

Planning Guide for Long-Term Distance Learning:

Supporting Continuity of Learning Through Extended
Disruption to In-Person Learning



Purpose & Anchor Ideas

Purpose

This guide is intended to support schools and districts in preparing for an alternative to in-person learning when the conditions of a prolonged emergency (e.g., floods, wildfires, earthquakes, building damage, inclement weather, or public health events) make it unsafe or inadvisable for students/educators to be on-site for an extended period of time. Long-Term Distance Learning provides students with a remote learning experience that emulates the comprehensive nature of in-person learning until a return to the building is feasible.

Anchor Ideas

- **Ensure that students' mental health, safety, and basic needs are prioritized** by centering care and connection.
- **Plan a response that prioritizes and targets investments and services** in order to maintain quality learning, comprehensive services, and continuity of support particularly for students who are historically and systemically marginalized by the education system.
- **Create clarity and a shared understanding of high quality teaching** adapted to the online/remote space which centers culturally responsive and sustaining pedagogy and practice.
- **Ensure students have access to standards-based, grade level-or-beyond educational materials** and interact in an ongoing manner with one or more teachers who skillfully guides students' full educational experience.
- **Center the role of the teacher** as critical to student learning and well-being, balancing asynchronous and synchronous instruction to best meet learning goals.
- **Mirror a complete and well-rounded school experience that honors the whole child**, maximizing opportunities for music, physical movement, the arts, enrichment, clubs, extracurricular activities, and athletics.
- **Sustain equitable access to learning experiences** through resource allocation that provides for connectivity and technology needed for learning.
- **Prepare for a return to in-person learning** through intentional and collaborative planning efforts.

Important Reminder: All federal and state rules and statutes that apply to full time in-person instruction apply throughout any instructional model, including Long-Term Distance Learning.

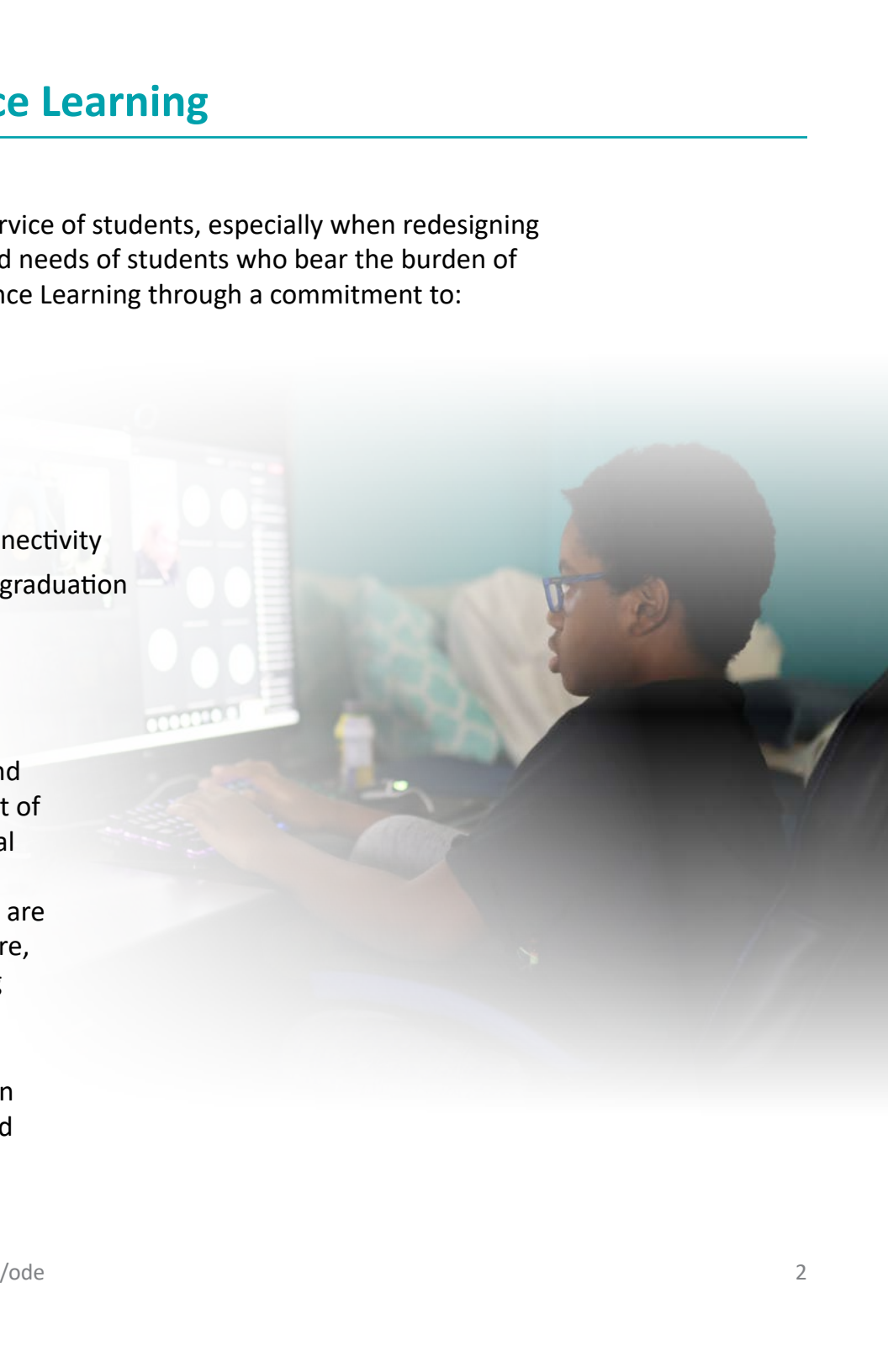
Ensuring Equity During Long-Term Distance Learning

