and their presence in the educational technology space. Both platforms allow teachers to create, post, interact, provide feedback, and assess with their students and will bring a single point of entry for students and families into classroom instruction.

Professional Development:

Ongoing and high-quality professional learning and training is essential for the successful implementation of Comprehensive Distance Learning. PPS will provide professional learning for all educators during the course of the summer, pre-service and throughout the school year. The content will be focused on best practices for distance learning, as well as technical “how to” training for digital tools and other operational functions.

Describe the school’s plan, including the anticipated timeline, for returning to Hybrid Learning or On-Site Learning consistent with the *Ready Schools, Safe Learners* guidance.

At this time PPS is planning for the opening of our physical buildings when it is deemed safe and appropriate under the Governor's directive. The District will utilize a comprehensive distance learning (CDL) platform for a minimum of the first quarter (through November 5th) and will evaluate all available health-related information to decide if our CDL will continue through the first semester or if we will be able to open to a hybrid model of instruction in November. We will continue to follow the Governor's orders and ODE's recommendations and guidance.

The remainder of this operational blueprint is not applicable to schools operating a Comprehensive Distance Learning Model.



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

Under ODE's **Ready Schools, Safe Learners** guidance, each school¹ has been directed to submit a plan to the district² in order to provide on-site and/or hybrid instruction. Districts must submit each school's plan to the local school board and make the plans available to the public. This form is to be used to document a district's, school's or program's plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the [Ready Schools, Safe Learners guidance](#) document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,³ parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Woodmere, PPS
Key Contact Person for this Plan	Katherine Polizos
Phone Number of this Person	503-916-6373
Email Address of this Person	kpolizos@pps.net
Sectors and position titles of those who informed the plan	Superintendent, Deputy Chiefs of Operations and Instruction, Chief Academic Officer, Chief of Schools, Chief of Staff, Legal Counsel, Chief of Student Support Services, Chief of Technology, Chief Operations Officer, Chief of Human Resources, Chief of Systems Performance, Senior Advisor Racial Equity and Social Justice, Chief of Engagement and Partnerships, Senior Director of Communications, Senior Director of Student Success and Health, Senior Director of Multi-Tiered Systems of Support, Attendance Manager, Director of Facilities, Director of Security Services, Director of Nutrition Services, Senior Director of Special Education, principals, teachers, labor union advisory participation, Senior Director of Humanities, Senior Director of STEAM, Regional Supts., Director of Risk Management, Director of Professional Learning, Project Managers, Student

¹ For the purposes of this guidance: "school" refers to all public schools, including public charter schools, public virtual charter schools, alternative education programs, private schools and the Oregon School for the Deaf. For ease of readability, "school" will be used inclusively to reference all of these settings.

² For the purposes of this guidance: "district" refers to a school district, education service district, public charter school sponsoring district, virtual public charter school sponsoring district, state sponsored public charter school, alternative education programs, private schools, and the Oregon School for the Deaf.

³ Tribal Consultation is a separate process from stakeholder engagement; consultation recognizes and affirms tribal rights of self-government and tribal sovereignty, and mandates state government to work with American Indian nations on a [government-to-government](#) basis.

	Engagement Coordinators, Family advocates, student groups (BIPOC), special education and english language learners, family surveys, staff surveys, parent engagement groups, email responses from website, consultation with District Management Group (DMG), culturally specific partner organizations, PPS health advisory panel, and other large districts in Oregon.
Local public health office(s) or officers(s)	Multnomah ESD and the Oregon Health Authority; in consultation with the CDC.
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Director of Risk Management, Joe Crelier Katherine Polizos (Enforcement)
Intended Effective Dates for this Plan	9/2/2020 to at least 11/5/2020
ESD Region	Multnomah

2. Please list efforts you have made to engage your community (public health information sharing, taking feedback on planning, etc.) in preparing for school in 2020-21. Include information on engagement with communities often underserved and marginalized and those communities disproportionately impacted by COVID-19.

In preparation for reopening school in fall 2020, Portland Public Schools began gathering feedback from students and staff in May 2020. In March, the Communications team at PPS stood up a landing page for all students and families with centralized supports and pandemic resources. Surveys were conducted at the district level and by some individual schools. Our rate of response in surveying historically underserved and marginalized communities was low, which led to the utilization of intentional focus groups with our Native American community members and Elders, Black students and families, and other families and students of color. Additional focus groups were held with student leaders, and Spanish-Speaking families. Please find a summary of these focus groups here: [Memorandum to the Board of Education, Reopening Focus Group Update](#)

The District will continue to engage our community on a district and individual level to ensure that we are meeting the needs of all students and families to the best of our abilities.

