Comprehensive Distance Learning

A COMPANION TO
READY SCHOOLS, SAFE LEARNERS:

DEEPENING CARE, CONNECTION AND CONTINUITY OF LEARNING

Oregon achieves ... together!
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), 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.

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, Regional Education Lab (REL) at Education Northwest, the Oregon Education Association, the Coalition of Oregon School Administrators, and Oregon School Boards Association 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.
# Table of Contents

**Release Notes**

**Introduction**

**SECTION ONE: Framing Values and Understanding Distance Learning**
- 1A. Guiding Principles
- 1B. Defining Comprehensive Distance Learning and Short-Term Distance Learning
- 1C. Safeguarding Student Opportunity Clause
- 1D. Services for Students During Comprehensive Distance Learning

**SECTION TWO: Academic Conditions for Comprehensive Distance Learning**
- 2A. Teaching and Learning
- 2B. Instructional Time
- 2C. Assessment, Grading, and Reporting Progress
- 2D. Statewide Balanced Assessment System

**SECTION THREE: Operational Conditions for Comprehensive Distance Learning**
- 3A. Nutrition
- 3B. Attendance
- 3C. Clubs and Extracurricular Activities

**SECTION FOUR: Student and Family Support for Comprehensive Distance Learning**
- 4A. Equity and Access
- 4B. Mental, Social, and Emotional Health in Comprehensive Distance Learning
- 4C. Partnering with Parents, Families, and Caregivers

**SECTION FIVE: Digital Learning Needs for Comprehensive Distance Learning**
- 5A. Privacy and Security
- 5B. Infrastructure
- 5C. Devices For Comprehensive Distance Learning
- 5D. Software Systems for Comprehensive Distance Learning
- 5E. Digital Content for Comprehensive Distance Learning
- 5F. Professional Learning & Training for Comprehensive Distance Learning

**SECTION SIX: Preparing for Comprehensive Distance Learning**
- 6A. Evaluating Strengths and Areas for Improvement
- 6B. Planning for Comprehensive Distance Learning
- 6C. Resources for Comprehensive Distance Learning

**Appendices**
- Appendix 1: Figures and Tools List
- Appendix 2: Algorithm Concerns
- Appendix 3: Instructional Materials Criteria Set High Standard

Checkboxes (☐) indicate requirements; arrows (⇨) indicate recommendations. Bullets denote considerations or potential actions.
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.

<table>
<thead>
<tr>
<th>Page</th>
<th>Section</th>
<th>Summary of Change or Addition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Intro</td>
<td>Added links to <em>Authority and Effective Dates</em> and <em>Inclusive Guidance</em> to Preliminary Note.</td>
</tr>
<tr>
<td>1</td>
<td>Intro</td>
<td>Added Minnesota to Acknowledgement Section.</td>
</tr>
<tr>
<td>5</td>
<td>Footnote</td>
<td><em>Incorporate time for check-ins and peer interactions; develop classroom culture, even when the “classroom” is remote.</em></td>
</tr>
<tr>
<td>5</td>
<td>Intro</td>
<td>Added footnote of guidance for onsite CTE instruction during CDL.</td>
</tr>
<tr>
<td>5</td>
<td>Intro</td>
<td>Under Comprehensive Distance Learning there may be limited opportunities for schools to bring students on-site if public health allows. Schools will need to plan for on-site health and safety and complete an operational blueprint. See <a href="#">CDL with limited onsite experience guidance</a>.</td>
</tr>
<tr>
<td>17</td>
<td>2A</td>
<td>Prioritize complex learning during synchronous teacher-facilitated learning. Removed the “a” between develop and classroom culture.</td>
</tr>
<tr>
<td>17</td>
<td>2A</td>
<td>Removed the majority of language for Instructional Time and referred to the most recent version of <em>Ready Schools Safe Learners</em>, which includes information around Instructional Time for all models. Added new content (migrated from RSSL)</td>
</tr>
<tr>
<td>19</td>
<td>2B</td>
<td><a href="#">Figure D: Instructional Time</a></td>
</tr>
<tr>
<td>19</td>
<td>2B</td>
<td>Added statement that content draws from National Education Policy Center publications and conversations with National Education Policy Center staff.</td>
</tr>
<tr>
<td>22</td>
<td>2B</td>
<td><a href="#">Figure E: Learning Day Overview</a></td>
</tr>
<tr>
<td>22</td>
<td>2B</td>
<td>Revised Elementary Schedule and Secondary Schedule.</td>
</tr>
<tr>
<td>25-26</td>
<td>3B</td>
<td>Replaced Attendance Section with RSSL Attendance Guidance.</td>
</tr>
<tr>
<td>45</td>
<td>Appendix 1</td>
<td><a href="#">Figure D: Instructional Time</a> A visual to represent the relationship between teacher-facilitated learning,</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Page</th>
<th>Section</th>
<th>Summary of Change or Addition</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>applied learning, and other activities as it relates to instructional time requirements.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Figure E: Learning Day Overview</strong> Table with recommended per day teacher-facilitated learning, applied learning, and wellness time by grade level.</td>
</tr>
<tr>
<td>46</td>
<td>Appendix 1</td>
<td>Revised Elementary Schedule and Secondary Schedule</td>
</tr>
</tbody>
</table>
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.  

