
MARCH 2020

Oregon's Extended School Closure Guidance

DISTANCE LEARNING FOR ALL:
ENSURING CARE, CONNECTION AND
CONTINUITY OF LEARNING



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves . . . together!

Table of Contents

A Message from Colt Gill.....	2
Preamble.....	5
Acknowledgement.....	5
Introduction.....	6
SECTION ONE: Framing Values and Understanding Distance Learning.....	8
1A. Guiding Principles.....	8
1B. Guidelines for Distance Learning.....	10
Tool #1: Overview of Guidelines for Distance Learning.....	11
Social, Emotional and Mental Health.....	11
Partnering with Parents, Families and Caregivers.....	12
Instructional Time.....	13
Equity and Access.....	14
Teaching and Learning.....	14
Operational and Administrative Logistics.....	15
1C. Special Education, English Learner and Talented and Gifted Services.....	15
Special Education Guidance.....	16
English Learner Guidance.....	16
Talented and Gifted (TAG) Guidance.....	16
SECTION TWO: Assessing Capacity and Making a Plan.....	17
2A. Distance Learning Capacity Framework.....	17
Distance Learning Capacity Framework.....	17
Tool #2 Distance Learning Capacity Framework.....	18
2B. Distance Learning Planning.....	18
Tool #3 District Distance Learning Planning.....	19
Sample Workflow Chart.....	20
Timeline.....	21
Planning Checklist.....	22
SECTION THREE: Helpful Resources and Setting the Stage for Collective Action.....	25
3A. Distance Learning Resources.....	25
3B. Next Steps and Commitments.....	26
Appendix.....	27

A Message from Colt Gill

Director of the Oregon Department of Education and Deputy Superintendent of Public Instruction:

Thank you for your committed leadership during these challenging times. We are partnering with you on an historic transformation of our education system to maintain care, connection and continuity of learning for our students.

How We Got To This Moment

Let's consider the shifts over the course of just the last two weeks (one of them spring break) for our children, families, and educators:

- On March 12th we learned that our children would lose seven school days.
- On March 17th we learned that our children would miss over a month of school.
- Today we know there is a very real potential that our students, like in many other states, may not return to school this academic year.

We started with the idea that our children would miss a few days of school and that some days might be made up in the summer – something that is normal in Oregon which regularly encounters snow days and forest fires that close schools for a few days each year.

Then, to slow the spread of COVID-19 and protect our students and educators, Governor Brown issued executive order 20-08 that closed schools through April 28. This order also called on schools to deliver, *“supplemental education and learning supports to students to the extent practical through independent study and other appropriate options.”* This was intended to be a reasonable and essential solution to ensure there was continued learning through a short-term closure.

How We Are Evolving

Our state's response to COVID-19 has responsibly and necessarily evolved with the use of data and knowledge of effective suppression measures. We now have a moral imperative to meet the changing nature of the pandemic and evolve our approach to serving our children.

As we continue the effective measures of Governor Brown's "Stay Home, Save Lives" order, **we also foresee the strong possibility that our students may not come back through our school house doors this academic year.** This calls for a shift from providing supplementary education to a formidable effort to provide **Distance Learning for All.**

Of course, education without face-to-face interaction between students and teachers will look and feel different and cannot be fully replicated across a distance. It will not and cannot happen overnight. We need the grace and patience of our state's leaders, our communities, our families, and our educators as we learn together to move powerfully to ensure care, connection and continuity of learning happen in entirely new ways for our students.

I was recently reminded of the power of student and teacher relationships in a classroom setting. Over two decades ago I was a 4th grade teacher at Creslane Elementary School in Creswell, Oregon. I worked with an amazing Educational Assistant to cook some noodles in an unusual way to help bring a book to life for my students. Here is the story from Colin Lyons, one of my former students, who is now a candidate for 2021 Oregon Teacher of the Year:

“Mr. Colt Gill, was my 4th grade reading teacher in Creswell (and my first superintendent when I worked in Bethel SD). I attribute my career path to him and a random day when he cooked us worms to try and eat with ketchup and mustard after reading Thomas Rockwell’s *How to Eat Fried Worms*. It was a silly event, but memorable and my tiny 9 year old brain gravitated to wanting to emulate him and his passion.”

I share this story for two reasons. First, it underscores how our relationships and interactions with students can have a lasting impact and more than we might realize at the time. We must be caring, intentional and reaffirm a sense of community and continuity in all our actions. We need to be clear-headed regarding the experiences our children will lose over the next two and half months – proms, field trips, graduation and award ceremonies, and simple classroom activities that shape lives.

The loss of these experiences should not mean students lose the opportunity for connection, belonging and optimism in the future. Every caring adult has a role and responsibility to play in guiding our students through this moment of challenge and uncertainty. It is a time to highlight the assets and resilience we see in our children and let them know how much we value them.

Second, the passion that Colin referred to runs deep in educators. Educators are the most caring, flexible and determined people I know. They are true professionals. Educators, as they partner with families in new and deep ways, can make this work for Oregon’s children.

We must move into this shift with honesty regarding known and unknown challenges:

- The vast majority of Oregon educators have not taught online and some districts have varying levels of experience, capacity and technology tools. Let’s take this head on utilizing our resourcefulness and creativity understanding not all distance education will be online. Meaningful education can be provided through educational materials distributed in packets, via individual and group calls, and other efforts that may be employed to ensure continuity of learning.
- Imagine a family with a 7th grader and a 10th grader, each with six or seven different teachers and classes with one computer to share between the students. We must find ways for their classes to be scheduled so they can access all the content.
- For our younger students, the success of distance education overwhelmingly relies on parents and adult family members to be active partners with teachers. It will be important for parents to know their role to support, including making time outside interactions with their child’s teacher to serve as tutors, helping to ensure attentiveness to the instructional time with teachers, providing structure to the daily schedule and

helping support connectivity and continuity of technology at home, and more. Primary students going through the rigors of learning to read requires the support of a teacher “scaffolding the lesson” minute-by-minute to meet the needs and strengths of the student. This will look different within distance learning and we have to find ways to partner teachers and parents to nurture learning within this context.

