
March 19, 2021

Comprehensive Distance Learning

**A COMPANION TO
*READY SCHOOLS, SAFE LEARNERS:***

**DEEPENING CARE, CONNECTION AND
CONTINUITY OF LEARNING**



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Preliminary Note:

Oregon Department of Education's [Ready Schools, Safe Learners](#) serves as the primary source of guidance for the 2020-21 School Year. Any school completing an Operational Blueprint for Comprehensive Distance Learning must carefully consider Authority and Effective Dates (Overview Section), Inclusive Guidance (Overview Section), Returning to In-Person Instruction (Section 0), Equity (Section 4), Instruction (Section 5), Family and Community Engagement (Section 6), Mental, Social and Emotional Health (Section 7), and Staffing and Personnel (Section 8) within the [Ready Schools, Safe Learners guidance](#). These sections lay the foundation for the development of Comprehensive Distance Learning plans and must be thoughtfully considered.

Additional consideration must be made for equity and access to school programs and services required for students experiencing disabilities and those served through Federal Title Grant Programs. While this guidance highlights key requirements, it must be used together with [Ensuring Equity and Access: Aligning Federal and State Requirements](#) in order to plan and design the implementation of comprehensive services.

Acknowledgement:

We wish to acknowledge this guidance has been informed by Oregon educators and leaders along with our national educational partners who have been critical thought partners in this process. Specifically, the [National Education Policy Center](#), [Council of Chief State School Officers](#), [Instruction Partners](#), [Regional Education Lab \(REL\) at Education Northwest](#), [Oregon Education Association](#), the [Coalition of Oregon School Administrators](#), [Oregon School Boards Association](#), and [Open Education Global](#) contributed to the development of this guidance. In addition, the state departments of education in Nebraska, Washington, Illinois, Iowa, Pennsylvania, Minnesota and California have contributed materials and resources that have influenced our thinking and planning.

Complete Set of Guidance and Support:

ODE's guidance for [Ready Schools, Safe Learners](#) includes the guidance and tools provided in documents titled *Comprehensive Distance Learning* (this document), [Ensuring Equity and Access: Aligning Federal and State Requirements](#), and [Planning for COVID-19 Scenarios in Schools](#). The documents - and the contents, tools, and links within them - work and refer to each other and are intended to be considered as a whole.



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Release Notes

Summary of changes in this version of Comprehensive Distance Learning Guidance

In addition to this chart, any substantial changes in this version have been marked up in *green italics* to help track changes. The use of italics and a different color is for meeting accessibility requirements and does not signal any specific emphasis or importance.

Page	Section	Summary of Change or Addition
4&5	Introduction	Executive Order 21-06 and when to prepare for Comprehensive Distance Learning.
26	2c	Link to Addressing Grades and Credit Options guidance .

Introduction

The emergency closure of schools during Spring 2020 required school leaders, educators, students and families to quickly pivot to Distance Learning for All to respond to COVID-19 and ensure the safety and health of Oregonians. Educators, students, and families responsibly did their best to implement *Distance Learning for All*. This was Oregon's first effort to ensure care, connection, and continuity of learning for all of Oregon's students during Governor Brown's [Stay Home, Stay Safe](#) order.

Decisions of when and how to reopen school buildings need to be rooted in health and safety and reflect available district staffing and resources. This companion guidance details the criteria and requirements of a Comprehensive Distance Learning instructional model for schools who plan to provide instruction all off-site for the 2020-21 school year. It is rooted in strong instructional practices, effective educator-student contact time, meaningful peer-to-peer interaction, and equitable learning opportunities.¹

ODE's [Ready Schools, Safe Learners](#) guidance presents three instructional models for the 2020-21 school year that includes On-Site, Hybrid, and Comprehensive Distance Learning. All requirements for Comprehensive Distance Learning guidance, as outlined in this document, apply to any schools with an Operational Blueprint for Comprehensive Distance Learning. *Ready Schools, Safe Learners outlines the specific conditions in which schools can operate in CDL based on the Governor's [Executive Order 21-06](#).*

A virtual public charter school that chooses to provide comprehensive distance learning for the 2020-21 school year must meet all requirements of this guidance and ORS 338.120. If there is a conflict between this guidance and ORS 338.120, this guidance prevails. If this guidance does not address a requirement in ORS 338.120 the virtual charter school must follow ORS 338.120. A public charter school that was not a virtual public charter school prior to March 16, 2020, as defined in ORS 338.005 and OAR 581-026-0300, that chooses to operate under this guidance for the 2020-21 school year is not required to meet the on-site requirements of ORS 338.120.

¹ Under Comprehensive Distance Learning there are limited opportunities for schools to bring students on-site. Schools will need to plan for on-site health and safety and complete an operational blueprint. See [CDL with limited in-person experience guidance](#).

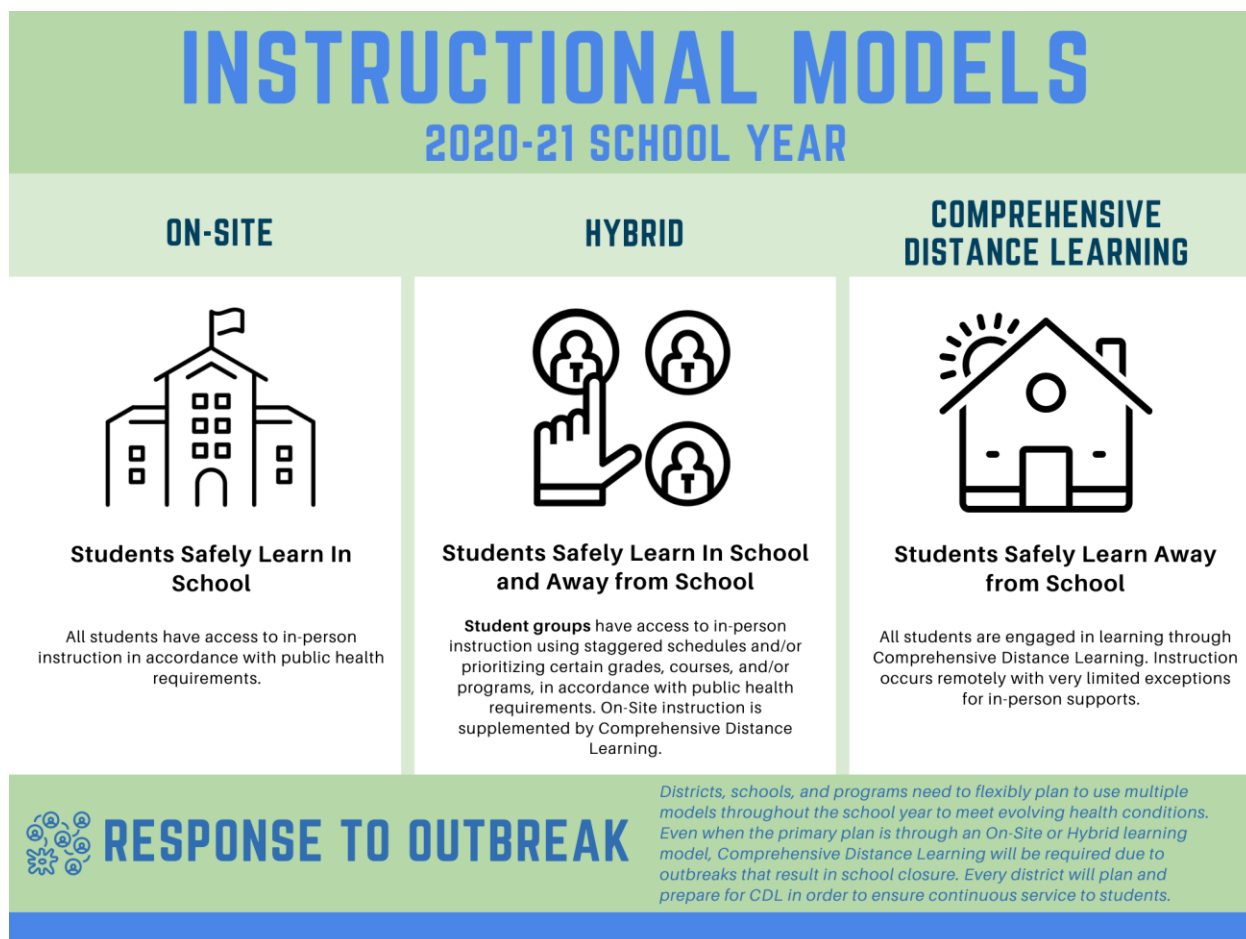


Figure A: Instructional Models for the 2020-21 School Year

[PDF version](#) of Figure A

This document defines distance learning and includes planning tools for Comprehensive Distance Learning implementation. Comprehensive Distance Learning should not be conflated with the previous *Distance Learning for All* instructional model. *Distance Learning for All* allowed the continuation of learning in the midst of emergency statewide school closure. Comprehensive Distance Learning is an instructional model consciously selected in advance, with time to plan and make preparations to better ensure quality and accessibility of the learning experience for *all* students. All schools should be prepared for Comprehensive Distance Learning *for students and families that choose to remain off-site*, in the event of emergency closure, in response to an *active transmission in a school*, or in the case where the local decision is made to operate in CDL *based on metrics for returning to in-person instruction*. As contexts change and needs evolve, ODE will continue to update this guidance on the [ODE COVID-19 webpage](#).

SECTION ONE: Framing Values and Understanding Distance Learning

1A. Guiding Principles

ODE remains committed to using the guiding principles introduced in Spring 2020 to generate collective action and leadership for efforts to respond to COVID-19 across Oregon. These principles are updated to reflect the current context:

- **Ensure safety and wellness.** The decision to return to school settings must be driven by health and safety considerations. In planning, prioritize basic needs such as food, shelter, and wellness and support the mental, social, and emotional health of students and staff.
- **Cultivate connection and relationship.** Quality learning experiences require deep interpersonal relationships and a learning environment where people feel safe, seen, and valued. Especially in the midst of returning to school settings from an extended school closure, supporting students and families should begin with connection and relationship.
- **Center equity.** Recognize the disproportionate impact of COVID-19 on Black, American Indian/Alaska Native, and Latino/a/x, Pacific Islander communities; students experiencing disabilities; and students and families navigating poverty. Apply an equity-informed, anti-racist, and anti-oppressive lens to promote culturally sustaining and revitalizing educational systems that support every child.
- **Innovate.** The complex circumstances in which learning is currently situated requires ongoing reflection and iteration to assure deep learning for every student.

Under a Comprehensive Distance Learning model, schools have the responsibility to:

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

1B. Defining Comprehensive Distance Learning

Comprehensive Distance Learning

As Oregon moves beyond an emergency response to a planned response for applying a distance learning instructional model, schools have an increased responsibility to prioritize and target investments for students historically underserved by the system. Schools engaging in Comprehensive Distance Learning will focus on closing persistent gaps and inequities while maintaining high expectations for students and staff.

Students engaging in Comprehensive Distance Learning have access to standards-based, grade level-or-beyond educational materials. They interact in an ongoing manner with one or more teachers who skillfully guide the student's full educational experience.

Comprehensive Distance Learning includes multimedia communication and blended learning strategies, not solely digital/online learning. As appropriate, learning may or may not be separated in time often referred to as asynchronous or synchronous learning in the field of distance learning. Comprehensive Distance Learning requires meeting all federal and state laws and Division 22 requirements that apply to the 2020-21 school year², as well as requirements for mental, social, and emotional health and family engagement.

Asynchronous

Learning that occurs in elapsed time. Examples include email, online discussion forums, message boards, blogs, podcasts, etc.

Synchronous

Learning in which participants interact at the same time and in the same space.

Comprehensive Distance Learning includes required elements for realizing a school experience that honors the whole child and provides well rounded learning opportunities. All Comprehensive Learning requirements are summarized visually in the table below, as well as in the [Comprehensive Distance Learning Requirement Overview](#).

² Due to potential ongoing disruptions in learning due to COVID-19, there may be future modifications to Division 22 requirements.

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



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Figure B: Comprehensive Distance Learning Required Elements

[PDF of Figure B](#)

1C. Safeguarding Student Opportunity Clause

Given the disproportionate and severe impact of the pandemic on students and families, every assurance must be made to safeguard students from further harm or marginalization.

Required

- ☐ Guarantee a full academic learning experience through Comprehensive Distance Learning for any student who may not be able to access On-Site or Hybrid instruction due to health-related issues.
- ☐ Districts shall not make a decision for any student that limits opportunity to progress within a course sequence, or to determine grade promotion or retention, placement in an advanced course, sports, access to clubs/Career and Technical Student Organizations such as Future Farmers of America, forecasting opportunities, or modified diploma option for the 2020-21 school year based on performance during spring of 2020 during extended school closures.
- ☐ Do not retain or hold back any student due to impacts of the spring 2020 school closure (final term of 2019-20 school year).
- ☐ Develop a Credit Earning Assurance Plan pursuant to *Distance Learning for All* requirements that can be completed with students and families by the end of September 2020, for any student who has received “Incomplete(s)” (or local equivalent) during the final term of the 2019-20 school year. Credit-Earning Assurance Plans may include but are not limited to academic support courses, consolidated/combined content courses, personalized academic tutoring, summer school, online course offerings, peer tutoring, zero period learning opportunities, and/or project-based learning opportunities. Complete Credit-Earning Assurance Plans prior to the beginning of the 2021-22 school year. If a student transfers to a new district without a Credit-Earning Assurance Plan in place, then the receiving district is responsible for working with the student and the student’s family to develop a plan for credit recovery.
- ☐ Hold students who received an “Incomplete” (or local equivalent) during the final term of the 2019-20 school year to the same (not higher) standards of essential learning for any course they are making up in their Credit-Earning Assurance Plan.
- ☐ Any cohort design must guarantee all students maintain access to general education, grade-level academic content standards³, and peers. Students shall not be placed into full-time cohort groups based on any demographic or disability criteria (e.g., students with complex medical needs, students with IEPs, students receiving language services, etc.). Additionally, student cohorting shall not be determined by performance and/or level of engagement during *Distance Learning For All* (See Section 1d).

1D. Services for Students During Comprehensive Distance Learning

These requirements and recommendations are for all students receiving services or supports provided under ESSA, ADA and Section 504, and IDEA under Comprehensive Distance Learning. Students learn at highest levels when access to general education peers and grade level content is sustained. Comprehensive Distance Learning allows for creative exploration around co-teaching, integrated services within the general education setting, and strategic balance of asynchronous and synchronous learning

³ Academic content standards refer to all of Oregon state academic standards and the Oregon CTE skill sets.

opportunities. While small group and individual instruction may be a necessary component of any student's learning day, invest in as many opportunities for inclusionary practices as possible.

