

Preamble

[Supporting our Students in Grades 9, 10 & 11 Guidance:](#)

- Centers on student mental, social, and emotional needs.
- Emphasizes families and communities as critical partners.
- Emphasizes equity by honoring our families and students, safeguarding student opportunity, and providing flexibility for learning and credit.
- Focuses on promising practices that promote and support learning.
- Maintains the current Oregon Diploma, Oregon Modified Diploma, and Oregon Extended Diploma subject-area and credit requirements for Class of 2021, 2022, and 2023.
- Suspends all Essential Skills and Personalized Learning requirements for Class of 2021.
- Requires Pass/Incomplete grading for high school.

[Section 5A. Naming Inequities and Centering Guiding Principles](#)

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 focus on care, connection, and continuity of learning requires an equity stance.

We must heighten our attention to groups of students who often bear the burden of the system's oppressive practices.

Our ability to honor the culture, language, ways of knowing, and perspectives of the families and students are measures to actualize equity.

To that end, the **Distance Learning for All Guiding Principles** are rooted in an ethos of partnership with families, communities, and students.

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

[Section 5B. Graduation Requirements for the Classes of 2021, 2022, & 2023](#)

At this time, **there are no changes to graduation requirements for students in the Class of 2022 or beyond.**

Essential Skills and Personalized Learning Requirements are suspended for the Class of 2021. Districts should continue to use the education plan and profile to help students vision and plan for their future.

The 24 credit requirements for the Oregon Diploma is maintained for the Class of 2021, upholding one of the highest credit standards in the country.

[Section 5C. Grading and Credit for Students in Grades 9, 10, & 11](#)

All districts in Oregon will move from letter grades to Pass / Incomplete (or local equivalent) for students enrolled in high school courses for the remainder of this school year.

For the final spring 2020 term(s), any student enrolled in high school courses shall be provided with opportunities to continue their learning and earn credit.

We must engage students in ongoing learning for future success rather than earning grades during this disruption.

Passing Marks/Demonstration of Essential Learning

Students who demonstrate evidence of essential learning by the end of the spring 2020 term, shall receive a "Pass" and the corresponding course credit.

Incomplete Marks/Future Opportunities for Demonstration of Essential Learning

Students who do not demonstrate evidence of essential learning by the end of spring 2020 term receive an "Incomplete" (or local equivalent) with no credit awarded. Schools, students and families will then create a [Credit-Earning Assurance Plan](#) by September 2020. (See sample plan.)

From Incomplete to Pass: Providing Opportunities for Students to Learn and Earn Credits

- Districts have the responsibility to offer targeted support, extended learning time, and flexible credit-earning opportunities to any student who receives an "Incomplete" (or local equivalent) during Spring 2020 term(s).
- Students should not be held to a higher standard for making up the credit.

Safeguarding Student Opportunity

Safeguarding Opportunity ensures that students' learning and path to graduation are not further impacted from extended school closures.

Students who were earning a passing mark in the course prior to school closure should receive a "Pass" and not be penalized if they are unable to access distance learning through no fault of the individual student.

Credit-Earning Opportunities

Districts have multiple options for demonstrating learning and providing credit, pursuant to the [Credit Options](#) regulations, within ODE's [Credit Options Guidance](#).

Educators should leverage these options while continuing to identify creative credit-earning opportunities that may involve asynchronous or synchronous learning through multiple platforms, both offline and online.

Section 5D. Special Education Services for Students in Grades 9, 10, & 11

Students protected under the IDEA ADA require further consideration under the law. In determining progress towards graduation, districts must consider additional guidance to ensure equity and access for students with IEPs.

Additional Considerations for Students with IEPs

Documentation of appropriate services and supports must be provided. At a minimum, this includes:

- Reviewing IEP records to ensure district provided FAPE
- Evidence that an appropriately developed IEP was fully implemented
- Ensuring that the parent, guardian, or person in a parental relationship was afforded the opportunity to meaningfully participate in the IEP process

If such documentation cannot be provided, the district shall hold that student harmless during the closure.

Section 5E. Credit in Career and Technical Education (CTE)

CTE has the potential to remove barriers and ensure access to meaningful educational experiences leading to careers and college. It is critical to continue access to CTE during school closure, to the extent feasible. The [Distance Learning for All: Guidance for CTE](#) document provides guidance and ideas on how to administer Career and Technical Education within Oregon's *Distance Learning for All* framework.

5F. Grading Capacity and Post-Secondary Transitions

Grading Capacity

During this extended school closure, educators will experience gaps in effectively evaluating what students know and can do. Grading is a challenging and possibly unfair practice during extended school closures. In addition to descriptive feedback, teachers shall award only Pass/Incomplete for all learning that takes place during this closure.

Post-Secondary Transitions

Oregon's temporary change in practice to post credits without letter grades will not change or factor into the calculation of grade point averages (GPAs).

Colleges and universities nationwide are temporarily revising admissions policies to accept Pass/No Pass marks.

Section 5G. Promising Practices for Secondary Students During Distance Learning

Make student learning our primary focus; help students take that same focus; ensure the criteria we establish for passing are clear...and attainable; and do everything within our power to help ALL students meet those criteria.

Adapted from [Guskey, March 2020](#)

We should make every effort to ensure that students are insulated from the impacts of extended school closures in terms of approaches to grading (Pass/Incomplete), credit attainment, and credit recovery opportunities. Still, it remains important for all students in Grades 9 through 11 to engage in *Distance Learning for All* to maintain Continuity of Learning.

It is incumbent on us all--ODE, districts, and all education and community partners--to persevere in efforts to connect with students to ensure that Care, Connection, and Continuity of Learning are accessible and sustained.

Anchoring in our expertise and promising practices will help reimagine and consider practical steps to serve our students equitably and to differentiate supports during this unique period of time.

[See Tool #12: *Promising Practices for Secondary Students During Distance*](#)

Guidance also contains Frequently Asked Questions

You can also find current [FAQs](#) and other resources on [ODE's Distance Learning for All site](#).