



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



# **Aprendizaje Integral a Distancia**

## **Sesiones Familiares - Septiembre**

### **Empezara a las 11:00 am**

- *Todos los micrófonos - por favor revise que su micrófono esté en silencio*
- *Empezaremos con una presentación general - algunas de sus preguntas serán contestadas en nuestra presentación*
- *Después de nuestra presentación, usted puede hacer sus preguntas usando la caja de Preguntas y Respuestas (Q & A) en la parte de abajo de la pantalla de Zoom*

# ¿Porqué Aprendizaje Integral a Distancia?

**La gobernadora Brown y ODE  
Escuelas Listas/Preparadas,  
Aprendices Seguros: Metricas  
Comunidad COVID 19  
28 de Julio, 2020**

Para reanudar instrucción en persona de cualquier manera, incluyendo modelos de instrucción híbrida cuando los estudiantes sólo están algunas veces en salon, deben cumplirse las siguientes condiciones:

## **Metricas del Condado (Tiene que cumplirse por Tres Semanas Seguidas)**

- 10 o menos casos por 100,000 personas sobre 7 días
- Exámenes Positivos de 5% o menos sobre 7 días

## **Métricas de Todo el Estado (Tiene que cumplirse por Tres Semanas Seguidas)**

- Exámenes Positivos de 5% o menos sobre 7 días

## COMPREHENSIVE DISTANCE LEARNING REQUIRED ELEMENTS

### ACADEMIC CONDITIONS



Teaching and  
Learning



Instructional  
Time



Assessment, Grading,  
and Reporting Progress

### OPERATIONAL CONDITIONS



Nutrition



Attendance



Clubs and  
Extracurricular Activities

### STUDENT AND FAMILY SUPPORT



Equity and Access



Mental, Social, and  
Emotional Health



Partnering with Parents,  
Families, and Caregivers

### DIGITAL LEARNING NEEDS



Infrastructure



Devices



Software  
Systems



Digital  
Content



Professional  
Development & Training



OREGON  
DEPARTMENT OF  
EDUCATION

Oregon achieves... together!

## Roles and Responsibilities in Comprehensive Distance Learning

### EDUCATORS



- Build a sense of community and connectedness among students by including individual student voice when determining instructional engagement strategies.
- Connect with students daily through check-ins and/or classroom sessions.
- Deliver teacher-facilitated instruction through live/recorded classroom sessions and/or offline activities; ensure that clear, step-by-step instructions are provided.
- Provide individual and group feedback on assignments in a timely manner that is easily accessible to students, and when appropriate, to parents and caregivers (feedback can be written, video, audio, or live communication formats).
- Create self-directed learning opportunities that are accessible for students and that help them continue to learn (e.g. through productive struggle).
- Create and communicate availability to students, caregivers, and administrators.
- Understand roles of school personnel within each level of instructional programming for students who are emergent bilinguals and students experiencing disabilities.

### ADMINISTRATORS



- Encourage staff to design distance learning courses for deep learning, not just transmission of information or giving out assignments that are not connected to purposeful learning.
- Incorporate time for staff to develop more detailed offline, online, or blended course designs that includes clear instructions, timetables, learning tasks, and student learning outcomes.
- Encourage staff to collaborate and use similar frameworks and platforms to support families/caregivers working with more than one student.
- Provide time and resources for staff to connect socially, practice self-care, and take care of one another.
- Support staff in developing expertise in formative assessment practices and use of Oregon's interim assessments.
- Accommodate for differentiation in offline, online, or blended contexts.
- Promote supportive relationships between staff and students.
- Continue to ensure clear communication is flowing to staff and families/caregivers.
- Provide professional learning opportunities that focus on prioritized standards and assessments, as well as offline and online pedagogy.

### PARENTS/CAREGIVERS



- Review school-specific schedules and guidance from teachers.
- Review districtwide guidance on plans for grading.
- Review any school community messages.
- Support your child(ren) with checking and submitting assignments.
- Contact your child's/children's school(s) if you have questions.
- Families should proactively notify their teacher or a school administrator with any concerns about progress or additional support needed.
- Families should ensure that students are adhering to their school's contract for appropriate behavior on web enabled devices.

### STUDENTS



- Connect with teachers on a regular basis based on your school's specific schedules (Parents/caregivers should review these schedules).
- Participate in offline assignments, online classes, and recorded teacher-facilitated activities, as appropriate.
- Review and complete assignments, whether offline, online, or blended.
- Ask questions or seek support when needed.
- Self-assess your understanding of the learning targets.
- Incorporate feedback from teachers into future work.
- Attend regularly scheduled check-ins with teacher and let them know where you need help/clarification and where things are going well.
- Share your knowledge and interests with peers and educators.

# Teaching and Learning

## Synchronous

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

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.