Required

- ☐ Review and adhere to the requirements in the [Ensuring Equity and Access: Aligning Federal and State Requirements guidance](#).
- ☐ All Districts receiving Title VI Grant Awards of more than \$40,000 or have over 50 percent American Indian enrollment must conduct official [Tribal Consultation](#). Consultation is required for any Title program covered under ESSA, not solely Title VI.
 - IN GENERAL.—To ensure timely and meaningful consultation on issues affecting American Indian and Alaska Native students, an affected local educational agency shall consult with appropriate officials from Indian tribes or tribal organizations approved by the tribes located in the area served by the local educational agency prior to the affected local educational agency's submission of a required plan or application for a covered program. ([ESSA Section 8538](#))
- ☐ The majority of each student's services under ESSA, 504, or IDEA should be mostly teacher-facilitated and can be synchronous or asynchronous to meet service requirements while in distance learning. When considering asynchronous methods, the instruction must be specific to the student challenges and skills.
 - Meet this requirement through a variety of modalities, including but not limited to:
 - Online video or audio conferencing,
 - Offline approaches, such as phone calls or [two-way communication/messaging](#) tools, while using shared points of reference (i.e., the student and teacher are each working with the same learning materials as they engage in discussion around them via the phone), or
 - Collaborating on assignments in a cloud-based office suite while also engaged in simultaneous two-way conversation.
- ☐ Provide access to the general curriculum for all learners, with access to general education instruction, teachers, educators, and peers as appropriate.
- ☐ Make instruction accessible for all learners. All learning platforms must adhere to ADA requirements for visual accessibility. Teams must consider both the needs of the student as well as family/caregiver support for access.
- ☐ Design experiences using research-based design principles, such as Universal Design for Learning ([UDL](#)), that improve access to learning for all participants. Students supported under ESSA, ADA, and IDEA require an approach of supported instruction and all students can benefit from planning and design.
- ☐ Districts that receive federal funding through various Title grant programs must continue to provide supplemental supports and services to students during Comprehensive Distance Learning.
- ☐ Districts are required to implement the strategies as outlined in their approved plans.
- ☐ Family engagement activities are required and must be adjusted as appropriate for the Comprehensive Distance Learning context.
- ☐ Meet all fiscal requirements (e.g., allowability of expenditures, supplement not supplant, and expenditure tracking).
- ☐ Provision of health services to a student may be required per a student's IEP under IDEA or as an accommodation under Section 504 of the Rehabilitation Act. Schools must continue to provide health

services and educationally relevant therapy while in CDL. See [Ensuring Equity and Access: Aligning Federal and State Requirements Companion Guidance](#) for more information.

Recommended

- ⇒ Work to plan cohesive, inclusive, holistic plans for instruction that enable children to both receive needed services and meaningfully engage with their classroom learning community.
- ⇒ Consider asynchronous and expanded learning opportunities to support and supplement teacher-facilitated and synchronous service provision. Asynchronous learning opportunities may include:
 - Posting assignments and conversations through a Learning Management System (LMS)
 - Sharing a weekly schedule, choice board, assignment, and instructions via a photo on a phone, included in a packet, or sent by mail
 - Exchanging email between educators and students
 - Working on assignments in a cloud-based office suite at the same time absent simultaneous two-way communication
 - Sending text messages
 - Writing letters
 - Developing learning kits
 - Creating project-based learning packets
 - Coordinating community service projects

Title I-A Improving Basic Programs

Required

- ☐ Hold an annual Title I-A meeting with families, reflecting the current school plan. Meetings *must* be virtual if metrics for in-person are not met.
- ☐ Build parent capacity to assist their students at home.
- ☐ Staff funded through a Targeted Assistance Program must continue providing services to identified students.
- ☐ Close and Frequent Proximity: Instructional assistants to continue delivering services, with monitoring and feedback loops adjusted for the modality.

Title III / Emergent Bilinguals - Language Instruction

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 grade level academic content and scaffolded language experiences throughout Comprehensive Distance Learning.

Required

- ☐ Conduct evaluations that were delayed or interrupted due to the extended school closure. Refer to [Remote Identification of English Learners for 2020-21](#) for additional information.
- ☐ Maximize collaboration, co-planning and co-teaching between the English language specialist, academic content area certified classroom teacher, and the parent or guardian.

- ☐ Provide for instruction that includes continuous access to trained certified staff for distance learning that is not virtual (paper/pencil in nature); make sure that the content is comprehensible, and that Emergent Bilingual students have meaningful opportunities for academic discourse.

Recommended

- ⇒ Engage students through 1:1 conversations (using the school's engagement platform) to support classroom learning, targeted at their language proficiency level.
- ⇒ Focus virtual learning time on language skills or content that students have demonstrated they can practice independently.
- ⇒ Consider how the student will access materials and language services, including:
 - Building on the student's native language and honoring their home culture
 - The English proficiency level (ELP) of the student; and
 - The English Language Proficiency Assessment (ELPA) domains on which the student showed strengths and/or needed additional support
- ⇒ Review and adjust content, delivery, or materials to meet the student's strengths, needs and abilities to access materials and demonstrate proficiency.

Students protected under ADA and Section 504

Equity and Access to School Services, Programs, and Activities

Schools must fully serve students who experience a disability and are protected with a 504 plan during Comprehensive Distance Learning by ensuring that appropriate accommodations are provided to meet the unique challenges arising from their disability.

Required

- ☐ Review the student's current 504 plan.
- ☐ Adjust the student's 504 plan for distance learning context as necessary.
- ☐ Meet with the parent/guardian to develop or revise the 504 plan as necessary.
- ☐ Ensure all accommodations and supports are available to students through all remote courses and remote learning.

Individuals with Disabilities Education Act (IDEA)

Serving Students Experiencing Disability

All IDEA requirements apply during Comprehensive Distance Learning. These requirements include, but are not limited to: provision of FAPE, all IDEA timelines, delivery of all related services, delivery of SDI, implementation of IEPs, etc. Schools continue to have full Child Find obligations, including timely evaluation and eligibility determinations.

Students receiving special education services are guaranteed a full educational experience (academic and functional learning, as appropriate) through a Comprehensive Distance Learning model and are entitled to a Free Appropriate Public Education (FAPE).

When using a Comprehensive Distance Learning model, the majority of services required by an IEP must be Teacher-Facilitated.

Required

- ☐ All Child Find obligations as described in [OAR Chapter 581, Division 15](#) must continue to be met while operating under Comprehensive Distance Learning models.
- ☐ Review Individualized Education Programs (IEPs) for each eligible student to ensure the student receives FAPE under a Comprehensive Distance Learning model at the beginning of the school year. If unable to implement the IEP as written, hold an IEP meeting or adjust the IEP through a written agreement to plan the services required to enable the provision of FAPE.
- ☐ Implement services provided under IDEA, as written, in each eligible student's IEP in order to provide the student with the opportunity to make progress.
- ☐ Provide parent/guardian with the opportunity to provide meaningful input if asynchronous services are recommended for a student protected under IDEA.
 - Provide services asynchronously if the team, including the parent, determines asynchronous services are recommended during an appropriate meeting. Document the relevant decisions.
 - As in any dispute, if the parent does not agree to services being provided asynchronously, the team should note the disagreement, provide a Prior Written Notice of the district's decision, and ensure the parent/guardian has access to the dispute process.
- ☐ Ensure access to the Least Restrictive Environment (LRE) when in Comprehensive Distance Learning.
 - Provision of teacher-facilitated or synchronous services cannot be used as the justification for denial of access to general education settings, curriculum, teachers, or peers.
 - Cohorting cannot be based on disability status in any instructional model, including CDL.
- ☐ Consider the specific student circumstances as well as family/caregiver support in the Specially Designed Instruction (SDI) format.
- ☐ Ensure access to the Least Restrictive Environment (LRE) when in Comprehensive Distance Learning.
- ☐ IEP teams must plan to provide FAPE through CDL; this may require additional planning time to address any IEP changes required to provide FAPE.
 - Limited In-Person Instruction cannot be the first means through which IEP teams seek to provide FAPE when schools are in CDL; this also cannot be the only offer of FAPE during CDL.
- ☐ When the data indicates that a child may not be receiving FAPE through services provided through CDL, the IEP team must meet to plan how the child will be able to access FAPE. This could include:
 - Providing adaptations and modifications to the services to make them accessible through a CDL framework.
 - Providing Limited In-Person SDI or related services when possible under exceptions for CDL.
- ☐ While in CDL, parents and caregivers are partners for instruction. Some parents/caregivers may need consultation, training, and coaching to provide ongoing instructional support for their child to access FAPE.
- ☐ Providing related services during CDL may be provided in multiple platforms. Schools must consider the family/guardian and home context when determining how services will be provided.

Waivers will not be allowed for any IDEA requirement.

Students who Receive Talented and Gifted (TAG) Services

Within a Comprehensive Distance Learning model, schools must serve students identified as Talented and Gifted (TAG) by accommodating accelerated rates of learning and assessed levels of learning (Rate and Level).

Required

- ☐ Review TAG plans and ensure there is a district process for TAG identification and services.
- ☐ Provide opportunities for educational acceleration, which has long been used to match high-level students' general abilities and specific talents with optimal learning opportunities.
- ☐ Design learning experiences that allow for curriculum compacting, which condenses, modifies, or streamlines curriculum to reduce repetition of previously mastered material.

Recommended

- ⇒ Review TAG specific guidance on serving students identified as TAG during Comprehensive Distance Learning in the [TAG Ready Schools, Safe Learners](#) guidance and check the [ODE TAG website](#) for updated information and resources.
- ⇒ Ensure TAG students have access to peers with similar interests and abilities.
- ⇒ Consider the social and emotional strengths and needs of students identified as TAG.

SECTION TWO: Academic Conditions for Comprehensive Distance Learning

In Comprehensive Distance Learning, academic activities must be available across all instructional areas, so each student participates in a well-rounded educational experience. Students need ample instructional time, predictable routines and schedules, meaningful relationships that promote a sense of belonging, and feedback as they strive to meet learning goals.

As educators work to create online and offline learning spaces that support high levels of learning and engagement, building from common mental models and shared definitions can help schools create coherence and system-wide alignment. For additional resources and tools that may help support alignment to a common vision and strong implementation of Comprehensive Distance Learning, please see [Appendix 1: Figures and Tools List](#).

2A. Teaching and Learning

The familiar domains of teaching practices (i.e., preparation and planning, purpose, student engagement, classroom environment and culture, curriculum and pedagogy, and assessment of learning) apply to teaching in distance learning models. While academic content standards must guide instruction, educators are encouraged to design purposeful learning experiences that build on students' identity and strengths. Comprehensive Distance Learning includes both offline and online distance learning. Offline activities present several instructional advantages and support the development of student agency.

Online activities are positioned to support relationship building and the development of socially-constructed meaning. Even in districts that have strong technology and internet connectivity resources, as well as teacher and student efficacy in leveraging those resources for learning, planning for offline access is important. For instance, research indicates that for [reading complex texts, our brains prefer paper](#). Every effort to harness the capability of technology to elevate students' creative capacity and to meaningfully interact with others will be critical for supporting learning and connection. Just as educators design learning activities that allow for all students to access the content and demonstrate what they know and can do in multiple modes, opportunities in Comprehensive Distance Learning that balance synchronous and asynchronous, and that including offline and online components will provide essential balance for the learner experience. Offline and online approaches should be used in tandem to support the learning goal and the learning strengths and needs of each student.

When possible, opportunities to learn in-person may be essential. As such, limited in-person instruction is an option available to schools during Comprehensive Distance Learning and may be especially helpful to support younger students, to provide personalized instruction/assessment, or to allow for highly specialized learning such as CTE or science labs that require the use of equipment at the school. These in-person experiences must follow [Guidance for limited in-person instruction](#).

Across modes of access (online, offline, synchronous, asynchronous, etc.) it is most critical to create:

- 1. Equity in access for all learners and**
- 2. Access that best supports each student's ability to succeed.**

Required

- ☐ Provide whole group or individual orientations to ensure all students and parents know and understand the tools and procedures for participating in CDL, including offline, online, and hybrid approaches.
- ☐ Before instruction begins, ensure that each student is provided an opportunity to meet and begin building a relationship with their teacher(s).
- ☐ Instruction is based on grade-level (or above grade-level) academic content standards.
- ☐ Provide at least one synchronous opportunity for every student each day (though not necessarily for every course or content area).
- ☐ Provide access to a well-rounded education and opportunities to fill learning gaps in the service of grade-level and integrated learning experiences.
- ☐ Provide consistent and timely student feedback and documented assessment of learning toward academic content standards. Leverage formative assessment-practices to grow student's ability for independent learning.
- ☐ Incorporate time and strategies for check-ins and peer interactions; develop classroom culture, even when the "classroom" is remote.
- ☐ Clearly define roles and responsibilities of educators, students and families (see Figure F).

Recommended

- ⇒ Honor the student learning environment, building on assets including home language, family (siblings and extended family), and culture.
- ⇒ Plan and strategize how to accelerate learning and the exposure to grade-appropriate work (see [TNTP's Learning Acceleration Guide](#)).

- ⇒ Explore offline teaching strategies and resources (see [Offline Resource List](#))
- ⇒ Allow for student choice and voice and integrate culturally sustaining practices.
- ⇒ Front load learning through asynchronous videos and resources.
- ⇒ Prioritize complex learning during synchronous teacher-facilitated learning.
- ⇒ Provide additional small group or individualized synchronous learning experiences for students who may benefit from additional learning time.
- ⇒ Create opportunities for interdisciplinary, well-rounded learning (e.g., project-based learning).
- ⇒ Differentiate and adjust distance learning to include correspondence-based delivery models to include paper packets, online experiences, blended learning, phone, etc. to match student learning needs as well as technology and connectivity capacity ([Section 6C](#)).
- ⇒ Provide connections to career and college planning.
- ⇒ Review instructional best practices for CDL in the following chart.
- ⇒ Where connectivity capacity is limited or unavailable, maximize educator-to-student interface through other means to ensure relational context of learning.

Instructional Best Practices for Comprehensive Distance Learning

Focus	Putting It Into Practice
Account for Additional Planning	<ul style="list-style-type: none"> ● Provide staff with additional planning time to support the shift in practices, creating detailed instructions for students/families, and the demand for advanced preparation (e.g. having materials ready to copy and send out prior to instruction). ● Add an extra level of detail to coursework instruction. Ensure that every step of an assignment or project has been included (including obvious and assumed steps) and is easy to understand.
Provide Consistency	<ul style="list-style-type: none"> ● Create common templates that can be used across teachers to provide consistency for students and families. ● Provide time for educators to work together in using the templates, building shared practices. ● Create consistency within schedules so students and families become familiar with what is expected at what time/day. ● Provide student choice within structure. For example, provide the same assignment for all students but let the students choose the topic.
Support Families in Planning their Time	<ul style="list-style-type: none"> ● Clarify the time expectations and provide recommended schedules for projects, as students will need help with time management in a remote setting. ● Create daily or weekly lesson plans that can be posted or sent out in advance. ● If students will be receiving copies or paperwork that need to be sent out in advance, allow extra time for this process and delivery of materials. ● Consider creating a frequent, set schedule for transfer of content and materials, including the turning in of paper assignments e.g., weekly.
Create the Conditions for Connection	<ul style="list-style-type: none"> ● Prioritize connection and deep learning over content coverage. ● Build from student funds of knowledge (e.g., strengths, culture, background, interests, heritage, and language).

Focus	Putting It Into Practice
	<ul style="list-style-type: none"> Promote peer-to-peer learning experiences. Provide essential learning activities that are culturally relevant, meaningful, and aligned to grade level or above academic content standards; consider the context of learning at home when designing activities to leverage the assets of the home environment.
Provide Clear Learning Purpose	<ul style="list-style-type: none"> Be clear when explaining student learning targets and outline the purpose for the learning; include families in the communication. Be clear about what support students can expect from the teacher during distance learning, as well as how and when it should be requested. Honor individual student experiences, building from them to sustain learning and inquiry. Incorporate culturally responsive and sustaining practices.
Show What Success Looks Like	<ul style="list-style-type: none"> Give students and families an idea of what success looks like; co-create success criteria when possible. Provide exemplars of performance at multiple levels so students can see their path to success in terms of intended outcomes and design rubrics that describe proficiency/sufficiency. When possible, have students define what success looks like, identify exemplars, design rubrics and identify their own growth and progress.
Establish a Feedback Loop	<ul style="list-style-type: none"> Focus on descriptive feedback in various modes (text, audio, video, etc), which gives students and families actionable information that is relevant to the task, pointing out strengths and offering specific information to guide improvement. Ask students and families for feedback: What is working best for you? What could improve?
Collect a Variety of Evidence	<ul style="list-style-type: none"> Incorporate multiple opportunities to collect evidence of learning over time (e.g., project-based learning, voice recordings, artifacts, self-assessment, community service projects, interdisciplinary work, student-designed projects, rubrics, anecdotal observations from asynchronous or synchronous classes). Conduct frequent low-stakes assessment to avoid making a judgment based on a single piece of evidence and to sustain student motivation and active engagement.