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.

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 requirements of ORS 338.120.

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1 Under Comprehensive Distance Learning there may be limited opportunities for schools to bring students on-site if public health allows. Schools will need to plan for on-site health and safety and complete an operational blueprint. See CDL with limited onsite experience guidance.
This document defines distance learning, provides a framework for districts to evaluate distance learning capacity, 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. In the event of emergency closure during the 2020-21 school year, all schools operating within an On-Site or Hybrid instructional model must be prepared for Short-Term Distance Learning (see section 1B) in the event of a local, regional, or state COVID-19 outbreak. As contexts change and needs evolve, ODE will continue to update this guidance on the [ODE COVID-19 webpage](https://www.ode.state.or.us/covid-19).
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.

1B. Defining Comprehensive Distance Learning and Short-Term 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.

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.
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 year, as well as requirements for mental, social, and emotional health and family engagement.

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.

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**Asynchronous**
Learning that occurs in elapsed time between two or more people. 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.

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1 Due to potential ongoing disruptions in learning due to COVID-19, there may be future modifications to Division 22 requirements.
Short-Term Distance Learning

In the event that a Local Public Health Authority (LPHA) determines a need for school closures in response to an outbreak, schools operating under On-Site or Hybrid instructional models shift immediately into Short-Term Distance Learning. Short-Term Distance Learning provides a four-week instructional response to the outbreak while providing the planning window needed for schools or districts to respond and determine if they need to shift to CDL or can return to their prior instructional model. For any school operating as On-Site or Hybrid that must extend closure for longer than four weeks...
and cannot meet the on-line requirements as outlined in this guidance (especially within Sections 5 and 6), ODE will address accommodations in updated CDL guidance.

**Short-Term Distance Learning Model**: The statewide pivot to Distance Learning for All in the spring of 2020 was, without a doubt, a crisis response and was designed for a limited duration. As such, the term Short-Term Distance Learning is used when referring to the Distance Learning for All model from the spring of 2020. For all districts, regardless of instructional model, Short-Term Distance Learning may become a reality upon a COVID-19 outbreak during the 2020-21 school year. Regardless of which instructional model schools begin with, districts must plan for Short-Term Distance Learning in the event of an outbreak that may impact a classroom, a section of a school, a school, or an entire district.

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**Figure C: Short-Term Distance Learning Timeline**

[PDF of Figure C]

Checkboxes (◻) indicate requirements; arrows (⇨) indicate recommendations. Bullets denote considerations or potential actions.
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.
- 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.

