SPRING 2020

Oregon's Extended School Closure Guidance

DISTANCE LEARNING FOR ALL:
ENSURING CARE, CONNECTION AND CONTINUITY OF LEARNING

OREGON
DEPARTMENT OF EDUCATION

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A Message from Colt Gill

Director of the Oregon Department of Education and Deputy Superintendent of Public Instruction:

Thank you for your committed leadership during these challenging times. We are partnering with you on an historic transformation of our education system to maintain care, connection and continuity of learning for our students.

How We Got To This Moment

Let's consider the shifts over the course of just the last two weeks (one of them spring break) for our children, families, and educators:

- On March 12th we learned that our children would lose seven school days.
- On March 17th we learned that our children would miss over a month of school.
- Today we know there is a very real potential that our students, like in many other states, may not return to school this academic year.

We started with the idea that our children would miss a few days of school and that some days might be made up in the summer – something that is normal in Oregon which regularly encounters snow days and forest fires that close schools for a few days each year.

Then, to slow the spread of COVID-19 and protect our students and educators, Governor Brown issued executive order 20-08 that closed schools through April 28. This order also called on schools to deliver, "*supplemental education and learning supports to students to the extent practical through independent study and other appropriate options.*" This was intended to be a reasonable and essential solution to ensure there was continued learning through a short-term closure.

How We Are Evolving

Our state's response to COVID-19 has responsibly and necessarily evolved with the use of data and knowledge of effective suppression measures. We now have a moral imperative to meet the changing nature of the pandemic and evolve our approach to serving our children.

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.**

Of course, education without face-to-face interaction between students and teachers will look and feel different and cannot be fully replicated across a distance. It will not and cannot happen overnight. We need the grace and patience of our state's leaders, our communities, our families, and our educators as we learn together to move powerfully to ensure care, connection and continuity of learning happen in entirely new ways for our students.

I was recently reminded of the power of student and teacher relationships in a classroom setting. Over two decades ago I was a 4th grade teacher at Creslane Elementary School in Creswell, Oregon. I worked with an amazing Educational Assistant to cook some noodles in an unusual way to help bring a book to life for my students. Here is the story from Colin Lyons, one of my former students, who is now a candidate for 2021 Oregon Teacher of the Year:

> "Mr. Colt Gill, was my 4th grade reading teacher in Creswell (and my first superintendent when I worked in Bethel SD). I attribute my career path to him and a random day when he cooked us worms to try and eat with ketchup and mustard after reading Thomas Rockwell's *How to Eat Fried Worms*. It was a silly event, but memorable and my tiny 9 year old brain gravitated to wanting to emulate him and his passion."

I share this story for two reasons. First, it underscores how our relationships and interactions with students can have a lasting impact and more than we might realize at the time. We must be caring, intentional and reaffirm a sense of community and continuity in all our actions. We need to be clear-headed regarding the experiences our children will lose over the next two and half months – proms, field trips, graduation and award ceremonies, and simple classroom activities that shape lives.

The loss of these experiences should not mean students lose the opportunity for connection, belonging and optimism in the future. Every caring adult has a role and responsibility to play in guiding our students through this moment of challenge and uncertainty. It is a time to highlight the assets and resilience we see in our children and let them know how much we value them.

Second, the passion that Colin referred to runs deep in educators. Educators are the most caring, flexible and determined people I know. They are true professionals. Educators, as they partner with families in new and deep ways, can make this work for Oregon's children.

We must move into this shift with honesty regarding known and unknown challenges:

- The vast majority of Oregon educators have not taught online and some districts have varying levels of experience, capacity and technology tools. Let's take this head on utilizing our resourcefulness and creativity understanding not all distance education will be online. Meaningful education can be provided through educational materials distributed in packets, via individual and group calls, and other efforts that may be employed to ensure continuity of learning.
- Imagine a family with a 7th grader and a 10th grader, each with six or seven different teachers and classes with one computer to share between the students. We must find ways for their classes to be scheduled so they can access all the content.
- For our younger students, the success of distance education overwhelmingly relies on parents and adult family members to be active partners with teachers. It will be important for parents to know their role to support, including making time outside interactions with their child's teacher to serve as tutors, helping to ensure attentiveness to the instructional time with teachers, providing structure to the daily schedule and

helping support connectivity and continuity of technology at home, and more. Primary students going through the rigors of learning to read requires the support of a teacher "scaffolding the lesson" minute-by-minute to meet the needs and strengths of the student. This will look different within distance learning and we have to find ways to partner teachers and parents to nurture learning within this context.

- In Oregon last year 22,215 students lacked "a fixed, regular, and adequate nighttime residence." The number of children experiencing houselessness is likely to grow this year. We will need to think of creative strategies to provide access to learning for students in these situations where a tablet or laptop and hotspot connection to the internet may not be the most practical way to provide access to learning for some students.
- ODE will work with relevant state agencies and ESDs to address data from the Oregon Broadband Commission regarding potential connectivity issues communicated by Internet Service Providers (ISPs). We also recognize that there are parts of the state yet to be served by broadband or cell connectivity. This will require flexibility for these schools to serve students during the school closure in ways consistent with the specific needs of their communities and families.
- And, family needs, strengths, make-up and values play a significant role. Some families work hard to limit screen time and will have to navigate new patterns in the home. In some homes older siblings must care for younger siblings and family members because parents and other caregivers must work. We all have to work together to communicate expectations for learning while making allowances for the specific customs and routines of families within their home environment.

These are a few of the issues our state and our schools will be working to meet head-on at the same time they are beginning to deliver **Distance Learning for All**. The effort carries its challenges, through them we will center on equity. Our school house doors were open to every single student in our state, and as we shift to **Distance Learning for All** we must ensure our education services are accessible to every student in our state. We will do all we can to meet the needs and strengths of students with disabilities, emerging bilingual students, talented and gifted students, and students navigating poverty and houselessness.

Our children and educators deserve more than we can provide right now; we must let this thought drive our innovation and help us strive to overcome disparities and build resilience in our students and educators. This effort will call on all our creativity and talents as well as deep partnership with families to reach all students to provide care, connection, and continuity of learning.

Sincerely,

Colt Gill

Preamble

Oregon's commitment to **Distance Learning for All** signals our deep commitment to learning and maintaining an educational pathway for students during this critical time. As educators and leaders, we know the value of school and the importance of learning and social connection. 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. Maintaining student to educator relationships will ensure care, connection, and continuity of learning for us and our students. We are in this together.

The purpose of this Distance Learning for All guidance is to provide a definition of the Distance Learning for All requirements so that we hold shared understanding of our responsibility to serve students during school closure, to help districts and schools assess capacity for distance learning, and to introduce a sample plan that districts and schools can use to implement distance learning. We also outline our commitment to partner and support as we move through complex challenges guided by possibility. As we learn alongside you and come to know more, we will continue to develop and update resources to districts, schools, families, students and communities.

This is the first of a series of guidance to be released to support districts in the delivery of **Distance Learning for All**. As contexts change and needs evolve, we will continue to update this guidance and link it to the ODE COVID-19 webpage.

Acknowledgement

We wish to acknowledge that our guidance has been informed by educators and other leaders in Oregon and across the nation who have been critical thought partners. In the context of shared thinking and problem solving, our own thinking and planning has been enhanced. We appreciate the collective effort, as we rise to the challenge of serving our students and families during school closure. We are stronger together.

Additionally, we wish to thank State Education Agency (SEA) leadership across the nation and the Council of Chief State School Officers. We wish to explicitly acknowledge Washington, whose Office of Superintendent of Public Instruction has served as a key partner and consultant. Additionally Kansas, California and Texas have contributed materials and resources that have influenced our thinking and planning.

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, connection, and continuity of learning**.

Key elements of distance learning for every student, educator and parent to know.
- Every student regularly connects with their teacher(s).
- Teachers and students prioritize time together to focus on the most important or relevant learning.
- Teachers, families, and caregivers work as a team, anchored in partnership. Together, teachers and families co-facilitate learning, design consistent routines, and establish the learning environment.
- Teachers continue to monitor, report and record each student's progress towards learning goals and standards, encouraging critical problem solving, collaboration, communication and creativity.
- Schools provide multiple, flexible opportunities -- for our high school students in particular – to earn credit on their pathway to graduation.

As a foundation for successful Distance Learning for All of our students, our schools have a critical responsibility to:
- Continue to focus on student belonging, care, connection, well-being and mental and social-emotional health.
- Actively engage and nurture relationships with students, families, and community.
- Center equity in all outreach and communication efforts with parents and caregivers.
- Encourage, support and provide opportunities for active collaboration and communication between school leaders, teachers and all school staff.

It is important that school district leaders define their baseline, set their horizon, learn from each other, and strive to increase capacity for educator and student efficacy with online resources. This guidance – and the [Distance Learning Capacity Framework](#) it provides -- is intended to support school districts in successfully implementing distance learning through a range of effective strategies. ODE recognizes schools are at various entry points in their capacity to provide learning resources for schools and families.

As we imagine and create distance learning pathways, educators continue to shine a light of hope and optimism. Over the past few weeks, we have been inspired and buoyed by the voices of educators. The Department has been inundated with messages from educators who say, "We stand at the ready!" and who are generating ideas and resources to help us pattern new ways of relating, teaching, and learning through distance learning. Educator voice and vision

will guide us. We have great faith in the collective capacity of our education community in Oregon to serve students and families during this time.

As we embark on a new pathway to educate our students during this school closure, we hold an aspirational vision for *distance learning* that ensures educator efficacy, student efficacy and system capacity for delivering a quality learning experience while we maintain social distancing for health and safety.

This guidance includes eleven tools to help school districts understand and plan for distance learning.

- **Tool #1:**
    Overview of Guidelines for Distance Learning: Guideline summary for implementation of distance learning.

- **Tool #2:**
    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 #3:**
    Distance Learning Planning Tool: A customizable project planning tool districts can use to build their Distance Learning For All Plan.

- **Tool #4:**
    Distance Learning for All Family and Educator Resources: A comprehensive resource that includes: an at-home guide for families in English and Spanish; helpful resources for families to support at-home learning; social, emotional and mental health supports and resources; a comprehensive list of instructional tools and curricular resources to support K-12 teaching and learning; and a glossary.

> For the purposes of this guidance, **distance learning** is defined as instruction in which the student and instructor are in different locations. Students engaging in distance learning have access to appropriate educational materials and receive ongoing interaction with their licensed and/or registered teacher(s). It is important to note that distance learning includes multimedia communication and blended learning strategies, not just digital/online learning. Learning may or may not be separated in time (asynchronous vs. synchronous). School districts will enter into distance learning along a continuum based on their capacity.