Equity must live at the heart of every decision and every action in service of students, especially when redesigning school for an extended period of distance learning. The strengths and needs of students who bear the burden of inequitable intersecting systems can be met during Long-Term Distance Learning through a commitment to:

- resource redistribution
- identity-affirming learning spaces
- mental health supports
- quality instruction that builds on students' strengths
- access to nutrition, shelter, clothing, technology and connectivity
- strategic support to seniors in ensuring progress toward graduation

Leading for equity during Long-Term Distance Learning also means recognizing the strengths and responding to the needs of students historically and systemically marginalized by the education system, 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 bilingual (English Learners), students of migrant and farmworker families, students receiving services under Section 504 or IDEA, students who are neurodivergent, students who are LGBTQ2SIA+, students in foster care, students who have an incarcerated loved one, students experiencing houselessness, and students navigating poverty.

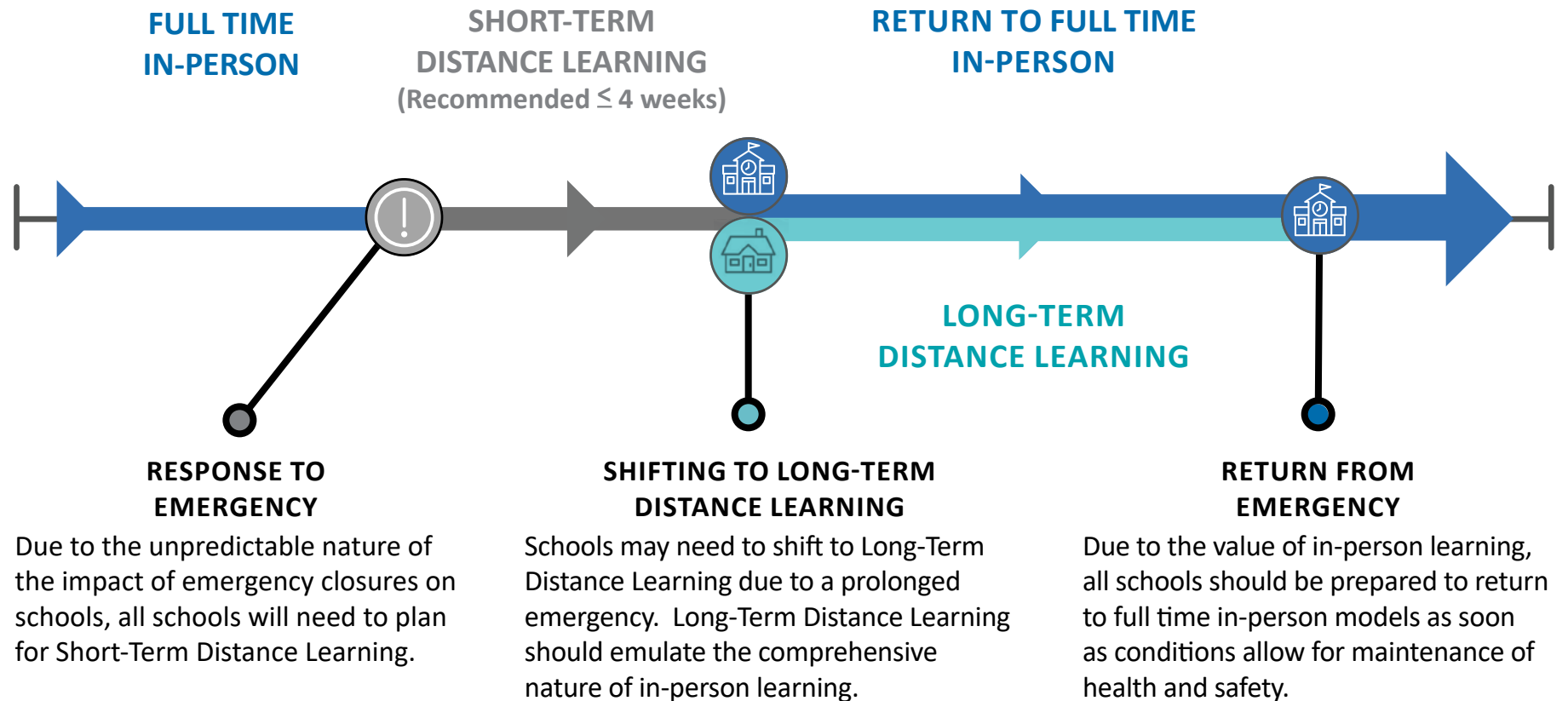
With a clear focus on equity, the needs of each and every student can be met during Long-Term Distance learning without perpetuating and exacerbating existing inequities.



Overview & Definitions

Long-Term Distance Learning Overview

Long-Term Distance Learning is intended to provide a temporary alternative to in-person learning when the conditions of a prolonged emergency make it unsafe or inadvisable for students/educators to be on-site for an **extended period of time**.



Every emergency is different in magnitude, damage, and scope; likewise, capacity to respond to emergencies varies by levels of preparedness and resources. In responding to the emergency, keep in mind the high standards held for learning prior to the emergency. Strive to retain that level of quality in Long-Term Distance Learning to the extent possible.