Figure C: Instructional Best Practices for Comprehensive Distance Learning
[PDF of Figure C](#)

2B. Instructional Time

All schools operating with a Comprehensive Distance Learning instructional model must meet the *Ready Schools, Safe Learners* requirements for instructional time. For the 2020-21 school year, districts must comply with the instructional time requirements in [OAR 581-022-2320](#), and may wish to include up to 90 hours for staff professional development and up to 90 hours for parent teacher communication in their instructional time calculations. These additional allowances are included in [OAR 581-022-0104](#).

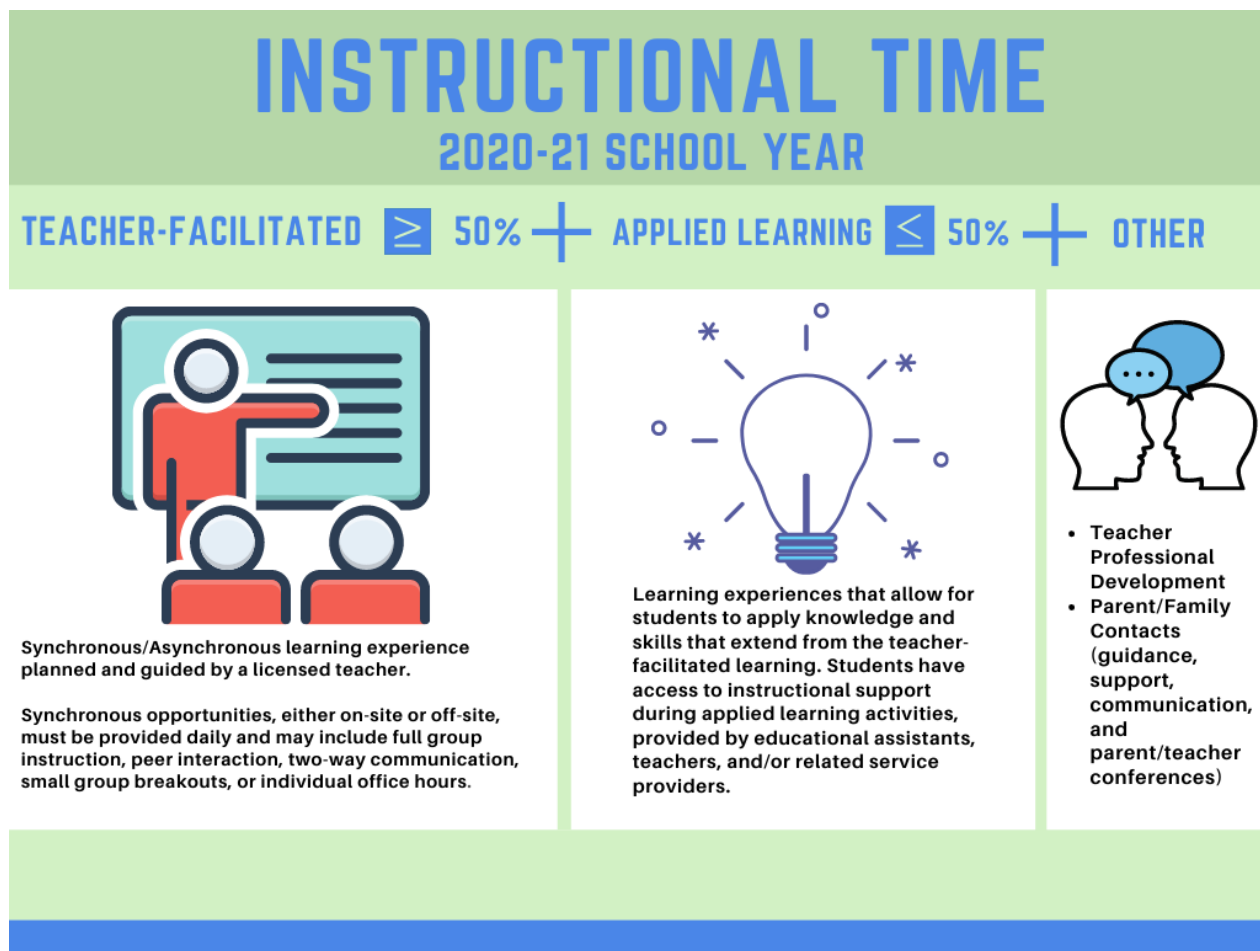


Figure D: Instructional Time

[PDF of Figure D](#)

Instructional time is defined in [OAR 581-022-0102](#) as:

- Time during which students are engaged in regularly scheduled instruction, learning activities, or learning assessments that are designed to meet Common Curriculum Goals and academic content standards required by [OAR 581-022-2030](#), and are working under the direction and supervision of a licensed or registered teacher, licensed CTE instructor, licensed practitioner, or educator who is assigned instructionally related activities and is working under the supervision of a licensed or registered teacher as required by [OAR 581-037-0015](#).

Instructional time shall include:

- Time that a student spends traveling between the student's school and a CTE center, internship, work experience site, or post-secondary education facility;
- Up to 90 hours of professional learning;
- Up to 90 hours of parent/family training and support, communication, and parent/teacher conferences;
- Time that a student spends in statewide performance assessments;

- Up to 15 minutes each day of the time that a student spends consuming breakfast in the classroom if instruction is being provided while the student is consuming breakfast;
- Up to 60 minutes of daily recess in K-3;
- Instructional time shall not include time that a student spends passing between classes, at recess (4-12), in non-academic assemblies, on non-academic field trips, participating in optional school programs, or in study periods or advisory periods where attendance is not required and no instructional assistance is provided.

Required

- ☐ Meet the Division 22 instructional time rules for School Year 2020-21 as outlined in [OAR 581-022-2320](#)⁴ and [OAR 581-022-0104](#).
- ☐ **At least 50% of instructional time (as defined above) must meet the criteria for teacher-facilitated learning.**
- ☐ **Teacher-facilitated learning** is a synchronous (either on-site or off-site) or an asynchronous learning experience planned and guided by a licensed teacher (or, possibly, a registered teacher in a charter school). The experience is structured to develop, deepen, and assess new knowledge and understanding relative to academic content standards. Teacher-facilitated learning is often used when the teacher is planning for all students to have a common experience related to specific learning targets. Teacher-facilitated learning may be accomplished asynchronously through learning management systems, teacher-produced videos, or learning packets, each being structured to create strong learning progressions. Synchronous opportunities must be provided daily and may include full group instruction, peer interaction, two-way communication (e.g. phone calls), small group breakouts, or individual office hours.
 - Teacher-facilitated learning may include time that supports students beyond the core instruction, including specially designed instruction, language instruction, or specific services under ESSA or IDEA.
- ☐ **Applied learning** experiences allow for students to apply knowledge and skills that extend from the teacher-facilitated learning. Students have access to instructional support during applied learning activities, provided by educational assistants, teachers, and/or related service providers. These learning experiences are intentionally designed by the teacher to meaningfully deepen student engagement, allow for peer interaction, and to support family and community involvement. Applied learning experiences likely require scaffolding and supports so that students are able to engage with them independent of teacher or adult support. Applied learning experiences must be designed to support independent learning routines, independent practice, and independent application of skills or learning. As with a typical school year, homework assignments are not considered as instructional minutes.
- ☐ Communicate teacher-facilitated learning time and daily school schedules/routines with staff, families, and students.
- ☐ Provide designated educator “office hours” to ensure consistency and access to students and families. “Office hours” indicate when each teacher will be accessible (online or via telephone) for consultation.
- ☐ Provide frequent and regular opportunities for students to interact with their teacher(s) and peers.

⁴ Due to potential ongoing disruptions in learning due to COVID-19, there may be future modifications to Division 22 requirements.

Recommended

- ⇒ Provide additional professional development opportunities to staff, especially for those who may be teaching remotely for the first time, modifying curricula for online delivery, and/or developing new modes for providing feedback to students.
- ⇒ Incorporate additional parent guidance and support, communication, and parent/teacher conferences (virtual and/or on the phone) or virtual home visits in order to develop and sustain relationships with parents, who are critical partners in learning.
- ⇒ Consider implications of screen time as it relates to instructional time, working to balance interactions and consider limiting time for younger students on devices.
- ⇒ Consider the environments and ages of the learners when planning instructional time, activities, and connections.
- ⇒ Continue to provide well-rounded education (health, arts, CTE, physical education, music, etc.), while monitoring progress through academic content standards in English language arts, math, science, and social science.
- ⇒ Consider how specially designed instruction (SDI) can be included in instructional time through intentional design and planning (i.e., co-teaching).

Comprehensive Distance Learning requires a shift in thinking about how instruction is structured. The time educators spend directly interacting with students should be focused, planned, and designed for distance learning, centering in student engagement. Learners will need opportunities for guided learning with an educator, as well as opportunities to work with peers, families, and community members to apply their learning and practice their skills.

Instructional Delivery

Effective comprehensive distance learning requires careful planning and consideration around how the teacher (or educator) facilitates instructional delivery. Blending asynchronous and synchronous learning experiences provides opportunities to build community and learn collaboratively, while also providing autonomy for learners to engage in content, read, investigate and demonstrate learning at their own pace. A balanced approach to synchronous and asynchronous instructional design is necessary to help ensure reasonable screen time (should the learning be online), to encourage learner independence, and to allow for maximum flexibility for educators, families, and students.

Instructional Delivery

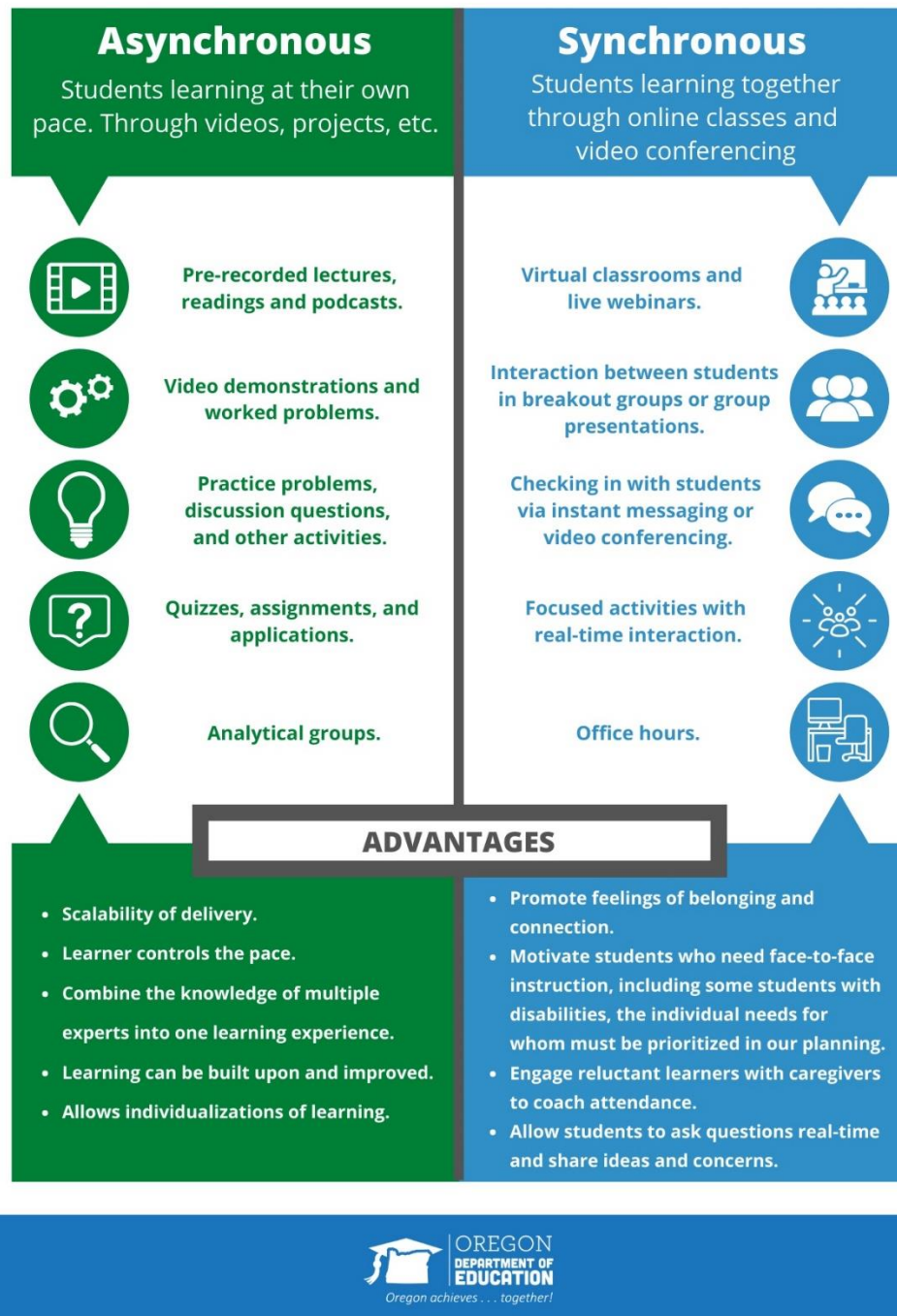


Figure E: Instructional Delivery - Asynchronous & Synchronous
[PDF of Figure E](#)

Designing Teacher-Facilitated and Applied Learning to Maximize Student Learning

Topic	Teacher-Facilitated Learning and Applied Learning
Shared Attributes	<ul style="list-style-type: none"> • Focuses on essential grade-level learning. • Embodies substantive intellectual engagement (reading, writing, thinking, problem solving, and synthesis). • Builds on students' academic background, life experiences, culture and language to support culturally relevant learning. • Ensures students achieve the course or grade level learning outcomes with clear success criteria. • Differentiates to support the strengths and needs of each student. • Includes multiple assessment opportunities and provides feedback to students as they progress toward learning goals.
Non-Examples	<ul style="list-style-type: none"> • Random tasks assigned to students without clear links to grade level or above standards (i.e. "Go to Khan Academy" or "Watch PBS"). • Relying on families to design/lead instruction or to give feedback to the learner. • Exclusive use of online programs without teacher oversight, engagement, or preview and planning to connect the learning and ensure relevance.
Examples	<p>Learning Scenario: Each morning there is a personal greeting or message from the teacher and students respond with a video response that everyone can see. Each day the class meets for check in, community building and introduction of new concepts or content. This predictable schedule of synchronous time is coupled with skill building and interdisciplinary projects that requires each learner to investigate and go deeper. Teachers offer regular office hours if students need extra support or just want to check in. The teacher works with a team to design lessons and has built in time during the day to provide written feedback, and also checks in weekly with their group of advisory students, following up on goals and progress to ensure connection and growth. Based on the learning objectives and student interests, the teacher co-creates the learning experiences that allow for authentic learning, learner agency and competency-based assessment that focuses on what was learned.</p> <p>Sample Elementary Instructional Day Sample Secondary Instructional Day</p>