1D. Services for Students During Comprehensive Distance Learning

Services for students during Comprehensive Distance Learning include those provided under the Every Student Succeeds Act (ESSA), the Individuals with Disabilities Education Act (IDEA), and the Americans with Disabilities Act (ADA). This may include, but is not limited to, Titles I-A, I-C, I-D, Title II-A, Title II, Title IV-A, IV-B, Title V-B, Title VI, students protected under the McKinney-Vento Act, and students who experience disability protected through Federal laws (e.g., ADA, IDEA, Section 504 of the Rehabilitation Act of 1973).

Services provided under ESSA through Federal Title Programs include but are not limited to:

- Services outlined in Targeted Assistance and School-wide Title I-A Plans
- Services and supports for English language development
- Small group and individual intervention
- Social Emotional Learning and supports
- Services for students who are neglected, delinquent, or at-risk (as defined by Title I-D)
- Services and supports for students experiencing homelessness
● Extended school time
● Equitable services for students enrolled in private schools

Services provided under IDEA include any and all services and supports written in an IFSP or IEP, including but not limited to:

● Specially Designed Instruction (SDI)
● Related Services
● Supplemental Aids and Services, including:
  ○ Accommodations,
  ○ Modifications, and
  ○ Program Modifications/Supports for School Personnel
● Transition Services/Activities
● Extended School Year (ESY) SDI and Related Services
● Any other services required to enable the student:
  ○ To advance appropriately towards attaining the annual goals,
  ○ To be involved in and make progress in the general education curriculum and to participate in extracurricular and other nonacademic activities, and
  ○ To be educated and participate with other children with disabilities and nondisabled children in extracurricular and other nonacademic activities

There is no single plan that will meet the needs and strengths of all students and all services.

Service Delivery for All ESSA, IDEA, and ADA Services

These requirements and recommendations are for all students receiving services or supports provided under ESSA, IDEA and/or ADA. 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 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

☑ The majority of each student’s services under ESSA, ADA, or IDEA must be provided synchronously (i.e., with the teacher/service provider and student working together through direct, simultaneous communication). The amount of instruction that is synchronous vs. asynchronous is determined locally by each school and district, but should overwhelmingly lean towards a synchronous nature. This is best when included in inclusive virtual settings using synchronous instruction.
  ○ This requirement can be met through a variety of modalities, including but not limited to:
    ■ Online video or audio conferencing,
    ■ Phone calls 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.
Where a majority of synchronous service delivery is not appropriate, the relevant team must convene to ensure appropriate services can be provided.
  - Asynchronous learning opportunities may be helpful instructional tools when planned and used appropriately, but cannot be considered provision of special education and related services or Title services.

If asynchronous services are recommended, the parent or guardian must provide written consent to shift from synchronous to asynchronous service delivery.
  - If the parent provides written consent for asynchronous services recommended during an appropriate meeting, these services may be provided asynchronously.
  - If the parent does not provide written consent, or does not respond to the request for consent, services will need to be provided synchronously.

Provision of synchronous services cannot be used as the justification for denial of access to general education settings.

Where synchronous learning is not resulting in strong evidence of student learning growth, as determined by their progress or by specific parent input, the school must work with the parent and relevant team to provide alternative means by which the student can successfully access distance learning.

Recommended

- Collaborate with families to design mutually acceptable means to provide special education and related services. Specific modalities of instruction continue to be at the discretion of the school/district/teacher.
- Provision of these services can meet the requirement for synchronous learning opportunities under section 2a, but schools should work to ensure that all students have regular synchronous access to general education instruction, teachers, educators, and peers.
- Teams should 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 opportunities to support and supplement synchronous service provision. Asynchronous learning opportunities may include:
  - Posting assignments and conversations through a Learning Management System (LMS)
  - Email exchanges between educators and students
  - Working on assignments in a cloud-based office suite at the same time absent simultaneous two-way communication
  - Text messaging

Federal Title Programs & Services

The Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), provides various grant programs designed to assist student groups who the system historically underserves while accelerating learning. ESSA outlines specific requirements for the various Title programs, including the completion of comprehensive needs assessments and implementation of specific school or district level plans.
Required

- 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, regardless of the instructional model chosen for the 2020-21 school year.
- Students who receive support and services under Title grant programs must continue to receive these same supplemental interventions as articulated in plans and budget narratives.
- Family engagement activities are required and should be adjusted as appropriate.
- Fiscal requirements such as allowability of expenditures, supplement not supplant, and expenditure tracking continue to be important.