- **Tool #5:**
    Distance Learning: Sample Instructional Day (K-12) A tool designed to help teachers and parents build a daily learning schedule for students K-12. This prioritizes Teacher-Led Learning and also expands learning to include

activities and experiences that reinforce skills and extend knowledge.

- **Tool #6:**
  Distance Learning Timeline:
  A visual timeline to help districts understand the implementation arc for Distance Learning for All.

- **Tool #7:**
  Distance Learning for All Summary Document
  A summary document distilling the contents of this guidance.

- **Tool #8:**
  Comprehensive School Counseling Plan for Seniors:
  A resource designed to provide suggested guidance for how Comprehensive School Counseling Programs may address seniors' social-emotional learning, academic development, and career and college readiness by providing a continuum of services and supports matched to individual student needs.

- **Tool #9:**
  Personalized Student Graduation Plan Template:
  A sample template schools can use to develop a plan for Seniors Needing Credits to meet Oregon Diploma 2020 Requirements.

- **Tool #10:**
  Graduation Pathways 2020 Timeline:
  A visual timeline to help districts understand key dates for Graduation Pathways 2020

- **Tool #11:**
  Graduation Pathways 2020 Summary Document:
  A summary document distilling the contents of section 4, Graduation Pathways 2020.

- **Tool #12:**
  Comprehensive School Counseling Plan for Freshmen, Sophomores and Juniors:
  A resource designed to provide suggested guidance for how Comprehensive School Counseling Programs may address 9th-11th graders' social-emotional learning, academic development and career and college readiness by providing a continuum of services and supports matched to individual student needs.

- **Tool #13:**
  Credit Earning Assurance Plan:
  A Credit-Earning Assurance Plan template districts may use to develop a plan for students to earn credits towards graduation in courses that were previously marked as Incomplete during school closure. (See section 5C.)

- **Tool #14:**
  [**Promising Practices for Secondary Students During Distance Learning**](): Recommended promising practices to use for designing learning experiences and measuring progress in learning during school closure.

- **Tool #15:**
  [**Supporting our Students in Grades 9, 10 and 11 Summary document**](): A summary document distilling the contents of Section 5, Supporting our Students in Grades 9, 10 and 11.

- **Tool #16:** [**Comprehensive School Counseling Plan for Students in Grades K-5:**]()
  A resource designed to provide suggested guidance for how Comprehensive School Counseling Programs may address K-5 social-emotional learning, academic development and career and college readiness by providing a continuum of services and supports matched to individual student needs.

- **Tool #17:**
  [**Comprehensive School Counseling Plan for Students in Grades 6-8:**]()
  A resource designed to provide suggested guidance for how Comprehensive School Counseling Programs may address 6-8 social-emotional learning, academic development and career and college readiness by providing a continuum of services and supports matched to individual student needs.

- **Tool #18:**
  [**Promising Practices for K-8 Students During Distance Learning**](): Recommended promising practices to use for designing learning experiences and measuring progress in learning during school closure.

- **Tool #19:**
  [**Supporting our Students in Grades K-8 Summary document:**]()
  A summary document distilling the contents of Section 6, Supporting our Students in Grades K-8.

This guidance[1] is organized into three sections to prepare districts to lead **Distance Learning for All**:

Section One: Framing Values and Understanding Distance Learning for All
       1A. Guiding Principles
       1B. Guidelines for Distance Learning
       1C. Special Education, English Learner, and Talented and Gifted Services

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[1] Please note, if a topic is included in multiple rounds of guidance, the most current guidance will supersede prior guidance. Our FAQs will be updated frequently to reflect the most current information. ODE will be organizing a webinar to provide clarification around Distance Learning for All requirements. DistanceLearning4All@ODE.state.or.us

SECTION ONE: Framing Values and Understanding Distance Learning

1A. Guiding Principles

This **Distance Learning for All** guidance is Oregon's response to the COVID-19 challenge as we collectively work to ensure the health and safety of Oregonians. This guidance sets forward an initial vision for distance learning for all in Oregon, defines distance learning, provides a framework for districts to evaluate distance learning capacity, and includes planning tools for distance learning implementation. As contexts change and needs evolve, we will continue to update this guidance and link it to the [ODE COVID-19 webpage](#).

ODE's guidance during this time of school closure centers on **Care, Connection, and Continuity of Learning.** We recognize that in this time of immense change and transition, what our students and families need most is kindness, compassion and **care**. Additionally, as we all experience social distancing, our students and families need to hear from trusted adults who know and care for them. One of the most meaningful contributions educators can make during this time is to find ways to engage students and families. Outreach from a known educator and ongoing **connection** through phone, paper/pencil communication, online or other means will serve as the heartbeat for distance learning. Maintaining undeterred focus to create conditions that foster learning and critical thinking for students will anchor us as we reimagine school through distance learning. It is our collective, moral imperative to ensure **continuity of learning** and access to education. In Oregon, we achieve together--we must keep this as our north star.

We also acknowledge that our public education system creates a problematic paradox around who the system is designed to serve. We take a strong equity stance at ODE: *Education equity is the equitable implementation of policy, practices, procedures, and legislation that translates into resource allocation, education rigor, and opportunities for historically and currently marginalized youth, students, and families including civil rights protected classes. This means the restructuring and dismantling of systems and institutions that create the dichotomy of beneficiaries and the oppressed and marginalized.*

In order to live into this stance, we must heighten our attention to particular groups of students who often bear the burden of the system's oppressive practices. We must see the strengths and meet the needs of students experiencing homelessness, students of color, Alaska Native and American Indian students, emerging bilingual students, students of migrant and farmworker families, students experiencing disability, students in foster care, and students navigating poverty. There is a real risk that students will experience further alienation and lack of access to learning, heightened by the out-of-school context. This risk is magnified by the digital divide and the rapid increase of unemployment in our communities. This lived reality requires resolve and focus as care, connection, and continuity of learning guide our charge.

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.** Students need food, clothing, a safe place to learn and shelter, as well as a sense of care and connection, in order to engage in challenging intellectual work.
- **Cultivate connection and relationship.** Student connections and relationships with trusted adults promote belonging, which is especially important as learning takes place outside of the school setting.
- **Center in equity and efficacy.** Prioritize equity in every decision; build on cultural and linguistic assets to inspire learning and promote student efficacy. Consider how decisions and actions attend to racial equity and social justice ([Oregon Educator Equity Lens](#)). Consider the assets of students who experience disability.
- **Innovate.** Iterate through complex change with a spirit of possibility, centering in deep learning, student agency, and culturally sustaining practices.

1B. Guidelines for Distance Learning

During extended school closure, learning and the instructional experience will take new shape as we implement a distance learning model. We recognize that our current context puts additional pressure on families to juggle many responsibilities. For many, this may also mean working from home while caring for children (in the context of financial strain, health concerns, and lack of digital resources). Our educators face the same challenges. We were careful to consider these factors in this guidance.

Our guidance draws from other states and borrows from instructional time guidelines for virtual schools nationally as they are addressing the COVID-19 crisis. ***As we continue to learn more and normalize our practices for distance learning during COVID-19, we will update the Distance Learning for All guidance.*** The following guidelines should inform school districts' design and delivery of instruction and student supports.

Tool #1: Overview of Guidelines for Distance Learning

> **Overview of Guidelines for Distance Learning**
> *Ensuring Care, Connection and Continuity of Learning for All Students*
> **Guidelines for All Districts Receiving SSF during School Closure**
>
> ***Social, Emotional and Mental Health:*** Ensure safety, belonging and mental health as a foundation for learning. Prioritize care and connection. Apply a trauma-informed lens when providing services.
>
> ***Partnering with Parents, Families, and Caregivers***: Center equity in all outreach and communication efforts with parents, families and caregivers. This includes honoring home language and culture and considering the strengths and needs of students. As educators, we have now become guests in the homes of the students and families we serve.
>
> ***Instructional Time:*** Establish routines, expectations and priorities to facilitate instruction. Consider the environments and ages of the learners when planning instructional time, activities and connections. See Tool #5
>
> ***Equity and Access:*** Ensure equity and access in all aspects of distance learning. Design instruction using the tenets of Universal Design for Learning (UDL) to create the greatest access for students. Differentiate and use a variety of modes, resources and strategies 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. Guarantee learning to support students on their path to college and career.
>
> ***Operational and Administrative Logistics:***
> *Attendance:* Every student is assigned to and regularly connects with a licensed or registered teacher. (Pending further guidance.)
> *Report Progress:* Provide and report on grades and/or progress marks.
> *Provide Credit-Earning Options:* Offer a variety of opportunities to earn high school credits.
>
> Distance Learning for All Resources

Social, Emotional and Mental Health

- Maintain relationships between educators, students, families and community.
- Focus on student belonging, care, connection, well-being and mental health.
- Encourage on-going student participation, active engagement and monitor attendance.
- Apply a trauma-informed lens to build student resilience when providing support services to students and their families. As noted by Teaching Tolerance and the National Child

Traumatic Stress Network[2], while distance learning is a shift for everyone, children with identified histories of trauma may be especially vulnerable to the impact of significant changes in schedule, routine and expectations that come with social distancing, canceled classes, online learning and reliance on caregivers for academics. Other students may also be at additional risk during this time:

- Students who experience anxiety;
- Students who experience depression or suicidal ideation;
- Students who experience learning and attention challenges;
- Students whose families may have lost jobs or income;
- Students who have loved ones affected or particularly vulnerable to the COVID-19 virus;
- Students who have a caregiver who is an essential front-line worker;
- Students who may experience limited access to adult support as their caregivers work; and
- Students who are members of communities who have experienced generational trauma in Oregon or in the United States.

Partnering with Parents, Families and Caregivers

If the student is under the age of 18, any calls, or other means of contact, should be made to the parents or caregivers who are in the parental relationship to students. Norms and agreements for interaction between educators and students need to be first established with them.

- Center equity in all outreach and communication efforts with parents and caregivers. This includes honoring home language and culture and considering the strengths and needs of students we name in the introduction and in the equity and access section of this guidance. As educators we have now become guests in the homes of the students and families we serve.
- If district or charter school policy prohibits electronic communication between staff and students, districts and charter schools should consider revising policies to allow one-on-one telephone and electronic communication by appropriate personnel (e.g., teachers, school counselors, school social workers, administrators, educator paraprofessionals, and McKinney-Vento Liaisons).
- Engage with parents and caregivers as critical partners and co-facilitators of learning. They will have important roles to play, especially for younger students.
- Ensure parents and caregivers understand that the district's distance learning model will change and improve over time and that it will not be perfect in the beginning.
- Provide communication support to families in preferred home language and provide interpretation support to the extent possible
- Discuss important routines and school structures for the remainder of the year including supplemental learning resources, how to access meals and what community supports and services are available for the families.