Topic	Teacher-Facilitated Learning	Applied Learning
Purpose	<p>Teacher-facilitated learning is structured to develop and deepen new knowledge and understanding relative to academic content standards. Teacher-facilitated learning is often used when the teacher is planning for all students to have a common experience related to specific learning targets, with each learning experience structured to create strong learning progressions.</p> <p>Teachers elicit information during instruction, so evidence emerges as the learning is underway. When teacher-facilitated learning is synchronous, teachers can respond and make adjustments in the moment.</p> <p>In the Gradual Release of Responsibility model (I do/We do/You do), Teacher-facilitated learning is the I do/We do portion.</p>	<p>Applied learning experiences allow students to apply knowledge and skills that extend from teacher-facilitated learning. These learning experiences are intentionally designed by the teacher to meaningfully deepen student engagement, allow for peer interaction, and to support family and community involvement.</p> <p>Applied learning experiences generate evidence that teachers can draw from to interpret the current status of student learning. Teachers may then provide feedback to the student(s) or make an instructional adjustment in the next teacher-facilitated learning session.</p> <p>In the Gradual Release of Responsibility model (I do/We do/You do), applied learning is the You do portion, either independently or in collaboration with peers.</p>
<u>Instructional Delivery</u>	Intentional use of both synchronous and asynchronous.	Likely more asynchronous than synchronous.
Considerations	<p>Teacher-facilitated learning is a learning experience planned and guided by a licensed teacher (or, possibly, a registered teacher in a charter school).</p> <p>The majority of the services required by ESSA/IDEA must be in teacher-facilitated learning.</p> <p>Teacher-facilitated learning must comprise at least 50% of the entire instructional experience for students.</p>	<p>Students have access to instructional support during applied learning activities, provided by educational assistants, teachers, and/or related service providers.</p> <p>Applied learning experiences must be designed to support independent learning routines, independent practice, and independent application of skills or learning.</p> <p>Online learning programs may be considered applied learning only when the content students engage with aligns to teacher-facilitated learning.</p>

Topic	Teacher-Facilitated Learning and Applied Learning
Reflective Questions to Deepen Application of Teacher Facilitated Learning and Applied Learning	<p data-bbox="586 289 1347 321">Connecting Applied Learning with Teacher-Facilitated Learning</p> <ul data-bbox="634 352 1453 1171" style="list-style-type: none"> • How is this connected to the learning targets within teacher-facilitated learning? <ul style="list-style-type: none"> ◦ In what specific ways does applied learning link into/extend teacher-facilitated learning? • How does evidence from applied learning student work inform the next teacher-facilitated learning session? • What does the applied learning student learning evidence tell you about student understanding from the teacher-facilitated learning session? • How will the evidence of student learning from applied learning connect/feedback to teacher-facilitated learning time? • Do the same learning targets apply to teacher-facilitated learning time and applied learning? • Is the applied learning important and relevant to the essential learning of the course? • Would the applied learning be changed/adjusted if teacher-facilitated learning time was cancelled? Content that stands alone (independent from teacher-facilitated learning time) is not applied learning. • Is the connection between applied learning and teacher-facilitated learning time precise enough that the next teacher-facilitated learning time following an applied learning could naturally respond to evidence from the applied learning? <p data-bbox="586 1203 1206 1234">Designing Teacher Facilitated and Applied Learning</p> <ul data-bbox="634 1266 1453 1764" style="list-style-type: none"> • Do students have enough background knowledge and schema from the teacher-facilitated learning session to access the task? • Do students know who to contact in order to get unstuck? • How do students know if they are on the right track? • How are students interacting with others when they are engaged in this learning? • How will a student access instructional support during this time? • Would I share this student work (as a result of the applied learning) with my colleagues, my principal, the student's family as worthy evidence of student learning time? • Does this task align clearly to grade level or above standards? • Is the task part of a progression of learning? • Knowing that task predicts performance, is the learning task designed to lift the level of cognitive work?

Figure F: Designing Teacher-Facilitated and Applied Learning to Maximize Student Learning
[PDF of Figure F](#)

Learning Day

Oregon's educational context within a COVID-19 pandemic requires a shift in thinking about how instruction is structured. The time educators spend directly interacting with students should be high quality, focused on complex learning activities, and centered in student engagement. Learners will need opportunities for guided learning with an educator, as well as opportunities to work with peers, families, and community members to apply their learning and practice their skills.

The Learning Day Overview (below) provides a snapshot of the most essential components of a learning day and encourages intentional design and thoughtful planning. A baseline for teacher-facilitated learning time is required to meet the 50% teacher-facilitated threshold of Division 22 instructional time requirements. The example below is based on a 165-day school year with five days of instruction per week. In addition to teacher-facilitated learning, applied learning must occur in order to meet full Division 22 instructional time requirements. Together, teacher-facilitated learning and applied learning provide every student opportunity for direct instruction, guided instruction, and independent practice. Students served under IDEA or ESSA must be included in regular classroom instructional opportunities. This guidance does not remove the requirements for the Least Restrictive Environment. Rather, schools and teams will need to integrate instruction, co-teach, utilize components of [Universal Design for Learning \(UDL\)](#), or add additional time to students' instructional day to meet federal requirements.

For sample instructional schedules specifically designed for Comprehensive Distance Learning, see these [elementary](#) and [secondary](#) schedules.

Note: Depending on instructional model, it may be more appropriate to consider teacher-facilitated learning time on a weekly basis rather than daily.

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 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.

Figure G: Learning Day Overview

[PDF of Figure G](#)

2C. Grading and Reporting Progress

Districts will develop their [own grading policies](#) for Comprehensive Distance Learning, maintaining the best interest of every student, safeguarding student opportunity for those disproportionately impacted, and considering local context. A comparable opportunity to engage with instruction must be ensured for each student if normative grading approaches, such as letter grades A-F, are used. At its best, grading should let students know where they are in relation to academic content standards; it should also define what students are ready to learn next.

Required

- ☐ Develop and implement an equitable grading policy for Comprehensive Distance Learning.
- ☐ Progress monitor student learning, especially for younger students.

- ☐ Evaluate goals and objectives based on progress markers for students supported with emergent bilingual supports, an IEP, and/or 504 plan.
- ☐ Regularly report progress to students and families, in alignment with Division 22 requirements.

Recommended

- ⇒ Consider equitable approaches to grading, as elaborated by the [National School Boards Association](#).
- ⇒ Provide opportunities to redo, make up, or try again to complete, show progress, or attempt to complete work without penalty and retaining the highest earned grade.
- ⇒ Prioritize descriptive feedback that provides students with actionable next steps. Feedback and monitoring should focus on the continuation of learning.
- ⇒ Leverage curriculum-embedded classroom or program-based assessments for learning and develop a learning plan for students that includes benchmarks, milestones, or progress markers in reference to learning and/or developmental progressions. (See Section 2D below)
- ⇒ Collect varied evidence of learning related to student strengths and interests; Provide multiple ways for students to show what they know.
- ⇒ Consider multiple [opportunities for credit attainment](#) available in Oregon that allow for flexibility in meeting student needs toward graduation.

2D. Statewide Balanced Assessment System

Assessment for learning, including formative assessment practices and appropriate uses of interim/benchmark assessments, plays a critical role in Comprehensive Distance Learning, where direct contact with students will have limitations. ODE is taking several actions to support districts in implementation of a balanced assessment system, providing evidence of learning at the student, classroom, school, district, and state levels.

ODE is making a statewide [Interim Assessment System](#) and [Tools for Teachers](#) (formerly known as the Digital Library) available to all districts. The system is designed by Smarter Balanced and available through our Oregon Statewide Assessment System portal. To support schools operating under a hybrid or comprehensive distance learning model, the interim system is available for online remote administration statewide via a specialized browser. Professional learning to support appropriate uses of the Interim Assessment System and Tools for Teachers will also be provided by ODE. These supports provide teachers with the assessment resources needed to evaluate student learning and make instructional adjustments based on evidence of learning to ensure student progress.

Our statewide summative assessments have the potential to inform systems-level decisions annually. Administration of Oregon's summative assessments currently requires a secure location, internet connectivity, monitoring, and supervision. As such, access to school buildings is currently a prerequisite for statewide summative assessment participation in the spring of 2021. If administration of Oregon's statewide summative assessments is feasible in 2020-21, our summative assessments will be more efficient, as the performance tasks for English language arts and mathematics have been removed for the coming school year. This change will result in substantial reductions in testing time for Oregon's students, projected to be approximately 3.5 hours in ELA and Math combined.

Required

- ☐ Plan for student participation in summative assessments at required grade levels in English Language Arts (ELA), mathematics, and science, in the event that a statewide summative assessment administration is feasible in 2020-21.
- ☐ For students who cannot participate in in-person screening for English learner status, adhere to ODE's Administration of English Learners in 2020-21 tool (see [CDL Tools](#) section below).

Recommended

- ⇒ Use assessment to celebrate student strengths, identify needs, document learning as it progresses, and verify student performance in comparison to levels of expectation or proficiency.
- ⇒ Use the [Interim Assessment System](#) and [Tools for Teachers](#) (formerly known as the Digital Library) to support classroom instruction, accessible through the Oregon Statewide Assessment System (OSAS) portal. As mentioned above, [online remote administration options](#) are available.
- ⇒ Participate in professional learning opportunities regarding appropriate uses of Oregon's interim assessment system and Tools for Teachers.
- ⇒ Use the statewide Interim Assessment System to identify learning strengths and needs in math and ELA; address results using Tools for Teachers, which are viable instructional units available within the system.

SECTION THREE: Operational Conditions for Comprehensive Distance Learning

Thoughtful consideration of school operations will be an essential aspect of operating schools under Comprehensive Distance Learning. Many design features of operational structures and functions that are present in a brick and mortar setting will require redesign for a virtual context.

3A. Nutrition

Providing secure, guaranteed access to nutrition services remains a critical public service in the context of this health pandemic. Nutrition must be prioritized and sustained, regardless of whether students are learning on or off site.

Required

- ☐ Provide access to meal services for all students.
- ☐ Work with nutrition services staff to develop meal service plans.
- ☐ Adhere to all applicable public health requirements in [Ready Schools, Safe Learners](#) for meal service delivery and food safety.
- ☐ Communicate nutrition plans to families.

Recommended

- ⇒ Develop a plan for delivering food services during periods in which students are engaged in Comprehensive Distance Learning, which could include:
 - Grab and Go options
 - Delivery options with appropriate transportation methods
 - Offering multiple meals at one service time
- ⇒ Communicate nutrition plans to families in preferred language.
- ⇒ Plan to offer multiple meal service models to ensure all students have consistent access.

3B. Attendance

Note: 3B Does not apply to private schools.

The ability to continue to monitor attendance, as a proxy for engagement, is arguably one of the most important ways schools can help ensure equitable access to student learning and account for student wellbeing during a pandemic across any instructional model. The primary rationale for documenting student engagement with high-quality attendance data is the relationship between student attendance and student achievement.

The guidance below describes the requirements that each district must use to create and implement a system to internally monitor and track the attendance and engagement of their students. Additional attendance reporting scenarios and FAQ will be captured and shared in a forthcoming document.

Session day requirements are unchanged; session days may not be claimed for weekends or holidays, per ORS 336.010 and 187.010, or any other day during which a licensed or registered teacher is not available to students. If a school switches from a five day/week schedule to a four day/week schedule, the session days must also change.

For Comprehensive Distance Learning, ODE is establishing the following definitions and guidance:

- Attendance includes both participation in class activities and interaction with a licensed or registered teacher during a school day or interactions with educational assistants and paraprofessionals through teacher-designed and facilitated processes.
- Interaction can be evidenced by any of the following or reasonable equivalents:
 - Participating in a video class;
 - Communication from the student to the teacher via chat, text message, communication app or email;
 - A phone call between the teacher or educational assistants/paraprofessionals and the student, or, for younger students, with the parent or guardian of the student;
 - Posting completed coursework to a learning management system or web-based platform or via email; or
 - Turning in completed coursework on a given day.
- When there is no evidence of student interaction during a 24-hour period surrounding a scheduled school day as described, students are reported as absent for the day (grades K-5/ self-contained) or class (grades 6-12/ individual subject).

There may be unusual or unique situations where continuation of daily attendance reporting may require additional problem solving. ODE will work with all districts to help ensure that the reported data meets ODE's criteria for actionable data. ODE does not anticipate attendance data will be a part of At-A-Glance school and district profiles or Accountability Details reports.

Required

- ☐ Grades K-5 (self-contained): Attendance must be taken at least once per day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools).
- ☐ Grades 6-12 (individual subject): Attendance must be taken at least once for each scheduled class that day for all students enrolled in school, regardless of the instructional model (On-Site, Hybrid, Comprehensive Distance Learning, online schools).
- ☐ Alternative Programs: Some students are reported in ADM as enrolled in a non-standard program (such as tutorial time), with hours of instruction rather than days present and days absent. Attendance must be taken at least once for each scheduled interaction with each student, so that local systems can track the student's attendance and engagement. Reported hours of instruction continue to be those hours in which the student was present.
- ☐ Online schools that previously followed a two check-in per week attendance process must follow the Comprehensive Distance Learning requirements for checking and reporting attendance.
- ☐ Provide families with clear and concise descriptions of student attendance and participation expectations as well as family involvement expectations that take into consideration the home environment, caregiver's work schedule, and mental/physical health.

Recommended

- ⇒ Build as much meaningful opportunity for student engagement into learning as possible. For example, defining attendance by merely logging on to a computer session could lead to non-engagement.
- ⇒ When implementing Hybrid and Comprehensive Distance Learning models, districts should prioritize funds toward providing access to technology and internet access for students and communities most marginalized by the system.
- ⇒ Prioritize CTE and Accelerated Learning opportunities as they are correlated with increased engagement and attendance.
- ⇒ Use positive outreach as a mechanism to build strong engagement and attendance patterns and relationships with families. 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. Establish that a student's physical and emotional wellbeing is in place before engaging with the curriculum.
- ⇒ Monitor and address chronic absenteeism. See [Future Ed's Attendance Playbook: Smart Solutions for Reducing Chronic Absenteeism in the COVID Era](#) for planning and recommendations.
- ⇒ Update student information systems (SIS) and early indicator and intervention systems (early warning systems) to account for changes in attendance policies.

- ⇒ Leverage attendance data from the 2019-20 school year, including spring 2020 distance learning data if available, to inform additional supports including food; physical or mental health resources; or access to instruction, learning materials, or technology.
- ⇒ Utilize Every Day Matter’s Regional Capacity Builders and [Tribal Attendance Promising Practices \(TAPP\)](#) family advocates, where applicable, to develop and/or redesign systems and approaches to sustain regular attendance.
- ⇒ Promote student engagement and consistent attendance through culturally responsive and relevant scheduling decisions that promote whole student wellness.
- ⇒ Design and implement a system of support that addresses barriers teachers may be facing in engaging and communicating with families. Create robust professional development for teachers that supports attendance taking data and engagement strategies. Provide equitable resources to teachers and staff that may help them remove barriers and engage with their students more frequently.
- ⇒ Engage with community based organizations, community partners, and other entities to provide access to resources and create a community-based system of support.

3C. Clubs and Extracurricular Activities

Enrichment activities and participation in clubs or organizations outside of the school day reinforce student leadership, encourage student attendance, and promote strong school culture.

Required

- ☐ Ensure that all additional activities are available and accessible to all students to the extent possible.

Recommended

- ⇒ Amplify student voice by ensuring opportunities to participate in identity-affirming student organizations/clubs virtually.
- ⇒ Consider that NCAA-approved courses are required in order for students to be eligible to participate in NCAA sports in college.

SECTION FOUR: Student and Family Support for Comprehensive Distance Learning

For Comprehensive Distance Learning to be successful, schools must create the conditions that allow for students and families to engage in school from home, whether online or offline. Planning instruction and curriculum in these contexts requires schools to ensure equity and access to learning, partner with families, and attend to students’ social-emotional and mental health. For additional information, see Sections 4, 6, and 7 of [Ready Schools, Safe Learners](#) and [Equity and Access: Aligning Federal and State Requirements](#).