Recommended

- Reassess district needs to determine if any plan adjustments are needed.
- Adjust and seek approval for adjusted plans, if needed.
- Professional development activities should be aligned with current district and student needs.

English Language Development Guidance

Students who are identified to receive English language development services (Title III) must be provided with language assistance services and supports that allow the students access to grade level academic content and scaffolded language experiences during Comprehensive Distance Learning.

Required

- The majority of language services to English Learners must be provided in a synchronous manner.
- Maximize collaboration, co-planning and co-teaching between the English language specialist, academic content area certified classroom teacher, and the parent or guardian.
- Review and consider the student’s language proficiency in planning for instruction.

Recommended

- Consider how the student will access materials and language services, including:
  - Building on the student’s native language and honor 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 IDEA

All IDEA requirements apply during Comprehensive Distance Learning. These requirements include, but are not limited to: 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).

Required

- Meet all Child Find obligations as described in OAR Chapter 581, Division 15.
- Each eligible student must have an appropriately developed IEP in effect that enables the student to receive FAPE under a Comprehensive Distance Learning model at the beginning of the school year.
- Provide FAPE to each student who experiences disability in accordance with an appropriately developed Individualized Education Program (IEP).
- Services provided under IDEA must be implemented as written in each eligible student’s IEP in order to provide the student with the opportunity to make progress.
- When using a Comprehensive Distance Learning model, services required by an IEP must be provided synchronously to the extent possible.
  - Asynchronous access may be allowable for learning opportunities as SDI or related services under the following two conditions:
    - The IEP team meets to review the student’s present levels of academic and functional performance, measurable annual goals, measurable postsecondary goals, and services including specially designed instruction and related services and determines that all needed instruction to provide FAPE can be delivered in asynchronous conditions, and
    - The parent/guardian provides written consent for the shift from synchronous instruction.

Waivers will not be allowed for any IDEA requirement. Further special education specific guidance is forthcoming, but will focus primarily on managing the IEP process and administrative concerns associated with special education in a Comprehensive Distance Learning instructional model.

Students Protected under Section 504 of the Rehabilitation Act of 1973

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 needs arising from their disability.

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3 Asynchronous learning is defined as not continuous learning, using videos, packets, or other methods established and planned for the student to use independent of a teacher/staff member.
**Required**

- Electronic review of the student’s current 504 plan.
- Adjust student’s 504 plan for distance learning context as necessary.
- If necessary, the school team meets with the parent/guardian to develop or revise the 504 plan.
- Ensure all accommodations and supports are available to students through all remote courses and remote learning.

**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.

**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.
- 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.
- 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 virtual 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 state content standards must guide instruction, educators are encouraged to design purposeful learning experiences that build on students’ identity and strengths.

**Required**

- Provide a virtual orientation to ensure all students and parents know and understand virtual tools and procedures.
- Instruction is based on grade-level (or above grade-level) state 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 state content standards. Leverage formative assessment-practices to grow student’s ability for independent learning.
- Incorporate time for check-ins and peer interactions; develop a 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).
- 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.
- Provide connections to career and college planning.
- Review instructional best practices for CDL in the following chart.

Checkboxes (☐ ) indicate requirements; arrows (⇨ ) indicate recommendations. Bullets denote considerations or potential actions.
### Instructional Best Practices for Comprehensive Distance Learning

#### Comprehensive Distance Teaching and Learning Aspirations
- Students and teachers continue to be engaged daily in teaching and learning
- All students access grade-level content
- Unfinished learning is addressed in service of grade-level content
- Teacher checks for understanding and misconceptions
- Students receive feedback on their work
- Students own their learning

#### Create the Conditions for Connection
- Prioritize connection and deep learning over content coverage.
- Build from student **funds of knowledge** (e.g., strengths, culture, background, interests, heritage, and language).
- Promote peer-to-peer learning experiences.