- In Oregon last year 22,215 students lacked “a fixed, regular, and adequate nighttime residence.” The number of children experiencing homelessness is likely to grow this year. We will need to think of creative strategies to provide access to learning for students in these situations where a tablet or laptop and hotspot connection to the internet may not be the most practical way to provide access to learning for some students.
- ODE will work with relevant state agencies and ESDs to address data from the Oregon Broadband Commission regarding potential connectivity issues communicated by Internet Service Providers (ISPs). We also recognize that there are parts of the state yet to be served by broadband or cell connectivity. This will require flexibility for these schools to serve students during the school closure in ways consistent with the specific needs of their communities and families.
- And, family needs, strengths, make-up and values play a significant role. Some families work hard to limit screen time and will have to navigate new patterns in the home. In some homes older siblings must care for younger siblings and family members because parents and other caregivers must work. We all have to work together to communicate expectations for learning while making allowances for the specific customs and routines of families within their home environment.

These are a few of the issues our state and our schools will be working to meet head-on at the same time they are beginning to deliver **Distance Learning for All**. The effort carries its challenges, through them we will center on equity. Our school house doors were open to every single student in our state, and as we shift to **Distance Learning for All** we must ensure our education services are accessible to every student in our state. We will do all we can to meet the needs and strengths of students with disabilities, emerging bilingual students, talented and gifted students, and students navigating poverty and homelessness.

Our children and educators deserve more than we can provide right now; we must let this thought drive our innovation and help us strive to overcome disparities and build resilience in our students and educators. This effort will call on all our creativity and talents as well as deep partnership with families to reach all students to provide care, connection, and continuity of learning.

Sincerely,



Colt Gill

Preamble

Oregon's commitment to **Distance Learning for All** signals our deep commitment to learning and maintaining an educational pathway for students during this critical time. As educators and leaders, we know the value of school and the importance of learning and social connection. Faced with the challenge of school closure, we have an opportunity to harness new ways of relating, teaching, and learning through a distance learning model. Maintaining student to educator relationships will ensure care, connection, and continuity of learning for us and our students. We are in this together.

The purpose of this Distance Learning for All guidance is to provide a definition of the Distance Learning for All requirements so that we hold shared understanding of our responsibility to serve students during school closure, to help districts and schools assess capacity for distance learning, and to introduce a sample plan that districts and schools can use to implement distance learning. We also outline our commitment to partner and support as we move through complex challenges guided by possibility. As we learn alongside you and come to know more, we will continue to develop and update resources to districts, schools, families, students and communities.

This is the first of a series of guidance to be released to support districts in the delivery of **Distance Learning for All**. As contexts change and needs evolve, we will continue to update this guidance and link it to the [ODE COVID-19 webpage](#).

Acknowledgement

We wish to acknowledge that our guidance has been informed by educators and other leaders in Oregon and across the nation who have been critical thought partners. In the context of shared thinking and problem solving, our own thinking and planning has been enhanced. We appreciate the collective effort, as we rise to the challenge of serving our students and families during school closure. We are stronger together.

Additionally, we wish to thank State Education Agency (SEA) leadership across the nation and the Council of Chief State School Officers. We wish to explicitly acknowledge Washington, whose Office of Superintendent of Public Instruction has served as a key partner and consultant. Additionally Kansas, California and Texas have contributed materials and resources that have influenced our thinking and planning.

Introduction

Distance learning for All will be a process for students to receive ongoing interaction with their teacher. Each District should have their Distance Learning for All Plan in place by April 13, 2020. Please review the toolkit and timeline for implementation. Distance learning is not just online instruction. It provides for blended learning strategies and access to appropriate educational materials through multiple modes of communication. As schools transition to distance learning, successful approaches will be centered on **care, community and continuity of learning**.

Key elements of distance learning for every student, educator and parent to know.

- Every student regularly connects with their teacher(s).
- Teachers and students prioritize time together to focus on the most important or relevant learning.
- Teachers, families, and caregivers work as a team, anchored in partnership. Together, teachers and families co-facilitate learning, design consistent routines, and establish the learning environment.
- Teachers continue to monitor, report and record each student’s progress towards learning goals and standards, encouraging critical problem solving, collaboration, communication and creativity.
- Schools provide multiple, flexible opportunities -- for our high school students in particular – to earn credit on their pathway to graduation.

As a foundation for successful **Distance Learning for All** our students, our schools have a critical responsibility to:

- Continue to focus on student belonging, care, connection, well-being and mental and social-emotional health.
- Actively engage and nurture relationships with students, families, and community.
- Center equity in all outreach and communication efforts with parents and caregivers.
- Encourage, support and provide opportunities for active collaboration and communication between school leaders, teachers and all school staff.

It is important that school district leaders define their baseline, set their horizon, learn from each other, and strive to increase capacity for educator and student efficacy with online resources. This guidance – and [Distance Learning Capacity Framework](#) it provides -- is intended to support school districts successfully implement distance learning through a range of effective strategies. ODE recognizes schools are at various entry points in their capacity to provide learning resources for schools and families.

As we imagine and create distance learning pathways, educators continue to shine a light of hope and optimism. Over the past few weeks, we have been inspired and buoyed by the voices of educators. The Department has been inundated with messages from educators who say, “We stand at the ready!” and who are generating ideas and resources to help us pattern new ways of relating, teaching, and learning through distance learning. Educator voice and vision

will guide us. We have great faith in the collective capacity of our education community in Oregon to serve students and families during this time.

As we embark on a new pathway to educate our students during this school closure, we hold an aspirational vision for **distance learning** that ensures educator efficacy, student efficacy and system capacity for delivering a quality learning experience while we maintain social distancing for health and safety.

This guidance includes seven tools to help school districts understand and plan for distance learning.

- **Tool #1:**
[Overview of Guidelines for Distance Learning:](#)
Guideline summary for implementation of distance learning.
- **Tool #2:**
[Distance Learning Capacity Framework:](#)
A conceptual framework to help districts assess capacity for distance learning. It is designed to provide multiple entry points based on readiness, to inform planning and to create a trajectory for future progress.
- **Tool #3:**
[Distance Learning Planning Tool:](#)
A customizable project planning tool districts can use to build their Distance Learning For All Plan.
- **Tool #4:**
[Distance Learning for All Family and Educator Resources:](#)
A comprehensive resource that includes: an at-home guide for families in English and Spanish; helpful resources for families to support at-home learning; social, emotional and mental health supports and resources; a comprehensive list of instructional tools and curricular resources to support K-12 teaching and learning; and a glossary.
- **Tool #5:**
[Distance Learning: Sample Instructional Day \(K-12\)](#)
A tool designed to help teachers and parents build a daily learning schedule for students K-12. This prioritizes Teacher-Led Learning and also expands learning to include

For the purposes of this guidance, **distance learning** is defined as instruction in which the student and instructor are in different locations. Students engaging in distance learning have access to appropriate educational materials and receive ongoing interaction with their licensed and/or registered teacher(s). It is important to note that distance learning includes multimedia communication and blended learning strategies, not just digital/online learning. Learning may or may not be separated in time (asynchronous vs. synchronous). School districts will enter into distance learning along a continuum based on their capacity.

activities and experiences that reinforce skills and extend knowledge.

