



**DAVID DOUGLAS
SCHOOL DISTRICT**
Learn · Grow · Thrive



Return to School: Fall 2020

Comprehensive Distance Learning



Superintendent's Message

To Our David Douglas Community:

First, I want to thank you all for your patience, assistance, grace and engagement as together we navigate these complex and difficult times. Our families, staff, community partners and School Board members are working in collaboration to ensure that the 2020-21 school year is one of academic and social-emotional growth for each of our students, despite the challenges we face.

We will open the year in Comprehensive Distance Learning (CDL). The state has established health metrics for COVID-19 in every county that must be met before schools are permitted to reopen. Multnomah County does not meet these metrics, and we don't expect to for many weeks or months. We will remain in Comprehensive Distance Learning until at least Jan. 4, based on our School Board's vote on Aug. 13.



This document is intended to answer some of your questions about CDL – the who, what, where, why and when of distance learning. Comprehensive Distance Learning is a new way of learning and teaching for students and staff, and we are all adapting as new information and challenges emerge. Therefore, this document is also a work in progress and subject to change.

In the following pages, you will find information about how teachers will instruct within the CDL, how instructional days will be scheduled, the definition of terms used as part of CDL, how our operations will assist families, and our guiding principles in developing this plan. You will see a plan that is far more rigorous, engaging, interactive and supportive than the distance learning we were suddenly forced to switch to last Spring. And it must be. Our families and students deserve and demand it.

We know CDL imposes serious hardships on many of our families, and we are committed to providing supports when and how we can. We are also committed to providing your students with meaningful and engaging academic programming that will ensure that they Learn, Grow and Thrive in 2020-21.

Thank you,

Ken Richardson,
Superintendent
David Douglas School District



Why Comprehensive Distance Learning (CDL)?

The State of Oregon has mandated that in order to resume in-person instruction in any form, including hybrid instruction models when students are only sometimes in the classroom, the following COVID-19 health conditions must be met:

County Metrics

Must be Met Three Weeks in a Row

- 10 or fewer new cases per 100,000 people over 7 days
- Test positivity of 5% or less over 7 days

Statewide Metrics

Must be Met Three Weeks in a Row

- Test positivity of 5% or less over 7 days

To date, neither the state nor Multnomah County have met these conditions, and the David Douglas School District has committed to remain in CDL until Jan. 4, or until health conditions improve enough to change dates.

DDSD Guiding Principles

- **Ensure safety and wellness:** Keep students, families and staff physically and emotionally safe.
- **Cultivate connection and relationship:** Care for the social-emotional needs of students and staff.
- **Center Equity:** Differentiate to meet the learning needs of every student with an intentional focus on our most marginalized student populations.
- **Innovate:** Keep learning the priority by creating a strong learning environment no matter what delivery model.



Stakeholder Engagement: Support - Outreach

Our Numbers

1006 students + 893 parents completed the Spring Distance Learning Survey

176 teachers completed the Spring Distance Learning Teacher Survey

773 families completed the Summer Safe Schools; Ready Learners Survey

610+ Attendees at two virtual CDL Q & A sessions

6 - Family Communication Sessions

- 5 Virtual Spanish (May + August)
- Virtual African American (begins August 25)

90 Direct Family Phone Calls

- 75 Spanish

3200 Chromebooks loaned to students (spring)

189,574 Grab & Go Meals served at four DDSD school sites between March - July

13,183* Food provisions provided for Families

SUN Pantries, IRCO Backpack, Los Francos Food Truck Partnership, Grow Portland

2,389* Farm to Family Food Boxes distributed from the Pacific Coast Fruit Company (USDA Grant Partnership)

* includes direct deliveries to families homes by DD and SUN Staff

All of these outreach efforts are continuing and will continue throughout the school year. Many of the numbers in this chart have already increased since it was created. We will provide our community with ongoing, additional opportunities to give feedback both from the District and individual school levels.



Key features of Comprehensive Distance Learning

- Student learning happens five days per week
- Attendance and participation are expectations for each student
- A consistent weekly schedule of learning (provided by your child(ren)'s teacher(s))
- A balance of synchronous (through video conferencing) and asynchronous learning (see definitions below)
- Daily synchronous connection to teachers
- A focus on care, connection and positive relationships with teachers and peers
- High academic standards and expectations with opportunities for additional academic support
- Report cards, letter grades, and opportunities for regular feedback from teachers
- Elementary School Music, Wellness, and Physical Education
- Middle School elective courses
- High School elective courses, Special Education services, Section 504 accommodations, Talented and Gifted Services, and English Language Development (ELD) services
- Access to school counselors and mental health providers
- Access to well-child health visits and other primary care needs at the David Douglas HS School-based Health Clinic.
- Access to social services, school meals and technology support. [Resources available on DDSD website](#)
- Access to a district Chromebook for each student who is in need of one
- Phone Number: 503.261.8391 or email family_help_desk@ddsd40.org

Synchronous Learning



Students learning together through online classes and video conferencing.