Overview & Definitions

Overview of Instructional Models

FULL TIME IN-PERSON

Full Time In-Person: An instructional model where learning occurs on-site and in-person. Often referred to as “Brick-and-Mortar,” this instructional model maximizes real-time personal interactions between teacher-to-students and peer-to-peer.

LONG-TERM DISTANCE LEARNING

Full Time Long-Term Distance Learning: An instructional model designed to provide remote, distance learning during an extended disruption to in-person learning lasting longer than four weeks with the goal of ensuring continuity of schooling and services for each and every student when in person learning is not possible. All learning happens off-site, most commonly relying on technology and digital tools to emulate the comprehensive nature of in-person learning. A determination to move to Long-Term Distance Learning is made only in extreme circumstances in order to ensure the health and safety of all students and staff.

Full Time Long-Term Hybrid Learning: An instructional model that is a blend of in-person and distance learning. Hybrid models can accommodate multiple situations and needs while maximizing access to in-person instruction. A hybrid model in Long-Term Distance Learning may serve as a way to safely maintain in-person learning for part of the school community for extended periods of time and/or a safe transition back to in-person learning.

SHORT-TERM DISTANCE LEARNING

(For an overview of instructional models for Short-Term Distance Learning, please see the [Planning Guide for Short-Term Distance Learning](#))



Companion Documents & Resources

This guide serves as a companion to [Planning Guide for Short-Term Distance Learning](#), with the goal of helping schools and districts plan for an alternative to in-person learning during an extended emergency. The [Key Components of Digital Learning](#) is a foundational guide to inform in-person instruction, Short-Term Distance Learning, Long-Term Distance Learning, and Long-Term Hybrid Learning. When used in concert, these three guides will help schools and districts respond to emergencies with maximum preparedness and flexibility, with a focus on core practices and values that transcend any instructional model.

Planning Guide for Short-Term Distance Learning:
A Resource for Schools & Districts Operating In-Person

Planning Guide for Long-Term Distance Learning:
Supporting Continuity of Learning Through Extended Disruption to In-Person Learning

KEY COMPONENTS OF DIGITAL LEARNING:
A Starting Point for Design, Dialogue and Implementation
Version 1.0

Additional ODE Resources for Decision-Making

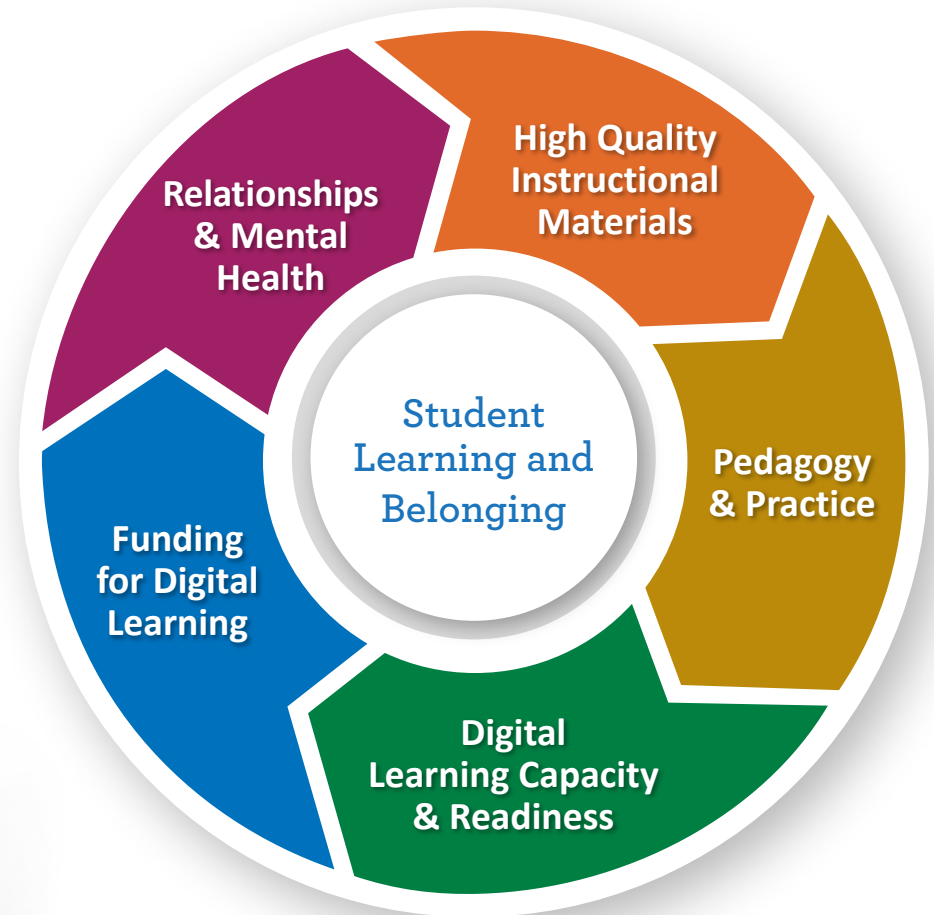
- [Ready Schools, Safe Learners Resiliency Framework](#)
- [Oregon Data for Decisions Dashboard](#)
- [Oregon Data for Decisions: A Guide for District Considerations for the 2021-22 School Year](#)

Applying the *Key Components of Digital Learning* to Long-Term Distance Learning

Distance learning is often heavily reliant on digital learning—the use and integration of technology to enhance, support, and reimagine teaching and learning. The five components outlined in [Key Components of Digital Learning](#) underlie digital learning in all instructional models. This guide offers applications of the five key components to Long-Term Distance Learning, building upon or highlighting ideas found in *Key Components of Digital Learning*.