3. Indicate which instructional model will be used.

Select One:

☐ On-Site Learning ☐ Hybrid Learning ☒ Comprehensive Distance Learning

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-15 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>) by August 15, 2020 or prior to the beginning of the 2020-21 school year.

* **Note:** Private schools are required to comply with only sections 1-3 of the **Ready Schools, Safe Learners** guidance.

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

This section must be completed by any school that is seeking to provide instruction through Comprehensive Distance Learning.

Describe why you are selecting Comprehensive Distance Learning as the school's Instructional Model for the effective dates of this plan.

In keeping with local, regional and state guidance and new health directives, Portland Public Schools has determined that it is safest for students and staff to maintain severely limited physical contact. We believe it is both responsible and critical to base our decisions on what will best ensure the health and wellness of our students and staff. We will always prefer to have our students engaged in classroom-based learning, but given current conditions, it would be unsafe to have significant numbers of students and adults back on campus at this time.

We will use this Comprehensive Distance Learning model for a minimum of September 2 through November 5, and will evaluate in October whether it is feasible to open in the 2nd quarter. Based on medical advice, including local health authorities, PPS will continue to keep the health and wellness of students and staff on the forefront in our planning.

Describe how your school's model aligns to the [Comprehensive Distance Learning Guidance](#) (linked). In completing this part of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. Please name any requirements you need ODE to review for any possible accommodations.

Framing PPS Values

As we continue to navigate the ongoing COVID-19 pandemic, Portland Public Schools remains committed to providing a high-quality education for all students and ensuring the health and wellness of students and staff through a comprehensive distance learning model. To guide our work, we centered racial equity and social justice in all decision-making and hold three principles from our strategic plan at the core of our planning - ensure the health and wellness of staff and students, strengthen and innovate the instructional core, and cultivate connection and relationship for students, staff and our community.

Our overarching approach to reopening is a relentless pursuit of racial equity and social justice (RESJ). We believe in the fundamental right to human dignity and that generating an equitable world requires an educational system that intentionally disrupts - and builds leaders to disrupt - systems of oppression. Therefore, our work to reopen schools acknowledges and recognizes the inequities of our system prior to Covid-19 and does not seek to reopen schools by returning to what was "normal" before. Rather, we are deeply engaged in fundamentally accelerating and centering our RESJ work, constantly examining opportunities to increase RESJ strategies through organizational transformation and system-wide collaboration. By way of this central focus and in partnership with families and stakeholders, including those representing students of color, we will bring racial predictability and disproportionality to an end.

In PPS, we are utilizing Targeted Universalism as a driver. We aim to operationalize our RESJ values so that every student is served and our universal board goals are achieved; thus realizing the graduate profile from [our Vision](#). Our approach supports the distinct needs of BIPOC students while also acknowledging our mutual interdependence. We recognize with great urgency the need for aligned and coherent strategies that improve conditions so that every student, especially our BIPOC students have an educational experience where they can thrive. Our approach disrupts institutional and cultural racism and promotes tangible strategies and resources for RESJ. To this end, we will prioritize services for students historically underserved by our system, including Black, Native, students receiving special education services and second language learners. We have used these [Guiding Principles](#) to align our collective work through this process.

Academic Conditions for Comprehensive Distance Learning

Teaching, Learning & Instructional Time:

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Digital Learning Needs for Comprehensive Distance Learning

Privacy and Security tools (Umbrella) have been installed and remain persistent on all PPS devices and accounts that prevents students from accessing known inappropriate or malicious sites. Passwords for staff and students changed to a longer character length, and a new portal has been implemented to aid in remote support for password reset situations. Changes have been made to patching and software update mechanisms to allow for devices to remain updated even though they are outside the PPS network. All staff and students will be trained on responsible digital citizenship.

