Tool #3 District Distance Learning Planning

Stage 1: Plan

Plan - Develop equity-focused project plan with tasks, owners, and timelines

❏ Engage School School Board, Federally Recognized Tribes, Union Leadership, Community Partners, and Charter Schools (if applicable) - Do this to the best of your ability, keeping social distancing efforts in place.

❏ Establish a diverse district project team that may include administrators, special education leadership, emerging bilingual/EL leadership, IT, teacher leaders, HR, and additional school staff such as counselors, social workers, support staff, translators, community liaisons, Title X, Title VI, and Tribal Attendance Promising Practices (TAPP) liaisons. This will look different in district based on district size and personnel.

❏ Review Distance Learning for All Guidance with district project team
  ❏ Self assess using the Distance Learning Capacity Framework

❏ Identify district learning platforms, curriculum and existing print materials already in place for teachers to utilize to support instruction

❏ Identify teacher leaders in curriculum and technology integration, including those who work with specialized populations, to lead professional learning and to serve on planning teams

❏ Identify resources that can be used in new ways, such as using school buses to deliver instructional materials

❏ Identify critical barriers and problem solve, creatively leveraging social and human capital

❏ Connect with similarly-resourced districts to create support networks (e.g., through ESD Partners or by contacting colleagues) and to share and co/create resources

❏ Survey all staff
  ❏ Access to technology
  ❏ Availability
  ❏ Supports needed for materials and instruction
  ❏ Need to access building to pick up materials
  ❏ Best communication methods

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

❏ Review and update applicable district policies dictating communication between staff and students and distribution of district materials (i.e. chrome books, etc)

❏ Review Survey Results

❏ Send initial communication to families and staff to share your district's timeline and Distance Learning for All Plan.

Stage 2: Communicate

**Continue to review survey results and engage in planning*

Communication To Students, Families and Community

❏ Lead with your values and key messages; anchor in student well-being and equity
❏ Share timelines and next steps (phases), ensure families understand this will be an iterative process as you stand it up
❏ Share guidance for at-home learning schedules
❏ Share that communication will be coming out in phases/stages - ask for patience and feedback
❏ Provide updates and guidance for seniors
❏ If available - include distribution of materials plan (devices, hot spots, packets, materials)
❏ Include ways for all families to contact district/school with questions/concerns
❏ Share tutorials for any online learning platforms that will be used to access district curriculum and teacher connection
❏ Consider setting up a tech support desk for parent student access
❏ 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, and how to set up for connectivity.

Communication To Schools and Staff

❏ District administration communicates vision, clarifies expectations, and establishes timelines
   ❏ Start with Student Connection - Include timeline for each school to plan for students to receive at least one contact from school staff (email class-wide message, phone calls, mail, etc.)
   ❏ Schedule and hold building-level or cross-district grade level/content area small group meetings with elementary, middle, and high school leaders - do these as conference calls or ensure social distancing practices
   ❏ Develop building-level plans to reach specialized populations including students experiencing homelessness, students of color and Alaskan Native/American Indian students, emerging bilingual students, students of migrant and farmworker families, students experiencing disability, students in foster care, and students 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
   ❏ Share district messaging and expectations for staff

- ❏ Establish communication methods for staff - consider daily or frequent messaging to staff from admin, provide talking points and scripts to educators
- ❏ Share schedule and resources for professional learning and online tutorials
- ❏ Encourage Professional Learning Communities and Learning Networks
- ❏ Leverage provided resources - ODE COVID-19 webpage, ODE's Distance Learning4All Family and Educator resources webpage, and Oregon Open Learning (OER)

Stage 3: Implement and Improve Plan

- ❏ Continue and complete any tasks for Stage 1 and 2
- ❏ Design schedules and consider flexible staffing needs
- ❏ Principals plan to provide daily updates to building staff on health and safety circumstances and available resources; and define distance learning plans (back-up plans in the event of staff illness)
- ❏ Establish guidelines for tracking student progress
- ❏ 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 distance learning plans
- ❏ Continue to communicate with and engage stakeholders

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