For each component, this guide includes:

- **An Overview of the Component** with considerations specific to Long-Term Distance Learning.
- **Guiding Questions** for schools and districts to consider when planning for Long-Term Distance Learning.
- **Recommendations** for how to ensure equity in connection with each of the Key Components.
- **Resources** to support the key questions and recommendations (pg.22).



Relationships and Mental Health



Overview

Investments in relationships and mental health are investments in learning. Both are particularly important throughout all aspects of Long-Term Distance Learning.

Important actions in this component include:

- Creating structures to build community.
- Fostering a sense of belonging and safety for each student.
- Partnering with families to create a supportive learning environment.
- Supporting staff as essential to supporting students.

Guiding Questions:

- How are students' mental health, safety, and basic needs prioritized?
- How will mental health services and access to support from personnel continue to be available to students, staff, and families?
- What are the familiar classroom/school rituals, traditions, and routines that help students experience connection and feel safe, seen, and valued? How will these be adapted or continued in Long-Term Distance Learning?
- How are schedules and staffing designed to allow staff to consistently connect with students and families?
- What supports do educators need to be able to connect with families in ways that center connection, care, and shared problem-solving, particularly when students are not attending regularly?
- How will structures be designed to ensure that parents, families, and caregivers have consistent and ongoing opportunities to interact with teachers and receive updates around their child's progress?



Relationships and Mental Health



Recommendations:

- Engage partners who can support in responding 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 and services (e.g., digital devices, hot spots, technology support).
- Use outreach as a mechanism to build strong engagement, positive attendance patterns, and relationships with families. Center equity in all outreach and communication efforts with parents and caregivers; this includes honoring home languages and cultures and considering the strengths and needs of students.
- Apply an anti-racist [trauma-informed lens](#) when providing instruction, recognizing the potential for trauma during educational transitions, especially for students from historically and currently marginalized and oppressed communities.
- In clear and non-stigmatizing language, normalize the stress of shifting to a Long-Term Distance Learning model. Make students, families, and caregivers aware of available resources should they need additional emotional support.
- Develop “open door” policies with dedicated time for students to speak with their teachers, counselors, and other trusted adults privately while creating space for peer to peer connection.
- Create time, permission, and space for relationship building and the formation of smaller groups within school communities.

The [Care and Connection Toolkit](#) contains a variety of resources to build care, connection and community with each other, with students, with families, and with the school community.

High-Quality Instructional Materials



Overview

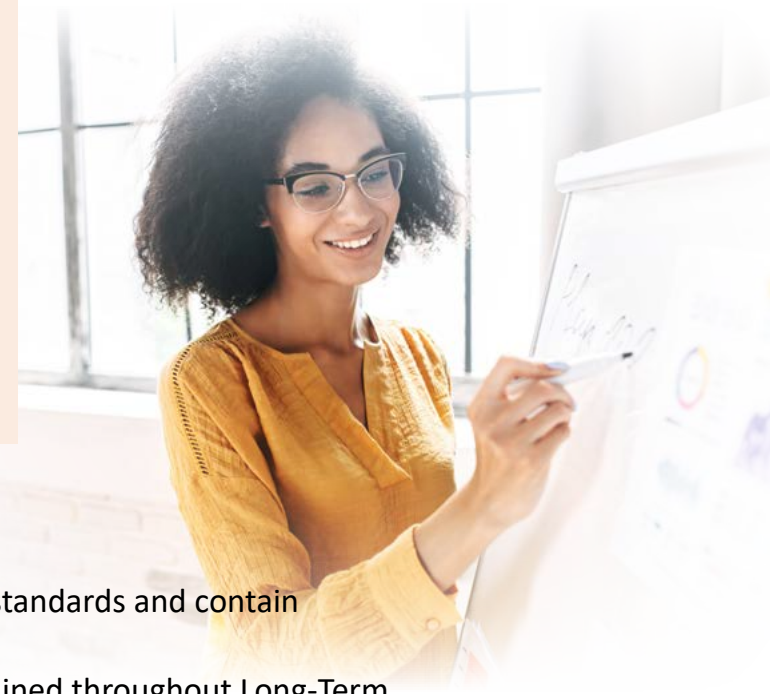
The materials with which students interact are one of the most important elements of teaching and learning. A shift to Long-Term Distance Learning requires pre-planning and special attention not only to what materials students engage with throughout a distance learning experience, but how students are interacting with instructional materials (i.e. synchronously and/or asynchronously).

Important actions in this component include:

- Determining a quality core curriculum.
- Focusing on culturally and linguistically responsive and sustaining materials for teaching.

Guiding Questions:

- What process is in place to ensure that all digital materials are aligned to Oregon standards and contain identity-affirming language and culturally relevant and anti-racist content?
- How will continuity of curriculum standards, lessons, and learning goals be maintained throughout Long-Term Distance Learning?
- How can instructional materials used for in-person contexts be adapted for Long-Term Distance Learning?
- How will digital materials create and enhance opportunities for project-based, hands-on, and experiential learning?
- How will assessments, instructional materials, and content standards remain aligned during Long-Term Distance Learning?