#### Provide Clear Learning Purpose
- 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
- 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
- Focus on descriptive feedback, 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
- Provide essential learning activities that are culturally relevant, meaningful, and aligned to grade level or above content standards; consider the context of learning at home when designing activities to leverage the assets of the home environment.
- 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).
- Pursue multiple pieces of evidence of student learning in relation to learning topics to avoid making a judgment based on a single piece of evidence.

Checkboxes (◻) indicate requirements; arrows (⇨) indicate recommendations. Bullets denote considerations or potential actions.
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 (pending State Board of Education approval to modify the OAR to allow for up to 90 hours of professional development and up to 90 hours of parent/family training and support, communication, and parent/teacher conferences).

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 Educational Assistant 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 (pending State Board of Education action);
- Up to 90 hours of parent/family training and support, communication, and parent/teacher conferences (pending State Board of Education action);
- 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 (pending State Board of Education approval to modify the OAR to allow for up to 90 hours of professional development and up to 90 hours of parent/family training and support, communication, and parent/teacher conferences).
- At least 50% of instructional time (as defined above) must meet the criteria for teacher-facilitated learning.
  - **Teacher-facilitated learning** is a synchronous 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 state 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 progression. Synchronous opportunities must be provided daily and may include full group instruction, peer interaction, two-way communication, 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

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

Checkboxes (☐) indicate requirements; arrows (⇨) indicate recommendations. Bullets denote considerations or potential actions.
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.

**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 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.

**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 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.

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, 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

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Teacher Facilitated Learning* (Daily/Weekly)</th>
<th>Applied Learning</th>
<th>Nutrition and Wellness (snack, lunch, rest, connect, time management)</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-3</td>
<td>2 hours, 20 minutes per day 11 hours, 40 minutes per week (Required Minimum)</td>
<td>Daily/weekly</td>
<td>Daily 2 hours recommended</td>
</tr>
<tr>
<td></td>
<td>Must account for at least 50% of Instructional Time</td>
<td>No Required Minimum</td>
<td></td>
</tr>
<tr>
<td>4-8</td>
<td>2 hours, 30 minutes per day 12 hours, 30 minutes per week (Required Minimum)</td>
<td>Daily/weekly</td>
<td>Daily 2 hours recommended</td>
</tr>
<tr>
<td>9-11</td>
<td>2 hours, 50 minutes per day 14 hours, 10 minutes per week (Required Minimum)</td>
<td>Daily/weekly</td>
<td>Daily 2 hours recommended</td>
</tr>
<tr>
<td>12**</td>
<td>2 hours, 45 minutes per day 13 hours, 45 minutes per week (Required Minimum)</td>
<td>Daily/weekly</td>
<td>Daily 2 hours recommended</td>
</tr>
</tbody>
</table>

*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 E: Learning Day Overview

[PDF of Figure E](#)
2C. Assessment, Grading, and Reporting Progress

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 be limited. 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 apply to local context. A comparable opportunity to engage with instruction must be assured 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 Oregon’s 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.
- 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.

**Recommended**

- Consider equitable approaches to grading, as elaborated by the National School Boards Association.
- 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.
- 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

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. Professional learning to support appropriate uses of the Interim Assessment System and Tools for Teachers will also be provided. These supports provide teachers with the assessment resources needed to make instructional adjustments based on evidence of learning.

Our statewide summative assessments continue to inform systems-level decisions annually. In 2020-21, our summative assessments will be more efficient, as plans are underway to reduce testing time by...
adjusting test blueprints in English language arts and mathematics. Secure summative online test administration presents unique challenges for schools that function entirely online, as the process requires direct supervision of students, secure technology, and internet connectivity. Schools using a Comprehensive Distance Learning instructional model must arrange for sufficient space, technology, and supervision in order to participate in statewide assessments. Arranging for these resources requires advanced planning and preparation. Updates will be shared with District Test Coordinators throughout the year.