- **Tool #6:**

- [Distance Learning Timeline:](#)

- A visual timeline to help districts understand the implementation arc for Distance Learning for All.

- **Tool #7:**

- [Distance Learning for All Summary Document](#)

- A summary document distilling the contents of this guidance.

This guidance¹ is organized into three sections to prepare districts to lead **Distance Learning for All**:

Section One: Framing Values and Understanding Distance Learning for All

- 1A. Guiding Principles
- 1B. Guidelines for Distance Learning
- 1C. Special Education, English Learner, and Talented and Gifted Services

Section Two: Assessing Capacity and Making a Plan

- 2A. Distance Learning Capacity Framework
- 2B. Distance Learning Planning

Section Three: Helpful Resources and Setting the Stage for Collective Action

- 3A. Distance Learning Resources
- 3B. ODE's Next Steps and Commitments
- 3C. Appendix (Tools #1-7, [Glossary](#), [FAQ](#))

SECTION ONE: Framing Values and Understanding Distance Learning

1A. Guiding Principles

This *Distance Learning for All* guidance is Oregon's response to the COVID-19 challenge as we collectively work to ensure the health and safety of Oregonians. This guidance sets forward an initial vision for distance learning for all in Oregon, defines distance learning, provides a framework for districts to evaluate distance learning capacity, and includes planning tools for distance learning implementation. As contexts change and needs evolve, we will continue to update this guidance and link it to the [ODE COVID-19 webpage](#).

¹ Please note, if a topic is included in multiple rounds of guidance, the most current guidance will supersede prior guidance. Our FAQs will be updated frequently to reflect the most current information. ODE will be organizing a webinar to provide clarification around Distance Learning for All requirements. DistanceLearning4All@ODE.state.or.us

ODE's guidance during this time of school closure centers on **Care, Connection, and Continuity of Learning**. We recognize that in this time of immense change and transition, what our students and families need most is kindness, compassion and **care**. Additionally, as we all experience social distancing, our students and families need to hear from trusted adults who know and care for them. One of the most meaningful contributions educators can make during this time is to find ways to engage students and families. Outreach from a known educator and ongoing **connection** through phone, paper/pencil communication, online or other means will serve as the heartbeat for distance learning. Maintaining undeterred focus to create conditions that foster learning and critical thinking for students will anchor us as we reimagine school through distance learning. It is our collective, moral imperative to ensure **continuity of learning** and access to education. In Oregon, we achieve together--we must keep this as our north star.

We also acknowledge that our public education system creates a problematic paradox around who the system is designed to serve. We take a strong equity stance at ODE: *Education equity is the equitable implementation of policy, practices, procedures, and legislation that translates into resource allocation, education rigor, and opportunities for historically and currently marginalized youth, students, and families including civil rights protected classes. This means the restructuring and dismantling of systems and institutions that create the dichotomy of beneficiaries and the oppressed and marginalized.*

In order to live into this stance, we must heighten our attention to particular groups of students who often bear the burden of the system's oppressive practices. We must see the strengths and meet the needs of students experiencing homelessness, students of color, Alaska Native and American Indian students, emerging bilingual students, students of migrant and farmworker families, students experiencing disability, students in foster care, and students navigating poverty. There is a real risk that students will experience further alienation and lack of access to learning, heightened by the out-of-school context. This risk is magnified by the digital divide and the rapid increase of unemployment in our communities. This lived reality requires resolve and focus as care, connection, and continuity of learning guide our charge.

As we lead this effort across Oregon, the **Distance Learning for All Guiding Principles** will anchor our state in common values and help generate collective action during this time:

- **Ensure safety and wellness.** Students need food, clothing, a safe place to learn and shelter, as well as a sense of care and connection, in order to engage in challenging intellectual work.
- **Cultivate connection and relationship.** Student connections and relationships with trusted adults promote belonging, which is especially important as learning takes place outside of the school setting.
- **Center in equity and efficacy.** Prioritize equity in every decision; build on cultural and linguistic assets to inspire learning and promote student efficacy. Consider how decisions and actions attend to racial equity and social justice ([Oregon Educator Equity Lens](#)). Consider the assets of students who experience disability.

- **Innovate.** Iterate through complex change with a spirit of possibility, centering in deep learning, student agency, and culturally sustaining practices.

1B. Guidelines for Distance Learning

During extended school closure, learning and the instructional experience will take new shape as we implement a distance learning model. We recognize that our current context puts additional pressure on families to juggle many responsibilities. For many, this may also mean working from home while caring for children (in the context of financial strain, health concerns, and lack of digital resources). Our educators face the same challenges. We were careful to consider these factors in this guidance.

Our guidance draws from other states and borrows from instructional time guidelines for virtual schools nationally as they are addressing the COVID-19 crisis. ***As we continue to learn more and normalize our practices for distance learning during COVID-19, we will update the Distance Learning for All guidance.*** The following guidelines should inform school districts' design and delivery of instruction and student supports.

Tool #1: Overview of Guidelines for Distance Learning

Overview of Guidelines for Distance Learning *Ensuring Care, Connection and Continuity of Learning for All Students* Guidelines for All Districts Receiving SSF during School Closure

Social, Emotional and Mental Health: Ensure safety, belonging and mental health as a foundation for learning. Prioritize care and connection. Apply a trauma-informed lens when providing services.

Partnering with Parents, Families, and Caregivers: Center equity in all outreach and communication efforts with parents, families and caregivers. This includes honoring home language and culture and considering the strengths and needs of students. As educators, we have now become guests in the homes of the students and families we serve.