High-Quality Instructional Materials



Recommendations:

- Evaluate the complexity of tasks and instructional materials to ensure they are promoting deep thinking. Identify digital tools that offer opportunities for collaboration and complex problem solving.
- Determine which instructional materials and content are best applied during synchronous and/or asynchronous instructional times.
- Create time for teachers to plan and collaborate around how they will adapt instructional materials to meet the needs of students experiencing disability and students who are emergent bilingual.
- Collaboratively curate digital materials that build on students' funds of knowledge and create opportunities for students to feel seen, acknowledged, and known.
- Be strategic about the use of adaptive/personalized learning software and ensure that if software is used to meet individual student needs that it is evaluated for bias, transparency, teacher facilitation of the learning experience, and alignment to content standards.
- Evaluate digital materials to ensure they do not perpetuate stereotypes or fail to represent certain identity groups. Choose materials that reflect a diversity of contributions to society, including preferencing the impacts and contributions of marginalized communities.
- Ensure all lessons and instructional materials meet accessibility requirements and are designed with the universal design for learning framework in mind.
- Leverage digital accessibility tools that can be embedded within digital instructional materials and online learning and assessments. These tools include text-to-speech, speech-to-text, closed captioning, magnification, and a wide range of other options described in the [statewide assessment accessibility manual](#).

Online Digital Materials Adoption

Ensure that the Division 22 process is central to the adoption of a core digital curriculum. The [High-Quality Instructional Materials Toolkit](#) on the ODE website provides resources for supporting districts in this process.



Overview

At the heart of planning and designing for Long-Term Distance Learning is the importance of establishing a shared vision about what outstanding pedagogy and practice looks like, sounds like, and feels like for students.

Important actions in this component include:

- Designing for purposeful learning.
- Centering in students' lived experiences.
- Using digital tools and instructional materials to support students' strengths and needs.
- Ensuring regular, timely, and meaningful feedback.
- Promoting engagement, deeper learning and discourse.



Guiding Questions:

- How is the teacher (rather than a program or packet) positioned as the most critical ingredient in design and delivery for student learning?
- How is time and energy being devoted to ongoing professional learning in order to sustain quality teaching and support educators as they build capacity with digital learning?
- How are synchronous and asynchronous learning opportunities balanced in order to ensure equitable access between classes, teachers, course offerings, and schools?
- How are before- and after-school extracurricular activities, enrichment, clubs, and activities built into the student experience supported in distance learning?
- What opportunities exist for learning outdoors and/or opportunities to extend learning to natural settings?
- How will formative assessment practices be incorporated into the distance learning context so students receive regular and intentional feedback?
- What communication is planned to ensure families have a shared understanding about course offerings, synchronous learning, and student work?
- How is learning scheduled to ensure that students who experience disability, students who are emergent bilingual, and students who need additional support receive core instruction with grade-level peers?



Recommendations:

- Support teachers in developing equitable digital learning environments by providing exemplars of distance teaching and learning in action and offering professional learning opportunities around varying models of instruction. This includes creating virtual learning communities designed to provide examples of promising practices that explore the unique nature of digital and distance pedagogy. Possible topics include the following:
 - Developing and implementing assessments and equitable grading practices that focus on celebrating student strengths, identifying needs, documenting learning as it progresses, and verifying student performance in comparison to levels of expectation or proficiency.
 - Collecting a variety of 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).
 - Providing examples of promising practices unique to digital and/or distance learning.
 - Identifying digital tools aligned with instructional goals and their specific uses and functions.
 - Considering ways to support teachers in specially designed instruction (SDI) such as co-planning and co-teaching in order to ensure that instruction is accessible for all learners.
 - Creating learning around assistive technologies that will benefit all students.
- Lift and share examples of rich culturally responsive and sustaining teaching and deep learning that honors student's identities, builds on assets including home language, family (siblings and extended family), and culture while igniting student agency and voice.
- Provide counter narratives to biased representations of race, culture, gender, abilities, and poverty and invite multiple voices representing non-dominant perspectives to contribute to the curriculum (through story, song, poetry, text, artifacts, or presentation).
- Consider ways to prioritize CTE and accelerated learning opportunities through digital means as they are correlated with increased engagement and attendance.
- Identify digital tools and instructional materials that provide connections to career and college planning that is meaningful and on-going.
- Engage in shared inquiry around how to provide well-rounded education (health, arts, CTE, physical education, music, world language, etc.) alongside academic core content in order to engage students in school in a variety of ways.



Recommendations Continued:

- Prioritize meaningful teacher-student and peer-peer interactions that:
 - Ensure students' learning experiences are guided and planned by an appropriately registered/licensed teacher.
 - Support opportunities for students to develop, deepen, and assess new knowledge and understanding relative to academic content standards.
 - Develop opportunities that allow students to apply knowledge and skills.
 - Deepen student engagement by creating structures for peer interaction.
 - Support family and community involvement.
 - Include appropriate scaffolding and supports so that students are able to access their learning independently when necessary.
- Design learning experiences that balance synchronous and asynchronous times with at least one synchronous learning opportunity for every child every day.
 - Balance synchronous and asynchronous learning opportunities to allow for all students to access the content, demonstrate what they know and can do in multiple modes, receive the necessary supports, and build meaningful relationships (See Instructional Delivery graphic on pg. 14).
 - Provide additional small group or individualized synchronous learning experiences for students who may benefit from additional learning time.
 - Align learning targets, instructional supports, formative assessments, and learning activities across synchronous and asynchronous times to support student understanding.