4A. Equity and Access

Note: This section is copied from Section 4 of Ready Schools, Safe Learners as it articulates principles for schools and districts to consider when planning for the 2020-21 school year.

It is critical to reinforce equity at the center of this work, not as a separate endeavor or removed from a holistic view. All levels of the educational system must collaborate on solutions and strategies to support students' long-term success and wellbeing. This collective effort must leverage the assets, roles, and strengths of children, families, and educators. This effort must also deepen relationships with community partners, school districts, educational association leaders, state and local leaders, tribal nations, and business and industry partners. Guided by a shared approach and leading with a mindset of innovation and creativity, Oregonians will learn from each other, develop promising ideas and practices, and harness new ways of relating in a landscape not seen before.

To live into an equity stance, Oregon schools must heighten attention to groups of students who bear the burden of an inequitable health and educational system. Through all of this work, educators must recognize the strengths and meet the needs of students of color, including students who are African-American/Black, Alaska Native and American Indian, Asian Pacific Islander, Refugee, Latino/a/x, Compact of Free Association (COFA) citizens, students who are emergent bilinguals (English Learners), students of migrant and farmworker families, students experiencing disability, students who are LGBTQ2SIA+, students in foster care, students who have an incarcerated loved one, students experiencing houselessness, and students navigating poverty. **It is not enough to make statements about equity without following those statements with concrete actions.** Equity must live at the heart of every decision and every action in service of students.

Principles in Action⁵

Recognize the disproportionate impact of COVID-19 on Black, American Indian/Alaska Native, and Latino/a/x, Pacific Islander communities; students experiencing disabilities; and students and families navigating poverty. It is appropriate and necessary to offer more heightened and focused support to students and staff from these communities. It matters to learn the differential impacts of COVID-19 in particular communities. For example, the workplaces with the largest outbreaks are the prison system and food/agricultural sites which deeply impacts particular communities, including students.

Required

- ☐ Review and apply the school's equity stance, principles, and/or commitment.
- ☐ Ensure that no student is subjected to discrimination, as defined in ORS 659.850 and by rule based on race, color, religion, sex, sexual orientation, national origin, marital status, age, disability. EO 20-29 specifically states that ORS 659.850 must be complied with to continue to receive SSF. The protected classes listed are directly from this statute.

⁵ Principles in Action informed by "[Guidance on Culturally Responsive-Sustaining Remote Education: Centering Equity, Access, and Educational Justice](#)," Dr. David Kirkland, 2020, NYU Steinhardt.

Recommended

- ⇒ Secure partners and resources to respond to the basic needs of students and families (e.g., food, shelter, clothing, mental/social/emotional health supports) and the needs of students and families to access online learning (e.g., digital devices, hot spots, technology support).
- ⇒ Apply an equity lens⁶ and assess the impact of the spring 2020 school closure on students and families through community forums, surveys, conversations, virtual home visits, formal and informal assessments, and any other relevant sources of information.
- ⇒ Provide differentiated learning opportunities for students who had limited or no access to instruction during the spring 2020 school closure. This may look like assigning a learning mentor or coach, additional check-ins, supplemental learning supports, and instructional support for emergent bilingual students.
- ⇒ Strategically pair educators who infuse culturally responsive and sustaining practices with students who will benefit most from instruction that centers student identity, builds intellectual capacity, and develops academic mindsets.
- ⇒ Mitigate risks for immigrant students and families who may be undocumented. For example, for any protocol requiring student identification, consider using secure student school IDs in lieu of student names. Where possible, have trusted community members help in the first weeks of school to greet families at the door and demonstrate how the protocol and contact tracing work, including discussing the specific information gathered.

Communities and families are strong and resilient while facing intense adversity. Recognizing, centering, and supporting their strengths and gifts is best practice.

Recommended

- ⇒ Hold students at the center: Start every meeting by sharing a student name (where appropriate confidentiality can be maintained) or a story of a student who will be held at the forefront as decision making occurs. Who are the students who did not engage in spring 2020 distance learning? Are there students who have lost a family member? Name the barriers to engagement in school that the student may be experiencing due to COVID-19.
- ⇒ Facilitate processes like empathy interviews with students, families, and community to better understand their experiences with the spring 2020 school closure and COVID-19, and amplify their gifts, stories, and experiences.
- ⇒ Provide counter narratives to biased representations of race, culture, gender, abilities, and poverty. For example, use the simple protocol outlined in [Culturally Responsive Teaching and the Brain](#). Challenge the narrative around COVID-19, notice and name deficit representations, and deepen the counter narrative through literature.
- ⇒ Implement and offer continued support for programs and affinity groups that build on student strengths (e.g., Biliteracy Seal, Title VI Indian Education Programs, and clubs such as [MEChA](#), [Black Student Unions](#), and LGBTQ2SIA+ focused groups).

⁶ Link to [Oregon's Education Equity Lens](#)

- ⇒ Learn more about the ways communities gathered in the past and how those rituals and traditions matter. COVID-19 has highlighted the importance of collectivism and interdependence for the collective wellbeing of communities.
- ⇒ Replace deficit language (e.g., needs, struggles, gaps) with asset-based language (e.g., strengths, opportunities, talents).

Meaningful, reciprocal relationships are essential for learning and wellbeing.

Recommended

- ⇒ Create healing and relationship-building norms, such as community and restorative circles (virtual or physically distanced), mindfulness, and social emotional learning activities. Respond to trauma and collective grieving as it arises. These routines should continue in any of the learning models including Short-Term or Comprehensive Distance Learning.
- ⇒ Invest in differentiated learning opportunities and supports for staff across various identities and roles that focus on building relationships, social emotional wellness, and navigating differences across culture, power, and privilege.
- ⇒ Recognize that COVID-19 impacts staff differently based on their race, age, culture, role, etc. Pay attention to all levels of the system and invest in needed support to center relationships and care. Be aware of how class and race shape one's ability to limit their exposure to COVID-19, considering the frontline workers.
- ⇒ Develop students' abilities to connect across cultures by affirming racial and cultural identities and creating opportunities for students to learn from each other and with each other.

All students benefit from culturally responsive and sustaining instruction.

Recommended

- ⇒ Invest in professional learning for all staff in culturally responsive-sustaining instruction, anti-bias and anti-racist teaching, and trauma-informed, healing processes. Raise staff awareness of how racism and stigmatization have increased, particularly toward Asian and Asian American communities, and develop capacity to speak up against racism and xenophobia (see [Culturally Sustaining Pedagogies](#); [We've Got This: Equity, Access, and the Quest to Be Who Our Students Need Us to Be](#); [How to Respond to Coronavirus Racism](#); [Culturally Responsive Teaching and the Brain](#)).
- ⇒ Support student-centered, and project-based educational experiences that ignite student agency, identity, and voice.
- ⇒ Invite multiple voices representing non-dominant perspectives to contribute to the curriculum (through story, song, poetry, text, artifacts, or presentation) in ways that honor student identity, history and culture.
- ⇒ Create learning opportunities that address white privilege and the dismantling of white supremacy. Health for all students requires deepening dominant groups' equity consciousness.
- ⇒ Prioritize supporting and retaining educators from culturally and linguistically diverse backgrounds; specifically educators who identify as Black, Indigenous, and/or people of color and educators who are trained in areas of culturally sustaining content.

Decision Making that Centers Equity

As part of the need to infuse equity throughout all decision-making and school-planning processes, ODE has developed [decision tools](#) designed to support teachers, school, and district leaders as they navigate hundreds of decisions and dilemmas that have implications for communities, families, and students.

The decision tool includes three connected resources:

- The “Decision Tree” offers an inventory of starting conditions and five questions to support leaders when making complex decisions. It can help leaders spot patterns or gaps in their thought processes or point them to the use of the other two decision tools.
- The collection of “Deepening Questions” offers leaders prompts to reveal what may be underneath core decision-making challenges.
- The “Consultancy Protocol” is adapted from the School Reform Initiative and provides leaders a resource to work through the most difficult design dilemmas.

4B. Mental, Social, and Emotional Health in Comprehensive Distance Learning

Prioritize attention to students’ mental, social, and emotional health in all learning models, including Comprehensive Distance Learning.

Required

- ☐ Ensure the safety, belonging, and mental health of each student as a foundation for learning. This includes recognizing race, culture, gender, and sexual identity (see [Pitfalls and Recommendations of SEL and Equity](#)).
- ☐ Prioritize care and connection, and ensure that each student is consistently connected to their teacher(s) and peers. This means regular contact with teachers and peers through synchronous learning experiences.
- ☐ Provide health education that includes social-emotional learning skills, including bullying, violence, sexual assault, and child abuse prevention. Meet the legal requirements of [Erin’s Law](#) (see [Erin’s Law Toolkit for Distance Learning](#)).
- ☐ Daily opportunity for peer interaction or connection (Online: morning circles for elementary students, author shares, advisories, study groups, peer tutoring; Offline: recording video messages to share asynchronously, writing letters to each other, appropriately monitored texts, phone calls, and in-person connections that adhere to health and safety protocols)
- ☐ School districts must implement [comprehensive school counseling programs](#) (see specific guidance for CSCP during distance learning for [Seniors](#), [High School \(9-11\)](#), [Middle](#), [Elementary](#)).
- ☐ Establish predictable routines for building connection, relationships and sense of belonging.

Recommended

- ⇒ Apply a [trauma-informed lens](#) when providing instruction, recognizing the inherent trauma experienced during COVID-19 and understanding the disproportionate harm and impact that COVID-19 has caused for certain communities, especially communities who identify as Black, Indigenous, and/or people of color.
- ⇒ Implement a trauma-informed, evidence-based or field-tested multi-tiered system of [mental health and social supports](#) in addition to a comprehensive school counseling program. Provide culturally and

linguistically appropriate [mental health and counseling services](#). (For staff, see [Ready Schools, Safe Learners](#), Section 8a.)

- ⇒ Use resources available in the [DACAmended/Undocumented Toolkit](#), available in English and Spanish, to help create, maintain, and nurture an equitable, inclusive, and welcoming environment for all students, families, and employees in Oregon's schools.
- ⇒ Partner with [community-based organizations](#) to provide support services to students and families.
- ⇒ Consider school spirit days, college and career events, inclusive cultural celebrations, or service projects as a way to build community and increase student engagement.

4C. Partnering with Parents, Families, and Caregivers

Given the importance of anchoring learning in a culture of care and belonging, the role of educators and administrators as adults assuming active interest and involvement in the lives of students is essential in a Comprehensive Distance Learning environment. Acknowledge that some students may have different levels of access to familial support. This may be especially true for students who are unaccompanied youth, living in the foster care system, or experiencing houselessness.

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 session.
- 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/childrens' 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.



Figure H: Roles and Responsibilities in Comprehensive Distance Learning

[PDF of Figure H](#)

Required

For each of the following requirements, honor home language strengths and needs by ensuring all families have access to high quality translation, equal access to information and communication, and culturally responsive family engagement.

- ☐ Begin the year with family conferences, such as [Virtual Home Visits](#), telephone conversations, or in-

person visits that follow health and safety protocols, as a proactive way to re-engage families and learn about student [funds of knowledge](#). Identify family/student strengths and needs relative to engaging with Comprehensive Distance Learning.

- ☐ Provide family and student orientation in online or offline formats, as required, that specifically address online/offline distance learning tools and procedures.
- ☐ At least four times a year conduct online or offline family conferences/home visits, honoring home language and translation needs and adhering to health and safety protocols.
- ☐ Clearly communicate [roles and responsibilities](#) during Comprehensive Distance Learning for staff, students, and families.
- ☐ Ensure that policies allow for telephone and electronic communication with students by appropriate personnel (e.g., teachers, school counselors, school social workers, administrators, educator paraprofessionals McKinney-Vento Liaisons and TAPP Family Advocates) to facilitate the educational experience. In revising and developing these policies, families *shall* be consulted. [COSN Privacy Considerations Checklist](#).
- ☐ Communicate often, and use multiple channels (e.g., text, letters, email, social media).
 - o Set a predictable time when communication will be sent, such as a weekly newsletter or video announcements.
 - o Ensure parents and caregivers understand the roles in Comprehensive Distance Learning.
 - o Provide communication support to families in preferred home language.
 - o Use digital tools, such as a texting platform to provide information, reminders, and learning tips. See [Messaging Apps and Websites for Students, Teachers, and Parents](#) for more information.
 - o Discuss important routines and school structures, including supplemental learning resources, how to access meals, and what community supports and services are available for families.
 - o Discuss what IEP, 504, or TAG services will look like in a distance learning model.
- ☐ Develop and implement a plan for administrators to be consistently “visible” to parents & students in a comprehensive distance learning setting (e.g., weekly “Principal Talk” session or “mail box” video or weekly newsletter to respond to questions or concerns).
- ☐ Educator office hours, posted publicly, for students and families to access (include a process to request and schedule translation services as needed).
- ☐ Collect feedback multiple times a year (at least three) from students and families regarding their experiences during comprehensive distance learning.
- ☐ Engage families as critical partners in designing and implementing special education processes to meet student needs and support student growth.

Recommended

- ⇒ Consider a whole school and/or individual classroom back-to-school virtual “open house” or “meet & greet” for sharing mission, vision, and expectations; making sure that the messages are consistent; and engaging parents and community members from the start. Specifically reach out to families who did not access Distance Learning for All in spring 2020 to ensure they are connected for the 2020-21 school year.
- ⇒ Consider designating a liaison with whom families can communicate and establish a preferred method of communication (e.g., text, video conference, phone, email).
- ⇒ Coordinate the flow of information out to families to avoid overwhelming them with repeated messages and multiple messages per student per day.

- ⇒ Provide professional development/training for all staff who reach out to communicate directly with families to ground conversations based upon student/family needs.
- ⇒ Seek resources, community liaisons, and [community-based organizations](#) where possible to personalize and contextualize support. Families may have a wide range of questions and concerns related to this crisis rooted in their own perspectives and experiences.
- ⇒ Provide opportunities for students and families to connect as a school community and build positive school culture (i.e., virtual assemblies or guest speakers).

SECTION FIVE: Digital Learning Needs for Comprehensive Distance Learning

Ensuring equity for every student, no matter the location or situation, is foundational for any instructional model. Educators and students must have equitable access to the resources to ensure that a virtual classroom is consistent across the board. It is important to note that each of the elements of digital learning is essential for both the student and the educator, and the elements must be available both during and after school hours. Each of these digital learning needs include considerations for security and privacy.

Recommended

- ⇒ Provide students with instruction and resources on digital citizenship, including how to navigate the online environment safely (see [Appendix 4](#)).
- ⇒ Recognize and take steps to address the “digital divide” that may exist for some students and disproportionately affects our students from migrant and farmworker families, students experiencing homelessness, those in transition or in foster care, and students in poverty.