**Required**

- Use formative assessment practices to inform in-the-moment instructional decision-making.
- Plan for student participation summative assessments at required grade levels in English Language Arts (ELA), mathematics, and science.

**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).
- 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.*

ODE is developing detailed guidance for the submission of days present and days absent for the purposes of state reporting; we anticipate having the guidance ready for the August 11 iteration. This guidance will include some flexibility to be responsive to the differing instructional and engagement models offered by districts.

The ability to continue to monitor attendance, as a proxy for engagement, is arguably one of the most important ways schools can help ensure 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.

For On-Site Instructional Models, prior attendance and reporting practices are unchanged and should meet the requirements described in this section and can be informed by the recommendations presented.

For any Hybrid Instructional Model or 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 or email;
  ○ A phone call with the student, or, for younger students, with the parent;
  ○ 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. A day present for attendance 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.**
This approach to attendance Hybrid and CDL models will change how we understand attendance data and should be treated differently while offering a means for schools, districts, and ODE to support students.

**Required**

- Grades K-5: 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).
- Grades 6-12: 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).
- 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.
⇒ Use positive outreach as a mechanism to build strong engagement and attendance patterns and relationships with families.
⇒ 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 school early indicator and intervention systems (or 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.

**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 participate in NCAA sports.

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. Planning instruction and curriculum in this context 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.

4A. Equity and Access

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 strengthen relationships with community partners, school districts, educational association leaders, state and local leaders, tribal nations, and business and industry partners.

Required

☐ Comply with Federal and State Civil Rights laws. Review FERPA guidance documents.
☐ A school district must provide accommodations for students identified as Talented and Gifted.
☐ Provide a full range of English Language Development services for students who qualify.
☐ Provide Free Appropriate Public Education (FAPE).
  o Districts must fully implement students’ IEPs and 504 Plans and make appropriate modifications in consultation with a student’s IEP team, if necessary
  o Districts must account for students who have health conditions that require additional nursing services, per Oregon law (ORS 336.201)
☐ All Districts receiving Title Grant Awards of any kind, not solely Title VI, are required to consult with tribal organizations.
  o 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 under this Act or for a program under title VI of this Act. (20 USC § 7918)
Recommended

- Emphasize strengths-based strategies to support student learning and partnering with families.
- Use the tenets of the Universal Design for Learning (UDL) Framework\(^5\) to plan resource development to ensure the greatest access for all students.
- Consider the disproportionate impact of COVID-19 on the nine federally recognized tribes in Oregon. Also consider the historical impact the spread of disease has had on Oregon Indigenous populations.
- Recognize the “digital divide” that disproportionately affects our students from migrant and farmworker families, students experiencing homelessness, those in transition or in foster care, and students in poverty.

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 (i.e., morning circles for elementary students, author shares, advisories, study groups, peer tutoring).
- 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.)

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\(^5\) Universal Design for Learning suggestions can be applied to any discipline or domain to ensure that all learners can access and participate in meaningful, challenging learning opportunities. [www.cast.org](http://www.cast.org)
Use resources available in the [DACAmented/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.
Begin the year with family conferences, such as Virtual Home Visits, 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 virtual family and student orientation that specifically addresses distance learning tools and procedures.
At least four times a year conduct virtual family conference/home visits, honoring home language and translation needs.

- 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 should be consulted. [COSN Privacy Considerations Checklist](#).

- Communicate often, and use multiple channels (e.g., text, letters, email, social media).
  - Set a predictable time when communication will be sent, such as a weekly newsletter or video announcements
  - Ensure parents and caregivers understand the roles in Comprehensive Distance Learning
  - Provide communication support to families in preferred home language
  - 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.
  - Discuss important routines and school structures, including supplemental learning resources, how to access meals, and what community supports and services are available for families
  - 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 virtual 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 virtual 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.