Balanced Instructional Delivery

SYNCHRONOUS

Students learning together through online classes and video conferencing.



Virtual classrooms and live webinars



Interaction between students in breakout groups or group presentations



Checking in with students via instant messaging or video conferencing



Focused activities with real-time interaction



Office hours

ASYNCHRONOUS

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

Pre-recorded lectures, readings and podcasts



Video demonstrations and worked problems



Practice problems, discussion questions, and other activities



Quizzes, assignments, and applications



Analytical groups



ADVANTAGES

- Promote feelings of belonging and connection
- Motivate students who need face-to-face instruction, including some students with disabilities, the individual needs for whom must be prioritized in our planning
- Engage reluctant learners with caregivers to coach attendance
- Allow students to ask questions in real-time and share ideas and concerns

- Scalability of delivery
- Learner controls the pace
- Combine the knowledge of multiple experts into one learning experience
- Learning can be built upon and improved
- Allows individualizations of learning



Overview

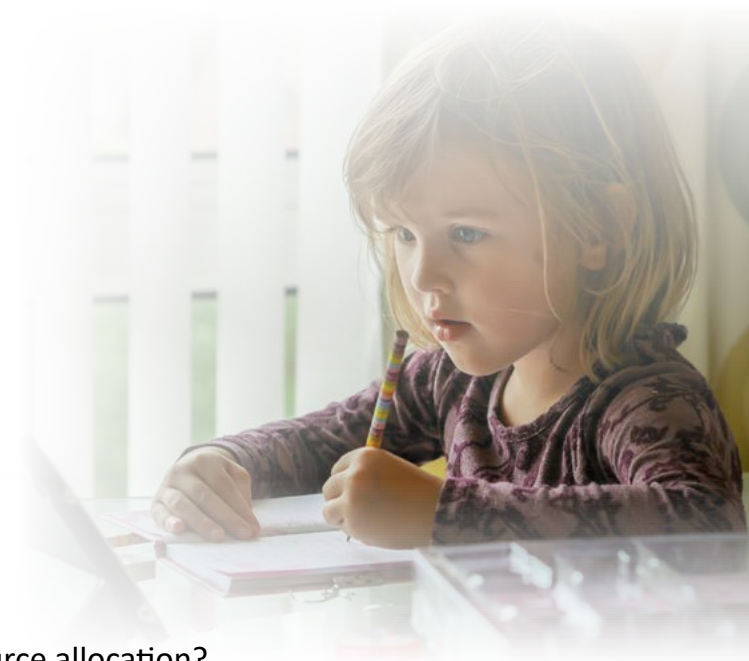
Putting the previous components into practice requires strategic evaluation and allocation of resources to ensure equitable access to distance learning.

Important actions for this component include:

- Ensuring equitable access to distance learning through strategic evaluation of the design of Long-Term Distance Learning and an attention to the allocation of resources.
- Providing device options that meet minimum requirements to access the tools and platforms.
- Providing training to staff, students and families around student data privacy and cybersecurity.

Guiding Questions:

- How have students' and families' strengths and needs guided decisions about resource allocation?
- What are the technology and connectivity needs required to extend distance learning beyond four weeks?
- What accessibility tools, resources, and/or additional technology will be provided to ensure access for students and families?
- What Learning Management System (LMS)/online platform has the potential to support instruction and communication with students and families? Is it robust and scalable?





Recommendations:

- Conduct a needs assessment for Long-Term Distance Learning that evaluates technology and connectivity capacity alongside teacher and student capacity for digital learning using the [Digital Learning Capacity Framework](#) or similar tool.
 - Identify where technology needs may require a shift or need to be enhanced for Long-Term Distance Learning by considering (a) the impact on teacher planning and lesson delivery, (b) family communication, (c) support for students requiring additional support or specialized instruction, and (d) access to mental health resources.
- Recognize and take steps to address the “digital divide” that may exist for some students and disproportionately affect students from migrant and farmworker families, students experiencing houselessness, those in transition or in foster care, and students navigating poverty. Of note:
 - Provide reliable Internet access for every student and teacher; if not at their home, then provide other flexible solutions.
 - Provide every student and educator with a computing device capable of using digital learning software and accessing the internet.
 - Ensure that every student and educator has a computing device that is equipped with a filtering mechanism for compliance with the Children’s Internet Protection Act (CIPA).
- Ensure that a Learning Management System (LMS) or other tool that can accommodate Long-Term Distance Learning is in place to support ongoing two-way communication with families.
- Create learning opportunities around ways to safely navigate the online environment by providing teachers and students with instruction and resources on digital citizenship.
- Protect student data privacy by providing training to teachers. Require vendors of digital tools to:
 - Clearly share in writing what kinds of data they propose to collect from students, how they propose to store the data and for how long, who will be allowed access, and what educational purpose all data collected will serve;
 - 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,
 - 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.

Funding for Digital Learning



Overview

Federal funds are a critical resource to ensure students continue to receive services and academic supports while operating in a Long-Term Distance Learning environment. Federal pandemic relief dollars can also be used to provide flexibility to districts to maximize how they reach and engage their students.

