



PORTLAND PUBLIC SCHOOLS
Home-based
Distance Learning

Guidelines and Expectations For Home-Based
Distance Learning and Social Emotional Supports:
Fostering Resilience During the Extended School Closure
4/7/2020



Guidelines and Expectations for Maintaining a Community of Care: Fostering Resilience Through the Extended School Closure

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Guidance, Goals & Expectations

Purpose

During this extraordinary time of school closure, the role of the educator remains essential to the lives of students and the success of our community. This document is to provide Portland Public Schools teachers with expectations and guidance for Home-based Distance-learning (PPS-HD) and social emotional support through educator, student and family connections during the extended closure. These expectations and guidance are in accordance with guidance released by the Oregon Department of Education. [ODE recommended guidelines](#)

Guiding Principles

- Flexibility is acknowledged as key to navigating the circumstances students, families, and educators may be facing
- Prioritize access, equity, inclusiveness and connection
- Spirit of collaboration
- Expectations of continuous learning opportunities
- Ongoing educator support and guidance

Goals

- To maintain and strengthen connections with students and families--when physical distancing is necessary, social and emotional connectedness is critical.
- To ensure the continuation of student learning through virtual environments, platforms, and responsive practices.

Expectations

Following are expectations for educator-student communication during Home-based Distance-learning:

- **PAT staff are expected to work approximately five (5) hours per day.** These hours are approximations and you may work more hours some days and fewer hours on other days depending on your particular situation. We understand that performing set hours every day could be challenging for some educators, due to home situations, and while we prefer that you are engaging with students each day, we are also allowing for these hours to be

completed in a weekly timeframe (25 hours per week). You are always welcome to continue in your own professional learning beyond the 25 hours each week.

- The majority of your time will be spent on teacher-led instruction, planning and student contact. Additional time will be spent on staff meetings (approximately 1 hour per week), PLCs, team meetings, (approximately 1 hour per week). Additionally, educators may choose to engage in optional professional development. All meetings and professional development will be recorded in the event that you cannot attend live sessions due to extenuating circumstances.
- Per ODE guidelines, teachers will provide feedback to shape student learning and provide feedback and monitor progress.
- Ongoing professional development will be provided to strengthen knowledge and skills for educators to support Home-based Distance-learning and social emotional learning during this time of school closure.
- If you haven't already done so, please review the [PPS Professional Conduct Policy 5.10.064-P](#).

Communicating with Students & Families

Why Communicating with Students and Families is Essential

During times of crisis, relationships between educators and students and families are a powerful tool to help mitigate toxic stress and anxiety for children and adults.

Communication Plan for Families

- Schools will make contact with each family and student exclusively via 1. *Remind* phone call, 2. Google chat or 3. Google classroom.
 - *Remind* will be available on April 8th. Educators will receive information about setting up your account via email on April 8th. Please use Google chat until then.
 - A separate communication with more information about accessing *Remind* will be shared when it is available.
- For secondary teachers, we recognize that you instruct a large number of students. For this reason you may be asked to manage a caseload of students for your school so that you have capacity to contact a smaller group of

students. In that capacity you may be asked to serve as a conduit between the student and other services offered at the school or requested from the student/family. This allows for a single point of contact for students and families.

- Per ODE guidelines, PPS staff will track and monitor communication with their assigned students. We are utilizing the Remind tool in order to track communication.
- Some things you may want to address with students:
 - How are you all doing? Anything we as the school can do to help? Do you have access to a computer and internet? Phone? What is the best way for us to keep in contact? Do you have access to other learning materials (paper, pencils)?
 - State expectations for the next couple of weeks: amount of contact by teacher/school (call/email [family preference] weekly), how families can contact teachers (email, office hours, REMIND, etc).
 - Identify needs for future communication: interpreter, paper versions, school materials.

Important Considerations

In planning communication with a student you were concerned about prior to the closure, consider including support staff in your outreach (e.g. group contact with family, teacher, counselor).