In addition to the distribution of devices, PPS acquired 1990 hotspots to provide connectivity for students where Comcast Internet Essentials was not a viable option. These hotspots will be either picked up from distribution locations or delivered using bus drivers to bring the devices to student homes to ensure that students and staff that did not already have internet access were given devices to facilitate that. Additionally, infrastructure changes were made to

allow take home IP phones that allow for teachers and staff to be able to make contact with students and families just as they would in the classroom.

Device deployment:

In the spring we handed out chromebooks and hotspots/Comcast connectivity for students and staff to be able to participate in distance based learning. We will continue to provide devices and work with families to ensure all students are able to connect to our comprehensive distance learning model. We will continue to provide devices to staff as needed so they can deliver the digital curriculum effectively. We offer a curbside service at the district office during work hours for chromebook repairs needed. If the chromebook cannot be repaired on site, the student/staff will receive a replacement chromebook at this time. The service desk is available during work hours for staff, students and families to contact via phone or email. If call center tech is unable to resolve on the phone, a helpdesk ticket will be created and followed up with the individual caller. An email to support will create a helpdesk ticket and the call center tech will follow up with the individual.

Digital Toolkit:

Portland Public Schools has developed a comprehensive and districtwide set of digital tools for every PPS classroom, teacher, and student. The [PPS Digital Toolkit](#) provides a set of digital tools that will enhance instructional strategies and content delivery. These tools will enhance the existing opportunities with both synchronous and asynchronous learning. These tools have been reviewed and evaluated for digital content quality and cultural relevance.

The tools fall into three categories: Instruction and Lesson Design, Creation and Engagement, and Content. Instruction and Lesson Design tools are those applications and system platforms that teachers use to deliver instruction, lessons, and communications. These include classroom content delivery and learning management systems, applications for communications, and lesson and assessment design tools. Creation and Engagement tools are used by teachers and students in distance learning, as well as in-classroom technology-enhanced instruction. These tools support student voice, elicit response, provide shared spaces for individual, small group, and whole-class collaboration, and engage students with the content. Content tools have been selected to assist our teachers in providing content, build opportunities for sustained practice, and apply learning in both distanced and in-person models of instruction.

Learning Platforms:

PPS has adopted two classroom learning platforms to meet the needs of our elementary and secondary students and teachers. These tools were selected because of their current use and success in PPS, knowledge of their toolset, depth of their function and capabilities, and their presence in the educational technology space. Both platforms allow teachers to create, post, interact, provide feedback, and assess with their students and will bring a single point of entry for students and families into classroom instruction.

Professional Development:

Ongoing and high-quality professional learning and training is essential for the successful implementation of Comprehensive Distance Learning. PPS will provide professional learning for all educators during the course of the summer, pre-service and throughout the school year. The content will be focused on best practices for distance learning, as well as technical “how to” training for digital tools and other operational functions.

Describe the school’s plan, including the anticipated timeline, for returning to Hybrid Learning or On-Site Learning consistent with the *Ready Schools, Safe Learners* guidance.

At this time PPS is planning for the opening of our physical buildings when it is deemed safe and appropriate under the Governor's directive. The District will utilize a comprehensive distance learning (CDL) platform for a minimum of the first quarter (through November 5th) and will evaluate all available health-related information to decide if our CDL will continue through the first semester or if we will be able to open to a hybrid model of instruction in November. We will continue to follow the Governor's orders and ODE's recommendations and guidance.

The remainder of this operational blueprint is not applicable to schools operating a Comprehensive Distance Learning Model.



OPERATIONAL BLUEPRINT FOR SCHOOL REENTRY 2020-21

Updated 8/11/2020

Under ODE's **Ready Schools, Safe Learners** guidance, each school¹ has been directed to submit a plan to the district² in order to provide on-site and/or hybrid instruction. Districts must submit each school's plan to the local school board and make the plans available to the public. This form is to be used to document a district's, school's or program's plan to ensure students can return for the 2020-21 school year, in some form, in accordance with Executive Order 20-25(10). Schools must use the [Ready Schools, Safe Learners guidance](#) document as they complete their Operational Blueprint for Reentry. ODE recommends plan development be inclusive of, but not limited to school-based administrators, teachers and school staff, health and nursing staff, association leadership, nutrition services, transportation services, tribal consultation,³ parents and others for purposes of providing expertise, developing broad understanding of the health protocols and carrying out plan implementation.