Virtual classrooms and live webinars.



Interaction between students in breakout groups or group presentations.



Checking in with students via instant messaging or video conferencing.



Focused activities with real-time interaction.

Asynchronous Learning



Students learning at their own pace through videos, projects, etc.



Pre-recorded lectures, readings and podcasts.



Video demonstrations and worked problems.



Practice problems, discussion questions, and other activities



Quizzes, assignments and applications

Applied Learning

Students build off of the teacher's facilitated learning in meaningful ways where the students are challenged to go deeper in their understanding through making connections from a number of concepts. Applied learning may be done individually or in collaboration with peers, family and community.



Learning Day Overview

The Oregon Department of Education (ODE) established the essential components of a learning day, which are outlined in the chart below. Based on this guidance, the following pages include samples of the David Douglas School District's CDL schedules for each level. **These are only draft, sample schedules and are subject to change. These will not exactly match your student's schedule this fall, but gives you an idea of what a typical school day might look like.**

Oregon Department of Education: Learning Day Overview

| Grade Level | Teacher Facilitated Learning* (Daily/Weekly) <i>Must account for at least 50% of Instructional Time</i> | Applied Learning <i>Must not account for more than 50% of Instructional Time</i> | Nutrition and Wellness (snack, lunch, rest, connect, time management) <i>Does not count for Instructional Time</i> |
|-------------|---|---|--|
| K-3 | 2 hours, 20 minutes per day 11 hours, 40 minutes per week (Required Minimum) | Daily/weekly No Required Minimum | Daily 2 hours recommended |
| 4-8 | 2 hours, 30 minutes per day 12 hours, 30 minutes per week (Required Minimum) | Daily/weekly No Required Minimum | Daily 2 hours recommended |
| 9-11 | 2 hours, 50 minutes per day 14 hours, 10 minutes per week (Required Minimum) | Daily/weekly Daily 2 hours No Required Minimum | Daily 2 hours recommended |
| 12** | 2 hours, 45 minutes per day 13 hours, 45 minutes per week (Required Minimum) | Daily/weekly No Required Minimum | Daily 2 hours recommended |

*Based on 165 day school year and a 5-day week (50% calculation based on dedicated instructional hours in Division 22; recess, professional development, and parent/teacher conference allowance was subtracted prior to the calculation) ** Twelfth-graders typically follow established daily high school schedules, but end their school year earlier than students in Grade 9-11



Sample Elementary Distance Learning Schedule

DRAFT 8-13-20 - Subject to Change

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|--|---|---|---|---|--------------------------------------|
| 8:00-8:45 | Office Hours | Planning | Office Hours | Planning | Office Hours |
| 9:00-9:20 | Community, Connection, and Daily Overview | Community, Connection, and Daily Overview | Community, Connection, and Daily Overview | Community, Connection, and Daily Overview | Community & Connection Weekly Review |
| 9:20-9:30 | Movement Break | Movement Break | Movement Break | Movement Break | Applied Learning (Application) |
| 9:30-10:00 | ELA Synchronous | ELA Synchronous | ELA Synchronous | ELA Synchronous | |
| 10:00-10:30 Teacher & Staff Support | Small Group Online Practice | Small Group Online Practice | Small Group Online Practice | Small Group Online Practice | |
| 10:30-10:45 | Movement Break | Movement Break | Movement Break | Movement Break | |
| 10:45-11:15 | Math Synchronous | Math Synchronous | Math Synchronous | Math Synchronous | |
| 11:15-11:45 Teacher & Staff Support | Small Group Online Practice | Small Group Online Practice | Small Group Online Practice | Small Group Online Practice | |
| 11:45-12:30 | Lunch & Movement | Lunch & Movement | Lunch & Movement | Lunch & Movement | |
| 12:30-1:00 | SS Sci Health Synchronous | SS Sci Health Asynchronous | SS Sci Health Synchronous | Wellness Asynchronous | |
| 1:00-1:30 | PE Music OR Library | PE Music OR Library Synchronous | PE Music OR Library | PE Music OR Library Synchronous | |
| 1:30-2:30 | | Office Hours | | Office Hours | |

- Synchronous Learning includes ELD & Special Education Services.
- Asynchronous Learning: Teachers post-learning opportunities including videos, reading, practice, and application connected to synchronous class sessions.
- Applied Learning: Students build off of teacher-facilitated learning in meaningful ways to apply their learning.
- Wellness: Social-emotional learning facilitated by the counselor and/or SBS.