Specifically, federal funding can:

- Expand the number of counselors and social emotional programs for students and their families.
- Be used to purchase curriculum and online academic enrichment tools.
- Strengthen broadband support and increase devices for students and their families.
- Support professional learning opportunities for educators.
- Purchase online communication platforms to communicate with families in a culturally responsive and sustaining manner.

Guiding Questions:

- How are federal funds invested to support the strengths and needs of students who are currently and historically marginalized?
- Are the use of funds in alignment with district goals and activities to enhance student learning and well-being?
- How can federal funds be used to invest in infrastructure to support Long-Term Distance Learning?
- How can federal funds be braided with other federal and state funding to bolster additional learning opportunities, particularly that which targets students who may benefit most from additional learning and social connection?
- How are ESSER III funds serving to address unfinished learning?





Recommendations

- Consider ways to leverage funding from multiple federal sources to support Long-Term Distance Learning. This is commonly referenced as the “braiding of federal funds.” Combining federal funds is a strategy that ensures consistency, eliminates duplication of services and allows districts to strategically direct federal grants to ensure maximum benefit to students and flexibility to districts, even in a Long-Term Distance Learning context. *A full description of each ESSA federal program and the allowable uses of funds can be found in the [Oregon Federal Funds Guide](#).*
- Be creative about using federal funds to allow additional access and opportunity for students. For example, federal funds can be used to pay for transportation to and from learning centers including schools, community partner sites, and other enrichment centers.
- Develop ways to enhance the technology and digital learning environments on district and school transportation services, such as adding wifi and hotspots to school buses or other modes of transportation.



Funding for Digital Learning

Activities	Access and Connectivity Funding People need adequate infrastructure and/or services for internet access and connectivity at school and at home.	Student and Teacher Device Funding People need appropriate and user-friendly devices.	Content and Instructional Materials Students learn best with high quality, adaptable, culturally responsive, and effective instructional materials.	Learning Management Systems (LMS) An LMS can help with organization and communication.	Professional Learning for Educators Training and support are necessary for the effective use of digital learning tools.
Title 1-A ¹	✗	✓	✓	✗	✓
Title II-A	✗	✗	✗	✗	✓
Title IV-A ²	✓	✓	✓	✓	✓
Title IV-B	✗	✗	✗	✗	✓
ESSER I	✓	✓	✓	✓	✓
ESSER II	✓	✓	✓	✓	✓
ESSER III	✓	✓	✓	✓	✓
Emergency Broadband Benefit	✓	✗	✗	✗	✗
Emergency Connectivity Fund Program	✓	✓	✓	✓	✓
American Rescue Plan - Homeless Children and Youth	✓	✓ ³	✓	✓ ⁴	✗

1 Title IA-funds may be used to purchase devices for students to access digital learning materials and tools allowing them to collaborate with peers and educators also for integrating the curriculum throughout the school, especially if they're using a school wide plan.

2 Title IV-A (IV-B if the school is running an afterschool program) can be used for professional learning, STEM/STEAM, computer science resources and to expand equitable access to AP courses, and to implement project based learning.

3 ARP-HCY can also be used to pay for cell phones or other technology devices to help unaccompanied youth stay engaged in school.

4 Allowable for this category to the extent funding is focused on homeless children and unaccompanied youth.

Priorities for Planning Transitions

SHORT-TERM DISTANCE LEARNING Preparing	LONG-TERM DISTANCE LEARNING Sustaining	FULL TIME IN-PERSON Returning
<ul style="list-style-type: none"> • Inform the school community about the potential for a transition to Long-Term Distance Learning should an emergency extend beyond four weeks. • Review effectiveness of communication channels and family engagement strategies established during Short-Term Distance Learning by surveying families to determine what to sustain and where to adjust. • Review digital materials to ensure that they are high-quality, include opportunities for interaction between students and the teacher of record, and provide the necessary learning supports to appropriately serve all students. Consider how current curricula can be adapted for Long-Term Distance Learning. • Create school-based teams that will monitor to ensure all students are experiencing continuity of learning and critical services are maintained, including meeting federal requirements. • Review effectiveness of meal distribution during Short-Term Distance Learning to determine what to maintain and where adjustments are needed. • Evaluate online access for students/staff during Short-Term Distance Learning and determine if additional devices or connectivity is needed. • Review and revise the Short-Term Distance Learning outreach strategy/plan for attendance/participation. • Support staff and student readiness by providing training that includes logistical details that are new in this context. 	<ul style="list-style-type: none"> • Establish virtual professional learning communities to share and build professional practice and develop shared understanding for high quality teaching using common frameworks for digital learning. • Continue communication channels and strategies to interact with families that ensure multilingual access, communication, and engagement for multilingual families. • Continue to engage families and community based organizations as critical partners. • Develop a plan to ensure that additional school-based activities can be offered to all students to the extent possible. • Review plan regarding continuity of learning to ensure that critical services are still met and revise as needed. This includes attending to special education evaluation timelines as required timelines still apply. • Intentionally balance asynchronous and synchronous learning opportunities, while prioritizing at least one daily synchronous teacher interface with students. • Keep daily attendance logs, support student engagement, and use formative assessment practices to sustain learning progress. • Continue to develop a plan for returning to in-person instruction that includes transportation and communication with families. 	<ul style="list-style-type: none"> • Prepare physical space for the return of staff and students. Welcome the school community back to in-person learning in ways that provide care and connection related to the specific emergency conditions. • Support mental health. Ensure that staff, students, and families have the opportunity for processing, healing, and connection. • Build in additional time for relationship building, connection, reflection, and healing throughout the initial weeks of return to in-person learning. • Infuse art, music, movement, and storytelling in the learning day as ways to help students heal and make sense of their experience. • Involve staff and community-based organizations in continued outreach to families. • Focus on accelerating learning opportunities for students, not remediation or review. • Reignite engagement by investing in relationships, honoring student voice, and continuing formative assessment practices. • Collect feedback about the experience from the school community, including staff, students, and families, and use the feedback to inform future Long-Term Distance Learning plan. • Share stories of community resilience and strength to reinforce morale and connection.