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;

Figure G: Digital Learning Needs
PDF of Figure G
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 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

- Reliable Internet access for every student; if not at their home, other flexible solutions provided.
- Reliable Internet access for every teacher; if not at their home, 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:
  - Assess the number of student households without internet access or computing device access.
  - Assess Wi-Fi in school parking lots or outdoor areas near school as potential learning spaces or future Homework Hotspots.
  - Purchase and install mobile wireless equipment for school buses and park buses in strategic areas as remote Homework Hotspots.
  - Purchase mobile wireless hotspots and check them out to families who may need them.
  - Create common area Homework Hotspots where students can stay in vehicle and access the internet.
  - 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.
  - In urban areas, school districts may work with terrestrial and wireless internet service providers to provide low cost, pay-by-the-month internet access.
  - Optional resource: Infrastructure Project Plans

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.
Requirements

☒ Every student has a computing device capable of using digital learning software and accessing the internet.
☒ Every teacher 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.

Recommendations

⇨ 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.
⇨ Potential actions include but are not limited to:
  o Have a useful life of three to four years.
  o 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.

Requirements

☒ Select and implement a learning management system.
☒ Select a secure online meeting platform for synchronous learning experiences.

Recommendations

⇨ 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. While package digital content may be a short-term necessary solution for some schools, current and historical research, such as the work summarized by the National Education Policy Center,\(^6\) demonstrates that it is unlikely students will be best served by taking up “off the shelf” virtual education programs and ancillary services.

Requirement

☐ Coordinate existing and, where necessary, new digital content in support of educator-facilitated learning.

Recommendations

⇨ 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 online 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) and the use of a computer generated algorithm to evaluate student learning and provide feedback.
⇨ Prioritize digital content that honors teacher-facilitated learning experiences (see the “Collections” section in Oregon Open Learning).
⇨ Engage teacher voice, input and evaluation of any digital 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 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
ODE’s instructional materials review process (see Appendix 3) has not yet been updated to adequately review digital content. Therefore, as a safeguard for student learning, ODE recommends districts

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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 state content standards and ensure access to grade level or above content learning.

**Open Educational Resources: A Source for Digital 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 state 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.

**Requirement**

- 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.

**Recommendations**

- Identify educators within the district who have expertise in areas of digital learning 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*).

Checkboxes (☐) indicate requirements; arrows (⇨) indicate recommendations. Bullets denote
considerations or potential actions.
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 within the Comprehensive Distance Learning Capacity framework 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.

Figure H below displays a possible work sequence for proceeding with planning, beginning with the deep reflection of what was learned during Distance Learning for All outlined above. The stages for planning are outlined below in the Planning Checklist.
Sample Comprehensive Distance Learning Workflow

Anchor in Care and Connections (Social, Emotional, Mental Health)
- Center culturally responsive and sustaining practices
- Establish diverse district project team.
- Identify staff leaders in technology.

Develop Clear Communications Strategy and Plan with Students and Families
- Lead with your values and anchor in student well-being and equity.
- Establish communication between districts/schools and families.
- Share student and family supports and expectations.

Assess Technology and Connectivity Capacity/Make a Plan
- Identify and secure resources necessary to ensure that all staff and families have sufficient technology and internet connectivity to support online instruction.
- Gather resources and build from strengths.
- Identify and establish partnerships.
- Communicate, implement, and monitor.

Assess Educator Efficacy for Online Learning/Make A Plan
- Survey staff on needed supports for distance teaching.
- Identify 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 H: Sample Comprehensive Distance Learning Workflow

PDF of Figure H

Capacity Framework

The revised Comprehensive Distance Learning Capacity Framework includes a section for reflecting on Distance Learning for All, discussed above. The framework is also intended to help districts identify and clearly understand the gaps that exist both in terms of technology and viable internet connectivity, as well as staff and student efficacy in appropriately using technology for learning to fuel continuous improvement efforts. Capacity to provide distance learning online is directly linked to resource distribution and regional location. Simply put, this is a significant equity issue in Oregon that is often referred to as the “digital divide.” In addition, when districts are not prepared for teaching online there is an increased likelihood of relying on purchased online curriculum content; this increases the risk of students disengaging and of schools perpetuating racist educational experiences due to the way algorithms rely on reductive ideas about students’ culture (see Appendix 3).