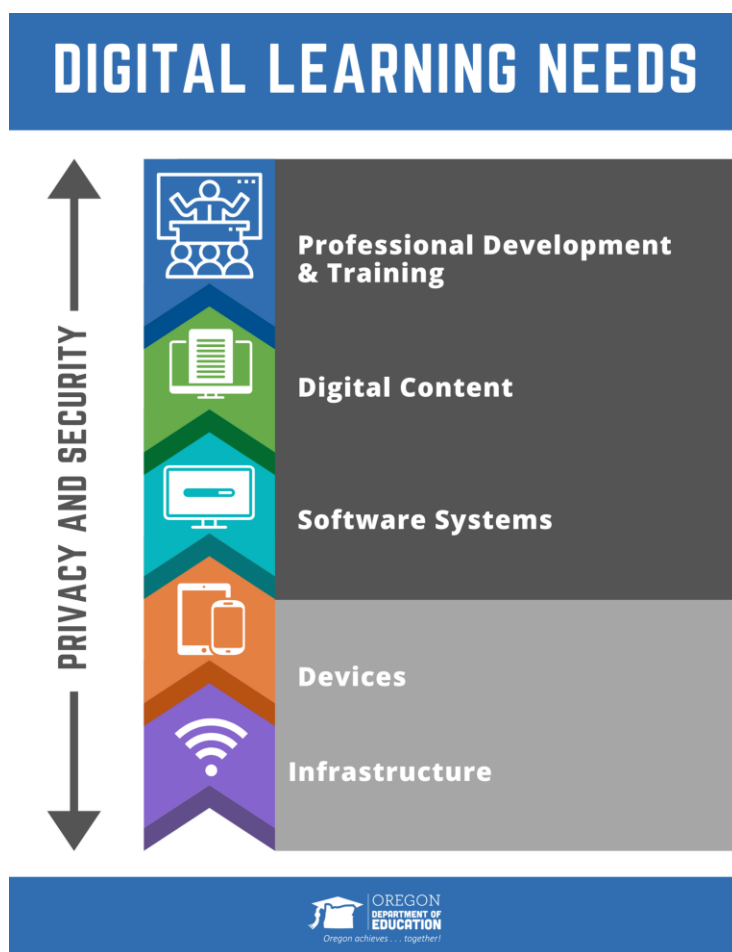


Figure I: Digital Learning Needs
[PDF of Figure I](#)

5A. Privacy and Security

Educational products facilitate (and often require) the collection of vast amounts of student data. The scope of these data make them vulnerable to misuse by the entities that collect them and more vulnerable to identity theft. Some providers of virtual educational products understate the dangers

associated with the collection of students' data and overstate the extent to which they protect the data they collect.

Required

- ☐ Pay close attention to [FERPA, COPPA, CIPA](#), and OSIPA laws and also look specifically for references to how student data is used.
- ☐ Districts must secure ownership of their student data.

Recommended

- ⇒ Insist on protecting student data privacy by requiring companies to:
 - o Clearly share in writing what kinds of data it proposes to collect from students, how it proposes to store the data and for how long, who will be allowed access, and what educational purpose all data collected will serve;
 - o Limit data collection to data directly relevant to an agreed-upon specified educational purpose and not use any data, including de-identified data, collected for any purpose other than the agreed-upon specified educational purpose; and,
 - o Provide a complete explanation of what data are collected in such activities as “improving” or “personalizing” users’ experience; structure data agreement so students opt in to (rather than opt out of) such data use.

5B. Infrastructure

There are many infrastructure elements to consider, including but not limited to: urban/rural availability and viability for streaming live video (bandwidth and speed), cost and data limits, and distance from home to location(s) where wireless access is available.

Required

- ☐ To the extent possible, provide reliable Internet access for every student; if not at their home, then provide other flexible solutions.
- ☐ To the extent possible, provide reliable Internet access for every teacher; if not at their home, provide other flexible solutions provided.

Recommended

- ⇒ Negotiate with local Internet Service Providers to ensure Internet infrastructure (e.g., fiber, routers, satellite dishes) is deployed in local communities.
- ⇒ Negotiate discounted service access pricing for students on Free and Reduced Lunch.
- ⇒ Partner with philanthropy and businesses to provide vouchers for Internet service access.
- ⇒ Potential actions include but are not limited to:
 - o Assess the number of student households without internet access or computing device access.
 - o Assess Wi-Fi in school parking lots or outdoor areas near school as potential learning spaces or future Homework Hotspots.

- o Purchase and install mobile wireless equipment for school buses and park buses in strategic areas as remote Homework Hotspots.
- o Purchase mobile wireless hotspots and check them out to families who may need them.
- o Create common area Homework Hotspots where students can stay in vehicle and access the internet.
- o In rural areas, purchase and install high bandwidth fixed-base wireless equipment to provide internet sharing from the school building(s) to community centers, libraries or other spaces that can host Homework Hotspots.
- o In urban areas, school districts may work with terrestrial and wireless internet service providers to provide low cost, pay-by-the-month internet access.
- o Optional resource: [Infrastructure Project Plans](#)

Television and Radio

Districts exploring the use of television and radio to disseminate information and provide instruction should partner with their local public television or radio station. Another possibility is connecting with the local city government, which may have a public access channel they are willing to provide for this purpose. TV and Radio broadcasts are best used when produced and distributed at a larger scale, incorporating multiple schools/districts if possible. Medford School District used public TV during the Spring, 2020. An example of their work can be found [online](#). See [Tool: Local TV Stations](#) for a non-comprehensive list of public stations and providers who may be able to support this method of instruction.

5C. Devices For Comprehensive Distance Learning

Identifying the most appropriate devices for students and staff is a critical element in planning for Comprehensive Distance Learning. Schools must inventory current devices and ensure all cleaning protocols are carefully followed. Once inventory is assessed, purchasing decisions must be carefully considered. Devices may include tablets, laptops, cloud based devices, eReaders and/or smartphones.

Required

- ☐ To the extent possible, every student has a computing device capable of using digital learning software and accessing the internet.
- ☐ Every educator that is assigned to teach or support students online has a computing device capable of using digital learning software and accessing the internet.
- ☐ Every device must be equipped with a filtering mechanism for compliance with the [Children's Internet Protection Act](#).
- ☐ Devices must be configured, with appropriate apps, and maintained by the school/district. See Section 2c in [Ready Schools, Safe Learners](#) for device cleaning requirements.

Recommended

- ⇒ Prioritize the acquisition of computing devices as a use for CARES Act ESSER funds.
- ⇒ Work with local charities and philanthropies to purchase new computers and/or [refurbish donated](#) computers and provide to student households that are without a computing device.
- ⇒ Consider involving local companies and having students trained for tech support.

- ⇒ Establish a family, student, and educator technical support/help desk to support the use of technology (could be supported by designated staff, student leaders, and volunteers).

5D. Software Systems for Comprehensive Distance Learning

Software systems provide the means to interface the curriculum and learning tools with teachers and students. Together, a learning management system (LMS) and an online meeting platform comprise the software system for Comprehensive Distance Learning. A learning management system (LMS) is a platform that provides a digital way to disseminate information, allows students and educators to communicate, and is also capable of tracking students' assignments and evidence of learning. Online meetings happen via a web browser application or software downloaded on a computer or mobile device. With online meeting software, participants connect with one another via virtual meetings, also known as webinars, web conferences, or video conferences.

Required

- ☐ If providing online instruction and supports, select and implement a learning management system.
- ☐ If providing online instruction and supports, select a secure online meeting platform for synchronous learning experiences.

Recommended

- ⇒ Choose a system that can mimic interactions familiar to educators and students (access to whiteboards, discussion forums, shared authoring spaces, videos, ebook, or articles).
- ⇒ Select an LMS that is age appropriate.
- ⇒ Use a single LMS and video conferencing system for the whole school; the quality of the digital learning experience is enhanced when a single system is used across a school for consistent student and parent experience.
- ⇒ Compile a list of all the software solutions and communicate with parents and students, including their options for consent and participation.
- ⇒ Review the [Software Systems: Procurement and Implementation Considerations](#) when choosing a software system.

Canvas Statewide Price Agreement

Oregon currently has a statewide price agreement with Instructure for the Canvas LMS at a price of \$3.75 per user per year (minimum of 200 licenses; includes teacher and student licenses). The statewide price agreement allows a district to purchase licenses at this reduced rate and opt into the contract that has been set up through Oregon's procurement system, thereby bypassing the need to negotiate a user agreement. **To obtain access to Canvas, contact Eric Spencer at (949) 903-0002.** The timeline from making a decision to purchase to beginning implementation is about 10 business days. The implementation process is about six weeks on average, although districts that are able to complete the technical steps more quickly may be able to achieve a faster implementation process.

5E. Digital Content for Comprehensive Distance Learning

Determining the source for digital content is one of the most important decisions schools and districts stand to make as it relates to student learning and engagement. Current and historical research, such as the work summarized by the National Education Policy Center,⁷ demonstrates that it is unlikely students will be best served by taking up “off the shelf” virtual education programs and ancillary services.

Required

- ☐ Coordinate existing and, where necessary, new digital content in support of educator-facilitated learning.
- ☐ Digital content must align with [academic content standards](#) and ensure access to grade level or above content learning.
 - ☐ Districts that use new digital content as core curriculum for a course of study, or any part thereof (581-011-0050), (for instance, the core curriculum) must complete an independent adoption of instructional materials as detailed in [581-022-2350](#).
 - Districts must provide their local school board with the information in sections 1 through 7 of OAR 581-022-2350 to inform the local school board’s review and independent adoption of instructional materials.
 - Adopted materials must comply with the most current National Instructional Materials Accessibility Standard specifications regarding accessible instructional materials.
 - Adopted materials must provide equitable access to all learners, including Emergent Bilingual students, students identified as Talented and Gifted, and students who experience disability.

Recommended

- ⇒ Start with what you already have in place: Build from the curricular content and lesson planning already in use prior to COVID-19 and adapt content as needed for distance learning.
- ⇒ Thoroughly review and evaluate actual digital content quality, including culturally relevant, anti-racist content, identity-affirming language, and grade level alignment.
- ⇒ Be wary of any system or experience that automates teaching, such as automatically moving a student through learning content based on assessments, automatically providing assessments, etc. This indicates the presence of an algorithm (see [Appendix 2](#)) to evaluate student learning and provide feedback.
- ⇒ Prioritize digital content that honors teacher-facilitated learning experiences (see the “Collections” section in [Oregon Open Learning](#)).
- ⇒ Limit the size of videos and other media to ensure equity of access by limiting data charges and access to students with slower Internet connectivity, while increasing likelihood of student engagement.

⁷ Molnar, A., Miron, G., Elgeberi, N., Barbour, M.K., Huerta, L., Shafer, S.R., Rice, J.K. (2019). Virtual Schools in the U.S. 2019. Boulder, CO: National Education Policy Center. Retrieved 6-24-2020 from <http://nepc.colorado.edu/publication/virtual-schools-annual-2019>.

Boninger, F. Molnar, A., & Murray, K. (2017). Asleep at the Switch: Schoolhouse Commercialism, Student Privacy, and the Failure of Policymaking. Boulder, CO: National Education Policy Center. Retrieved 6-25-2020 from <http://nepc.colorado.edu/publication/schoolhouse-commercialism-2017>.

- ⇒ Engage teacher voice, input and evaluation of any new content.
- ⇒ Before purchasing commercially-provided digital content:
 - Require evidence from an independent third-party evaluation about alignment to both the breadth and depth of Oregon academic content standards.
 - Preview the entire set of content prior to making a decision.
 - Inquire around how the license allows for educators to adapt the content.
 - Require that the programs that use algorithms provide the results from an algorithmic audit ([explanation from ORCAA](#)) to identify bias or discrimination.

Additional Digital-Content Considerations

Instructional Materials Review for Digital Content

The instructional materials review process (see [Appendix 3](#)) has not yet been updated to adequately review digital content that uses algorithms to personalize and/or adapt the content (see Appendix 2). As a safeguard for student learning, ODE recommends districts thoroughly evaluate the quality of any purchased digital content. It is especially important for commercial digital content to be evaluated by experts who are independent from the vendor. Digital content should also be evaluated for how it supports equitable connections to culture, home, neighborhood, and communities, as appropriate. Digital content should provide authentic and meaningful student-centered activities that build interest and understanding of varied, lived experiences. Lastly, digital content must align with academic content standards and ensure access to grade level or above content learning.

Open Educational Resources: A Source for Content

[Oregon Open Learning](#) is a part of a larger group of OER websites where educators generate and access free, openly licensed content. Oregon Open Learning is designed with Oregon’s educators, students, and families in mind and provides a sustainable solution for digital content at no cost. Digital content posted to Oregon Open Learning is aligned to academic content standards, reflects instructional supports to meet strengths and needs of learners, and embeds culturally relevant and responsive practices. The Oregon Open Learning Hub resource collections will continue to expand and grow over time as more educators participate in curating, revising, creating, and reviewing resources.

5F. Professional Learning & Training for Comprehensive Distance Learning

Professional learning and training is paramount for the successful implementation of Comprehensive Distance Learning. Educators have been faced with learning entirely new ways of teaching that require new approaches to technology and sustaining student engagement.

Required

- ☐ Provide ongoing professional learning and training to all school staff around best practices in comprehensive distance learning as well as technical “how-to” trainings for operational functions.

Recommended

- ⇒ Identify educators within the district who have expertise in areas of distance learning, including project based learning and use of educational technology and harness their expertise to build collective capacity.
- ⇒ Consider assignment of an online learning coach to regularly drop-in and support real-time feedback and instructional support to teachers.
- ⇒ Establish virtual professional learning communities that include early adopters of digital tools to build and develop teaching practices.
- ⇒ Create virtual learning walks to share and build professional practice.
- ⇒ Develop shared understanding for high quality teaching using common frameworks for virtual instruction (i.e., [NIET Instructional Strategies for Virtual Learning](#) or [Community of Inquiry](#)).

SECTION SIX: Preparing for Comprehensive Distance Learning

6A. Evaluating Strengths and Areas for Improvement

Reflecting on *Distance Learning for All*

In order to fully prepare for the provision of Comprehensive Distance Learning, districts should reflect on the learning across spring 2020. For districts who have not yet done so, the following process may be helpful:

- Review the spring 2020 *Distance Learning for All* process and reflect on the following questions:
 - How was success determined during the time of Distance Learning for All? Define how this will change moving forward to Comprehensive Distance Learning
 - Which students and staff were successful during Distance Learning for All?
 - What factors led to their success, and how can we expand on or support those factors?
- Identify areas of success to enhance, and also areas for improvement.
- Plan for how to improve the quality of the learning experience through the fall to ensure that every student experiences high-quality, educator-facilitated learning.

6B. Planning for Comprehensive Distance Learning

Comprehensive Distance Learning includes both offline and online distance learning.

The Planning Checklist can be used to guide decision-making as districts and schools prepare for Comprehensive Distance Learning.

- *Stage 1* addresses aspects of developing the plan
- *Stage 2* involves sharing and communicating the plan
- *Stage 3* elaborates expectations regarding how to make improvements in order to continue to become more effective at meeting student and staff needs

Planning Checklist

Stage 1: Plan Comprehensive Distance Learning

Plan - Develop a high-quality instructional plan, grounded in equity, that nurtures care and connection.

- ✓ Engage families, students, district leadership, federally recognized tribes, association leadership, and community partners in planning; maintain physical distancing.
(see [Section 4C](#) for additional guidance in this area).
- ✓ Establish a diverse district project team, intentionally inclusive of special education leadership, emergent bilingual/EL leadership, IT, teacher leaders, HR, and additional school staff such as counselors, social workers, support staff, translators, community liaisons, Title X, Title VI, and Tribal Attendance Promising Practices liaisons. This may look different in districts based on district size and personnel.
- ✓ Review [Ready Schools, Safe Learners](#) guidance and the Comprehensive Distance Guidance with district project team:
 - Reflect on spring 2020 *Distance Learning for All*
 - Review the [Comprehensive Distance Learning Requirement Overview](#) for use as quick reference for requirements found in the Comprehensive Distance Learning guidance
- ✓ Review [Equity and Access: Aligning Federal and State Requirements](#) companion guidance with district project team to consider implementation steps for meeting the needs of all learners in a distance learning model.
- ✓ Identify district learning platforms, distance learning resources, and print materials already in place for teachers to utilize to support instruction.
- ✓ Select a common learning platform for elementary and secondary schools, respectively, in order to decrease the burden of learning and navigating different systems on families.
- ✓ Develop a learning plan that includes offline/online/blended learning strategies and resources designed to leverage each approach appropriately with respect to desired learning outcomes.
- ✓ Identify teacher leaders in offline pedagogical strategies, as well as curriculum and technology integration, including those with specialized expertise in teaching and learning inclusive of special education and emergent bilinguals 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 Wi-Fi connectivity and/or instructional materials, and partnering with organizations to add meeting and classroom space.
- ✓ Identify infrastructure that requires updating (e.g. Wi-Fi access, broadband speed, etc.) to support the demand needs for instruction, staff, students, and families, and develop an IT system upgrades schedule that will have the least impact on end users.
- ✓ Establish guidelines for teachers, students, and families for collaborating with peers across offline, online, and blended contexts (e.g., safety and health protocols, professional communication, “netiquette”, etc.).
- ✓ Identify critical barriers and problem solve, creatively leveraging social and human capital.
- ✓ Connect with similarly-resourced districts to create support networks (i.e., through ESD Partners or by contacting colleagues) and to share and co/create resources on [Oregon Open Learning](#).