Maintaining Critical Services

There are many services critical to students' success and well-being that must be maintained during extended disruption to in-person learning, and in many cases may become more important during such circumstances. During Long-Term Distance Learning, it is important that each district/program reviews and ensures their compliance with all federal and state statutes, rules, and regulations, regardless of local operating circumstances.

- Develop a cohesive schedule to ensure that every student has access to continued learning. This includes:
 - i. A schedule of coursework that is aligned with graduation requirements as well as access to guidance counselors.
 - ii. Access to interventions, supports, and appropriate accommodations based on needs.
- Continue to meet Federal Requirements (e.g., Federal Civil Rights laws, including the ADA, the Rehabilitation Act, and IDEA and State Requirements) and State Requirements (e.g., OAR Chapter 581, Division 22 rules). Of critical note:
 - i. In order to ensure a free appropriate public education (FAPE) is available for all eligible students, IEPs are implemented as written or, if they cannot be fully implemented, a new meeting should be held to consider the new circumstances.
 - ii. In order to meet child find obligations and preserve the continuity of service provision, evaluation and IEP timelines remain in place during Long-Term Distance Learning.
 - iii. Students maintain access to their general education peers, as written in their IEPs, throughout periods of Long-Term Distance Learning.
- Prioritize resources and supports for students who are marginalized by the system and therefore may be most vulnerable in times of an emergency (e.g., students in foster care; migrant students; students who experience houselessness; Oregon's Tribal, Indigenous, Black, Latino/a/x, Asian, and Pacific Islander students; LGBTQ2SIA+ identifying students; and students navigating poverty).
- Sustain meal services for all students.
- Continue to provide behavioral and mental health services.
- Provide the necessary learning supports to appropriately serve all students, with careful attention to meet requirements for emergent bilingual students, students who experience disability, and students identified as Talented and Gifted.
- Care for students who have health conditions that require additional nursing services, per Oregon law (ORS 336.201).
- Maintain daily attendance efforts to connect with students, to ensure student safety and whereabouts, and to provide consistent opportunity for connection and learning. Reference the key attendance requirements within Ready Schools, Safe Learners Resiliency Framework for the 2021-22 school year.

Resources by Key Component

Relationships & Mental Health

- [ODE Care and Connection Guidance and Resources](#)
- [Social-Emotional Learning & Equity Pitfalls & Recommendations](#)
- [Erin’s Law Toolkit for Districts](#)
- [Trauma-Informed Oregon](#)
- [DACAmended/Undocumented Toolkit](#)
- [Engaging Community Based Organizations](#)
- [Messaging Apps and Websites Students, Teachers and Parents](#)

High Quality Instructional Materials

- [Designing Learning 2021-22](#)
- [Achieve the Core](#)
- [Why Materials Matters: EdReports](#)
- [Procuring Accessible Digital Materials and Technologies for Teaching and Learning: The What, Why, Who, and How](#)
- [Oregon Open Learning: OER Commons](#)
- [Prioritize Content when Evaluating Digital Materials](#)

Pedagogy & Practice

- [Instructional Best Practices for Long-Term Distance Learning](#)
- [Community of Inquiry Framework](#)
- [Instructional Strategies for Virtual Learning](#)
- [Interim Assessment System and Tools for Teachers with online remote administration options](#)
- [Funds of Knowledge Toolkit](#)
- [Guidance on Culturally Responsive-Sustaining Remote Education: Centering Equity, Access, and Educational Justice](#)
- [Strategies for Collecting Evidence of Learning](#)
- [Universal Design for Learning Guidelines](#)
- [Creating a Positive and Healthy Virtual Classroom](#)
- [Equity Decision Tool for Leaders](#)
- [Creating a counternarrative protocol from Culturally Responsive Teaching and the Brain](#)
- [The New Teacher Prtject](#)
- [STEM Teaching Tools](#)
- [PBL \(Project Based Learning\) for Remote Learning](#)

Digital Learning Capacity & Readiness

- [Infrastructure and Access Project Plans](#)
- [Children’s Internet Protection Act](#)
- [Software Systems and Implementation Considerations](#)
- [Digital Citizenship Curriculum \(Common Sense Education\)](#)
- [Digital Citizenship in Education Resources \(ISTE\)](#)
- [Online tools for ADA accessibility](#)
- [Oregon Technology Access Program](#)

Photo Credits:

Pg 2 photo by Ralston Smith for EDUimages , Page 6 photo by Sutton for American Education, Page 7 photo by Allison Shelley for EDUimages, Page 8 photo by Middletown for American Education, Page 10 Campare Fibre for EDUimages, Page 12 photo by Sutton for American Education, Page 15 photo by Carl Jorgensen for EDUimages.



OREGON
DEPARTMENT OF
EDUCATION