1. Please fill out information:

SCHOOL/DISTRICT/PROGRAM INFORMATION	
Name of School, District or Program	Woodstock, PPS
Key Contact Person for this Plan	Seth Johnson, Principal
Phone Number of this Person	503-916-6380
Email Address of this Person	sjohnson5@pps.net
Sectors and position titles of those who informed the plan	Superintendent, Deputy Chiefs of Operations and Instruction, Chief Academic Officer, Chief of Schools, Chief of Staff, Legal Counsel, Chief of Student Support Services, Chief of Technology, Chief Operations Officer, Chief of Human Resources, Chief of Systems Performance, Senior Advisor Racial Equity and Social Justice, Chief of Engagement and Partnerships, Senior Director of Communications, Senior Director of Student Success and Health, Senior Director of Multi-Tiered Systems of Support, Attendance Manager, Director of Facilities, Director of Security Services, Director of Nutrition Services, Senior Director of Special Education, principals, teachers, labor union advisory participation, Senior Director of Humanities, Senior Director of STEAM, Regional Supts., Director of Risk Management, Director of Professional Learning, Project Managers, Student

¹ For the purposes of this guidance: "school" refers to all public schools, including public charter schools, public virtual charter schools, alternative education programs, private schools and the Oregon School for the Deaf. For ease of readability, "school" will be used inclusively to reference all of these settings.

² For the purposes of this guidance: "district" refers to a school district, education service district, public charter school sponsoring district, virtual public charter school sponsoring district, state sponsored public charter school, alternative education programs, private schools, and the Oregon School for the Deaf.

³ Tribal Consultation is a separate process from stakeholder engagement; consultation recognizes and affirms tribal rights of self-government and tribal sovereignty, and mandates state government to work with American Indian nations on a [government-to-government](#) basis.

	Engagement Coordinators, Family advocates, student groups (BIPOC), special education and english language learners, family surveys, staff surveys, parent engagement groups, email responses from website, consultation with District Management Group (DMG), culturally specific partner organizations, PPS health advisory panel, and other large districts in Oregon.
Local public health office(s) or officers(s)	Multnomah ESD and the Oregon Health Authority; in consultation with the CDC.
Name of person Designated to Establish, Implement and Enforce Physical Distancing Requirements	Director of Risk Management, Joe Crelier Seth Johnson (Enforcement)
Intended Effective Dates for this Plan	9/2/2020 to at least 11/5/2020
ESD Region	Multnomah

2. Please list efforts you have made to engage your community (public health information sharing, taking feedback on planning, etc.) in preparing for school in 2020-21. Include information on engagement with communities often underserved and marginalized and those communities disproportionately impacted by COVID-19.

In preparation for reopening school in fall 2020, Portland Public Schools began gathering feedback from students and staff in May 2020. In March, the Communications team at PPS stood up a landing page for all students and families with centralized supports and pandemic resources. Surveys were conducted at the district level and by some individual schools. Our rate of response in surveying historically underserved and marginalized communities was low, which led to the utilization of intentional focus groups with our Native American community members and Elders, Black students and families, and other families and students of color. Additional focus groups were held with student leaders, and Spanish-Speaking families. Please find a summary of these focus groups here: [Memorandum to the Board of Education, Reopening Focus Group Update](#)

The District will continue to engage our community on a district and individual level to ensure that we are meeting the needs of all students and families to the best of our abilities.

3. Indicate which instructional model will be used.

Select One:

☐ On-Site Learning ☐ Hybrid Learning ☒ Comprehensive Distance Learning

4. If you selected Comprehensive Distance Learning, you only have to fill out the green portion of the Operational Blueprint for Reentry (i.e., page 2 in the initial template).
5. If you selected On-Site Learning or Hybrid Learning, you have to fill out the blue portion of the Operational Blueprint for Reentry (i.e., pages 3-15 in the initial template) and [submit online](https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a). (<https://app.smartsheet.com/b/form/a4dedb5185d94966b1dffc75e4874c8a>) by August 15, 2020 or prior to the beginning of the 2020-21 school year.

* **Note:** Private schools are required to comply with only sections 1-3 of the **Ready Schools, Safe Learners** guidance.

REQUIREMENTS FOR COMPREHENSIVE DISTANCE LEARNING OPERATIONAL BLUEPRINT

This section must be completed by any school that is seeking to provide instruction through Comprehensive Distance Learning.