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[2] Teaching Tolerance: A Trauma-Informed Approach to Teaching Through Coronavirus

- The school may wish to designate a liaison with whom families can communicate with and establish a preferred method of communication (i.e., text, Zoom, phone, email).
- Families may have a wide range of questions and concerns related to this crisis rooted in their own perspective and experience. Seek resources, community liaisons and community based organizations where possible to personalize and contextualize support.

Instructional Time

To meet the expectations of Instructional time (See Tool #5) the following practices should be considered:

- Schedules and consistent routines are important for maintaining the learning environment.
- Prioritize time to focus on the most important or relevant learning.
- Honor the student learning environment, harnessing assets including home language, family (siblings and extended family), and culture. Allow for student choice and voice when possible and integrate culturally sustaining practices.
- Provide designated educator "office hours" to ensure consistency and structure. "Office hours" indicate when each teacher will be accessible (online or via telephone is recommended) for consultation. For distance learning, some households will be sharing a device and caregiver availability to assist may be limited, so it is important that teacher availability is structured so all students have an opportunity to contact their teacher(s).
- Instructional time does not necessarily imply students are learning while engaged with a screen. Some schools and families may not use technology to access distance learning.

Our recommended maximum daily guidelines for Teacher-Led Learning are as follows (Note: Oregon has aligned this recommendation with Kansas and Washington):

- Grades K-1: 45 minutes
- Grades 2-3: 60 minutes
- Grades 4-5: 90 minutes
- Grades 6-12: 30 minutes per teacher (3 hours in a day)

Teacher-Led Learning will be bolstered by other learning opportunities throughout the day. Tool #5, Distance Learning: Sample Instructional Day (K-12), is designed to help teachers and parents build a daily learning schedule for students across K-12. This prioritizes Teacher-Led Learning and also expands learning to include activities and experiences that reinforce skills and extend knowledge. Please also see the sample schedules available on the Distance Learning for All Family and Educator Resources web page which include: time to complete assignments, enrichment time, academic time, free choice time, physical activity time, and other suggestions that will help fill out a complete day of learning for students.

Important Note: ODE will pursue a Division 22 adjustment for instructional time requirements during school closure.

Equity and Access

Services should include a variety of modes, resources, and strategies to provide accessible educational opportunities and supports for each student.

- Use the tenets of the Universal Design for Learning (UDL) Framework[3] 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 as their tribal offices are also closed. Also consider the historical impact the spread of disease has had on our native 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 navigating poverty.
- Comply with Federal and State Civil Rights laws.
- 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).
  - *Districts must implement students' IEPs to the maximum extent possible and make appropriate modifications in consultation with a student's IEP team, if necessary.*
    - *This may include provision of compensatory educational services and/or extended school year services to maintain and/or recoup skills, as determined by the IEP team.*
  - *Districts should examine the effect of the closure on the student's progress toward their IEP goals and review the guidance for tracking goals during the closure.*

Teaching and Learning

- Create learning experiences that are guided by a licensed teacher.
- Center on critical problem solving, collaboration, communication and creativity.
- Focus on essential and relevant learning for students.
- Create opportunities for interdisciplinary, well-rounded learning.
- Build key skills and focus on concepts that align vertically K-12; link to Oregon State Standards.
- Integrate opportunities for formative assessment and student feedback.
- Differentiate and adjust distance learning delivery models to include paper packets, online experiences, blended learning, phone, etc. as it matches student learning needs and technology and connectivity capacity.
- Support all students to attain an Oregon 2020 Diploma, Oregon 2020 Modified Diploma or Oregon 2020 Extended Diploma and successfully transition to career and/or college.

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[3] 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

- Ensure access to qualified educators, grade-level content, and required materials (including technology when possible).

Operational and Administrative Logistics

Attendance:

- Every student has regular contact with school personnel for the purpose of care, connection and continuity of learning.
- Every student has access to a licensed or registered teacher through telephone, writing, electronic or online means each session day throughout the extended closure.
- More information, including reporting information, will be available as ODE develops guidance on attendance, ADMw, and the State School Fund. In the meantime, ensure that every student has a consistent connection to a teacher who tracks their interactions.

Grade and/or Progress Marks:

- Monitor, report, and record progress towards learning goals and standards.

Credit-Earning Options for high school students remain the same as brick and mortar options. Districts may want to consider the full variety of options to ensure students have clear pathways to earning credits and meeting graduation requirements:

- Successful completion of online or distance coursework.
- Successful completion of coursework through non-digital resources or equivalent academic assignments.
- Passing an exam or work sample(s)- (Advanced Placement (AP), International Baccalaureate (IB), General Education Development (GED), locally designed assessment, etc.) - or a dual credit course.
- Demonstration of proficiency or mastery of required standards.
- Successful completion of a portfolio or collection of learning.

Additional guidance on Graduation Pathways for the classes of 2020 and 2021 is forthcoming.

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

Students protected under Individuals with Disabilities Education Act (IDEA), Americans with Disabilities Act (ADA), those who qualify for English Language[4] services and students identified as Talented and Gifted require further consideration under the law. As such, we provide expanded guidance to ensure our commitment to equity and access. Our general guidelines in section 2 (above) integrate social-emotional and mental health supports. This section focuses on the technical requirements to serve students who qualify for these services.

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[4] Federally, those students who qualify for English Language services are referred to as "English Learners." ODE prefers Emergent Bilingual/English Learners.

Special Education Guidance

Please see Oregon's [Extended School Closure Special Education Guidance](#), as well as the [Resource Toolkit to support Students with Complex Needs](#) which is aligned with the [guidance](#) issued from the United States Department of Education on March 21, 2020.

For students who experience a disability and are protected under ADA with a 504 plan, the district/school must:

- Review the student's current 504 plan;
- Determine if adjustments are necessary for the student to access materials and instruction;
- If deemed necessary, the school team meets with the parent/guardian to develop or revise the 504 plan.

English Learner 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 academic content. When a school district is operating in the context of distance learning, the district/school must:

- Make every effort to provide ELD services to English Learners;
- Collaborate between the English language teacher, academic content area certified classroom teacher, and the parent or guardian in the distance learning setting;
- Review and consider the student's language proficiency;
- Consider how the student will access materials and language services, including:
  - The English proficiency level (ELP) of the student;
  - The ELPA domains on which the student showed strengths and/or needed additional support; and
  - Consider reviewing and adjusting content, delivery, or materials to meet the student's strengths, needs and abilities to access materials and demonstrate proficiency.

Talented and Gifted (TAG) Guidance

Districts should serve students identified as TAG by accommodating assessed levels of learning and accelerated rates of learning. With a distance learning model, two strategies that will enhance and extend the learning experience for TAG students, include:

- Educational acceleration, which has long been used to match high-level students' general abilities and specific talents with optimal learning opportunities; and
- Curriculum compacting, which condenses, modifies, or streamlines curriculum to reduce repetition of previously mastered material.

2A. Distance Learning Capacity Framework

For the purposes of this guidance, ***distance learning*** is defined as instruction in which the student and instructor are in different locations. Students engaging in distance learning have access to appropriate educational materials and receive ongoing interaction with their licensed and/or registered teacher(s). It is important to note that distance learning includes multimedia communication and blended learning strategies, not just digital/online learning. Learning may or may not be separated in time (asynchronous vs. synchronous). School districts will enter into distance learning along a continuum. It is true that each district will approach distance learning differently.

This Distance Learning Capacity Framework is intended to help districts determine their capacity for distance learning, while providing multiple entry points to guide planning and delivery of instruction. We want to first acknowledge that 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." This is a collective responsibility.

While it is not possible to exactly replicate the connection and social constructivism that occurs in a brick and mortar school, we can develop systems that support distance learning for all of our students. It is important that district leaders define their baseline, set their horizon, learn from each other, and strive to increase capacity for educator and student efficacy with online learning.

Distance Learning Capacity Framework

The framework is divided into four quadrants (A, B, C, and D) to help districts identify their starting point for their Distance Learning for All plans, and then target future areas for resource investment, growth and development. The vertical axis of the framework 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.

ODE is committed to supporting all districts to develop systems and prioritize investments of time and resources that will move them toward Quadrant D. For districts who are already operationalizing in Quadrant D, we will harness your example, engage your expertise, and use any exemplars to share and extend best practices around the state.

Tool #2 Distance Learning Capacity Framework
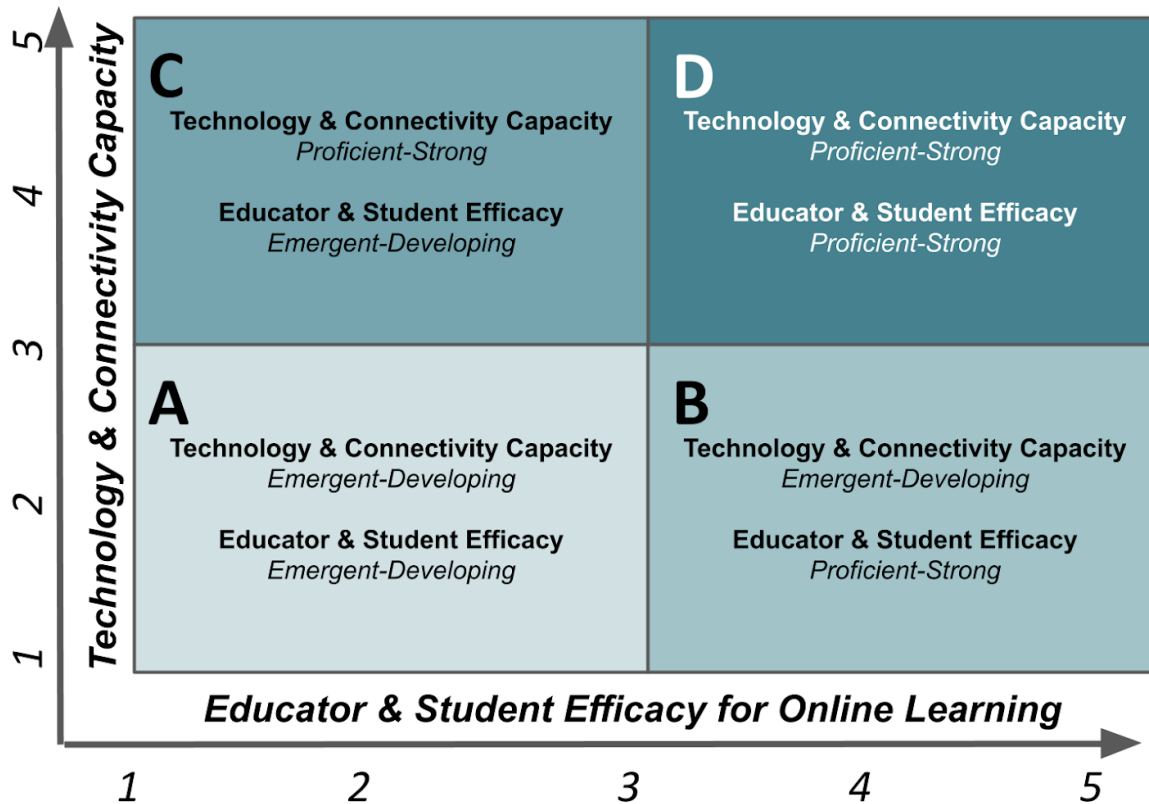
2B. Distance Learning Planning