Sample Middle School Distance Learning Schedule

DRAFT 8-13-20 - Subject to Change

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|--------------------|--|---|--|---|---|
| 8:00-9:00 | Planning | Planning | Planning | Planning | Office Hours |
| 9:00-9:50 | Period 1 Math Synchronous | Period 1 Math Asynchronous | Period 1 Math Synchronous | Period 1 Math Asynchronous | Advisory |
| 10:00-10:50 | Period 2 ELA Asynchronous | Period 2 ELA Synchronous | Period 2 ELA Asynchronous | Period 2 ELA Synchronous | Applied Learning (Application) |
| 11:00-11:50 | Period 3 Elective Asynchronous | Period 3 PE Synchronous | Period 3 Elective Synchronous | Period 3 PE Asynchronous | |
| 11:50-12:35 | Lunch and Movement | Lunch and Movement | Lunch and Movement | Lunch and Movement | |
| 12:35-1:25 | Period 4 Science (1 semester) Synchronous | Period 4 Science (1 semester) Asynchronous | Period 4 Science (1 semester) Synchronous | Period 4 Science (1 semester) Asynchronous | |
| 1:35-2:30 | Office Hours | Office Hours | Office Hours | Office Hours | |

- Four periods per day on Monday, Tuesday, Wednesday, and Thursday.
- Students are scheduled into classes based on previous forecasting.
- Students are offered all core subjects plus elective opportunities.
- Students have the opportunity to personally check-in with staff members each day of the week.
- Students would be assigned the same group of teachers whether in a virtual or hybrid model.
- Students can receive additional support by accessing their teachers during scheduled office hours.
- Synchronous Learning includes ELD & Special Education Services.
- Asynchronous Learning: Teachers post-learning opportunities including videos, reading, practice, and application connected to synchronous class sessions.
- Applied Learning: Students build off of teacher facilitated learning in meaningful ways to apply their learning.



Sample David Douglas High School Distance Learning Schedule

DRAFT 8-13-20 - Subject to Change

| | Monday | Tuesday | Wednesday | Thursday | Friday | |
|--------------------|----------------------------|----------------------------|----------------------------|----------------------------|-------------------|-----------------------------------|
| 7:30-8:15 | Planning | Planning | Planning | Planning | 7:30-8:15 | Planning |
| 8:30-9:20 | Period 1 | Period 1 | Period 1 | Period 1 | 8:30-9:00 | Advisory |
| 9:30-10:20 | Period 2 | Period 2 | Period 2 | Period 2 | 9:00-12:30 | Applied Learning (Application) |
| 10:30-11:20 | Period 3 | Period 3 | Period 3 | Period 3 | | |
| 11:30-12:20 | Period 4 | Period 4 | Period 4 | Period 4 | | |
| 12:20-1:00 | Lunch and Movement | Lunch and Movement | Lunch and Movement | Lunch and Movement | 12:30-1:00 | Lunch and Movement |
| 1:00-2:00 | Office hours | Office hours | Office hours | Office hours | 1:00-2:00 | Office hours |
| 2:00-3:00 | Collaboration and Meetings | Collaboration and Meetings | Collaboration and Meetings | Collaboration and Meetings | 2:00-3:00 | Collaboration and Meetings |

Sample Fir Ridge Campus Distance Learning Schedule

DRAFT 8-13-20 - Subject to Change

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|--------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 7:30-8:30 | Collaboration/ Meetings | Collaboration/ Meetings | Collaboration/ Meetings | Collaboration/ Meetings | Collaboration/ Meetings |
| 8:30-9:30 | Planning/Family Outreach | Planning/Family Outreach | Planning/Family Outreach | Planning/Family Outreach | Planning/Family Outreach |
| 9:30-10:30 | Office Hours | Office Hours | Office Hours | Office Hours | Office Hours |
| 10:30-11:15 | Period 1 | Period 1 | Period 1 | Period 1 | Lunch |
| 11:20-11:50 | Lunch | Lunch | Lunch | Lunch | Applied Learning |
| 11:50-12:35 | Period 2 | Period 2 | Period 2 | Period 2 | |
| 12:40-1:25 | Period 3 | Period 3 | Period 3 | Period 3 | |
| 1:35-2:20 | Period 4 | Period 4 | Period 4 | Period 4 | |
| 2:10-2:55 | Period 5 | Period 5 | Period 5 | Period 5 | Advisory |



Special Education Services in a Comprehensive Distance Learning Model (CDL)

IEP services will be provided-

- Synchronous Learning-Live video instruction via general education, special education teacher and/or Speech Language Pathologist
- Asynchronous Learning- additional supplemental materials and practice

If some IEP service cannot be met in CDL-

- The IEP team must meet to review the services on the IEP and determine if they are needed in a CDL model
- The IEP Team must consider how a students education needs are being met in a CDL model
- The IEP team must ensure that the student can access their education and are making progress on their IEP goals and objectives.