Describe why you are selecting Comprehensive Distance Learning as the school's Instructional Model for the effective dates of this plan.

In keeping with local, regional and state guidance and new health directives, Portland Public Schools has determined that it is safest for students and staff to maintain severely limited physical contact. We believe it is both responsible and critical to base our decisions on what will best ensure the health and wellness of our students and staff. We will always prefer to have our students engaged in classroom-based learning, but given current conditions, it would be unsafe to have significant numbers of students and adults back on campus at this time.

We will use this Comprehensive Distance Learning model for a minimum of September 2 through November 5, and will evaluate in October whether it is feasible to open in the 2nd quarter. Based on medical advice, including local health authorities, PPS will continue to keep the health and wellness of students and staff on the forefront in our planning.

Describe how your school's model aligns to the [Comprehensive Distance Learning Guidance](#) (linked). In completing this part of the Blueprint you are attesting that you have reviewed the Comprehensive Distance Learning Guidance. Please name any requirements you need ODE to review for any possible accommodations.

Framing PPS Values

As we continue to navigate the ongoing COVID-19 pandemic, Portland Public Schools remains committed to providing a high-quality education for all students and ensuring the health and wellness of students and staff through a comprehensive distance learning model. To guide our work, we centered racial equity and social justice in all decision-making and hold three principles from our strategic plan at the core of our planning - ensure the health and wellness of staff and students, strengthen and innovate the instructional core, and cultivate connection and relationship for students, staff and our community.

Our overarching approach to reopening is a relentless pursuit of racial equity and social justice (RESJ). We believe in the fundamental right to human dignity and that generating an equitable world requires an educational system that intentionally disrupts - and builds leaders to disrupt - systems of oppression. Therefore, our work to reopen schools acknowledges and recognizes the inequities of our system prior to Covid-19 and does not seek to reopen schools by returning to what was "normal" before. Rather, we are deeply engaged in fundamentally accelerating and centering our RESJ work, constantly examining opportunities to increase RESJ strategies through organizational transformation and system-wide collaboration. By way of this central focus and in partnership with families and stakeholders, including those representing students of color, we will bring racial predictability and disproportionality to an end.

In PPS, we are utilizing Targeted Universalism as a driver. We aim to operationalize our RESJ values so that every student is served and our universal board goals are achieved; thus realizing the graduate profile from [our Vision](#). Our approach supports the distinct needs of BIPOC students while also acknowledging our mutual interdependence. We recognize with great urgency the need for aligned and coherent strategies that improve conditions so that every student, especially our BIPOC students have an educational experience where they can thrive. Our approach disrupts institutional and cultural racism and promotes tangible strategies and resources for RESJ. To this end, we will prioritize services for students historically underserved by our system, including Black, Native, students receiving special education services and second language learners. We have used these [Guiding Principles](#) to align our collective work through this process.

Academic Conditions for Comprehensive Distance Learning

Teaching, Learning & Instructional Time:

Our comprehensive distance learning plan is designed so that all students will receive an engaging, comprehensive, and rigorous academic experience every day of the week. Students will receive standards-based instruction across all academic areas and will build meaningful relationships with the educators in their school community. Instructional time requirements will be adhered to in every grade level, where more than 50% of the instructional time will be teacher-facilitated learning. To meet this requirement, elementary students will follow predictable routines,

procedures, and schedules, that align with developmentally appropriate recommendations for screen time and synchronous learning. Secondary students will follow a predictable bell schedule that incorporates synchronous check-ins, consistent and timely feedback, and peer interactions. All students will continue to receive access to a well-rounded education which includes physical education, health, arts, music, tiered supports, etc.

The learning day will be organized so that the time educators spend directly interacting with students will be high quality, focused on complex learning activities with a high cognitive demand and that are centered around student engagement. Students will have opportunities for guided learning with an educator, as well as opportunities to work with peers, families, and community members to apply their learning and practice their skills. Students will be expected to complete assigned learning activities each day. Students will participate in daily virtual instruction by satisfactorily engaging with synchronous class sessions as well as asynchronous tasks, completing assigned learning activities or assignments to demonstrate their learning. Parents and students will communicate with the teacher when in need of additional learning support. Portland Public Schools will also provide families a variety of ways to connect, one of which is through educator office hours, posted publicly, for students and families to access which will include a process to request and schedule translation services as needed.