Instructional Time: Establish routines, expectations and priorities to facilitate instruction. Consider the environments and ages of the learners when planning instructional time, activities and connections. [See Tool #5](#)

Equity and Access: Ensure equity and access in all aspects of distance learning. Design instruction using the tenets of Universal Design for Learning (UDL) to create the greatest access for students. Differentiate and use a variety of modes, resources and strategies with consideration for how students and families may be disproportionately impacted.

Teaching and Learning: Focus on essential learning, leveraging formative assessment and student assets to inform differentiation and extensions. Guarantee learning to support students on their path to college and career.

Operational and Administrative Logistics:

Attendance: Every student is assigned to and regularly connects with a licensed or registered teacher. (Pending further guidance.)

Report Progress: Provide and report on grades and/or progress marks.

Provide Credit-Earning Options: Offer a variety of opportunities to earn high school credits.

[Distance Learning for All Resources](#)

Social, Emotional and Mental Health

- Maintain relationships between educators, students, families and community.
- Focus on student belonging, care, connection, well-being and mental health.
- Encourage on-going student participation, active engagement and monitor attendance.
- Apply a trauma-informed lens to build student resilience when providing support services to students and their families. As noted by Teaching Tolerance and the National Child

Traumatic Stress Network², while distance learning is a shift for everyone, children with identified histories of trauma may be especially vulnerable to the impact of significant changes in schedule, routine and expectations that come with social distancing, canceled classes, online learning and reliance on caregivers for academics. Other students may also be at additional risk during this time:

- Students who experience anxiety;
- Students who experience depression or suicidal ideation;
- Students who experience learning and attention challenges;
- Students whose families may have lost jobs or income;
- Students who have loved ones affected or particularly vulnerable to the COVID-19 virus;
- Students who have a caregiver who is an essential front-line worker;
- Students who may experience limited access to adult support as their caregivers work; and
- Students who are members of communities who have experienced generational trauma in Oregon or in the United States.

Partnering with Parents, Families and Caregivers

If the student is under the age of 18, any calls, or other means of contact, should be made to the parents or caregivers who are in the parental relationship to students. Norms and agreements for interaction between educators and students need to be first established with them.

- Center equity in all outreach and communication efforts with parents and caregivers. This includes honoring home language and culture and considering the strengths and needs of students we name in the introduction and in the equity and access section of this guidance. As educators we have now become guests in the homes of the students and families we serve.
- If district or charter school policy prohibits electronic communication between staff and students, districts and charter schools should consider revising policies to allow one-on-one telephone and electronic communication by appropriate personnel (e.g., teachers, school counselors, school social workers, administrators, educator paraprofessionals, and McKinney-Vento Liaisons).
- Engage with parents and caregivers as critical partners and co-facilitators of learning. They will have important roles to play, especially for younger students.
- Ensure parents and caregivers understand that the district's distance learning model will change and improve over time and that it will not be perfect in the beginning.
- Provide communication support to families in preferred home language and provide interpretation support to the extent possible

² [Teaching Tolerance: A Trauma-Informed Approach to Teaching Through Coronavirus](#)

- Discuss important routines and school structures for the remainder of the year including supplemental learning resources, how to access meals and what community supports and services are available for the families.
- The school may wish to designate a liaison with whom families can communicate with and establish a preferred method of communication (i.e., text, Zoom, phone, email).
- Families may have a wide range of questions and concerns related to this crisis rooted in their own perspective and experience. Seek resources, community liaisons and community based organizations where possible to personalize and contextualize support.

Instructional Time

To meet the expectations of Instructional time ([See Tool #5](#)) the following practices should be considered:

- Schedules and consistent routines are important for maintaining the learning environment.
- Prioritize time to focus on the most important or relevant learning.
- Honor the student learning environment, harnessing assets including home language, family (siblings and extended family), and culture. Allow for student choice and voice when possible and integrate culturally sustaining practices.
- Provide designated educator “office hours” to ensure consistency and structure. “Office hours” indicate when each teacher will be accessible (online or via telephone is recommended) for consultation. For distance learning, some households will be sharing a device and caregiver availability to assist may be limited, so it is important that teacher availability is structured so all students have an opportunity to contact their teacher(s).
- Instructional time does not necessarily imply students are learning while engaged with a screen. Some schools and families may not use technology to access distance learning.

Our recommended maximum daily guidelines for Teacher-Led Learning are as follows (Note: Oregon has aligned this recommendation with Kansas and Washington):

- Grades K-1: 45 minutes
- Grades 2-3: 60 minutes
- Grades 4-5: 90 minutes
- Grades 6-12: 30 minutes per teacher (3 hours in a day)

Teacher-Led Learning will be bolstered by other learning opportunities throughout the day. [Tool #5](#), Distance Learning: Sample Instructional Day (K-12) is designed to help teachers and parents build a daily learning schedule for students across K-12. This prioritizes Teacher-Led Learning and also expands learning to include activities and experiences that reinforce skills and extend knowledge. Please also see the sample schedules available on the [Distance Learning for All Family and Educator Resources](#) web page which include, time to complete assignments, enrichment time, academic time, free choice time, physical activity time, and other suggestions that will help fill out a complete day of learning for students.

Important Note: ODE will pursue a Division 22 adjustment for instructional time requirements during school closure.

Equity and Access

Services should include a variety of modes, resources, and strategies to provide accessible educational opportunities and supports for each student.

- Use the tenets of the Universal Design for Learning (UDL) Framework³ to plan resource development to ensure the greatest access for all students.
- Consider the disproportionate impact of COVID-19 on the nine federally recognized tribes in Oregon as their tribal offices are also closed. Also consider the historical impact the spread of disease has had on our native populations.
- Recognize the “digital divide” that disproportionately affects our students from migrant and farmworker families, students experiencing homelessness, those in transition or in foster care, and students navigating poverty.
- Comply with Federal and State Civil Rights laws.
- Provide accommodations for students identified as Talented and Gifted.
- Provide a full range of English Language Development services for students who qualify.
- Provide Free Appropriate Public Education (FAPE).
 - *Districts must implement students’ IEPs to the maximum extent possible and make appropriate modifications in consultation with a student’s IEP team, if necessary.*
 - *This may include provision of compensatory educational services and/or extended school year services to maintain and/or recoup skills, as determined by the IEP team.*
 - *Districts should examine the effect of the closure on the student’s progress toward their IEP goals and review the guidance for tracking goals during the closure.*

Teaching and Learning

- Create learning experiences that are guided by a licensed teacher.
- Center on critical problem solving, collaboration, communication and creativity.
- Focus on essential and relevant learning for students.
- Create opportunities for interdisciplinary, well-rounded learning.
- Build key skills and focus on concepts that align vertically K-12; link to Oregon State Standards.
- Integrate opportunities for formative assessment and student feedback.
- Differentiate and adjust distance learning delivery models to include paper packets, online experiences, blended learning, phone, etc. as it matches student learning needs and technology and connectivity capacity.