Over the past two weeks, in addition to making sure children have access to meals and planning for emergency child care implementation, districts have been implementing variances of Supplemental Education and Learning Supports, per the Governor's Executive Order 20-08 on March 17, 2020. 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 reality warrants a shift from providing supplementary education to a formidable effort to provide **Distance Learning for All.** *While districts prepare to engage all learners in Distance Learning opportunities, they should continue to provide supplemental activities for students and focus on reconnecting and re-establishing relationships with students.* Here, we outline tools and timelines to help districts scaffold and plan toward full implementation of Distance Learning for All. We believe that the most important focus for districts now (and throughout this extended school closure) is to center on **care** and **connection**. We know that you are aware that *there has never been a more critical time for relational focus in our schools*.

Shifting from Supplemental Education and Learning Support to Distance Learning for All
The COVID-19 context requires us to shift and recalibrate as the situation unfolds. Our intention is to provide guidance for districts in Oregon that sets up the most sustainable solution for out-of-school learning. This guidance sets forward a new vision--Distance Learning for All. Distance Learning for All evolves from broader Supplement Education and Learning Supports to a well-defined, robust Distance Learning for All model. A critical reason for this shift is to stand up a model that ensures a comprehensive approach to learning for all Oregon students, whatever the return-to-school date may be. This standard collectively holds us accountable to prioritize and target investments for our historically underserved students, closing persistent gaps and inequities and maintaining high expectations for ourselves and our students with the belief that we can overcome barriers to improve outcomes. We recognize that this pivot toward a Distance Learning for All model requires complex, adaptive leadership.

To help build toward a successful launch, we have created a Sample District Distance Learning for All Workflow (see image below). This is one possible mental model that may be helpful for districts to use for planning, sense making, and implementation efforts.

Tool #3 District Distance Learning Planning

ODE developed a Distance Learning Planning Tool to guide local planning efforts. This will be an iterative process and may not be linear or lock-step. Districts may adapt the planning tools as needed for their local context. **April 13, 2020 is the required launch date for Distance Learning for All.**

SAMPLE DISTRICT DISTANCE LEARNING FOR ALL 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 COMMUNICATION STRATEGY AND PLAN W/ STUDENTS AND FAMILIES

- Lead with your values and anchor in student well-being and equity
- Establish communication between district/ schools and families
- Share student and family supports and expectations

ASSESS TECHNOLOGY AND CONNECTIVITY CAPACITY/MAKE A PLAN

- Survey staff and families on access to technology to the extent possible
- Gather resources and plan to fill gaps
- Identify and establish partnerships
- Communicate, implement, and monitor

ASSESS EDUCATOR EFFICACY FOR ON-LINE LEARNING/MAKE A PLAN

- Survey staff on needed supports for distance teaching where needed
- Identify distance learning experts to help support transition
- Create professional learning opportunities for staff

PLAN FOR TEACHER-LED LEARNING

Develop individual student or course learning plans
- Learning goals
- Course expectations
- Timelines
- Progress monitoring plan

Timeline

Pacing Guide (can be adjusted as works best for districts) *Required start date for all districts April 13, 2020*	High Level Action	Cross Walk to Planning Tool
Week 1 (March 30 - April 3)	Anchor in Care and Connection Engage District Planning Team Communicate Internally/Externally	Stage 1 Stage 1 Stage 1
Week 2 (April 6 - April 10)	Gather and Distribute Resources Provide Professional Learning Communicate Internally/Externally	Stage 1 Stage 2 Stage 2
Week 3 (April 13* - April 17) *required implementation date*	**GO LIVE WEEK** Launch Distance Learning for All Communicate Internally/Externally	Stage 3 Stage 3
Week 4 (April 20 - April 24)	Identify Gaps Prioritize needed support Communicate Internally/Externally	Stage 3+ Stage 3+ Stage 3+
Week 5 (April 27 - May 1)	Systematize Routine Create "Plan/Study/Do" Cycle Communicate Internally/Externally	Stage 3+ Stage 3+ Stage 3+

Stage 1: Week One

Key Focus: Engage
- ❏ Center team and staff around care and connection
- ❏ Engage Parents and Families, Local School Board, Federally Recognized Tribes, Union Leadership, Community Partners, and Charter Schools (if applicable) - Do this to the best of your ability, keeping social distancing efforts in place.
- ❏ Establish a diverse district project team that may include administrators, special education leadership, emerging bilingual/EL leadership, IT, teacher leaders, HR, and additional school staff such as counselors, social workers, support staff, translators, community liaisons, Federal Programs/Title Specialists, and Tribal Attendance Promising Practices (TAPP) liaisons. This will look different in district based on district size and personnel.

Key Focus: Plan
- ❏ Review **Distance Learning for All** Guidance with district project team
    - ❏ Self assess using the Distance Learning Capacity Framework
    - ❏ Review the Sample Distance Learning District Workflow
    - ❏ Review the General Timeline for Distance Learning Implementation
    - ❏ See Distance Learning Sample Instructional Day (Tool #5)
    - ❏ Review Oregon Open Learning and Distance Learning for All: Family and Educator Resources

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

Survey families about access to technology and educational resources
- ❏ Preferred method and preferred language for communication
- ❏ Access to technology devices and internet connectivity
- ❏ Availability of learning supplies
- ❏ Availability of transportation to food/curriculum pick-up spots
- ❏ Surveys should be translated to meet families' linguistic strengths
- ❏ Consider phone outreach for surveys not completed
- ❏ Identify district learning platforms, curriculum and existing print materials already in place for teachers to utilize to support instruction
- ❏ Identify teacher leaders in curriculum and technology integration, including those who work with specialized populations, to lead professional learning and to serve on planning teams
- ❏ Identify resources that can be used in new ways, such as using school buses to deliver instructional materials
- ❏ Identify critical barriers and problem solve, creatively leveraging social and human capital

- ❏ Review and update applicable district policies and privacy policies dictating communication between staff and students and distribution of district materials (i.e. Chromebooks, etc.)
- ❏ Review Survey Results and Apply to Plan
- ❏ Connect with similarly-resourced districts to create support networks (e.g., through ESD Partners or by contacting colleagues) and to share and co-create resources.

Key Focus: Communicate
- ❏ Send *initial* communication to families and staff before the end of week one**.** Anchor in care and connection. Share any local celebrations and gratitude (i.e. celebrate food service plans and meal providers), provide the information that you know now and provide a general timeline.
    - ❏ Use as many modes as possible for communication (hard-copy letters, social media, robocalls, translated for families as needed).

Stage 2: Week One through Week Three

- ❏ *Continue and complete any tasks for Week 1*

Communication To Students, Families and Community
Key Focus: Engage
- ❏ Lead with your values and key messages; anchor in student well-being and equity
- ❏ Connect with staff around well-being, pace of change and flexibility
- ❏ Connect with other districts to share resources

Key Focus: Plan
- ❏ Create professional learning opportunities for staff
- ❏ Design schedules and consider flexible staffing needs
- ❏ Develop building-level plans to reach specialized populations including students experiencing homelessness, students of color and Alaskan Native/American Indian students, emerging bilingual students, students of migrant and farmworker families, students experiencing disability, students in foster care, and students navigating poverty
- ❏ Review staff survey results in order to establish best communication methods for staff: consider daily or frequent messaging to staff from administration, provide talking points and scripts to educators
- ❏ Identify and establish partnerships to promote Distance Learning for All
- ❏ Consider setting up a tech support desk for parent/student access
- ❏ Educators review Oregon Open Learning and Distance Learning for All: Family and Educator Resources and plan for launching Distance Learning for All.

Key Focus: Communicate
To Schools and Staff
- ❏ District administration communicates vision, clarifies expectations, and establishes timelines
    - ❏ Start with Student Connection - Include a timeline for each school to plan for students to receive at least one contact from school staff (email class-wide message, phone calls, mail, etc.)

- ❏ Schedule and hold building-level or cross-district grade level/content area small group meetings with elementary, middle, and high school leaders - do these as virtual meetings or conference calls to ensure social distancing practices
- ❏ School administrators hold virtual staff meeting: assign notetaker to send notes to staff for those who may not be able to attend
- ❏ Connect with staff: encourage staff connectivity, support, and care
- ❏ Share district messaging and expectations for staff
- ❏ Share schedule and resources for professional learning and online tutorials
- ❏ Encourage Professional Learning Communities and Learning Networks
- ❏ Leverage provided resources - ODE COVID-19 webpage, ODE's Distance Learning for All: Family and Educator Resources, and Oregon Open Learning (OER)

To School Communities and Students/Families
- ❏ School building administrators share information with their school communities that includes key district messages as well as school-specific guidance such as the school plan, where to pick up meals, when to expect communication from teachers, how students can pick up or access materials/technology, and how to set up for connectivity
- ❏ Share timelines and next steps (phases); Share that communication will be coming out in phases/stages - ask for patience and feedback
- ❏ If available - include distribution of materials plan (devices, hot spots, packets, materials)
- ❏ Share guidance for at-home learning schedules (see ODE Tool #5 for Instructional Time)
- ❏ Provide updates and guidance for seniors (high schools)
- ❏ Include ways for all families to contact district/school with questions/concerns
- ❏ Share tutorials for any online learning platforms that will be used to access district curriculum and teacher connection

Stage 3: Implement and Improve Plan (Week 3 and Beyond)

- ❏ Continue and complete any tasks for Stage 1 and 2

Key Focus: Engage
- ❏ Check in on care and connection of staff
- ❏ Check in with key stakeholders (families, educators, partners)
- ❏ Progress monitor, focusing on equity, access, and critical gaps. Make needed adjustments.
- ❏ Connect educators in learning networks to refine distance learning practices with a focus on equity

Key Focus: Plan

- ❏ Principals plan to provide daily updates to building staff on health and safety circumstances and available resources; and define distance learning plans (with back-up plans in the event of staff illness)
- ❏ Establish guidelines for tracking student progress
- ❏ Educators develop individual student or course learning plans
    - ❏ Learning goals
    - ❏ Course expectations
    - ❏ Timelines
    - ❏ Progress monitoring plan
- ❏ Review and revise distance learning plans

Key Focus: Communicate
- ❏ 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)
- ❏ Communicate with seniors and families on student graduation plans (high schools)
- ❏ Continue to communicate with and engage stakeholders

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

SECTION THREE: Helpful Resources and Setting the Stage for Collective Action

3A. Distance Learning Resources

As Oregon shifts to Distance Learning for All, ODE recognizes that districts are at various entry points in their capacity to provide learning resources for schools and families. In partnership, ODE curated both offline and online resources to support districts, educators, and families in meeting the learning needs and strengths of Oregon's students. Colleagues from Oregon Education Association, local school districts, Education Service Districts, and Higher Education reviewed and guided our process. A team developed quality indicators to vet and curate online materials and develop offline resources.