Racial Equity and Access:

In the development of our plan, all of the work groups utilized our [Racial Equity and Social Justice Lens](#) to inform decision making and programming. The application of the lens is based on our belief that the district should adopt a student-centered, racial equity and social justice focused lens in all high leverage decisions in order to more deeply understand the barriers and opportunities impacting BIPOC students and families. Additionally, the regular application of the lens, documentation of our responses and review of those responses will help us critically examine our efforts to increase access and opportunity for BIPOC students and families. Our steering committee collectively reviewed our comprehensive plans and applied the RESJ lens on multiple occasions. They utilized data, parent and student input from engagement, partner input and the diverse experience of members to answer the prompts, review our plans and make adjustments to more directly respond to the needs of BIPOC students. As a result we believe our plan is strengthened through the collaborative and reflective process we employed to apply the RESJ Lens to address racial equity and access in our plans.

Special Education Services and English Language Development

Students receiving special education services will continue to receive instruction, technology, support, accommodations, and modifications as required by ESSA, IDEA, and/or ADA based on a virtual learning environment. The majority of each student's services will be provided synchronously (i.e., with the teacher/service provider and student working together through direct and simultaneous communication). If only asynchronous services are recommended, the parent or guardian will provide written consent to shift from synchronous to asynchronous service delivery. All IDEA requirements will be met during Comprehensive Distance Learning. This includes all IDEA timelines, delivery of all related services, delivery of SDI, implementation of IEPs, etc. Schools will provide Child Find obligations, including timely evaluation and eligibility determinations.

Students who are identified to receive English Language development services will be provided with language assistance services and supports that allow the student access to grade level academic content and scaffolded language experiences. PPS's English as a Second Language program will encourage ESL and general education/homeroom teachers to collaboratively plan for inclusive learning experiences that consider and support the language proficiency of each student.

Assessment, Grading, Reporting & Statewide Balanced Assessment:

Portland Public Schools (PPS) has developed a framework for a balanced assessment system and worked throughout the pre-pandemic portion of the 2019-2020 academic year to introduce additional efficiency into the assessment model. Anticipating the ongoing challenges to face-to-face instruction, PPS successfully piloted remote administration of the NWEA MAP assessments at one of our schools in the Spring of 2020.

During the 2020-2021 academic year, PPS is prepared to remotely administer MAP in grades 3-8 in the fall and winter. The fall assessment will allow our students and families to better understand the learning needs of our students as they enter the academic year, and it will provide our teachers and curriculum support teams the necessary data to align and plan instruction. The mid-year assessment will provide feedback regarding both student growth and achievement allowing for an additional point to adapt our supports.

In addition to this common measure of growth and achievement, students will also be presented with common curriculum embedded assessments (pre and post unit) that are aligned to the scope and sequence and are paired with each of the curriculum units. These will provide additional, focused and just-in time, measures of learning that will allow for adaptations to the delivery of the unit materials in order to provide tiered supports. Educators will regularly report progress to students and families and provide opportunities to redo or make up work without penalty and retain the highest earned grade.

Finally, the administration of remote computer adaptive measures will also help the system prepare for the challenges associated with a potential remote administration of the state summative assessments in English Language Arts, Mathematics, and Science.

Attendance:

With the pandemic in the spring of the 2019-2020 academic year, the importance of maintaining an active engagement with our students and families rose to the forefront of our work as a system. As we approach the 2020-2021 year, engagement remains a critical focus and reflecting that engagement through attendance and other metrics is critical. We are committed to following all ODE guidelines and requirements in regards to attendance.

At this time, we are preparing to collect on-line attendance, and we are exploring ways to leverage data from our learning management and instructional delivery systems as a means to monitor engagement and attendance. Our primary focus, at this time, is to provide near real time data back to our schools to facilitate and focus the efforts of our schools to engage our students and families. We fully expect that our local community partners will be assisting in our efforts to focus and engage our disenfranchised students and communities in partnership with our counselors, social workers, Restorative Justice (RJ) specialists, attendance coaches and student engagement specialists.

Clubs & Extracurricular Activities:

Clubs and extracurricular activities are a critical component of any school community. We will ensure activities, clubs, and student organizations are available and accessible to all students to the extent possible, while focusing on the health and wellness of our students and staff as our top priority.