³ Universal Design for Learning suggestions can be applied to any discipline or domain to ensure that all learners can access and participate in meaningful, challenging learning opportunities. www.cast.org

- Support all students to attain an Oregon 2020 Diploma, Oregon 2020 Modified Diploma or Oregon 2020 Extended Diploma and successfully transition to career and/or college.
- Ensure access to qualified educators, grade-level content, and required materials (including technology when possible).

Operational and Administrative Logistics

Attendance:

- Every student has regular contact with school personnel for the purpose of care, connection and continuity of learning.
- Every student has access to a licensed or registered teacher through telephone, writing, electronic or online means each session day throughout the extended closure.
- More information, including reporting information, will be available as ODE develops guidance on attendance, ADMw, and the State School Fund. In the meantime, ensure that every student has a consistent connection to a teacher who tracks their interactions.

Grade and/or Progress Marks:

- Monitor, report, and record progress towards learning goals and standards.

Credit-Earning Options for high school students remain the same as brick and mortar options. Districts may want to consider the full variety of options to ensure students have clear pathways to earning credits and meeting graduation requirements:

- Successful completion of online or distance coursework.
- Successful completion of coursework through non-digital resources or equivalent academic assignments.
- Passing an exam or work sample(s) (Advanced Placement (AP), International Baccalaureate (IB), General Education Development (GED), locally designed assessment, etc.) or a dual credit course.
- Demonstration of proficiency or mastery of required standards.
- Successful completion of a portfolio or collection of learning.

Additional guidance on Graduation Pathways for the classes of 2020 and 2021 is forthcoming.

1C. Special Education, English Learner and Talented and Gifted Services

Students protected under Individuals with Disabilities Education Act (IDEA), Americans with Disabilities Act (ADA), those who qualify for English Language⁴ services and students identified as Talented and Gifted require further consideration under the law. As such, we provide

⁴ Federally, those students who qualify for English Language services are referred to as “English Learners.” ODE prefers Emergent Bilingual/English Learners.

expanded guidance to ensure our commitment to equity and access. Our general guidelines in section 2 (above) integrate social-emotional and mental health supports. This section focuses on the technical requirements to serve students who qualify for these services.

Special Education Guidance

Please see Oregon’s [Extended School Closure Special Education Guidance](#), as well as the [Resource Toolkit to support Students with Complex Needs](#) which is aligned with the [guidance](#) issued from the United States Department of Education on March 21, 2020.

For students who experience a disability and are protected under ADA with a 504 plan, the district/school must:

- Review the student’s current 504 plan;
- Determine if adjustments are necessary for the student to access materials and instruction;
- If deemed necessary, the school team meets with the parent/guardian to develop or revise the 504 plan.

English Learner Guidance

Students who are identified to receive English language development services (Title III) must be provided with language assistance services and supports that allow the students access to academic content. When a school district is operating in the context of distance learning, the district/school must:

- Make every effort to provide ELD services to English Learners;
- Collaborate between the English language teacher, academic content area certified classroom teacher, and the parent or guardian in the distance learning setting;
- Review and consider the student’s language proficiency;
- Consider how the student will access materials and language services, including:
 - The English proficiency level (ELP) of the student;
 - The ELPA domains on which the student showed strengths and/or needed additional support; and
 - Consider reviewing and adjusting content, delivery, or materials to meet the student’s strengths, needs and abilities to access materials and demonstrate proficiency.

Talented and Gifted (TAG) Guidance

Districts should serve students identified as TAG by accommodating assessed levels of learning and accelerated rates of learning. With a distance learning model, two strategies that will enhance and extend the learning experience for TAG students, include:

- Educational acceleration, which has long been used to match high-level students’ general abilities and specific talents with optimal learning opportunities; and

- Curriculum compacting, which condenses, modifies, or streamlines curriculum to reduce repetition of previously mastered material.

SECTION TWO: Assessing Capacity and Making a Plan

2A. Distance Learning Capacity Framework

For the purposes of this guidance, **distance learning** is defined as instruction in which the student and instructor are in different locations. Students engaging in distance learning have access to appropriate educational materials and receive ongoing interaction with their licensed and/or registered teacher(s). It is important to note that distance learning includes multimedia communication and blended learning strategies, not just digital/online learning. Learning may or may not be separated in time (asynchronous vs. synchronous). School districts will enter into distance learning along a continuum. It is true that each district will approach distance learning differently.

This Distance Learning Capacity Framework is intended to help districts determine their capacity for distance learning, while providing multiple entry points to guide planning and delivery of instruction. We want to first acknowledge that capacity to provide distance learning online is directly linked to resource distribution and regional location. Simply put, this is a significant equity issue in Oregon that is often referred to as the “digital divide.” This is a collective responsibility.

