

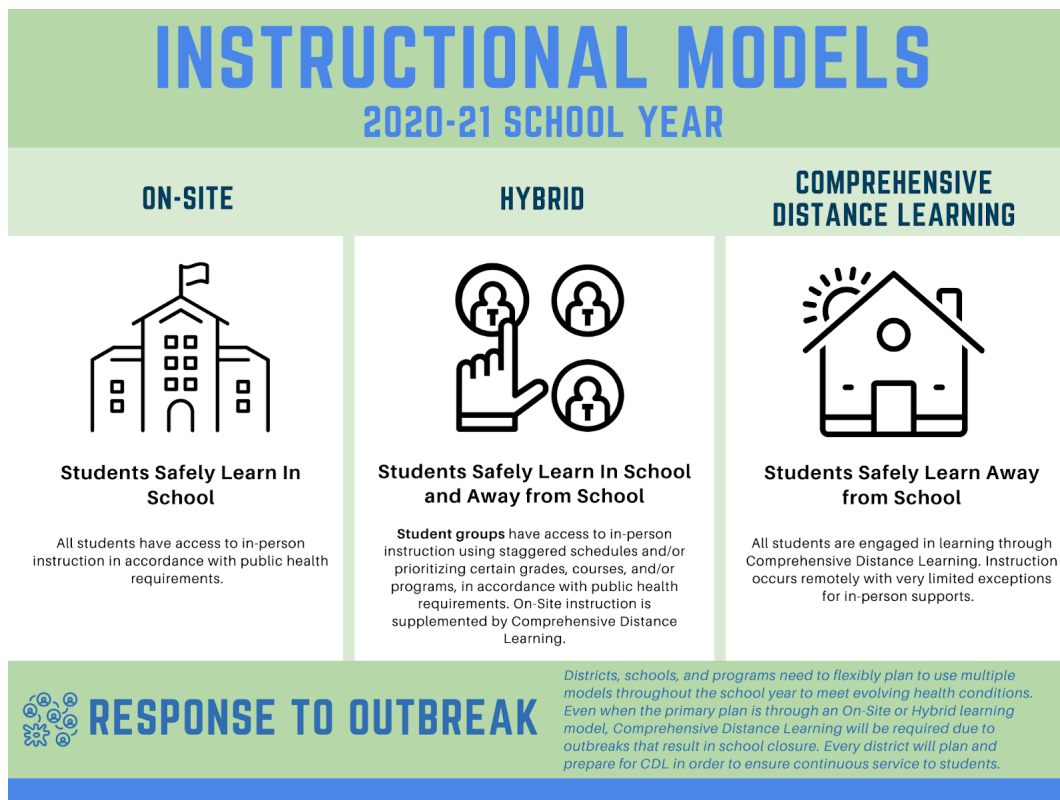
READY SCHOOLS, SAFE LEARNERS

GUIDANCE FOR SCHOOL YEAR 2020-21

Instruction

What will instruction look like for the 2020-21 school year?

There are three instructional models for schools in the 2020-21 school year: On-Site, Hybrid, and Comprehensive Distance Learning. All requirements in this document and all Division 22 requirements, and provisions of FAPE continue to apply to each of the instructional models described below. Planning Considerations for Section 5b. **Figure 4: Instructional Models for the 2020-21 School Year.** [PDF version](#) of Figure 4.



How do schools select an Instructional Model?

Schools will select an instructional model or models based on multiple factors including but not limited to: local COVID-19 status, school facility capacity, staffing capacity, operational capacity, needs of high-risk students and staff, available space, student enrollment, budget, technology capabilities, and input from staff, students, family, and community members.

Authority for the selection and implementation of instructional models is guided *by public health metrics*. If a COVID-19 outbreak requires temporary, short-term school closure (at the state, regional, or local level), districts will employ Short-Term Distance Learning. In the absence of a COVID-19 outbreak, districts have the authority to select different instructional models across grade levels and content areas *according to the health metrics outlined in Section 0 of Ready Schools, Safe Learners*.

What are the differences in Instructional Models?

Each instructional model offers different possibilities and constraints. Districts are encouraged to employ the benefits of each model to prioritize student mental, social and emotional health, and academic learning needs. It is possible schools may need to employ different instructional models throughout the course of the 2020-21 school year as factors and contexts shift related to COVID-19. Hybrid and Comprehensive Distance Learning models may include limited on-site experiences for CTE and other specialized programs.

On-Site Instructional Model: All students have access to in-person instruction in accordance with public health requirements. This model is closest to how schools operated prior to the statewide school closure to in-person instruction. The On-Site instructional model exclusively delivers educational services to students every-day, all-day in ways that are similar to pre-COVID-19 models of delivery while meeting instructional time requirements. If any instructional time (either teacher-facilitated learning or applied learning) is delivered remotely or off-site, it is a Hybrid model.

Hybrid Models: *A hybrid instructional model blends in-person and off-site learning, with offline and online/ digital curricula and materials, in order to honor student and staff safety while meeting instructional hours requirements.*

For purposes of definition, the Hybrid instructional model includes any design or operational blueprint that is not fully On-Site and in-person (with all students attending on-site every day) or fully in [Comprehensive Distance Learning](#). Hybrid models allow districts to adjust for multiple variables and continue to access on-site instruction to the greatest extent possible while meeting public health requirements. An On-Site instructional model becomes a Hybrid instructional model when any portion of instructional time used to meet instructional hours requirements is delivered in a distance learning format. Hybrid instructional models require prioritization of on-site learning activities and determinations regarding key elements of successful content delivery and engagement from a distance. Equity considerations should be

central when delivering a hybrid instructional model. The same quality and consistency of instruction and attention should be present in both on-site and off-site models, while prioritizing student groups who have historically experienced academic disparities and currently face COVID-related challenges. Requirements for the Hybrid Instructional Model reference information in both Ready Schools, Safe Learners (RSSL) and [Comprehensive Distance Learning \(CDL\) guidance](#).