Stage 1: Plan Comprehensive Distance Learning

- ✓ Partner with [community-based organizations](#) to expand communication, opportunity, and resources for students and families.
- ✓ Survey all staff to ensure that relevant resources are delivered and maintained.
 - Access to technology
 - Viable internet connectivity (sufficient broadband and speed)
 - Availability (staff may be supporting their own children in learning)
 - 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 to ensure that relevant resources are delivered and maintained.
 - Preferred method and preferred language for communication
 - Access to technology devices and viable 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
- ✓ Review and update applicable district policies pertaining to dictating communication between staff and students and distribution of district materials (i.e. Chromebooks, etc).
- ✓ Review survey results.
- ✓ Ensure that students and families have the resources and support needed for offline instructional activities and/or equitable access to the technology and viable internet connectivity for any required online activities, whether synchronous or asynchronous.
- ✓ Ensure that professional learning plans include increasing staff efficacy in using offline, online, and/or blended tools and resources to support learning appropriately.
- ✓ Ensure that staff, students, and families receive support to equitably access instructional materials, offline or online, for a consistent on-going basis, considering systematizing delivery of offline content.
- ✓ Send initial communication to families and staff to share your school's Comprehensive Distance Learning Plan (the green section within the [Operational Blueprint](#)).
- ✓ Plan for professional learning that is on-going and differentiated for users, account for different age and language groups, and include access through multiple modes, online platforms, and are available in synchronous and asynchronous formats.

Stage 2: Communicate

*Continue to review survey results and engage in planning

Communication To Students, Families, and Community

- ✓ Lead with school values and key messages; anchor in student well-being and equity.
- ✓ Develop communication across multiple platforms (e.g. letters, radio, public television, email, text, phone, social media).
- ✓ Share timelines and next steps (phases), ensure families understand this will be an iterative process as the plan evolves, communicate all updates to partners.
- ✓ Share daily and weekly instructional schedules.
- ✓ Share that communication will be coming out in phases/stages - ask for patience and feedback.
- ✓ If available - include distribution of materials plan (e.g., devices, hot spots, packets, materials).
- ✓ Include ways for all families to contact district/school with questions/concerns in multiple languages.
- ✓ Share tutorials for any online learning platforms that will be used to access district learning resources and teacher connection.
- ✓ Provide explicit directions for the structure of the instruction, clearly identifying where students can find learning components and developed guidelines for students and teachers to engage in an on-going feedback cycle of formative assessment practices across offline, online, and blended contexts.
- ✓ Provide staff and families with sufficient technical support, possibly through a help desk.
- ✓ School 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, how students can turn in work, and how to set up for internet connectivity with sufficient speed and bandwidth, and instruction, participation, and learning expectations.
- ✓ Establish a collaboration/learning network for students and families to access a support system for instruction.

Communication To Schools and Staff

- ✓ District administration communicates vision, clarifies expectations, and establishes timelines.
 - Start with student connection - Include timelines for each school to plan for students to receive daily synchronous learning activities and consistent communication
 - Schedule and hold building-level or cross-district grade level/content area small group meetings with elementary, middle, and high school leaders - conduct video or conference calls or ensure physical distancing practices are maintained
 - Develop building-level plans to reach specialized populations including students experiencing homelessness, students of color and students who are Alaskan Native/American Indian, students who are emergent bilinguals, students of migrant and farmworker families, students experiencing disability, students in foster care, and students experiencing poverty
 - School administrators hold virtual staff meeting- assign notetaker to send notes to staff for staff who may not be able to attend
 - Connect with staff: Encourage staff connectivity, support, and care
 - Co-create district vision w/ staff, community, families, students
 - Establish communication methods for staff - consider daily or frequent messaging to staff from admin, provide talking points and scripts to educators

Stage 2: Communicate

- Share schedule and resources for consistent professional learning and online tutorials
- Establish virtual Professional Learning Communities and Learning Networks
- Leverage provided resources - [ODE COVID-19 webpage](#), ODE's [Ready Schools, Safe Learners webpage](#), the [Comprehensive Distance Learning](#) and [Resources](#) webpages, and [Oregon Open Learning](#) (OER Commons Hub)

Stage 3: Implement and Improve Plan

- ✓ Continue and complete any tasks for Stages 1 and 2.
- ✓ Design schedules and consider flexible staffing needs, particularly for staff with medical concerns.
- ✓ Principals plan to provide daily updates to building staff on health and safety circumstances and available resources; and define comprehensive distance learning plans (back-up plans in the event of staff illness).
- ✓ Establish guidelines for tracking student progress (Oregon's new Interim Assessment System may be leveraged here).
- ✓ 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).
- ✓ Review and revise comprehensive distance learning plans with input from families, students, and staff.
- ✓ Continue to communicate with and engage stakeholders.
- ✓ Plan for instruction.

Institution IDs for Online Programs, Online Schools and Private Online Alternative Programs/Schools

Districts Creating New Online Programs

If a district is staffing and providing Comprehensive Distance Learning through a program that is operated at the school or district level and maintains student enrollment at their resident or attending school they do not need to request an institution ID.

Districts Creating New Online Schools Requirement

- ☐ If a district has created a new school they must request an institution ID. Districts are required to complete an [Institution Request Form](#), including required supplemental documentation and submit to the ODE Institutions Database Maintenance team at ode.institutions-request@ode.state.or.us. **The formal deadline for submission is September 15, 2020.**

Districts Contracting with Private Online Alternative Programs or Online Schools Requirements

- ☐ Private alternative programs and schools must register with ODE, have an ODE-issued institution ID, and be approved by the district's local school board in accordance with ORS 336.631 and OAR 581-022-2505 prior to contracting with the district. Districts may reference [ODE's current list of approved private alternative education schools and programs](#) to verify program registration status with the department. The process for registering these programs has been reopened for the 2020-21 school year and the above web page describes the process for programs to register.
- ☐ All contracted service providers that are providing Comprehensive Distance Learning must fully comply with the requirements in the [Comprehensive Distance Learning Guidance](#).

Sample Comprehensive Distance Learning Workflow

Anchor in Care and Connections (Social, Emotional, Mental Health)

- Center culturally responsive and sustaining practices.
- Establish a district project team, informed by diverse perspectives.
- Identify new ways of fostering engagement and relationships.

Develop Clear Communication with 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.

Build Learning Vision / Gather Resources

- Anchor in a shared vision for excellence in teacher-facilitated learning.
- Gather necessary online and offline resources.
- Identify and establish partnerships.
- Communicate, implement, and monitor.

Assess Efficacy for Offline and Online Learning/Make A Plan

- Survey staff and families on needed supports for offline and online distance teaching.
- Identify offline and online distance learning experts to help support transition.
- Develop and implement professional learning opportunities for staff.

Plan for Teacher-Facilitated Learning

- Develop individual student or course learning plans.
 - Learning Goals
 - Course expectations
 - Timelines
 - Progress monitoring plan

Figure J: Sample Comprehensive Distance Learning Workflow

[PDF of Figure J](#)

6C. Specific Considerations for Offline Learning

There are many reasons why offline learning is relevant: Internet access cannot be consistently relied upon, instructional goals require a different approach, and/or families desire a non-digital approach. Just like in the physical classroom, offline strategies meaningfully support student learning and nurture the

social context of learning and language development. There are printed resources, such as activities, books, and articles, and learning kits that allow for students to have the resources needed to engage with learning. Additionally, there are ways to leverage low or no bandwidth technology (e.g., telephones, tablets with apps that work offline, etc.).

How Does Content Get to and from Students?

There are several logistical considerations that apply when schools address the question of sharing assignments with students and families in offline distance learning contexts. It is important to note that offline distance learning approaches can and often do include the use of technology; those uses must be designed to be flexible. The following considerations are offered to help guide decision-making and planning. Note that suggestions for one delivery method may be adaptable to fit another.

Delivery Method	Suggestions and Considerations for Use
Physical materials	<ul style="list-style-type: none"> • If supply is limited, prioritize for students without broadband. • Invest in fiction and nonfiction books; ensure students have books in their homes. • Invest in printing not just weekly packets of worksheets, but handbooks and collections of resources to serve as an at-home textbook. • Lend printers to families, have printing centers available in school buildings, or build partnerships with local stores through which to provide printing services. • Provide pre-addressed, stamped envelopes for submission of student work via postal service. • Deliver materials so teachers and leaders can safely meet with families and students to further relationships and provide access to learning materials. • Assemble learning toolkits (primary grades) with learning materials that students can use for applied learning. Can include printed learning materials, as well as whiteboard and dry erase marker, flashcards, math manipulatives, etc. (Think about distributing the manipulatives that are in most classrooms so students can actually use them).
Instructional supports	<ul style="list-style-type: none"> • Use choice boards/lists of self-directed activities to choose from. • Offer home-based projects (cooking, woodworking, activities based on household items) that are also documented and shared with peers through stories, pictures, or videos.
Email	<ul style="list-style-type: none"> • Use in tandem with other methods to make sure all students receive instructions and materials. • Determine if families have access to an email account that can be checked regularly, even if they don't have broadband. • Avoid attachments if families are not using home computers. Put instructions in the body of the email instead.
Portable media (DVD, CD-ROM,	<ul style="list-style-type: none"> • Record lessons: audio/podcast (low bandwidth), video (high bandwidth), voice-over PowerPoint (high bandwidth).

Delivery Method	Suggestions and Considerations for Use
USB drives)	<ul style="list-style-type: none"> • Assignments and activities can be pre-loaded on portable media and transported/mailed from students to other students/instructors.
Learning Management System (LMS)	<ul style="list-style-type: none"> • Post important documents on the school's website in addition to the LMS. • It may be possible to pre-load LMS content onto a laptop or other portable drive/media for offline use. Consult your IT department. • Categorize activities as Essential, Desirable, Optional so students with limited computer time can prioritize work. • Structure documents and activities to be low-bandwidth capable and mobile-optimized.
Telephone or cellphone	<ul style="list-style-type: none"> • Students may use text messaging to submit photos of assignments. • Create a dedicated text thread for content discussion. • Use group calls or messaging services as appropriate for peer-to-peer or group discussion, presentations, speeches, etc. (keep in mind student privacy and security). Ensure that one adult is in each group chat to avoid any potential bullying scenarios. • Support educators with resources like Google Voice or connecting to their school phone so they do not need to use their personal telephone/cell.
Radio or television	<ul style="list-style-type: none"> • Lessons should be aimed at more than one classroom of students (i.e., district-wide content lessons, not single-teacher specific). • If telephone communication is not feasible, explore other communication devices such as CB radio for synchronous discussion of learning. • If radio is to be a principal delivery method, design coursework intentionally to fit the medium. (Suggestions in this resource are also adaptable to television.)
All delivery methods	<ul style="list-style-type: none"> • Provide a way for offline students to showcase their work (e.g., TV spots, school website, email blast, paper newsletter). • Combine elements of different delivery methods above to provide a rich content delivery and engagement experience. • Consider lessons learned from offline content delivery in other regions of the world.

What are High Leverage Strategies for Offline Learning?

When planning for offline distance learning, prioritize high leverage strategies that can be effectively delivered through a blended or offline approach, such as learning by doing, place-based and self-directed learning, learning kits, project based learning, and inquiry. Other considerations are learning that is most effective in an offline mode, such as reading complex text.

Learning by Doing

For the purposes of this discussion, the term “learning by doing” means the following:

- Student engages with content via direct, hands-on interaction (“learning by making or doing”).

- May be technology-facilitated, but is not internet-facilitated.

Technology is a useful and flexible tool, and it is certainly desirable to have a wide range of tools available when addressing a complex and shifting problem, but is important not to equate “distance learning” with “internet-facilitated learning.”

Learning by doing is a highly valuable and effective instructional approach. All instructional approaches, offline and online, should search for ways to incorporate and increase learning by doing experiences. Educators should consider well-rounded applications, from physical education/health, to art/drama/music, to auto mechanics and building trades. Examples of learning through doing and making include [composting](#) or [building toys at home](#).

Place-Based and Self-Directed Learning

Particularly with younger children, consider the tenets of place-based education. Consider the circle in which students live and conduct their daily lives, then ripple outward from there. Start with a standard, build it into a learning target and build the at-home activities around that target. Think in terms of outcomes, not lock-step activities. Consider building week-long investigations starting with an essential question and providing students with several options for modalities to work toward answering that question. Design activities that can be self-directed and have lots of branches and possible endpoints so that if a student (or a student and their parents) get stuck, there is another pathway or option for achieving the learning target. Consider having students create materials to “teach” the content and concepts to younger children (or to other family members): scripts for skits, silly flow-charts, comic strips, illustrations, pictures, short recordings and videos. This form of synthesis can be a powerful learning tool but also provide a product for the teacher to assess.

Learning Kits

Build and send home kits with step-by-step instructions for art projects, science exploration, CTE projects, etc. Consider “gamifying” the kits. (“Gamification” means adding elements of game-playing, such as scoring, rules of play, or competition with others, in order to encourage engagement with the content.)

- Build short surveys into the stages of kit completion.
- Don’t assume all families have materials available.
- Administration should streamline the process for purchase and reimbursement for kit materials if teachers are assembling them at home.

Project Based Learning

In Project Based Learning (PBL), students engage in solving a real-world problem, or complex question, over an extended period of time. PBL is more than a formalized method of “doing projects.” In traditional instructional models, students complete a project to demonstrate learning of previously delivered content. In Project Based Learning, the project is the content delivery.

PBL requires thoughtful planning. Ideally, PBL addresses a real-world problem or question, is driven by student inquiry, involves collaboration with others, and produces a meaningful product or answer that is presented to the public, not just the class or school. It must also be aligned to challenging state academic standards and integrated with the larger instructional goals of the class/course.

You can learn more about Project Based Learning at [PBLWorks](#), [Edutopia](#), and this [video](#).

Inquiry Based Learning

Inquiry Based Learning, sometimes called Inquiry Strategies or simply Inquiry, shares some of the characteristics of Project Based Learning (explained above). Inquiry is generally centered on a well-defined problem and may involve hands-on learning. However, Inquiry focuses primarily on student interest and curiosity. With Inquiry strategies, the teacher lays the groundwork for and helps guide student-driven investigation.

Just as with PBL, Inquiry requires significant preparation on the part of the teacher. Students will need rich experiences aligned to challenging state academic standards, with sufficient depth and complexity so as to sustain multiple avenues of investigation. Teachers must stimulate student curiosity, guide investigation on multiple fronts simultaneously, and implement effective assessment of student progress.

You can learn more about Inquiry at [Edutopia](#) or the [Center for Inspired Teaching](#).

How do Students Connect with Educators?