Three key values informed our approach to provide resources:

1. **Educator Agency**: In addition to ODE's website, ODE launched a new learning website, **Oregon Open Learning**, to give Oregon educators access to an online professional learning community across content areas, grade bands and student supports. **Oregon Open Learning** is an Open Educational Resource (OER) commons website where educators will <u>eventually</u> be able to generate and access free, open source resources to support continued and growing teacher connection and networking.

2. **Center on Quality**: Curate comprehensive resources and focus the dissemination on those that meet our quality indicators and criteria.
3. **Sustainability**: Include only free and/or openly licensed resources.

All resources are available through our COVID-19 website. The ODE-hosted website includes curated resources across grade bands for families and educators in the following areas:

- A Guide for At-Home Learning (English & Spanish)
- Social, Emotional, and Mental Health Supports
- Online and Offline Learning
- Content Area Learning Resources and Instructional Materials
- Quality Indicators for Platforms and Content
- Educator Professional Learning
- Oregon Open Learning (OER)

The following Federal resources are important for districts to consider when making online readiness determinations:

- Addressing the Risk of COVID-19 in Schools While Protecting the Civil Rights of Students (March 16, 2020)
- Office of Civil Rights Short Webinar on Online Education and Website Accessibility (Length: 00:07:08) (March 16, 2020)
- Protecting Student Privacy: FERPA and Coronavirus Disease 2019 (March 12, 2020)
- Office of Civil Rights Letter to Education Leaders on Preventing and Addressing Potential Discrimination Associated with COVID-19 (March 4, 2020)
- FERPA and Virtual Learning (Updated March 2020)

3B. Next Steps and Commitments

ODE will work with our education and community partners to pursue solutions to the "Distance Learning for All" charge during school closure. We will:
1. Focus on care, connection, and continuity of learning.
2. Survey the needs of districts as they implement distance learning.
3. Target and prioritize resources to fill critical gaps in distance learning infrastructure.
   a.   Create conditions that facilitate funding flexibility.
   b.   Continue to nurture and cultivate partnerships to mitigate the digital divide and prioritize resources for rural and remote communities.
4. Create guidance on attendance and ADM reporting.
5. Provide educators support for distance learning.
6. Continue to curate distance learning instructional materials and supports.

7. Facilitate networks of administrators and educators as they problem solve, iterate, and innovate.
8. Communicate with districts, education partners and legislators as the COVID-19 crisis evolves.
9. Collaborate across state agencies to streamline support and communication.
10. Pursue Oregon Administrative Rule modifications where needed.

The Department will continue to update this guidance and link it to the ODE COVID-19 webpage. You can also access the COVID-19 FAQ for answers to specific questions or email us directly at DistanceLearning4All@ODE.state.or.us.

In partnership with you, we are collectively charged with supporting students, staff, and communities in uncertain times. Thank you to each of you for supporting one another, for embracing the unknown with grace and patience, and for keeping your students at the center. We will continue to provide guidance and support responsive to the needs of students, families and school communities and closely coordinate with local school districts as distance learning is implemented. You have our gratitude and shared commitment to Oregon's schools, children and families. We center **care**, **connection** and **continuity of learning** with you as well.

SECTION FOUR: Graduation Pathways 2020 and Supporting our Seniors

Preamble

The Oregon Department of Education (ODE) is committed to providing guidance and support for our seniors to ensure clear pathways to graduation as we navigate unprecedented times together. **Graduation Pathways 2020** keeps learning aspirations high for our current seniors and helps protect students' future success in the context of this extended school closure. We are steadfast in our commitment to all of Oregon's students--most especially our seniors who are at a pivotal place in their educational journey.

Graduation Pathways 2020 (section four of the Distance Learning for All Guidance) honors the significant learning and accomplishments of students over time. Oregon's seniors have invested over 12 years in their education, deepening learning and agency as they approach the culmination of their K-12 experience. In short, this represents more than 12,000 hours of learning. Given that the extended school closure represents only a small fraction of this whole, it is incumbent upon us to determine graduation status in a way that is both fair and reasonable.

Graduation Pathways 2020 Graduation Pathways 2020 maintains the 24 credit requirement for the Oregon Diploma, honoring high standards for learning and achievement. It maintains

Oregon's rigorous credit requirements while providing a clear path to graduation for seniors who were on-track to graduate prior to the statewide school closure. This guidance allows seniors to receive credit for any course in which they were passing at the time of the extended school closure. As a result, schools can provide additional focus on securing credit-earning opportunities and learning for seniors who were not yet passing all required courses at the time of the school closure. Schools should also focus on support to career and/or college planning for historically underserved seniors.

Our aim is to mitigate negative consequences from any lost learning time due to COVID-19. All of our seniors, regardless of credit status, deserve our personal attention, encouragement, and consistent emotional support. We share in the responsibility to set a clear path toward graduation for every senior.

We also must recognize and try to mitigate the other losses our seniors are facing as they exit our public schools. COVID-19 has kept them from experiencing their senior trips, senior breakfasts, proms, baccalaureates, and possibly graduation ceremonies. We ask that districts and communities come together to find ways to celebrate the many accomplishments of the class of 2020.

This is part of a series of updates to guidance ODE will release to support districts in the delivery of **Distance Learning for All**. As contexts change and needs evolve, we will continue to update this guidance and link it to the ODE COVID-19 webpage.

Acknowledgement

We wish to acknowledge that our guidance has been informed by educators and other leaders in Oregon who have been critical thought partners. In the context of shared thinking, collaboration, and problem solving, our own thinking and planning have been enhanced. We appreciate the collective effort, as we rise to the challenge of serving our students and families during school closure. We are stronger together.

Additionally, we wish to thank State Education Agency (SEA) leadership across the nation and the Council of Chief State School Officers. We wish to explicitly acknowledge Washington, whose Office of Superintendent of Public Instruction has served as a key partner and consultant. Additionally Kansas, California, Texas, Ohio, North Carolina, Arizona and Arkansas have contributed materials and resources that have influenced our thinking and planning.

4A. Naming Inequities and Centering Guiding Principles

Our public education system creates a problematic paradox around who the system is designed to serve. It is widely known that, every spring, educators and administrators work with intense focus to get seniors over the graduation finish line and on to the next steps in their lives. Magnified by the COVID-19 crisis, our students who have been pushed to the edge of our system carry the disproportionate weight of meeting graduation requirements. It is incumbent upon each of us as educators to acknowledge the predictable inequities in our system and be held accountable to collective action. We don't pretend that our Graduation Pathways 2020 guidance resolves this problem or fairly distributes the burden but, in developing this guidance, we have worked with and vetted across many communities and will work tirelessly to help all seniors graduate. The guidance is a resource and focuses on seniors who are historically underserved and those that are credit shy. There is no doubt our ability to work strength to strength as educators, leaders, families, and community members is the most important way to focus on our seniors. ODE's guidance for seniors during this time of school closure centers on ***Care, Connection, and Continuity of Learning which requires an equity stance.***

ODE strives to live into our equity stance: *Education equity is the equitable implementation of policy, practices, procedures, and legislation that translates into resource allocation, education rigor, and opportunities for historically and currently marginalized youth, students, and families including civil rights protected classes. This means the restructuring and dismantling of systems and institutions that create the dichotomy of beneficiaries and the oppressed and marginalized.*

In order to live into this stance, we must heighten our attention to particular groups of students who often bear the burden of the system's oppressive practices. Examples of what this could look like, include focusing educator resources on supporting seniors who still need to obtain credits, focusing counseling resources on the post-secondary transitions for first generation college students and students from historically underserved communities, and focusing the school community on supporting the needs of the students most heavily impacted by the health and economic impacts of COVID-19, Through all of this work, we must see the strengths and meet the needs of students experiencing houselessness; students of color, including African-American/Black students; Alaska Native and American Indian students; emerging bilingual students; students of migrant and farmworker families; students experiencing disability; students who are LGBTQIA+, students in foster care; and students navigating poverty.

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.** Students need food, clothing, a safe place to learn and shelter, as well as a sense of care and connection, in order to engage in challenging intellectual work. Please see the ODE COVID-19 website for Mental Health and Social Support resources.

- **Cultivate connection and relationship.** Student connections and relationships with trusted adults promote belonging, which is especially important as learning takes place outside of the school setting.
- **Center in equity and efficacy.** Prioritize equity in every decision; build on cultural and linguistic assets to inspire learning and promote student efficacy. Consider how decisions and actions attend to racial equity and social justice (Oregon Educator Equity Lens). Consider the assets of students who experience disability.
- **Innovate.** Iterate through complex change with a spirit of possibility, centering in deep learning, student agency, and culturally sustaining practices.

4B. Graduation Requirements for Seniors

ODE's Graduation Pathways 2020 guidance is grounded by the following foundational premise:

> **We will honor and recognize that seniors dedicated 12 years and 7 months of learning and progress during their K-12 careers. Our goal is to hold students harmless, recognize their accomplishments and protect their future plans. Less than 2 percent of seniors' total K-12 learning time has been impacted by COVID-19.**

This guidance for Graduation Pathways 2020 relates only to *current* high school seniors, as defined by students who first enrolled in ninth grade in the 2016-2017 school year or earlier (including 5th or 6th year seniors). This guidance does not apply to students who first enrolled in ninth grade in the 2017-2018 school year or later, unless they have an early graduation plan that was approved before the Executive Order (EO 20-08) was issued on March 17, 2020.