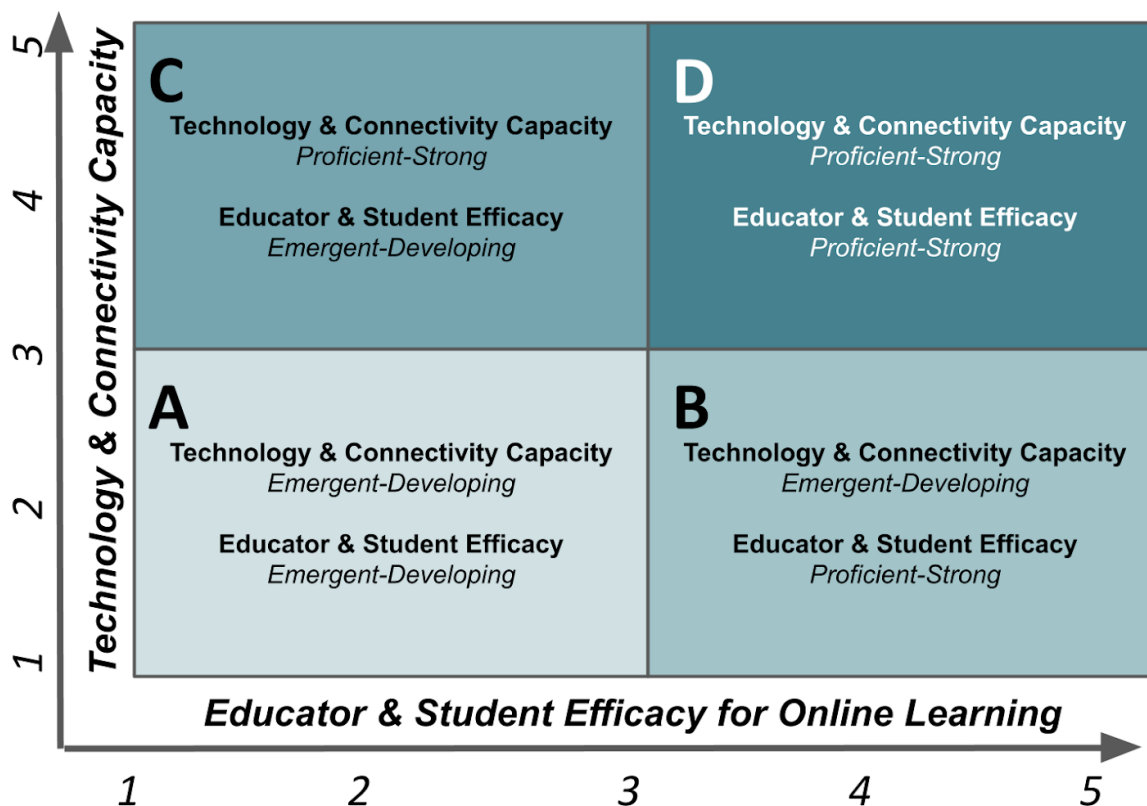
While it is not possible to exactly replicate the connection and social constructivism that occurs in a brick and mortar school, we can develop systems that support distance learning for all of our students. It is important that district leaders define their baseline, set their horizon, learn from each other, and strive to increase capacity for educator and student efficacy with online learning.

Distance Learning Capacity Framework

The framework is divided into four quadrants (A, B, C, and D) to help districts identify their starting point for their Distance Learning for All plans, and then target future areas for resource investment, growth and development. The vertical axis of the continuum of *Technology and Connectivity Capacity* (computers, devices, and internet access). The horizontal axis represents the continuum of *Educator and Student Efficacy for Online Learning* to provide instruction.

ODE is committed to supporting all districts to develop systems and prioritize investments of time and resources that will move them toward Quadrant D. For districts who are already operationalizing in Quadrant D, we will harness your example, engage your expertise, and use any exemplars to share and extend best practices around the state.

Tool #2 Distance Learning Capacity Framework



2B. Distance Learning Planning

Over the past two weeks, in addition to making sure children have access to meals and planning for emergency child care implementation, districts have been implementing variances of Supplemental Education and Learning Supports, per the [Governor’s Executive Order 20-08](#) on March 17, 2020. As we continue the effective measures of Governor Brown’s “Stay Home, Save Lives” order, we also foresee the strong possibility that our students may not come back through our school house doors this academic year. This reality warrants a shift from providing supplementary education to a formidable effort to provide **Distance Learning for All**. *While districts prepare to engage all learners in Distance Learning opportunities, they should continue to provide supplemental activities for students and focus on reconnecting and re-establishing relationships with students.* Here, we outline tools and timelines to help districts scaffold and plan toward full implementation of Distance Learning for All. We believe that the most important focus for districts now (and throughout this extended school closure) is to center on **care** and **connection**. We know that you are aware that *there has never been a more critical time for relational focus in our schools.*

Shifting from Supplemental Education and Learning Support to Distance Learning for All

The COVID-19 context requires us to shift and recalibrate as the situation unfolds. Our intention is to provide guidance for districts in Oregon that sets up the most sustainable solution for out-of-school learning. This guidance sets forward a new vision--Distance Learning for All. Distance Learning for All evolves from broader Supplement Education and Learning Supports to a well-defined, robust Distance Learning for All model. A critical reason for this shift is to stand up a model that ensures a comprehensive approach to learning for all Oregon students, whatever the return-to-school date may be. This standard collectively holds us accountable to prioritize and target investments for our historically underserved students, closing persistent gaps and inequities and maintaining high expectations for ourselves and our students with the belief that we can overcome barriers to improve outcomes. We recognize that this pivot toward a Distance Learning for All model requires complex, adaptive leadership.

To help build toward a successful launch, we have created a Sample District Distance Learning for All Workflow (see image below). This is one possible mental model that may be helpful for districts to use for planning, sense making, and implementation efforts.

Tool #3 District Distance Learning Planning

To support district planning, ODE developed a [Distance Learning Planning Tool](#) to guide local planning efforts. This will be an iterative process and may not be linear or lock-step. Districts may adapt the planning tools as needed for their local context. **April 13, 2020 is the required launch date for Distance Learning for All.**

Sample Workflow Chart

SAMPLE DISTRICT DISTANCE LEARNING FOR ALL WORKFLOW

ANCHOR IN CARE AND CONNECTIONS (SOCIAL, EMOTIONAL, MENTAL HEALTH)

- Center culturally responsive and sustaining practices
- Establish diverse district project team
- Identify staff leaders in technology

DEVELOP CLEAR COMMUNICATION STRATEGY AND PLAN W/ STUDENTS AND FAMILIES

- Lead with your values and anchor in student well-being and equity
- Establish communication between district/ schools and families
- Share student and family supports and expectations

ASSESS TECHNOLOGY AND CONNECTIVITY CAPACITY/MAKE A PLAN

- Survey staff and families on access to technology to the extent possible
- Gather resources and plan to fill gaps
- Identify and establish partnerships
- Communicate, implement, and monitor

ASSESS EDUCATOR EFFICACY FOR ON-LINE LEARNING/MAKE A PLAN

- Survey staff on needed supports for distance teaching where needed
- Identify distance learning experts to help support transition
- Create professional learning opportunities for staff