Feedback Modalities

Instruction should not be delivered in a manner that only pushes out information and does not receive feedback from the students. Districts providing asynchronous instruction to students or synchronous instruction that lacks the ability for two-way communication must find creative ways to engage students. Possible options include:

- Telephone conversations can be leveraged to provide synchronous feedback to students and families
- Providing packet work to students with feedback opportunities
- Pausing in the video/radio communication to allow time for students to engage with members of their household
- For younger students, having them speak back to or participate in dance, song, movement along with a broadcast
- Providing students with follow-up learning opportunities that can be discussed during one-on-one check-ins

When possible, opportunities to learn or provide feedback in person may be essential. As such, limited in-person instruction is an option available to schools during Comprehensive Distance Learning and may be especially helpful to support younger students, to provide personalized instruction/assessment, or to allow for highly specialized learning such as CTE or science labs that require the use of equipment at the school. These in-person experiences must follow [Guidance for limited in-person instruction](#).

Tutoring and Study Sessions

Developing and maintaining relationships with students and families in offline distance learning contexts requires the use of broader communication systems, including telephone and hard copy letters. To help ensure that students and families understand the directions for experience-based learning activities, educators must check in, ask and answer questions, and provide ongoing feedback during project completion. Leverage the telephone and mailed communications in order to maintain connection in offline distance learning contexts.

6D. Resources for Comprehensive Distance Learning

ODE is continually curating both offline and online resources in partnership with educators, administrators, and educational partners to support districts and families in meeting the learning needs and strengths of Oregon’s students. These [resources](#) are published on our [Comprehensive Distance Learning](#) webpage. Colleagues from the Oregon Education Association, local school districts, Education Service Districts, and Higher Education are engaging in an iterative process to curate and openly share relevant learning resources at [Oregon Open Learning](#).

Additionally, ODE has compiled an extensive [Resource List to Support Offline Distance Learning](#). These include lists of openly-licensed or freely accessible resources arranged by type, including offline pedagogy, curricula, instructional-area specific resources, research, and informational articles.

Appendices

Appendix 1: Figures and Tools List

Figure A: [Instructional Models 2020-21](#)

A graphic summarizing the three Instructional Models outlined in *Ready School, Safe Learners*: On-Site, Hybrid, Comprehensive Distance Learning.

Figure B: [Comprehensive Distance Learning Required Elements](#)

A visualization of the Guidelines around instruction and support for the Comprehensive Distance Learning model.

Figure C: [Instructional Best Practices for Comprehensive Distance Learning](#)

This table provides best practices for instruction during Comprehensive Distance Learning.

Figure D: [Instructional Time](#)

A visual to represent the relationship between teacher-facilitated learning, applied learning, and other activities as it relates to instructional time requirements.

Figure E: [Instructional Delivery - Asynchronous & Synchronous](#)

Description of Asynchronous and Synchronous instructional delivery.

Figure F: [Designing Teacher-Facilitated and Applied Learning to Maximize Student Learning](#)

Descriptions, examples and reflective questions for designing both teacher-facilitated and applied learning for student success.

Figure G: [Learning Day Overview](#)

Table with recommended per day teacher-facilitated learning, applied learning, and wellness time by grade level.

Figure H: [Roles and Responsibilities in Comprehensive Distance Learning](#)

A graphic to help lay out the important roles parents/caregivers, students, educators and administrators all play in Comprehensive Distance Learning.

Figure I: [Digital Learning Needs](#)

A graphic modeling the elements of digital learning as they are connected to Academic and Operational Conditions.

Figure J: [Sample Comprehensive Distance Learning Workflow](#)

A graphic that demonstrates a possible work sequence for reflecting on Distance Learning for All and planning for Comprehensive Distance Learning.

Tool: [Messaging Apps and Websites for Students, Teachers, and Parents](#)

Apps and websites for texting, messaging and communication.

Tool: [Community-Based Organizations](#)

Comprehensive Distance Learning: Engaging Community-Based Organizations

Tool: [TAG Ready Schools, Safe Learners](#)

Specific guidance on serving students identified as TAG during distance learning

Tool: [Sample Instructional Day Elementary](#)

An overview of the potential configurations of a school day for students grade K-5 under a Comprehensive Distance Learning model.

Tool: [Sample Instructional Day Secondary](#)

An overview of the potential configurations of a school day for students grade 6-12 under a Comprehensive Distance Learning model.

Tool: [Mental Health and Social Supports](#)

Mental Health Guidance for School Counselors, other Mental Health Professionals and Administrators

Tool: [Software Systems: Procurement and Implementation Considerations](#)

This form guides districts through the questions that inform decision-making in the software procurement process, including data security and privacy, accessibility, integration and administration, cost, screen layout and user interface, and connectivity and bandwidth.

Tool: [Infrastructure Project Plans](#)

Infrastructure and access project plans for mobile cellular hotspots, working with local internet providers, wireless broadband services, and LEO Satellite Services.

Tool: [Decision Tool](#)

Decision tree intended to support Oregon educational leaders facing dilemmas and choices that require thoughtful intervention, design, and problem solving.

Tool: [Operational Blueprint for Reentry](#)

Districts are required to submit this blueprint for all schools by August 15, 2020.

Tool: [Institution Request Form](#)

This form is used for both directory updates (such as staff changes) and major district or school updates (such as changing a grade range, adding a school or requesting Electronic Grant Management System access).

Tool: [Comprehensive Distance Learning Requirement Overview](#)

Worksheet containing all the requirements listed in ODE's Comprehensive Distance Learning guidance.

Tool: [Supporting Student and Educator Mental and Emotional Well-Being in Distance Learning](#)

Suggestions to help educators and staff center distance learning around students' mental and emotional health and learning needs.

Tool: [Administering the ELPA Screener in 2020-21](#)

Oregon’s policies for identifying potential English learners in multiple contexts this coming school year: 1) within the limited, in-person exception, 2) remote administration expectations, and 3) unique screener.

Tool: [Local TV Stations](#)

Lists of television stations that may be able to partner with districts in content delivery (see Medford SD example above)

Tool: [Resource List to Support Offline Distance Learning](#)

List of openly-licensed or freely accessible resources arranged by type, including offline pedagogy, curricula, instructional-area specific resources, research, and informational articles.

Tool: [Strategies for Collecting Evidence of Student Learning](#)

This document provides teachers with ideas for collecting evidence of learning in a variety of ways. This list is arranged by the type of learning information the teacher is seeking to collect.

Appendix 2: Algorithm Concerns

The following content draws heavily from National Education Policy Center (NEPC) [publications](#) and conversations with Faith Boninger and Alex Molnar of [NEPC’s Commercialism in Education Research Unit](#).

In a distance learning environment, content software may appear to offer a number of benefits, including but not limited to efficiency and personalization. However, for educators working from a strong equity stance and committed to interrupting institutional racism, such software presents a number of serious concerns. In the absence of strong evidence that concerns in this appendix have been thoughtfully and thoroughly addressed, ODE recommends that, wherever possible, districts avoid purchase and implementation of digital content that includes personalized and/or adaptive algorithms.

Content delivery software automates the learning experience through a set of decision rules called “algorithms.” Such software is often sold under the labels of personalized or adaptive content. The algorithms that fuel these programs are typically proprietary, and introduce bias not subject to public scrutiny and review.

Researchers Boninger, Molnar, and Saldaña discuss the dangers of purchased online curricula:

...real human beings are creating these curricula, assessments, and algorithms, and their products reflect their values, assumptions, social positions, and interests. However, the products present themselves as transmitting “truth” or “fact,” seemingly independent of any perspective on the part of their creators. ... The assumptions, perspectives, ideologies, and related social positions (in other words, the inescapable bias) of the creators of digital personalized learning software are concealed and thus impervious to review and critique. Significantly, the more sophisticated software becomes (i.e., the extent that it is adaptive and/or based in machine learning), the more profound and far-reaching the implications of the concealed bias become. All

of these problems are compounded by a general lack of transparency with regard to the underlying assumptions and algorithms used.⁸

In other words, algorithms are only apparently neutral. They pay attention to what their programmers have told them to notice, and if those instructions contain bias or prejudice—even if unintentional—then the computer will execute those instructions to the letter. This is exacerbated by the fact that algorithms can only be taught to notice information that can be sorted and stored electronically, which excludes many types of social, contextual, and environmental cues. Algorithms are programmed largely by young, white, middle class men, posing the risk of over-valuing information deemed important by this one segment of society.

Consider how algorithms change the landscape of local judgment and educator evaluation of student progress and replace it with the use of commercial programming. Historically, if a district purchased an assessment system, the student score reports and class data were provided to the educators. Local educators could determine what additional evidence of student learning to bring in alongside the assessment results and they could make judgments about how much value or emphasis to put on the results in different contexts. Thus the impact of the assessment results were mediated by local, educator judgment.

Similarly, if a district purchased a textbook, the educators had full access to all of the content (they could see everything that was included). Local educators could determine what additional content to bring in alongside the textbook and they could make judgments about how much value or emphasis to put on different portions. Thus the impact of the textbook on course content and instruction were mediated by local, educator judgment.

Algorithms pair assessments with content directly, thereby removing local educators from applying professional judgement to support student learning. Within an adaptive learning program, educators cannot soften the use of the assessment results or thoughtfully enhance the content; the student learning experience is instead managed by a machine. Consider a parent-teacher conference within an adaptive learning program. The parent could ask the educator about content the student experienced and the teacher could be unable to see what the student saw (because it was content presented based on the algorithm). The parent could ask about how the student is doing, and the teacher could be limited to saying whatever the score report from the program said (because the rest of the details were not accessible to or observed by the teacher).

The foregoing factors, combined with the assumption that computers can be teachers, threaten to diminish the role of educators in facilitating learning. Within an online content delivery software program, educator influence is typically reduced to rudimentary decision-making such as assigning (rather than creating) lessons and sharing results without a clear understanding of appropriate interpretations. This limited sphere of influence does not match what students and educators experience in typical classrooms, where teachers design learning engagements, work with students to define success criteria, support peer-to-peer interactions, provide descriptive feedback and emotional support, and

⁸ Boninger, F., Molnar, A., & Saldaña, C.M. (2019). Personalized Learning and the Digital Privatization of Curriculum and Teaching. Boulder, CO: National Education Policy Center. Retrieved 06/25/2020 from <http://nepc.colorado.edu/publication/personalized-learning>.

ensure a sense of belonging.

Additional information about the risks and functions of algorithms in educational software can be found on pages 15-18 in [Asleep at the Switch: Schoolhouse Commercialism, Student Privacy, and the Failure of Policymaking](#).

Appendix 3: Instructional Materials Criteria Set High Standard

The quality of the instructional materials (content) matters significantly to the quality of learning. The [instructional materials process](#) establishes safeguards to ensure that the content that forms the major instructional vehicle for a given course of study has met quality criteria, is accessible, and that decision making was public and engaged educators, administrators, parents, and community members. ODE will be working with the State Board of Education this year to clarify the application of the instructional materials process to digital content.

The [instructional materials review process](#) is designed for reviewing the instructional materials (content that constitutes the major instructional vehicle for a given course) and ensuring instructional materials include all Oregon academic content standards and learning goals within a grade level and content area. The instructional materials adoption process includes a diverse, highly qualified panel of Oregon educators reviewing each resource against criteria. The instructional materials criteria and instructional materials review are created by and for educators and are centered around providing equitable, high-quality instructional materials in an accessible format to all students. Following are several recent criteria illustrating the commitment to quality and educational equity.

- Materials promote equitable instruction by providing guidance for teachers to support learning activities that are place-based, culturally and linguistically responsive and relevant.
- Materials make equitable connections to culture, home, neighborhood, and communities, as appropriate.
- Materials provide authentic and meaningful student-centered activities that build interest and understanding of varied, lived experiences.
- Language used in the texts are active in the pursuit of equity outcomes, framed in the positive, not just the absence of negative.
 - Language includes all protected classes and currently and historically underserved populations.
 - Materials provide opportunities to see diverse cultures in significant roles.

Appendix 4: Digital Citizenship

What is Digital Citizenship?

Digital Citizenship refers to the responsible use of online technologies. The definition includes, internet safety issues around cyber bullying, appropriate online interactions, and chatting safely online. However, digital citizenship includes more than this definition. The [International Society for Technology in Education](#) (ISTE) calls for a broad focus on:

“...empowering learners to be in community with others in online spaces and showing them that digital citizenship goes beyond conversations about personal responsibility. It’s about being active citizens who see possibilities instead of problems and opportunities instead of risks as they curate a positive and effective digital footprint.”

Why does it matter?

Students are moving into the online platform for education at an unprecedented rate and must understand the risks and benefits of learning in this kind of system, not only to protect themselves but to protect others. Since the rate of online learning has increased exponentially, families may not have been prepared to teach these skills to their children prior to their educational experience being transitioned online. Teachers may not realize the gap of knowledge in this area for their students, since for many students, this is the first time they’ve had to use such technology for school. Moving forward, past the need for Comprehensive Distance Learning, online technologies will continue to be a part of our educational system as well as our workforce, and students must learn how to navigate these systems wisely.

Where should these skills be taught? How should they be integrated?

Digital citizenship should be taught by every teacher, in every course, and reinforced throughout the school year as students engage in learning through online spaces. For example, if a school has a class video check-in, students must be taught how to use the chat feature with each other in an appropriate manner without interrupting the instruction or causing harm to another student. Teachers must understand how to navigate the freedom for students using such features and the protection of students at the same time.

Is Digital Citizenship Critical or Required?

Listed below several existing requirements surrounding digital citizenship:

- [Oregon Library Standards:](#)
Technology Integration Standard 3: Practice ethical behavior when using technology
- [Oregon Health Standards:](#)
Media and technology are integrated throughout with regards to health and relationships.
- **Healthy Teen Relationships Act and Erin’s Law:**
Sexual abuse and harassment can also happen virtually; districts should consider providing sexuality education/child abuse prevention education that includes skills-based instruction on

media literacy, violence prevention, respecting differences and anti-oppression, and healthy relationships. (Erin's Law, [Senate Bill 856](#) and Healthy Teen Relationships Act [House Bill 4077](#)).

- **Anti-Bullying laws:**
 - [Oregon Revised Statutes chapter 339, sections 351-364](#)
This statute states that each school district shall adopt a policy prohibiting harassment, intimidation or bullying and prohibiting cyberbullying and that school districts must incorporate into existing training programs for students and school employees information related to cyberbullying.
 - [ODE Bullying Guidance](#)
This guidance from 2017 applies to ORS 339: 351-364, above.
- **[Children's Internet Protection Act \(CIPA\):](#)**
CIPA requirements are minimum requirements and should be expanded upon, through teaching digital safety, in order to cover more than just access to content.

Resources to Support Implementation

- **[Digital Citizenship Curriculum](#)**

This curriculum has been co-developed by Harvard Graduate School of Education's Project Zero and Common Sense Media. The curriculum is free, available in both Spanish and English, and includes teaching materials and activities specifically designed for each grade level across K-12.

Curriculum Specifics: The lessons are grouped into 6 areas: Media Balance & Wellbeing; Privacy & Security; Digital Footprint & Identity; Relationships & Communication; Cyberbullying, Digital Drama & Hate Speech; as well as News & Media Literacy. These 6 areas include specifics on topics such as chatting safely online, sexting, cyber bullying, and countering hate speech.
- International Society for Technology in Education Resources:
 - [Digital Citizen Standards](#)
 - [Digital Citizenship in Education](#)
 - [Rethinking Digital Citizenship](#)
 - [9 Resources for Teaching Digital Citizenship](#), Nicole Krueger, February 5, 2020
 - [A New Twist on Cyberbullying](#), Cynde Reneau, January 17, 2018
- [Resource memo](#) from IES related to the question, How can Districts Promote a Safe and Secure Digital Learning Environment?
- [List of Internet safety organizations and sites.](#)

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