This guidance provides options and recommendations to award credits for seniors that account for their work and accomplishments up to the point of school closure.

What's Essential: Graduation Pathways 2020 Guidance

- Maintain current Oregon Diploma, Oregon Modified Diploma, and Oregon Extended Diploma subject-area and credit requirements.
- Award subject-area credit based on a senior's progress or demonstrated proficiency as of school closure.
- Award a diploma if a senior was on track to graduate prior to the closure.
- Ensure opportunity for seniors to earn credit for course work or learning they have engaged with since the school closure.
- Assign seniors Pass/Incomplete for all courses impacted by school closure. (See Reconciling Credit section below.)

Suspend all Essential Skills and Personalized Learning requirements for seniors[5] (Career Related Learning Experiences (CRLEs), Extended Application, and Education Plan and Profile). *Note: ODE will pursue State Board of Education action and OAR revision.*

Summary of 2020 Oregon Diploma Requirements

Subject Area	2020 Regular Diploma Requirement	2020 Modified Diploma Requirement*	2020 Extended Diploma Requirement
English Language Arts	4.0 credits	3.0 credits	2.0 credits
Mathematics	3.0 credits	2.0 credits	2.0 credits
Science	3.0 credits	2.0 credits	2.0 credits
Social Sciences	3.0 credits	2.0 credits	3.0 credits
Second Language/ The Arts/CTE	3.0 credits	1.0 credits	1.0 credits
Health	1.0 credits	1.0 credits	1.0 credits
Physical Education	1.0 credits	1.0 credits	1.0 credits
Electives	6.0 credits	12.0 credits	0 credits
Essential Skills and Personalized Learning Requirements	Suspended	Suspended	Not Required
Total	24.0 credits	24.0 credits	12.0 credits

* Credit for a modified diploma shall be granted through a continuum of instruction beginning at basic skills and progressing through high level skills, according to individual student needs across academic content areas. Courses granting credit towards a modified diploma must contain substantial academic content.

Reconciling Credit

For the final spring term(s), seniors shall be awarded credit based on a Pass/Incomplete (or withdrawal) determination:

- If any senior is determined to be failing a course at the date of school closure and assigned an incomplete, the district shall provide opportunities to that senior to improve to a passing grade commensurate with peers who were determined to have "passed" or met proficiency by the same date. The student should not have to start the class over or be held to a higher standard than other seniors who "passed" the same course.
- For the final term(s) of a one-credit course over a series of terms:

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[5] This also applies to the class of 2021.

- o If a senior was on-track for a passing grade (A-D or equivalent) at the date of closure, then the senior shall be awarded a "Pass" status.
- o If the senior was not on-track with a passing grade (F or equivalent) at the date of closure, then the senior shall be awarded an "Incomplete" or "withdrawal" status, with opportunities to earn a "Pass" preferably by the end of the school year, but this can extend until August 31, 2020.
- o The markings only apply for the spring/final term(s), not the full-year grade (i.e., the senior shall receive a B for semester one and a Pass for semester two).
- For any one-term semester course:
  - o "Pass" status shall be awarded to seniors based on a passing grade (A-D or equivalent) earned in the current term through the date of closure.
  - o "Incomplete" or "withdrawal" status shall be awarded to seniors based on a failing grade (F or equivalent) earned in the current term through the date of closure. If the class is required for a diploma, the district shall provide opportunities for the senior to earn a "Pass" preferably by the end of the school year, but this can extend until August 31, 2020.
- Do not penalize any seniors when determining whether credit should be awarded, taking into account where accommodations and supports such as extended time could not be provided due to COVID school closure.

Requirements and Recognition

- Align all requirements for earning an Oregon Diploma with ODE guidance in order to ensure fair and equitable treatment of seniors across the state. Districts may not add additional graduation requirements for seniors in the Class of 2020.
- Implement any honoring of accomplishments with an equity lens. Districts are encouraged to recognize senior accomplishments such as additional credits earned, outstanding academic performance or improvement, Indigenous graduation services, and other academic honors. It is important to consider current circumstances that may have prevented some seniors from receiving such recognition due to lack of access to school activities or learning during the closure period.
- Provide additional support and credit-earning opportunities to seniors needing credits to graduate. Consider Oregon's flexible Credit Options, as well as ODE's Credit Options webpage, when making these opportunities available. When developing personalized student graduation plans, reflect the student context, funds of knowledge and learning environment.

4C. Personalized Student Graduation and Transition Plans

The instructional time and support seniors receive at school is not easily replaced by distance learning. It is important to consider the practical steps necessary to serve every senior equitably

and to differentiate supports during this unique period of time.

ODE recommends the following steps for districts to identify graduation status and develop and communicate personalized student graduation and transition plans.

Steps for Identifying Senior Credit Status

1. **Review and update teacher gradebooks** to determine course status at the time of school closure. Determine which seniors were meeting learning standards for each of their required courses (passing). Determine which seniors were not yet meeting learning standards for each of their required courses (not yet passing).
2. **Use course completion data** to determine which seniors are meeting or exceeding credit requirements to graduate and which seniors will need additional support to meet graduation credit requirements. Districts should determine:
    a. Seniors who meet Oregon Diploma credit requirement
    b. Seniors with IEPs who meet Oregon Diploma credit requirement (see next section)
    c. Seniors who need credit to meet Oregon Diploma requirements
    d. Seniors with IEPs who need credit to meet Oregon Diploma requirements (see next section)
3. **Identify and determine support for students** who qualify for 504s, students who qualify for English Language Development services, and students who have been historically underserved by our system.
    a. Review 504 plans as well as English Language Development (ELD) plans and consider the implementation of the plans. (If a student's 504 or ELD plan was not followed, the district must hold the student harmless during the closure.)
    b. The supports and opportunities should reflect the student context and learning environment, including work and family demands and capacity for distance learning.
    c. Consider engagements with community-based organizations to provide culturally and linguistically-responsive supports.
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. See Comprehensive School Counseling Plan for Seniors and Personalized Student Graduation Plan Template.
5. **Utilize student's education plan and profile** for additional considerations, such as student goals, career exploration, FAFSA completion and college applications when creating personalized plans.
6. **Communicate with seniors and families** to share credit status and finalize their graduation pathway plan.

Communication Timeline

Once graduation status for 2020 is determined, it will be important to communicate directly with seniors and their families and co-develop a plan that articulates the student's pathway to graduation and beyond. (Note: Please reference [Distance Learning for All Guidance](#), section 1B. p. 12-13, for guidance on Partnering with Parents, Families, and Caregivers.)

Given the heightened attention and concern felt by our seniors and their families, we recommend districts provide an initial communication that outlines the process and timeline for determining graduation status *as soon as possible*. By April 30, 2020 every senior and their family shall receive written notification that outlines credit status as it relates to Oregon Diploma 2020. All communication shall be accessible to seniors and their families in the home language of the student and/or family.

- **Seniors meeting credit requirements for Oregon Diploma 2020:** Reach out to students and their families, by April 30, 2020, to affirm Oregon Diploma 2020 credit requirements have been met. Outline a plan to continue senior's learning and transition to career and college. For seniors on an IEP who are graduating with a regular diploma, this must include notice of termination of IEP services upon graduation or the transition services offered during the closure.

- **Seniors needing credits to meet requirements for Oregon Diploma 2020:** Reach out to students and their families by April 30, 2020, via phone (or another mode based on family preference) to confirm that the student needs additional credits to meet the Oregon Diploma 2020 graduation requirements. Outline a plan to continue senior's learning, earning of credits, and transition to career and college. For this guidance to apply, diploma requirements must be met by August 31, 2020. For students with an IEP, this must include transition services offered during the closure. Follow-up with confirmation on credit status as it relates to Oregon Diploma 2020 and the graduation plan in writing in the preferred home language.

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

Communication Guidelines

Identifying and communicating with each senior about their graduation status will require dedication and diligence from school administrators, counselors, social workers, teachers, registrars and other educators in formats that are less familiar. The following communication guidelines will contribute to a student's sense of understanding, well-being and value during this time away from school, peers and teachers.

- **Guidelines for Contacting Seniors' Parents or Guardians:** Please refer to section 1B. p. 12-13 in [Distance Learning for All](#) for guidance on Partnering with Parents, Families, and

Caregivers that includes considerations for contacting persons in parental relationship to students, supports in languages other than English, resources for contextualized supports, and methods for communication. "Person in Parental Relationship" is defined in [ORS 339.133](#).

- **Communicating with Seniors Supported by Individualized Education Programs (IEPs):** Consider holding an IEP meeting or meeting to review the student's current status and IEP goals and supports in place with consideration for the guidance in section 4D, the student's graduation status as of the school closure, and the input of the person in parental relationship.

  As districts develop coursework options for seniors who are not on track to graduate, there must be consideration for provision of services and supports included in student IEPs. The district will communicate with families regarding IEP service termination following steps outlined in section 4D of this document. Districts are encouraged to communicate with students and families regarding the potential need for flexibility and adjustments to ensure that health and safety requirements are satisfied, while also continuing to provide specially designed instruction and related services to the extent possible. This will necessitate coordination of staff involved in delivery of instruction.

  For seniors who are not on-track to graduate, schedule an IEP meeting via web conference or phone to discuss credit-earning options under Distance Learning for All to develop a plan to support the student's graduation by August 31, 2020.

- **Communicating with multilingual and bilingual families:** Ensure communication is linguistically responsive. This includes mindful consideration of preferred home language and providing interpretation support. Consider partnership and engagement with community-based partners who provide culturally and linguistically responsive services to students and staff.

- **Communications Toolkit**: ODE is providing [template letters and sample language](#) to support districts in following these suggestions.

4D. Special Education Services for Seniors

Students protected under the Individuals with Disabilities Education Act (IDEA) and Americans with Disabilities Act (ADA) require further consideration under the law. In determining status towards graduation using the Pass/Incomplete status, districts must consider the additional guidance below to ensure our commitment to equity and access for students with IEPs.