Additionally, best practices indicate that the weekly communication plan between teacher and family may include other building staff who have existing positive relationships with students and families (e.g. group contact with family, teacher, or EA). We understand that as hard as you try, you may not be able to get in contact with a few of your students. Please ensure you are using the contact log so that you have documentation of your attempts.

In an effort to maintain communication, we may unintentionally over-communicate. Be aware of this as we don't want to overwhelm families with multiple staff contacts in one day. Ask families how they are managing during this time and try to schedule contact of families with other teachers from other grades or schools.

Virtual Family Conversations Guidance & Resource List

- [Guidance for conversations with families](#)

- [Comprehensive resource list](#)
- [Crisis Resource List](#)

Ongoing PD & Resources

Cultivating Community Resilience

This is an unprecedented time in our district's and community's history. Anxiety and worry are common for students and all of us as we face the challenges of COVID-19. In order to take care of our students, we also need to take care of ourselves. We will have ongoing professional development for you in order to support your emotional wellbeing and the wellbeing of your students. The following **optional** sessions will occur at 10-11:00 a.m. and 2-3:00 p.m. There will be a link in the original 30 minute video to sign up for a corresponding live session. Please use the following link to access the trainings: <https://brightmorning.thinkific.com/courses/Portland>

Live Session Date/Topic:

- Thursday, April 2: Building individual and community resilience in times of crisis
- Thursday, April 9: Listening to families and students through an equity stance
- Thursday, April 16: The cultural construction of emotions
- Thursday, April 23: Examining privilege in times of crisis
- Thursday, April 30: Taking care of yourself while taking care of others
- Thursday, May 7: Shining a light on bright spots: Leading during crisis

These are **optional** trainings based on the professional development requests of PAT members and their PD plans with building administrators.

- Each session will take approximately 45 minutes with an opportunity to extend learning with additional materials/activities up to 120 minutes.
- Each topic can be a stand alone PD opportunity. There is no requirement to engage in all 6 topics.

- PPS staff will need to create an account to access the materials. This should only take one minute (name, email, password).
- PPS staff will use their school district emails so we know they are authorized to access the content. Anyone who signs up with a non-district email will be removed.
- At the end of each training session everyone will have the option to sign-up for the live Thursday call (space permitting). They will do this via an embedded link that will take them to Eventbrite. Once you register you will receive the information for the call. In case anyone doesn't receive this information, please put it in your calendar as instructed, etc. Everything is in a [Google doc](#) for you here so you can share call access information.
 - If you choose to attend any of the sessions above, you can record your attendance on [Pepper](#) and receive a certificate to document your professional development hours (PDUs). You can mark your attendance in Pepper under PD Calendar. Click “PD Calendar” and then search by “Technology.” Please remember attendance codes are case sensitive. Attendance codes for the week will be released on Thursdays at pps.net/teacher. Directions on how to record your own attendance in Pepper can be found [here](#). If you need additional support with Pepper, please contact OTIS Support Desk at support@pps.net, support.pps.net, or 503-916-3375.

Ongoing Distance-Learning Support for Teachers

Through Home-based Distance-learning students will continue to receive instruction to ensure the continuation of learning. Ongoing support for teachers will be provided via online and telephone supports on the use of the teaching and learning platforms, the instructional material, and teaching practices.

Additional Professional Development

We will provide additional professional development based upon the needs of our educators, students and community.

Instructional Tools & Resources

- [Teacher Portal](#)
- [Student and Parent Portal](#)
- [Atlas Curriculum Management System](#)

Additional Resources

- [Title IX resources related to digital citizenship](#)

Staff-Student Guidance and Support

- [Best practices for trauma-informed conversations w/families available here](#)
- [Mental health and safety resources](#)
- [SEL emotional supports for families](#)

Special Education Expectations and Guidance

Special Education:

Regular check-ins between case manager and GenEd teacher will be arranged as SpEd teachers will be working with them around implementation of SDI for students who attend GenEd classes. SpEd teachers who support students in a focus classroom or special program will follow a similar schedule to GenEd with consideration of IEP and student needs.