Operational Conditions for Comprehensive Distance Learning

Nutrition:

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PPS and contracted, licensed child care providers are exploring distance learning child care services for PPS families and employees. Child care providers would operate fee based programs with state subsidies for qualifying families. If we determine this is a viable service, locations will be dispersed throughout the PPS boundary. Providers would be required to follow health and safety guidelines from the Oregon Early Learning Division.

Digital Learning Needs for Comprehensive Distance Learning

Privacy and Security tools (Umbrella) have been installed and remain persistent on all PPS devices and accounts that prevents students from accessing known inappropriate or malicious sites. Passwords for staff and students changed to a longer character length, and a new portal has been implemented to aid in remote support for password reset situations. Changes have been made to patching and software update mechanisms to allow for devices to remain updated even though they are outside the PPS network. All staff and students will be trained on responsible digital citizenship.

In addition to the distribution of devices, PPS acquired 1990 hotspots to provide connectivity for students where Comcast Internet Essentials was not a viable option. These hotspots will be either picked up from distribution locations or delivered using bus drivers to bring the devices to student homes to ensure that students and staff that did not already have internet access were given devices to facilitate that. Additionally, infrastructure changes were made to

allow take home IP phones that allow for teachers and staff to be able to make contact with students and families just as they would in the classroom.

Device deployment:

In the spring we handed out chromebooks and hotspots/Comcast connectivity for students and staff to be able to participate in distance based learning. We will continue to provide devices and work with families to ensure all students are able to connect to our comprehensive distance learning model. We will continue to provide devices to staff as needed so they can deliver the digital curriculum effectively. We offer a curbside service at the district office during work hours for chromebook repairs needed. If the chromebook cannot be repaired on site, the student/staff will receive a replacement chromebook at this time. The service desk is available during work hours for staff, students and families to contact via phone or email. If call center tech is unable to resolve on the phone, a helpdesk ticket will be created and followed up with the individual caller. An email to support will create a helpdesk ticket and the call center tech will follow up with the individual.

Digital Toolkit:

Portland Public Schools has developed a comprehensive and districtwide set of digital tools for every PPS classroom, teacher, and student. The [PPS Digital Toolkit](#) provides a set of digital tools that will enhance instructional strategies and content delivery. These tools will enhance the existing opportunities with both synchronous and asynchronous learning. These tools have been reviewed and evaluated for digital content quality and cultural relevance.

The tools fall into three categories: Instruction and Lesson Design, Creation and Engagement, and Content. Instruction and Lesson Design tools are those applications and system platforms that teachers use to deliver instruction, lessons, and communications. These include classroom content delivery and learning management systems, applications for communications, and lesson and assessment design tools. Creation and Engagement tools are used by teachers and students in distance learning, as well as in-classroom technology-enhanced instruction. These tools support student voice, elicit response, provide shared spaces for individual, small group, and whole-class collaboration, and engage students with the content. Content tools have been selected to assist our teachers in providing content, build opportunities for sustained practice, and apply learning in both distanced and in-person models of instruction.

Learning Platforms:

PPS has adopted two classroom learning platforms to meet the needs of our elementary and secondary students and teachers. These tools were selected because of their current use and success in PPS, knowledge of their toolset, depth of their function and capabilities, and their presence in the educational technology space. Both platforms allow teachers to create, post, interact, provide feedback, and assess with their students and will bring a single point of entry for students and families into classroom instruction.

Professional Development:

Ongoing and high-quality professional learning and training is essential for the successful implementation of Comprehensive Distance Learning. PPS will provide professional learning for all educators during the course of the summer, pre-service and throughout the school year. The content will be focused on best practices for distance learning, as well as technical “how to” training for digital tools and other operational functions.

Describe the school’s plan, including the anticipated timeline, for returning to Hybrid Learning or On-Site Learning consistent with the *Ready Schools, Safe Learners* guidance.

At this time PPS is planning for the opening of our physical buildings when it is deemed safe and appropriate under the Governor's directive. The District will utilize a comprehensive distance learning (CDL) platform for a minimum of the first quarter (through November 5th) and will evaluate all available health-related information to decide if our CDL will continue through the first semester or if we will be able to open to a hybrid model of instruction in November. We will continue to follow the Governor's orders and ODE's recommendations and guidance.

The remainder of this operational blueprint is not applicable to schools operating a Comprehensive Distance Learning Model.