PLAN FOR TEACHER-LED LEARNING

Develop individual student or course learning plans

- Learning goals
- Course expectations
- Timelines
- Progress monitoring plan

Timeline

Pacing Guide (can be adjusted as works best for districts) <i>Required start date for all districts</i> April 13, 2020	High Level Action	Cross Walk to Planning Tool
Week 1 (March 30 - April 3)	Anchor in Care and Connection Engage District Planning Team Communicate Internally/Externally	Stage 1 Stage 1 Stage 1
Week 2 (April 6 - April 10)	Gather and Distribute Resources Provide Professional Learning Communicate Internally/Externally	Stage 1 Stage 2 Stage 2
Week 3 (April 13* - April 17) <i>*required implementation date</i>	GO LIVE WEEK Launch Distance Learning for All Communicate Internally/Externally	Stage 3 Stage 3
Week 4 (April 20 - April 24)	Identify Gaps Prioritize needed support Communicate Internally/Externally	Stage 3+ Stage 3+ Stage 3+
Week 5 (April 27 - May 1)	Systematize Routine Create “Plan/Study/Do” Cycle Communicate Internally/Externally	Stage 3+ Stage 3+ Stage 3+

Planning Checklist

Stage 1: Week One

Key Focus: Engage

- Center team and staff around care and connection
- Engage Parents and Families, Local School Board, Federally Recognized Tribes, Union Leadership, Community Partners, and Charter Schools (if applicable) - Do this to the best of your ability, keeping social distancing efforts in place.
- Establish a diverse district project team that may include administrators, special education leadership, emerging bilingual/EL leadership, IT, teacher leaders, HR, and additional school staff such as counselors, social workers, support staff, translators, community liaisons, Federal Programs/Title Specialists, and Tribal Attendance Promising Practices (TAPP) liaisons. This will look different in district based on district size and personnel.

Key Focus: Plan

- Review **Distance Learning for All** Guidance with district project team
 - Self assess using the Distance Learning Capacity Framework
 - Review the Sample Distance Learning District Workflow
 - Review the General Timeline for Distance Learning Implementation
 - See Distance Learning Sample Instructional Day (Tool #5)
 - Review [Oregon Open Learning](#) and [Distance Learning for All: Family and Educator Resources](#)

Survey all staff

- Access to technology
- Availability
- Supports needed for materials and instruction
- Need to access building to pick up materials
- Best communication methods

Survey families about access to technology and educational resources

- Preferred method and preferred language for communication
- Access to technology devices and internet connectivity
- Availability of learning supplies
- Availability of transportation to food/curriculum pick-up spots
- Surveys should be translated to meet families' linguistic strengths
- Consider phone outreach for surveys not completed

- Identify district learning platforms, curriculum and existing print materials already in place for teachers to utilize to support instruction
- Identify teacher leaders in curriculum and technology integration, including those who work with specialized populations, to lead professional learning and to serve on planning teams
- Identify resources that can be used in new ways, such as using school buses to deliver instructional materials
- Identify critical barriers and problem solve, creatively leveraging social and human capital

- Review and update applicable district policies and privacy policies dictating communication between staff and students and distribution of district materials (i.e. Chromebooks, etc.)
- Review Survey Results and Apply to Plan
- Connect with similarly-resourced districts to create support networks (e.g., through ESD Partners or by contacting colleagues) and to share and co-create resources.

Key Focus: Communicate

- Send *initial* communication to families and staff before the end of week one. Anchor in care and connection. Share any local celebrations and gratitude (i.e. celebrate food service plans and meal providers), provide the information that you know now and provide a general timeline.
 - Use as many modes as possible for communication (hard-copy letters, social media, robocalls, translated for families as needed).

Stage 2: Week One through Week Three

- Continue and complete any tasks for Week 1*

Communication To Students, Families and Community

Key Focus: Engage

- Lead with your values and key messages; anchor in student well-being and equity
- Connect with staff around well-being, pace of change and flexibility
- Connect with other districts to share resources

Key Focus: Plan

- Create professional learning opportunities for staff
- Design schedules and consider flexible staffing needs
- Develop building-level plans to reach specialized populations including students experiencing homelessness, students of color and Alaskan Native/American Indian students, emerging bilingual students, students of migrant and farmworker families, students experiencing disability, students in foster care, and students navigating poverty
- Review staff survey results in order to establish best communication methods for staff: consider daily or frequent messaging to staff from administration, provide talking points and scripts to educators
- Identify and establish partnerships to promote Distance Learning for All
- Consider setting up a tech support desk for parent/student access
- Educators review [Oregon Open Learning](#) and [Distance Learning for All: Family and Educator Resources](#) and plan for launching Distance Learning for All.

Key Focus: Communicate

To Schools and Staff

- District administration communicates vision, clarifies expectations, and establishes timelines

- Start with Student Connection - Include a timeline for each school to plan for students to receive at least one contact from school staff (email class-wide message, phone calls, mail, etc.)
- Schedule and hold building-level or cross-district grade level/content area small group meetings with elementary, middle, and high school leaders - do these as virtual meetings or conference calls to ensure social distancing practices
- School administrators hold virtual staff meeting: assign notetaker to send notes to staff for those who may not be able to attend
- Connect with staff: encourage staff connectivity, support, and care
- Share district messaging and expectations for staff
- Share schedule and resources for professional learning and online tutorials
- Encourage Professional Learning Communities and Learning Networks
- Leverage provided resources - [ODE COVID-19 webpage](#), ODE's [Distance Learning for All: Family and Educator Resources](#), and [Oregon Open Learning](#) (OER)

To School Communities and Students/Families

- School building administrators share information with their school communities that includes key district messages as well as school-specific guidance such as the school plan, where to pick up meals, when to expect communication from teachers, how students can pick up or access materials/technology, and how to set up for connectivity
- Share timelines and next steps (phases); Share that communication will be coming out in phases/stages - ask for patience and feedback
- If available - include distribution of materials plan (devices, hot spots, packets, materials)
- Share guidance for at-home learning schedules (see ODE Tool #5 for Instructional Time)
- Provide updates and guidance for seniors (high schools)
- Include ways for all families to contact district/school with questions/concerns
- Share tutorials for any online learning platforms that will be used to access district curriculum and teacher connection

Stage 3: Implement and Improve Plan (Week 3 and Beyond)

