

#### Foreword

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

#### Preamble

Oregon's commitment to **Distance Learning for All** signals our deep commitment to learning and maintaining an educational pathway for students. Faced with the challenge of school closure, we have an opportunity to harness new ways of relating, teaching, and learning through a distance learning model. We will continue to develop and update resources to districts, schools, families, students, and communities.

#### Introduction

**Distance Learning for All** will be a process for students to receive ongoing interaction with their teacher.

Each District should have their Distance Learning for All Plan in place by April 13, 2020. Please review the Toolkit and timeline for implementation.

Distance learning is not just online instruction. It provides for blended learning strategies and access to appropriate educational materials through multiple modes of communication. As schools transition to distance learning, successful approaches will be centered on **care, community and continuity of learning.**

#### Section 1A. Guiding Principles

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

- Ensure safety and wellness
- Cultivate connection and relationship
- Center in equity and efficacy
- Innovate

#### Section 1B. Guidelines

**Social, Emotional and Mental Health**  
Ensure safety, belonging, and mental health as a foundation for learning. Prioritize care and connection.

**Partnering with Parents, Families, and Caregivers** - We have now become guests in the homes of the students and families we serve. Center equity in all outreach and communication efforts with parents, families, and caregivers.

**Instructional Time** - Establish routines, expectations, and priorities to facilitate instruction. Consider the environments and ages of the learners.

**Equity and Access** - Ensure equity and access in all aspects of distance learning. Use Universal Design for Learning (UDL) to create the greatest access for students. Differentiate with consideration for how students and families may be disproportionately impacted.

**Teaching and Learning** - Focus on essential learning, leveraging formative assessment and student assets to inform differentiation and extensions.

**Operational and Administrative Logistics**

- Connect with every student
- Report on progress and grades
- Provide credit-earning options

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

Students protected under IDEA, ADA, those who qualify for English Language services, and students identified as talented and gifted require further consideration under the law.

##### Special Education

We have also released [Extended School Closure Special Education Guidance](#).

##### English Learner

If needed, students must be provided with language assistance services and supports that allow them to access academic content.

##### Talented and Gifted

Districts should serve students identified as TAG by accommodating assessed levels of learning and accelerated rates of learning.

#### Section 2A. Distance Learning Capacity Framework

This framework helps districts determine their capacity for distance learning, while providing multiple entry points to guide planning and delivery of instruction. Capacity to provide distance learning online is a significant equity issue in Oregon that is often referred to as the "digital divide." This is a collective responsibility.

#### Section 2B. Distance Learning Planning

*While districts prepare to engage all learners in Distance Learning, they should provide supplemental activities for students and focus on reconnecting and re-establishing relationships with students.* This section outlines tools and timelines to help districts scaffold and plan toward full implementation of Distance Learning for All. *There has never been a more critical time for relational focus in our schools.*

### Section 3. Helpful Resources and Setting the Stage for Collective Action

In partnership, ODE curated resources to support districts, educators, and families in meeting the learning needs and strengths of Oregon's students. All resources are available through our [COVID-19](#) website. Three key values informed our approach to provide resources:

- 1. Educator Agency:** ODE launched a new learning website, [Oregon Open Learning](#), as an online professional learning community.
- 2. Center on Quality:** Curate the best available, comprehensive resources.
- 3. Sustainability:** Resources are free or openly licensed.

### Section 4. Graduation Pathways 2020 and Supporting our Seniors

Our public education system creates a problematic paradox around who the system is designed to serve. It is incumbent upon each of us as educators to acknowledge the predictable inequities in our system and be held accountable to collective action. ODE's guidance for seniors during this time of school closure centers on **Care, Connection, and Continuity of Learning which requires an equity stance.**

### Section 4B. Requirements for Seniors

*We will hold seniors harmless by:*

- Maintaining current subject-area and credit requirements.
- Awarding subject-area credit based on progress or proficiency.
- Awarding a diploma to seniors on track to graduate.
- Ensuring opportunity for seniors to earn credit for work since closure.
- Assigning seniors Pass/Incomplete for courses impacted by closure.
- Suspending all Essential Skills and Personalized Learning requirements

### Section 4B, continued.

#### Reconciling Credit

Seniors shall be awarded credit based on a Pass/Incomplete determination.

Districts shall take into account where accommodations could not be provided and hold seniors harmless when considering whether credit should be awarded.

#### Requirements and Recognition

Districts may not change graduation requirements for the Class of 2020.

Implement any honoring of accomplishments with an equity lens.

Provide additional support and credit-earning opportunities to seniors needing credits to graduate.

### Section 4C. Personalized Student Graduation and Transition Plans

#### Steps for Identifying Credit Status

1. Review and update teacher gradebooks to determine course completion status.
2. Use course completion data to determine credit status for graduation.
3. Identify and determine support for students in specific student groups.
4. Develop a personalized student graduation and transition plan for each student, prioritizing those who need credit to graduate and historically underserved students who may benefit from additional support navigating transition to college and/or career.
5. Communicate with seniors and families.

#### Communication Timeline

[See Communications Toolkit](#)

**As soon as possible:** Provide initial communication to families on the process and timeline for determining status for graduation.

**By April 30:** Notify each senior's family on their student's graduation status and next steps.

**August 31:** Deadline for students to meet Oregon Diploma 2020 requirements.

### Section 4D. Special Education Services for Seniors

Districts must consider the additional guidance in this section to ensure our commitment to equity and access for students with IEPs. The district must ensure appropriate services and supports were provided to a senior with an IEP before classifying the senior as not on track to graduate.

Documentation of appropriate services and supports must be provided. If such documentation cannot be provided, the district shall hold that student harmless during the closure.

### Section 4E. Specific Student Scenarios for the Class of 2020

This section provides an if/then chart applying the guidance from the document to certain specific scenarios we anticipate schools will encounter.

### Section 4F. Celebrations, Traditions, and Ways to Honor Seniors

The end of the senior year of high school comes with varying traditions designed to recognize, honor, and celebrate the accomplishments of each student's K-12 experience and learning. This spring represents the culmination of over 12 years of dedication. We should all strive to find ways to individually and publicly honor the Class of 2020's efforts and academic achievements.

### Appendices

The appendices to this document include the following resources to support districts in implementation of this guidance:

- Frequently Asked Questions
- Glossary
- All tools available to districts in support of the Distance Learning for All and Graduation Pathways guidance