Special Education Home-based Distance-learning recommended instructional time for our special focus classrooms is:

- K-1: 45 min per week
- 2-3: 45-60 min per week
- 4-5: 60 min per week
- 6-12: 60-90 min per week

All of these minutes are based on the student's IEP and may be adjusted as appropriate for FAPE. For students in the Learning Center, their instruction will be provided by their general education teacher and will be in consultation with the special education case manager on a regular basis.

Please use the link below for Special Educator expectations, contact log, tracking document, and specifics for job classifications. This is for PPS Special Education and for Columbia Regional Program services.

[Special Educator Guidelines and Expectations](#)

Resources for special educators:

[Special Education Supplemental Materials](#)

English Language Learners

Structured, grade-level learning directed by ELD teacher and/or in collaboration with ELD teacher and core content teacher.

- ELD distance learning is guided by ELD teachers and/or in collaboration with core content teacher using Seesaw and/or Google Classroom
- Distance learning supports EB across proficiency levels & the four domains
- ELD teachers help differentiate and adjust for distance learning delivery to include paper packets, on-line experiences, blended learning, phone, etc. as it matches student learning needs and technology and connectivity capacity.
- Monitor distance learning online usage for distance learning and digital learning programs (i.e. Raz Kids and/or others)

ELD teachers provide students with "Office hours." This time is when each ELD teacher will be accessible (online or via telephone is recommended) for consultation.

All BL EAs are working with their building administrators to ensure our EB and family needs are met during this time. These are some recommendations:

Support Schools and families: EAs can help school by working with principals to ensure parents are called and informed about:

- Home-based Distance Learning School Plan
- How to access devices and wifi
- Help teachers support students and families understand how to access school digital learning programs (Lexia, myOn, Dreambox, others)
- Provide parents reassurance with timely information support (ie FAQ, family resources: [PPS Website](#))
- Continue supporting staff as needed

[ESL Teacher Guidelines and Expectations](#)

PPS Instructional Expectations

Teacher Daily Schedule, PK - 5

<p>PK</p>	<p>Daily Expectations: Weeks 1+:</p> <ul style="list-style-type: none"> Students will engage in developmentally-appropriate activities that are both Teacher-Led and Student-/Family-Led. <p>Other supplemental learning activities may be led by student, family, and/or caregiver.</p>	<p>*PK teachers will be invited to provide feedback on and contribute to the PK Remote Learning website (e.g. creating teacher-led activity videos). They will also be asked to share ongoing feedback on the website/resources gathered from family calls with the PK Remote Learning Planning Team.</p>
<p>K-1</p>	<p>Daily Expectations: <i>For students who don't have devices, please monitor progress by check-ins and/or packet work.</i></p> <p>Weeks 1-2:</p> <ul style="list-style-type: none"> 20 minutes Teacher-Led (Synchronous or Asynchronous) Learning for Language Arts & Math 20 minutes Student-Led Supplemental Math Learning Activities 20 minutes Student-Led Supplemental LA Learning Activities <p>Other supplemental learning activities for Science and/or Social Studies may be led by students, family, and/or caregiver.</p> <p>PE & Art instructors: provide support as needed by student</p> <p>Weeks 3-4:</p>	<p>Weekly Expectations:</p> <p>Special Educator HD Instruction: Recommended instructional time is: 45 minutes per week, which could be adjusted based on IEP. Instruction can be accomplished in small groups.</p> <p>Grades K-1 - Social Emotional check in:</p> <ul style="list-style-type: none"> (1) 20-minute session per week At least one personalized 2-way connection a week with each family. 2-3 additional opportunities for group or individual connection using the Google Suite tools.