Seniors with IEPs On Track to Graduate

1. Communicate with the family regarding:
   a. Oregon Diploma: Termination of Services
   b. Modified or Extended Diploma: Transition Services offered during closure
   c. Certificate of Completion: Transition Services offered during closure
2. If the student earns an Oregon Diploma, the district's FAPE obligation to that student will end. The student will no longer receive K-12 educational services, including those prescribed by the IEP.
   a. If the parent/guardian wants the student to continue to receive special education services through the originally planned graduation date, the IEP team will need to meet to discuss the continued need for special education services pending graduation. Teams can make a decision, with implications for graduation:
      i. The student continues to require services and will not graduate at this time. The IEP team must develop a plan to provide credit earning options under Distance Learning for All that enables the student to graduate by August 31, 2020. FAPE must continue to be provided until graduation.
      ii. The student no longer requires services and can graduate. Parent retains rights under Procedural Safeguards.

Additional Considerations for Seniors with IEPs who may Need Credits to Graduate

1. The district must ensure appropriate services and supports were provided before classifying the senior as not on track. At a minimum, this includes:
   a. Reviewing IEP records to ensure that district provided FAPE;
   b. Gathering evidence from each teacher/course that an appropriately developed IEP was fully implemented. Such documentation shall include, but is not limited to evidence that all:
      i. Specially designed instruction (SDI) was delivered as intended by the IEP team, consistent with the initiation, frequency, and duration required;
      ii. Accommodations, related services and supplementary aids and services were delivered as intended by the IEP team; and
      iii. Evidence that the IEP team worked towards the measurable annual goals contained within the IEP, including progress monitoring data specific to those goals.
   c. Ensuring that the parent, guardian, or person in a parental relationship was afforded the opportunity to meaningfully participate in the IEP process, including any meetings where student progress towards graduation was reviewed.

Documentation for requirements in 1a-1c above in which the senior was considered not on track must be provided. If such documentation cannot be provided, the district shall hold that student harmless during the closure.

4E. Specific Student Scenarios for the Class of 2020

These scenarios represent real dilemmas or questions ODE has received from districts. They reflect our current guidance and thinking at the publication date of this guidance. This is the first of a series of updates to guidance ODE will release to support districts in the delivery of Distance Learning for All. As contexts change and needs evolve, we will continue to update this guidance and link it to the ODE COVID-19 webpage. For support with applying an equity lens when working through your own scenarios, this Oregon Educator Equity Lens may be helpful.

If...	Then...
A senior had a B in their course at the time of school closure.	A senior who had a D, C, B, or A in their course at the time of school closure would be awarded a "Pass" status for the course and receive credits toward graduation.
A senior had a failing grade during the prior term in a course sequence, and a failing grade prior to school closure.	They would receive an "Incomplete" for the current term and receive targeted supports in their graduation plan to help them pass the course and receive a diploma.
A senior is enrolled in credit-recovery courses.	The "reconciling credit" guidelines in section 4B also apply to credit-recovery courses. If a senior is receiving a passing grade at the time of school closure, then they receive full credit with "Pass" status. If a senior is not receiving a passing grade at the time of school closure, then they receive an "Incomplete" with opportunities for instruction through Distance Learning for All to demonstrate learning and earn credits.
A 5th-year or 6th-year senior is working toward graduation.	The same requirements that apply to seniors in their 4th year of high school apply to a 5th-year or 6th-year senior who is working toward graduation.
A senior had a failing grade in the grading term at the time of school closure, and they were awarded an Incomplete for that term; also, the student does not demonstrate enough evidence	The senior would not likely pass the course and credit would not be awarded. If the course and/or credit was required for graduation, the student may need to

of learning to earn a passing grade for the course by August 31, 2020.	enroll in credit-recovery or consider an alternate pathway (i.e., additional schooling for the 2020-2021 school year, high school equivalency programs like the GED, etc.). **However**, in some cases districts may determine that credit should be awarded if there is a larger achievement pattern that deserves consideration. Upon review of the totality of the student's educational experience, if it is determined that credit is justified, the decision should be supported with documentation.
The school operates on a trimester schedule and had just concluded its second trimester when school closed. The senior had earned passing marks for the first two trimesters in a full year (1 credit) course, but no grade had been recorded for the third trimester.	The senior would pass the course, earn 1 credit, and receive a "Pass" on their transcript.
A student was a week into the trimester taking a stand-alone health class. This class is required to graduate, but we don't yet have progress information.	The school will need to determine if the student is able to earn credit in this course through any of the credit options available in Distance Learning for All guidance or under OAR. If the student earns this credit through one of those options, they will be able to graduate.
A student is taking a dual credit course and is awarded college credit.	High schools can use the college credit as justification for granting high school credit for proficiency to the student.
A student in grade 10 is engaged in a course with seniors that started prior to the closure.	Distance Learning for All allows for continuity of learning for all students, including students in grades 9-11.
The school determines that a senior is not on track for graduation and makes a personalized graduation plan that will enable the student to meet graduation requirements by August 31, 2020. The parent/guardian/person in a parental relationship disagrees with this determination and wants the student to graduate now.	The school's administration will need to meet with the person in a parental relationship to review their concern and the student's academic record. Following that meeting, the principal will need to make a determination as to the student's graduation status. The parent shall be

	notified of this determination in writing, and retains all district complaint rights.
A senior is short of credits and works every summer to financially support their family. How can they get help?

Note: give thoughtful, responsive consideration for our migrant students | We know that many high school students have to work right now and into the summer. It will be essential for districts to dig deep and harness all creative solutions and options to meet students navigating school, family safety, and getting basic needs met. Ideas include work-study credit, developing audio recordings or podcasts that could be engaged with while working (if safe to do so), or encouraging and supporting taking high school equivalency exams such as the GED for credit. Oregon regulations allow for multiple Credit Options at OAR 581-022-2025, as well, and ODE is making performance assessment materials available for educators to pursue these flexible credit-bearing options on ODE's Credit Options webpage. |

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. While this spring term represents less than 2 percent of the Class of 2020's overall time spent learning, it also represents the culmination of over 12 years of dedication. These culminating celebrations include the graduation ceremony, baccalaureate events, senior prom, senior trips, senior breakfasts, and a variety of other events and traditions. We should all strive to find ways to individually and publicly honor seniors' efforts and academic achievements.

- Consider rescheduling celebrations to a time in the future when social distancing measures are relaxed.
- Explore online options for recognition, if they can be made accessible to all students and families.
- Maintain school honors for students (cords, medals, certificates, awards, honors, etc.).

- Integrate student, staff, and community voice to develop both personalized and public recognition for students in the graduating Class of 2020. Connect with other communities and districts to spark creative ideas. Some districts are thinking about planning parades (honoring social distancing), others are working to invite special guests to deliver virtual key notes or special performances.
- Allow policies and practices that recognize the diversity of our students and families to promote cultural inclusivity and equity. The Oregon Department of Education fully supports policies and practices that promote cultural autonomy and gives students the ability to wear items of cultural significance honoring their unique and diverse cultures. When centering the graduation needs of American Indian students and their families, a cultural practice for many is the wearing of culturally significant items such as eagle feathers, beaded caps, tribal insignias, moccasins and stoles during ceremonies.

4G. Graduation Pathways FAQ

Note: All FAQs related to Graduation Pathways 2020 will be updated regularly on our FAQ website. Districts are encouraged to share these FAQs with students and families. They are included with the Graduation Pathways 2020 Communication Toolkit.

Graduation Requirements and Diplomas for 2020

1. What about graduation ceremonies?
Senior graduation is an important milestone for students and families and for many, their students will be the first in their family to graduate. Schools are encouraged to begin planning for alternative graduation ceremony options. These options should plan for the possibility that celebrations would be completely virtual and not allow for in-person gatherings, regardless of graduating class size. Allow policies and practices that recognize the diversity of our students and families to promote cultural inclusivity and equity. The Oregon Department of Education fully supports policies and practices that promote cultural autonomy and gives students the ability to wear items of cultural significance honoring their unique and diverse cultures. When centering the graduation needs of American Indian students and their families, a cultural practice for many is the wearing of culturally significant items such as eagle feathers, beaded caps, tribal insignias, moccasins and stoles during ceremonies.

2. Can a local district require additional graduation requirements?
No. No additional requirements can be applied to the Class of 2020.

3. Are districts able to require seniors to complete their capstone projects?
Districts must follow the graduation requirements as listed in the Graduation Pathways section of the Distance Learning for All Guidance. To ensure no student is harmed due to the school closure, no district shall apply additional requirements for a diploma for the Class of 2020. A

capstone project cannot be required to earn a diploma, but students may certainly be recognized for completing a capstone or similar project.

4. Does this guidance support fifth and sixth year seniors as well?
The guidance pertains to students who were first enrolled in ninth grade in the 2016-2017 school year or earlier; so students who were freshman in years prior to 2016-2017 are also included. This guidance does not apply to students who first enrolled in ninth grade in 2017-2018 or later, unless they have an early graduation plan approved before the Executive Order (EO 20-08) was issued on March 17, 2020.

5. How are Honors Diplomas affected?
Districts have local control for decisions related to honors diplomas and any additional award recognitions related to graduation. The National Honor Society recommends accommodations and flexibility.

6. How does this impact students pursuing the Seal of Biliteracy?
Students pursuing the Seal of Biliteracy, who did not earn the seal prior to March 12, 2020, can still be included in the fall collection for 2020 graduation (if they meet all of the requirements). Districts will need to determine how to administer their assessment(s) once the closure is lifted. If students take the district-approved assessment(s) after October 2, they would be included in the 2021 collection. More guidance will be forthcoming.

7. How does this impact the Alternative Certificate/Certificate of Attendance?
Alternative Certificates are based on attendance over four school years. We do not see an impact on the alternative certificate based on this guidance. Alternative certificates are awarded based on individual student needs and achievement.

8. Can high school equivalency, such as GED, be used for students to graduate?
Yes. School districts can use high school equivalency, such as GED, exams to determine proficiency and award credit to students and graduate students. However, all high school equivalency exams, including GED, must be delivered under current school closure and state social distancing/group gathering guidelines.

9. If a student wants to return as a senior for the 2020-2021 school year, would they be allowed to register?
This is a local decision. *Note: We are still working on guidance around whether the student would be within a 4-year or 5-year graduate cohort.*

10. Can we use credit options to award credits to seniors?
There are several credit options available to Oregon students. Oregon's Credit Options rule describes the ways students can earn credit [see sections 2(a) - 2(e) of the regulation]. ODE is developing additional Credit Options Guidance that will help districts use performance assessment approaches to support students in meeting their credit needs.

11. Who can I reach out to if I need more information or guidance specific to our district?
In order to be as responsive as possible to specific inquiries around graduation requirements for this year, we have set up a dedicated email. Please send all of your inquiries to GraduationPathways@ode.state.or.us, and we will follow up as quickly as possible.