- Continue and complete any tasks for Stage 1 and 2

Key Focus: Engage

- Check in on care and connection of staff
- Check in with key stakeholders (families, educators, partners)
- Progress monitor, focusing on equity, access, and critical gaps. Make needed adjustments.
- Connect educators in learning networks to refine distance learning practices with a focus on equity

Key Focus: Plan

- Principals plan to provide daily updates to building staff on health and safety circumstances and available resources; and define distance learning plans (with back-up plans in the event of staff illness)
- Establish guidelines for tracking student progress
- Educators develop individual student or course learning plans
 - Learning goals
 - Course expectations
 - Timelines
 - Progress monitoring plan
- Review and revise distance learning plans

Key Focus: Communicate

- Develop a plan for weekly communication with students and families (log contacts and enlist support for any identified barriers to contacting students; identify students who have not been reached and prioritize those families)
- Communicate with seniors and families on student graduation plans (high schools)
- Continue to communicate with and engage stakeholders

Guidance for future planning and sample district plans will be shared by ODE in future communications.

SECTION THREE: Helpful Resources and Setting the Stage for Collective Action

3A. Distance Learning Resources

As Oregon shifts to Distance Learning for All, ODE recognizes that districts are at various entry points in their capacity to provide learning resources for schools and families. In partnership, ODE curated both offline and online resources to support districts, educators, and families in meeting the learning needs and strengths of Oregon’s students. Colleagues from Oregon Education Association, local school districts, Education Service Districts, and Higher Education reviewed and guided our process. A team developed quality indicators to vet and curate online materials and develop offline resources.

Three key values informed our approach to provide resources:

1. **Educator Agency:** In addition to ODE’s website, ODE launched a new learning website, [Oregon Open Learning](#), to give Oregon educators access to an online professional learning community across content areas, grade bands and student supports. [Oregon Open Learning](#) is an Open Educational Resource (OER) commons website where educators will eventually

be able to generate and access free, open source resources to support continued and growing teacher connection and networking.

2. **Center on Quality:** Curate comprehensive resources and focus the dissemination to only those that meet our quality indicators and criteria.
3. **Sustainability:** Include only free and/or openly licensed resources.

All resources are available through our [COVID-19](#) website. The ODE-hosted website includes curated resources across grade bands for families and educators in the following areas:

- A Guide for At-Home Learning (English & Spanish)
- Social, Emotional, and Mental Health Supports
- Online and Offline Learning
- Content Area Learning Resources and Instructional Materials
- Quality Indicators for Platforms and Content
- Educator Professional Learning
- Oregon Open Learning (OER)

The following Federal resources are important for districts to consider when making online readiness determinations:

- [Addressing the Risk of COVID-19 in Schools While Protecting the Civil Rights of Students](#) (March 16, 2020)
- [Office of Civil Rights Short Webinar on Online Education and Website Accessibility](#) (Length: 00:07:08) (March 16, 2020)
- [Protecting Student Privacy: FERPA and Coronavirus Disease 2019](#) (March 12, 2020)
- [Office of Civil Rights Letter to Education Leaders on Preventing and Addressing Potential Discrimination Associated with COVID-19](#) (March 4, 2020)
- [FERPA and Virtual Learning](#) (Updated March 2020)

3B. Next Steps and Commitments

ODE will work with our education and community partners to pursue solutions to the “Distance Learning for All” charge during school closure. We will:

1. Focus on care, connection, and continuity of learning.
2. Survey the needs of districts as they implement distance learning.
3. Target and prioritize resources to fill critical gaps in distance learning infrastructure.
 - a. Create conditions that facilitate funding flexibility.
 - b. Continue to nurture and cultivate partnerships to mitigate the digital divide and prioritize resources for rural and remote communities.
4. Create guidance on attendance and ADM reporting.
5. Provide educators support for distance learning.

6. Continue to curate distance learning instructional materials and supports.
7. Facilitate networks of administrators and educators as they problem solve, iterate, and innovate.
8. Communicate with districts, education partners and legislators as the COVID-19 crisis evolves.
9. Collaborate across state agencies to streamline support and communication.
10. Pursue Oregon Administrative Rule modifications where needed.

The Department will continue to update this guidance and link it to the [ODE COVID-19 webpage](#). You can also access the [COVID-19 FAQ](#) for answers to specific questions or email us directly at DistanceLearning4All@ODE.state.or.us.

In partnership with you, we are collectively charged with supporting students, staff, and communities in uncertain times. Thank you to each of you for supporting one another, for embracing the unknown with grace and patience, and for keeping your students at the center. We will continue to provide guidance and support responsive to the needs of students, families and school communities, and in continuing close coordination with local school districts as distance learning is implemented. You have our gratitude and shared commitment to Oregon's schools, children and families. We center **care, connection and continuity of learning** with you as well.

Appendix

Tool #1: [Overview of Guidelines for Distance Learning:](#)

Guideline summary for implementation of distance learning.

Tool #2: [The Distance Learning Capacity Framework:](#) [PowerPoint version](#)

A conceptual framework to help districts assess capacity for distance learning. It is designed to provide multiple entry points based on readiness, to inform planning, and to create a trajectory for future progress.

Tool #3: [The Distance Learning Planning Tool:](#)

Customizable project planning tool districts can use to build their Distance Learning for All Plan.

Tool #4: [Distance Learning for All Family and Educator Resources:](#)

A comprehensive resource that includes: an at-home guide for families in English and Spanish; helpful resources for families to support at-home learning; social, emotional, and mental health supports and resources; a comprehensive list of instructional tools and curricular resources to support K-12 teaching and learning; and glossary.

Tool #5: [Distance Learning: Sample Instructional Day \(K-12 Overview\)](#):

A comprehensive resource that includes: an at-home guide for families in English and Spanish; helpful resources for families to support at-home learning; social, emotional, and mental health supports and resources; a comprehensive list of instructional tools and curricular resources to support K-12 teaching and learning; glossary.

Tool #6: [Distance Learning Timeline](#):

A visual timeline to help districts understand the implementation arc for Distance Learning for All.

Tool #7: [Distance Learning for All Summary Document](#):

A summary document distilling the contents of this guidance.

Please see the [Distance Learning Glossary](#) for definitions of terms used in this guidance.

Please see the [FAQ](#) for answers to frequently asked questions. Information on this webpage continues to be updated to reflect current information.