	<ul style="list-style-type: none"> • 30 minutes Teacher-Led (Synchronous or Asynchronous) Learning for Language Arts & Math • Up to 30 minutes Student-Led Supplemental Math Learning Activities • Up to 30 minutes Student-Led Supplemental LA Learning Activities <p>Other supplemental learning activities for Science and/or Social Studies may be led by students, family, and/or caregivers.</p> <p>PE & Art Instructors: Provide 15 - 30 minutes of daily asynchronous PE and Art activities. These can be teacher-led or student-led activities.</p> <p><u>Weeks 5+:</u></p> <ul style="list-style-type: none"> • 45 minutes Teacher-Led (Synchronous or Asynchronous) Learning for Language Arts, Math, Social Studies and/or Science • Up to 40 minutes Student-Led Supplemental Math Learning to Activities • Up to 40 minutes Student-Led Supplemental LA Learning Activities • *Social Studies and Science can rotate weekly. <p>PE & Art Instructors: Provide 15 - 30 minutes of daily asynchronous PE and Art activities. These can be teacher-led or student-led activities.</p>	
<p>2-3</p>	<p>Daily Expectations: <i>For students who don't have devices, please monitor progress by check-ins and/or packet work.</i></p> <p><u>Weeks 1-2:</u></p> <ul style="list-style-type: none"> • 20 minutes Teacher-Led (Synchronous or Asynchronous) Learning for Language Arts & Math • 30 minutes Student-Led Supplemental Math Learning Activities • 30 minutes Student-Led Supplemental LA Learning Activities <p>Other supplemental learning activities for Science and/or Social Studies</p>	<p>Weekly Expectations:</p> <p>Special Educator HD Instruction Recommended instructional time is: 45-60 minutes per week which could be adjusted based on IEP. Instruction can be accomplished in small groups.</p> <p>Grades 2-3 - Social Emotional check in</p> <ul style="list-style-type: none"> • 1 - 20 minute session per week

	<p>may be led by students, family, and/or caregiver.</p> <p>PE & Art instructors: provide support as needed by student</p> <p><u>Weeks 3-4:</u></p> <ul style="list-style-type: none"> • 30 minutes Teacher-Led (Synchronous or Asynchronous) Learning for Language Arts & Math • Up to 40 minutes Student-Led Supplemental Math Learning Activities • Up to 40 minutes Student-Led Supplemental LA Learning Activities <p>Other supplemental learning activities for Science and/or Social Studies may be led by students, family, and/or caregiver.</p> <p>PE & Art Instructors: Provide 15 - 30 minutes of daily asynchronous PE & Art activities. These can be teacher-led or student-led activities.</p> <p><u>Weeks 5+:</u></p> <ul style="list-style-type: none"> • 45 - 60 minutes Teacher-Led (Synchronous or Asynchronous) Learning for Language Arts, Math, Social Studies and/or Science • Up to 45 Minutes Student-Led Supplemental Math Learning to Activities • Up to 45 minutes Student-Led Supplemental LA Learning Activities • *Social Studies and Science can rotate weekly. <p>PE & Art Instructors: 15 - 30 minutes of daily asynchronous PE & Art activities. These can be teacher-led or student-led activities.</p>	<ul style="list-style-type: none"> • At least one personalized 2-way connection a week with each family. • 2-3 additional opportunities for group or individual connection using the Google Suite tools.
<p>4-5</p>	<p>Daily Expectations: <i>For students who don't have devices, please monitor progress by check-ins and/or packet work.</i></p> <p><u>Weeks 1-2:</u></p>	<p>Weekly Expectations:</p> <p>Special Educator HD Instruction Recommended instructional time is: 60 minutes per week which could be adjusted</p>