# Condiciones Académicas: Características Clave

- El aprendizaje de los estudiantes ocurre 5 días a la semana.
- Una combinación de aprendizaje sincrónico, asincrónico y aplicación.
- Aprendizaje sincrónico incluye Desarrollo del Idioma Inglés (ELD) y Servicios de Educación Especial.
- Conexión sincrónica diaria con los maestros y oportunidades para interactuar con compañeros.
- Estudiantes serán asignados el mismo grupo de maestros en el modelo virtual o híbrido.
- Cursos están alineados a los estándares de grado.
- Acceso al curriculum digital
- Boletas de Calificación y oportunidades para recibir comentarios de los maestros.
- Primaria: Musica, Educación Física, and Bienestar (Socio Emocional)
- MS & HS Cuatros periodos por día- clases principales más electivas.
- Maestros tendrán horarios de Oficina Diario para estudiantes y apoyar a las familias.

## OPERATIONAL CONDITIONS



Nutrition



Attendance



Clubs and  
Extracurricular Activities

## Condiciones Operacionales: Características Clave

### Nutricion

- Comidas para Llevar (Grab and Go Meals) van a continuar (12:00 pm - 1:00 pm)
  - Explorando distribución por medio de las rutas de los autobuses escolares
- Bancos de Comida van a continuar

### Asistencia

- Será tomada diario y monitoreada por el personal

### Deportes y Actividades Extracurriculares

- No habra deportes y actividades en la temporada de Otoño

## STUDENT AND FAMILY SUPPORT



Equity and Access



Mental, Social, and  
Emotional Health



Partnering with Parents,  
Families, and Caregivers

### Student and Family Support Key Features:

#### Equity and Access

- Meet students' basic needs
- Ensure equitable access to learning resources - technology + instruction
- Proactively design responsive strategies to communicate and support our impacted and marginalized student and family groups

#### Mental, Social and Emotional Health

- Prioritize focus on building relationships with students and families
- Explicit teaching of social emotional skills
- School Counselor- increase connection to mental health services
- Increased training -Restorative Practices, Mindfulness, trauma sensitive practices



## 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**

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

# Apoyo Tecnológico

## Apoyo para el Estudiante y Familia

- Tutoriales Impresos y Videos para ayudar a los padres y estudiantes
  - Traducidos a nuestros 5 principales lenguajes hablados
- “Escritorio de Ayuda” Técnica ‘Helpdesk’ mediante correo electrónico y llamadas para apoyar a las Familias
  - Asistentes de Laboratorio de Computadoras en cada escuela
  - Family and Community Partnership Coordinator
  - Bilingual Liaisons
- Hay planes de seguir apoyando las familias con acceso al Internet
  - Hotspots
  - Broadband Access
  - DD Educational Foundation and other Grants

# Apoyo Tecnológico

## Línea de Tiempo:

- Distribución de Computadoras Chromebook para la escuela Preparatoria la semana del 31 de Agosto
- Distribución de Computadoras Chromebook para las escuelas Primarias / Secundarias será la semana del 7 de Septiembre
- 11 de Septiembre - la distribución de computadoras Chromebook se habrá completado

# Chromebooks y tecnología

- Proporcionaremos a cada estudiante un Chromebook
- Plan de distribución:
- Plan de distribución: Nuestro plan es distribuir Chromebooks a nuestras familias a partir de la semana del 8 al 11 de septiembre de 9: 00-11: 00 y 1: 00-4: 00
  - Ron Russell
  - Ventura Park
  - Gilbert Heights
  - Cherry Park

# Apoyo Tecnológico

## Línea de Tiempo:

- Distribución de Computadoras Chromebook para la escuela Preparatoria la semana del 31 de Agosto
- Distribución de Computadoras Chromebook para las escuelas Primarias / Secundarias será la semana del 7 de Septiembre
- 11 de Septiembre - la distribución de computadoras Chromebook se habrá completado

# Curriculum Nuevo: Fuel Ed (Primarias)

**Más información será proporcionada por su escuela y maestro**

- **Programa Comprensivo para todas las materias**
- **Nueva Plataforma: Newrow**
- **Los maestros podrán agregar suplementación**
- **Lectura, Escritura, Matemáticas, Estudios Sociales, Ciencia, Arte, Educación Física, Música y Bienestar**

**El Preescolar estará trabajando en su propio curriculum, y usaran la plataforma Seesaw**

# 6th - 12 (Secundarias Y Preparatorias)

**Más información será proporcionada por su escuela y maestro**

- **Todos los maestros del Grado 6 - 12 usarán Google Classroom**

**PRIMARIA:**  
**Muestra de un**  
**Horario**  
**Estudiantil**  
**(variará para escuelas**  
**y grados individuales)**

|             |  |
|-------------|--|
| 9:00-9:20   | Community, Connection and Daily Overview               |
| 9:20-9:50   | ELA Synchronous  |
| 9:50-10:20  | ELA Small Group  |
| 10:20-10:30 | Movement Break   |
| 10:30-11:00 | Synchronous Math & Integrated ELD                      |
| 11:00-11:30 | Math Small Group                                       |
| 11:30-12:00 | Learning Club  |
| 12:00-1:00  | Lunch & Movement                                       |
| 1:00-1:30   | <b>Content:</b> Social Studies, Science, Wellness, Art |
| 1:30-2:00   | Specials   |