The framework is divided into four quadrants (A, B, C, and D) to help districts, schools, or programs to identify their current status, which will be useful in making determinations regarding:
- Whether they are in a position to support Comprehensive Distance Learning (i.e., they are ready

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Footnote 7: For more information about Oregon’s online infrastructure, reference the Oregon Statewide Broadband Assessment and Best Practices Report (Jan. 2020)
to operate in Quadrant C or D),

- What steps and investments need to be made to move them into Quadrant C or D if a Comprehensive Distance Learning instructional model is desirable, or
- To better prepare for crisis, improve Short-Term Distance Learning by targeting future areas for resource investment, growth, and development.

The vertical axis represents the continuum of Technology and Connectivity Capacity (computers, devices, and internet access). The horizontal axis represents the continuum of Educator and Student Efficacy for Online Learning to provide instruction.

### Comprehensive Distance Learning Capacity Framework

![Comprehensive Distance Learning Capacity Framework](Figure I: Comprehensive Distance Learning Capacity Framework)

6B. Planning for Comprehensive 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

Checkboxes (◻) indicate requirements; arrows (⇨) indicate recommendations. Bullets denote considerations or potential actions.
- **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](#)
  - ○ Self-assess using the [Comprehensive Distance Learning Capacity Framework](#)
  - ○ Review the [Comprehensive Distance Learning Requirement Overview](#) for use as quick reference for requirements found in the Comprehensive Distance Learning guidance
- ✓ Identify district learning platforms, online 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.
- ✓ Identify teacher leaders in 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 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](#).
- ✓ 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

Checkboxes (◻️) indicate requirements; arrows (⇨) indicate recommendations. Bullets denote considerations or potential actions.
## Stage 1: Plan Comprehensive Distance Learning

- 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 all students have the technology and viable internet connectivity needed in order to benefit from all online instructional opportunities.

- Ensure that professional learning plans include increasing staff efficacy in using technology to support learning appropriately.

- Send initial communication to families and staff to share your school’s Comprehensive Distance Learning Plan (the green section within the Operational Blueprint).

## 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.
- 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.
- Share tutorials for any online learning platforms that will be used to access district learning resources and teacher connection.
- 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, and how to set up for internet connectivity with sufficient speed and bandwidth.

### 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.
Stage 2: Communicate

- 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 houselessness, 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
- 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.

New Online Schools

If your district is creating a new school or significantly changing an existing school, complete an Institution Request Form. ODE recommends completing this form by July 15, 2020. All schools require an
Institution ID number issued by the Oregon Department of Education. Issuance of an ID number may take up to one month and ID numbers are often required in Student Information Systems prior to the start of the school year, so it’s imperative to start this process early. Questions can be emailed to ode.institutions-request@ode.state.or.us. The formal deadline for submission is September 15, 2020.

6C. 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.
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: Short-Term Distance Learning Timeline
A graphic visualizing the timeline of shifting to and from a Short-Term Distance Learning model.

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

Figure F: 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 G: Digital Learning Needs
A graphic modeling the elements of digital learning as they are connected to Academic and Operational Conditions.

Figure H: 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.

Figure I: Comprehensive Distance Learning Capacity Framework
A four quadrant framework designed to help districts and schools self-assess readiness and capacity 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

Checkboxes (☐) indicate requirements; arrows (⇨) indicate recommendations. Bullets denote considerations or potential actions.
**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:** [Comprehensive Distance Learning Capacity Framework](#)
A conceptual framework to help districts assess capacity for distance learning. It is designed to provide multiple entry points based on readiness, to inform planning and to create a trajectory for future progress.

**Tool:** [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:** [Short Term Distance Learning Requirement Overview](#)
Worksheet containing all the requirements that apply for Short Term Distance Learning.
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.

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 personalized content and adaptive learning software.

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.

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. 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 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 instructional materials review process is designed for reviewing textbooks or sets of instructional materials and ensuring instructional materials include all Oregon 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.