<ul style="list-style-type: none"> ● 30 minutes Teacher-Led (Synchronous or Asynchronous) Learning for Language Arts & Math ● 40 minutes Student-Led Supplemental Math Learning Activities ● 40 minutes Student-Led Supplemental LA Learning Activities <p>Other supplemental learning activities for Science and/or Social Studies may be led by student, family, and/or caregiver.</p> <p>PE & Art instructors: provide support as needed by student</p> <p><u>Weeks 3-4:</u></p> <ul style="list-style-type: none"> ● 45 minutes Teacher-Led (Synchronous or Asynchronous) Learning for Language Arts & Math ● Up to 60 minutes Student-Led Supplemental Math Learning Activities ● Up to 60 minutes Student-Led Supplemental LA Learning Activities <p>Other supplemental learning activities for Science and/or Social Studies may be led by students, family, and/or caregiver.</p> <p>PE & Art Instructors: Provide 15 - 30 minutes of daily asynchronous PE & Art activities. These can be teacher-led or student-led activities.</p> <p><u>Weeks 5+:</u></p> <ul style="list-style-type: none"> ● 60 - 90 minutes Teacher-Led (Synchronous or Asynchronous) Learning for Language Arts, Math, Social Studies and/or Science ● Up to 90 Minutes Student-Led Supplemental Math Learning to Activities ● Up to 90 minutes Student-Led Supplemental LA Learning Activities ● *Social Studies and Science can rotate weekly. <p>PE & Art Instructors: Provide 15 - 30 minutes of daily asynchronous PE & Art activities. These can be teacher-led or student-led activities.</p>	<p>based on IEP. Instruction can be accomplished in small groups.</p> <p>Grades 4-5 - Social Emotional check in</p> <ul style="list-style-type: none"> ● (1) 20 minute session per week ● At least one personalized 2-way connection a week with the student and/or family. ● 2-3 additional opportunities for group or individual connection using the Google Suite tools.
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Middles School / High School Teacher Expectations

Teachers are asked to deliver roughly 2 hours of total student work each day. Student work can take many forms from online google hangouts to mini video lessons with content and directions where students continue the learning during the period or during the classwork time in the afternoon.

Content Delivery

Content should be posted prior to the meeting of class. This could look like an invitation for a Google Hangout for a fully online lesson, a project or writing prompt that students work on during the class period, or a video that students access and respond to during the class period. It could also be that material and work is posted for students to learn and complete, with the understanding that the teacher is available later in the day or during flex time for questions.

Teachers are also asked to provide at least 2 opportunities for students to interact with the teacher/classmate interactions. This could be done a variety of ways, a google hangout, guided discussion in google classroom or small group conversations during flex. Teachers could provide this during the scheduled period or during the flex time based on the teacher availability and needs of students.

- Flex time activities could be:
 - Working on principal assigned student case management duties, projects or tasks
 - Virtually offering office hours with students, families, other staff or counselors
 - Coordinating collaboration with classmates on classwork virtually
 - Coordination of services for students on IEPs and/or providing specially designed instruction
 - IEP meetings

Teachers will be available at least twice a week for students to connect regarding content. This could be once during the “class period” and one scheduled time during flex or have two clear blocks of office hours that students could access if they needed to each week. Here are two examples:

- Teacher A: Online google classroom period 1 from 9:00-10:00 on Monday, delivers content, assignment directions and student discussion. Students who need help then can meet with Teacher A online for 30 min on Friday during flex.

- Teacher B: Posts content through a video, reading and discussion questions monday morning for period 1. Students respond and work throughout the next few days. Teacher B sees some students struggling, so invites them (or optional for anyone in the course) to a clarification session Thursday afternoon.