# Horario de Escuelas Secundarias

|             | <b>Monday</b>               |  | <b>Tuesday</b>              |  | <b>Wednesday</b>            |  | <b>Thursday</b>             |  | <b>Friday</b>                     |
|-------------|-----------------------------|--|-----------------------------|--|-----------------------------|--|-----------------------------|--|-----------------------------------|
| 8:00-8:30   | Office Hours                |  | Office Hours                |  | Office Hours                |  | Office Hours                |  | Office Hours                      |
| 8:30-8:50   | Advisory (A-L)              |  | Advisory (M-Z)              |  | Advisory (A-L)              |  | Advisory (M-Z)              |  | Connection Advisory               |
| 8:50-9:00   | Movement Break              |  | Movement Break              |  | Movement Break              |  | Movement Break              |  | Applied Learning<br>(Application) |
| 9:00-9:50   | Period 1                    |  | Period 5                    |  | Period 1                    |  | Period 5                    |  |                                   |
| 9:50-10:00  | Movement Break              |  | Movement Break              |  | Movement Break              |  | Movement Break              |  |                                   |
| 10:00-10:50 | Period 2                    |  | Period 6                    |  | Period 2                    |  | Period 6                    |  |                                   |
| 10:50-11:00 | Movement Break              |  | Movement Break              |  | Movement Break              |  | Movement Break              |  |                                   |
| 11:00-11:50 | Period 3                    |  | Period 7                    |  | Period 3                    |  | Period 7                    |  |                                   |
| 11:50-Noon  | Movement Break              |  | Movement Break              |  | Movement Break              |  | Movement Break              |  |                                   |
| Noon-1:00   | Lunch & Movement            |  | Lunch & Movement            |  | Lunch & Movement            |  | Lunch & Movement            |  |                                   |
| 1:00-1:50   | Period 4                    |  | Period 8                    |  | Period 4                    |  | Period 8                    |  |                                   |
| 1:50-2:00   | Movement Break              |  | Movement Break              |  | Movement Break              |  | Movement Break              |  |                                   |
| 2:00-2:30   | Office Hours                |  | Office Hours                |  | Office Hours                |  | Office Hours                |  |                                   |
| 2:30-3:30   | Extra Curricular Activities |  | Extra Curricular Activities |  | Extra Curricular Activities |  | Extra Curricular Activities |  |                                   |

# Horario de la Escuela Preparatoria DDHS

|             | <i>Monday</i>                 | <i>Tuesday</i>                | <i>Wednesday</i>              | <i>Thursday</i>               | <i>Friday</i> |                                   |
|-------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|---------------|-----------------------------------|
| 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<br>(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<br>Movement         | Lunch and<br>Movement         | Lunch and<br>Movement         | Lunch and<br>Movement         | 12:30-1:00    | Lunch and<br>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<br>Meetings | Collaboration and<br>Meetings | Collaboration and<br>Meetings | Collaboration and<br>Meetings | 2:00-3:00     | Collaboration and<br>Meetings     |

# Materiales Escolares

- Por lo general cobramos una tarifa de suministro de \$20.00 por cada de uno de nuestros estudiantes
- **NO COBRAREMOS** a los padres durante el aprendizaje a distancia.
- Cuando regresemos a la escuela en persona, podemos cobrar a las familias una cantidad prorrateada
- Kits de suministros (materiales escolares) para cada estudiante
- Nuestro curriculum tambien estara ofreciendo materiales mensuales



# Comienzo del Año Escolar

Todos estamos ansiosos por empezar el Año Escolar

- Del 8 al 11 de Septiembre - Planeación y Comunicación / Introducciones Virtuales
- Del 14 al 18 de Septiembre - Concentran en establecer expectativas y crear relaciones, Casa Abierta Virtual (Open House), llamadas personales de los maestros a las familias
- 21 de Septiembre - Comienza la instrucción académica en línea

# PARENT VUE

Synergy ParentVUE es una herramienta para ayudar a nuestras familias a mantenerse informadas sobre el progreso de sus estudiantes. Esta herramienta puede ser usada para acceder a las calificaciones de sus estudiantes, asistencia, y también para comunicarse con los maestros.

- Para más información para como registrarse a su cuenta por favor visite <https://www.ddouglas.k12.or.us/parents/parentvue/>
- En esa página web, usted encontrará videos que le ayudarán a registrarse

# Preguntas





DAVID DOUGLAS  
SCHOOL DISTRICT  
*Learn · Grow · Thrive*



- 1. Follow Up Steps**
- 2. Future Communication Sessions**

**THANK YOU!**



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



*Elementary (Menlo Park, Mill Park, Cherry Park, Ventura Park)*

Tuesday 9/1 6:30 pm

*Elementary (Gilbert Heights, Gilbert Park, Earl Boyles, Lincoln Park, West Powellhurst)*

Monday 8/31 6:30 pm

*Middle School (Alice Ott, Floyd Light, Ron Russell)*

Thursday 8/27 7:00 pm

*David Douglas High School / Fir Ridge*

Wednesday 9/2 6:00 pm