Comprehensive Distance Learning Model: Any effort to provide off-site or remote learning in 2020-21 requires in-depth and robust planning. To signal a shift in expectations and quality (made possible by continuous improvement, along with more time to plan, prepare, and practice), the term Comprehensive Distance Learning is used for the purposes of this guidance. ODE's full Comprehensive Distance Learning guidance provides additional considerations for schools when planning for distance learning. Each school choosing to operate only through Comprehensive Distance Learning must indicate the reason for this decision.

What is Required for Schools who select the On-Site Instructional Model?

Schools Must:

- Provide access to nutrition/meal service for all eligible students, including students not on-site (this applies to schools sites that offered meal service prior to March 2020).
- Plans and practices must ensure student engagement/participation, mental, social, and emotional health supports, curriculum aligned to grade level standards, assessment for learning, alignment with Division 22 requirements, full provision of FAPE, full provision of learning supports for students who qualify for English Language Development (ELD), and full provision of learning supports for students who qualify for Talented and Gifted (TAG).
- Plan for students in high risk populations, students who are excluded due to health concerns, or those who are asked to remain home due to public health concerns using a Comprehensive Distance Learning instructional model.
 - Consider including these students synchronously with on-site instruction through online meeting platforms to maintain peer interactions and connections.

Plan for Comprehensive Distance Learning in the event of a COVID-19 outbreaks or other breaks in instruction that may occur due to other factors (snow days, natural disasters, etc.) so that continuous service is provided for students.

What is Required for Schools who select a Hybrid Instructional Model?

- Plans and practices must ensure student engagement/participation, mental, social, and emotional health supports, curriculum aligned to grade level standards, assessment for learning, alignment with Division 22 requirements, full provision of FAPE, full provision of learning supports for students who qualify for English Language Development (ELD), and full provision of learning supports for students who qualify for Talented and Gifted (TAG).
- Provide access to nutrition/meal service for all eligible students, including students not on-site (this applies to schools sites that offered meal service prior to March 2020).



- Plan for students *who are in or have household members in high-risk populations, students who are excluded due to health concerns, or those who are asked to remain home due to public health concerns using a comprehensive distance learning instructional model.*
 - Consider including these students synchronously with on-site instruction through online meeting platforms to maintain peer interactions and connections.
- *Plan for Comprehensive Distance Learning in the event of a COVID-19 outbreaks or other breaks in instruction that may occur due to other factors (snow days, natural disasters, etc.) so that continuous service is provided for students.*

What are Recommended Practices for Schools who Select a Hybrid Instructional Model?

- Inventory, where applicable, technology and devices to support rapid deployment if necessary.
- To the extent possible, maximize synchronous learning opportunities.
- Where connectivity capacity is limited or unavailable, maximize educator:student interface through other means to ensure relational context of learning.

What is Required for Schools who Select a Comprehensive Distance Learning Instructional Model?

- Plans and practices must ensure student engagement/participation, mental, social, and emotional health supports, curriculum aligned to grade level standards, assessment for learning, alignment with Division 22 requirements, full provision of FAPE, full provision of learning supports for students who qualify for English Language Development (ELD), and full provision of learning supports for students who qualify for Talented and Gifted (TAG).
- *Students served under federal programs (e.g. Title I, IC, Title III, Title IV, Title VI, and IDEA) must receive the majority of services with Teacher-Facilitated instruction.*
- *Review and adhere to the requirements in Equity and Access: Aligning Federal and State Requirements.*

See the [Comprehensive Distance Learning Requirement Overview](#) for a full list of requirements for CDL.

What is required for instructional time?

Oregon's ability to guarantee student learning time has never mattered more. As we work to prioritize student learning in the coming school year, a common approach to instructional time requirements that apply across every instructional model and to every public school district, public charter school, and virtual public charter school are critical. For the 2020-21 school year,

districts must comply with the instructional time requirements in [OAR 581-022-2320](#), *and may wish to include up to 90 hours for staff professional development and up to 90 hours for parent teacher communication in their instructional time calculations. These additional allowances are included in [OAR 581-022-0104](#).*

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](#)¹ *and* [OAR 581-022-0104](#).
- For students participating in Comprehensive Distance Learning or Hybrid Instructional Models, at least 50% of instructional time (as defined above) must meet the criteria for teacher-facilitated learning.**

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

- **Teacher-facilitated learning** is a synchronous (either on-site or off-site) 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 academic 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 progressions. Synchronous opportunities must be provided daily and may include full group instruction, peer interaction, two-way communication (e.g. phone calls), 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 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.
 - ❑ Communicate teacher-facilitated learning time and daily school schedules/routines with staff, families, and students.
 - ❑ For students participating in Comprehensive Distance Learning models or Hybrid models, provide designated educator “office hours” to ensure consistency and access to students and families. “Office hours” indicate when each teacher will be accessible (online or via telephone) for consultation.
 - ❑ For students participating in Comprehensive Distance Learning models or Hybrid models, provide frequent and regular opportunities for students to interact with their teacher(s) and peers.

Recommended

- ⇒ Provide additional professional development opportunities to staff, who will likely be learning new health and safety protocols, modifying curricula for online delivery, and developing new modes for providing feedback to students.

- ⇒ Incorporate additional parent guidance and support, communication, and parent/teacher conferences (virtual and/or in-person) in order to develop and sustain relationships with parents, who are critical partners in learning.
- ⇒ Support educators with resources like Google Voice or connecting to their school phone so they do not need to use their personal telephone/cell.
- ⇒ 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).