Daily Teacher Schedule, Grades 6 - 8

6-8	<p><i>For students who don't have devices, please monitor progress by check-ins and/or packet work.</i></p> <p>Administrators will work with teachers to coordinate a weekly instructional schedule that meets the needs of staff and students. A recommended weekly schedule is provided below.</p> <p><u>Weeks 1-2:</u></p> <ul style="list-style-type: none"> ● 60 minutes per subject for approximately two total hours of Teacher-Led Learning (Synchronous or Asynchronous) in Language Arts and Math and another one hour of student-led work. <p>Synchronous: All live video contact should focus on SEL and talking with students about navigating online learning. Subject content would be asynchronous and very minimal so that students are not trying to engage in new learning in content, technology, and routines.</p> <p>Other supplemental learning activities may be led by student, family, and/or caregiver.</p> <p><u>Weeks 3+:</u></p> <ul style="list-style-type: none"> ● 60 minutes per subject for no more than two total hours of Teacher-Led Learning (Synchronous or Asynchronous) in Language Arts, Math, Science, Social Studies, PE, Health, Art and electives. 	<p>Weekly Expectations:</p> <p>Special Educator HD Instruction Recommended instructional time is: 60-90 minutes per week which could be adjusted based on IEP. Instruction can be accomplished in small groups.</p> <p>Grades 6-8 - Social Emotional check in</p> <ul style="list-style-type: none"> ● (1) 20 minute session per week. ● Regular personalized 2-way connection with student/family. ● 2-3 additional opportunities for group or individual connection using the Google Suite tools.
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Synchronous: Transition to SEL check-in and short content instruction.

Weekly Class Schedule, Grades 6 - 8*

Teachers 6 - 8	Monday	Tuesday	Wednesday	Thursday	Friday
60 minutes Teacher-Led (Synchronous or Asynchronous)	Period 1 (or LA, Math, Science, etc.)*	Period 3 (or LA, Math, Science, etc.)*	Period 5 (or LA, Math, Science, etc.)*	Period 7 (or LA, Math, Science, etc.)*	Flex
60 minutes Teacher-Led (Synchronous or Asynchronous)	Period 2 (or LA, Math, Science, etc.)*	Period 4 (or LA, Math, Science, etc.)*	Period 6 (or LA, Math, Science, etc.)*	Period 8 (or LA, Math, Science, etc.)*	Flex
	*Weekly schedule for weeks 3+ should include all content areas, such as Language Arts, Math, Science, Social Studies, PE, Health, Art and other electives.				
Student-Led Work	2 hours per day				
Weekly Requirements:	<ul style="list-style-type: none"> ● (2) opportunities for students to interact with the teacher/classmate interactions ● Office hours twice a week to connect about content ● Staff meetings, personal professional development, IEP coordination and implementation, ESL and TAG supports, ● PLC meetings, SIT, SART, collaboration with counselors and student contacts. ● SEL check in 				

Classes may be recorded at any time, but should be provided for students according to the schedule above.

Weekly Class Schedule, Grades 9 - 12*					
Teachers 9 - 12	Monday	Tuesday	Wednesday	Thursday	Friday
60 minutes Teacher-Led (Synchronous or Asynchronous)	Period 1	Period 3	Period 5	Period 7	Flex
60 minutes Teacher-Led (Synchronous or Asynchronous)	Period 2	Period 4	Period 6	Period 8	Flex
Student-Led Work	2 hours per day				
Weekly Requirements:	<ul style="list-style-type: none"> • (2) opportunities for students to interact with the teacher/classmate interactions • Office hours twice a week to connect about content • Staff meetings, personal professional development, IEP coordination and implementation, ESL and TAG supports, • PLC meetings, SIT, SART, collaboration with counselors and student contacts. • SEL check in 				

* Classes may be recorded at any time, but should be provided for students according to the schedule above.

Daily Student Schedule, Grades 9 - 12					
Students 9 - 12	Monday	Tuesday	Wednesday	Thursday	Friday
8:15 - 8:50	Coursework or Reading/Literary Analysis- Student Choice				
9-10	Period 1	Period 3	Period 5	Period 7	Flex
10:10-11:10	Period 2	Period 4	Period 6	Period 8	Flex
11:10 - 12:00	Lunch/Clubs and Activities-Online				
12:00-1:00	Flex				
1:00-1:45	Physical Activity				
1:45-3:15	Continue coursework, projects etc.				