Access to Distance Learning for All

12. Will counselors also contact students and families, and what about students with no internet?
Educators (counselors included) are charged with reaching out to students and families through their district processes. Contact is not limited to use of the internet. Phone calls are encouraged. The key focus is making a connection to each student to ensure they and their family have what they need for food and care with learning to follow while complying with the Stay Home Stay Safe expectations.

13. Is there a plan to access TV stations for learning as a backup in addition to the school districts' choices?
This is an option ODE encourages districts to pursue with their local access channels. We are currently researching all of the public television and radio stations to determine how to maximize that as a possible solution.

14. I'm a senior halfway through school and short of credits. I must work over the summer and now to support my family financially, how can I get help?
We know that many high school students have to work right now and into the summer. It will be essential for districts to dig deep and harness all creative solutions and options to meet students needing to navigate completing school, family safety, and getting basic needs met. Ideas include work-study credit, developing audio recordings or podcasts that could be engaged with while working (if safe to do so), or encouraging and supporting taking the GED for credit. Oregon regulations allow for multiple Credit Options at OAR 581-022-2025 as well, and ODE is making performance assessment materials available for educators to pursue these flexible credit-bearing options on ODE's Credit Options webpage.

15. How can ODE and/or districts work with Community-Based Organizations (CBOs) to support translation services?
This crisis illuminates a deeper need to bolster translation services, speed, and quality. Translation services are held and contracted in different ways by ODE and different school districts. In some communities, partnerships with CBOs for translation supports can and should be pursued. Where there are strong and existing contracts with translation service providers, it is a new opportunity for the state and districts to solve how to move more quickly and effectively to provide translations of essential documents.

16. What level of support is there for students who are homeless? How do they access learning without dependable internet?
First and foremost, the focus is student safety and access to food. Once that is established, districts are encouraged to contact and get expertise from their McKinney-Vento Act liaison. The following resources can also be helpful:

- Oregon's regional Continuums of Care are networks of state and local programs assisting community members with housing and other services.
- 211-Info connects people with social and health services, shelter and transitional housing, food banks and homelessness assistance.
- Community Action programs in many areas are providing assistance to families and individuals navigating poverty.
- The U.S. Interagency Council on Homelessness has posted recommendations for planning, preparation and mitigation of coronavirus spread.
- School House Connection's website provides excellent resources for schools and early learning programs to address homelessness during this time.

With regard to instruction and engagement, it will require a collective community and district effort to pursue any and all options to meet students needing to navigate completing school, safety, and getting basic needs met. Ideas include work-study credit, developing audio recordings or podcasts that could be engaged with while working (if safe to do so), or encouraging and supporting taking the GED for credit.

Grading and Pass/Incomplete

17. Are districts able to use Pass/Incomplete for grading?
For the final spring term(s), seniors shall be awarded credit based on a Pass/Incomplete determination. For grading outside of the final spring term(s), this has been and continues to be a local decision. Please consider possible implications, such as GPA and NCAA eligibility criteria. (See NCAA Eligibility question below.)

18. Will districts have flexibility in interpreting the pass/fail or pass/incomplete guidance?
ODE's guidance will supersede local decision making as authorized by Executive Order 20-08 in response to COVID-19. All of Oregon's districts will assign Pass/Incomplete to students for any coursework completed during the COVID-19 school closure.

19. As high school courses move to Pass/No Pass (or equivalent) grading for the remainder of the academic year during this pandemic, what does the move mean for the grading of high school based college courses offered in partnership with Oregon public institutions? Are the college courses also required to be Pass/No Pass?

The college course grading, including whether the course will be available for P/NP, is decided on a case by case basis by the college or university. Teachers are allowed to award letter grades for college courses taught in the high school where the college or university partners have

retained letter grades in their courses, while the student receives a pass/incomplete on their high school transcript.

20. We have foreign exchange students who were required to go back to their country of origin. They use this year as a part of their graduation requirements. Can we apply the Pass/Incomplete option to those students even if they are not seniors, as this is their last time being impacted by our system?
Yes.

21. For courses less than one-credit, where district grading software may not accurately reflect a students' mastery or proficiency, can teachers make revisions to accurately reflect student learning?
Yes. Teachers' professional judgement counts and will be critical to determining student proficiency. If grading software doesn't reflect student learning as of the March 13 date, teachers should make changes with clear notes or documentation to support their determination.

22. What about seniors who need grades for the Oregon Promise 2.50 GPA requirement?
Student GPAs will be generated based on the "freezing" of grades as of March 13, following the guidance outlined. Oregon Office of School Access and Completion (OSAC) is working on accommodations due to the interruptions from COVID-19 and the resulting school closure. Please encourage seniors to continue their Oregon Promise application even if they are unsure they will receive a 2.5 GPA or above. Additionally, encourage all seniors to complete the FAFSA or ORSAA student aid applications so they are considered for federal, state and institutional financial aid. Districts may need to make plans for staff to verify student GPA during summer 2020. School staff can reach out to the staff at the Office of Student Access and Completion with any questions or for assistance.

23. On a semester system, if a senior received an F for the first semester in a year-long senior English course, and the school worked to remediate and the student passed senior English for the 1st semester, when it comes to the 2nd semester of English does the student receive passing credit in senior English for the 2nd semester regardless of what they were receiving as of March 13?
No. But this is a student you've clearly succeeded with and know how to support. Therefore, we encourage you to place your focus on helping connect and re-engage this student based on their grade as of March 13.

24. Will the final transcript for seniors look any different given the Pass/Incomplete grading scale?
Potentially, yes. And, this will likely be true for student transcripts across the nation as nearly every senior is affected by COVID-19 school closures. Transcripts can reflect Pass/Incomplete indicators without having negative impact for students' future pathway. Districts should consider how they present student transcripts, including the possibility of attaching a letter that indicates the Pass/Incomplete status as reflective of the COVID-19 school closure for the Class

of 2020. This practice has also been used by districts in the case of closures for natural disasters, such as the New Orleans Hurricane Katrina.

25. Does Graduation Pathways 2020 mean students will not take any course third trimester and simply be awarded a pass/no-pass grade, for no work whatsoever, that is commensurate with what was earned first trimester?
Yes, students under this guidance in a trimester system are awarded credits based on prior coursework. However, the grade that is utilized should come from the preceding trimester which would be the 2nd trimester, not the first. In some cases, where coursework is offered in the first and third trimester (skipping the 2nd) then yes, you would use the first trimester grade.

26. If our students need to complete all three trimesters with passing grade, to earn credit. How do we apply this model?
A: If a student needs credits after applying this guidance, the district needs to use the Distance Learning for All approach and review flexible Credit Options.

27. What about the senior who had an F in the grading term at the time of school closure, and they were awarded an Incomplete for that term. And, the student does not demonstrate enough evidence of learning to earn a passing grade for the course by August 31, 2020.
The senior would not likely pass the course and credit would not be awarded. If the course and/or credit was required for graduation, the student may need to enroll in credit-recovery or consider an alternate pathway (i.e., additional schooling for the 2020-2021 school year, high school equivalency programs like the GED, etc.). **However**, in some cases districts may determine that credit should be awarded if there is a larger achievement pattern that deserves consideration. Upon review of the totality of the student's educational experience, if it is determined that credit is justified, the decision should be supported with documentation.

Meaningful Engagement of the Class of 2020 Beyond Credit Attainment

28. How can we help students with safety and social-emotional and mental health?
As we engage with students and families in new environments and in the midst of the COVID-19 crisis, we have received several questions about supports and resources for navigating issues of student safety and social-emotional and mental health. Please see the ODE COVID-19 website for Mental Health and Social Support resources across a range of topics. If you have a specific concern not addressed, contact ODECOVID19@ode.state.or.us.

29. To clarify, if seniors were passing until March 13, then they are not required to participate in the "Distance Learning for All" plan for the remainder of the semester- other than to engage in College/Career services?
Yes. Here's a quick distillation of what's in the full guidance on this subject:
- All of our seniors, regardless of credit status, deserve our personal attention, encouragement, and consistent emotional support.
- Reach out to students and their families, by April 30, 2020, to affirm Oregon Diploma 2020 credit requirements have been met. Outline a plan to continue senior's learning

and transition to career and college. For seniors on an IEP who are graduating with a regular diploma, this must include notice of termination of IEP services upon commensurate with graduation date or the transition services offered during the closure.

30. What's going to be available to students to complete work by August?
For seniors, we are asking districts to keep growing and building any and all supports that will help a senior graduate throughout the summer. This likely means continuing summer school efforts and broadening the access students may have to this kind of sustained learning environment.

31. What about students who are immigrants and/or refugees that might have language barriers at home, how are they being supported?
First and foremost, the focus needs to be on student and family safety (emotional and physical) and secure access to food and shelter. Additionally, there is a lot of fear and distrust among our immigrant and/or refugee population so it is critical that outreach and contact be initiated by people that are known and trusted within the community. Ideally, this may be a teacher or community liaison. This includes honoring home language and culture and considering the strengths and needs of students we name in the introduction and in the equity and access section of this guidance. As educators we have now become guests in the homes and communities of the students and families we serve. We ask that districts work from a place of honoring and harnessing assets including home language, family (siblings and extended family), and culture. And, district leaders should seek out other districts who are doing this well and learn from them.

32. If a student does not finish the whole class course, say in Algebra II, how will they have the knowledge needed to go into the next math class in college?
One of the strengths of this question is its attention to learning beyond a grade or a credit. To honor this question, we are giving you our best response, even if not fully satisfying. Learning is our natural state and students at all developmental ages are learners. Grades and credits are proxies for learning. Students enter college coursework in transitions that don't match their prior knowledge or methods of learning a subject with how the college offers the same or similar content. The transitions required now for the Class of 2020 asks something of all educators, those sending and those receiving, and of the students to focus on what learning they need to make the critical connections and find their way forward. We also ask community colleges and universities to be creative and caring in addressing the unintended learning gaps that this global crisis is causing.

33. Will AP and IB testing still occur? Will students still be able to earn college credit through AP and IB Testing?
The College Board has released information as of March 20 regarding AP Testing. Information can be found on their website at AP Updates for Schools Impacted by Coronavirus. At-home testing options will be available and will be 45-minute, online free response tests. For each AP

subject, there will be two different testing dates. Optional, free online learning resources are also available on the College Board website.

The International Baccalaureate Organization (IBO) will not hold exams. Students will be awarded a Diploma or a Course Certificate which reflects their standard of work. IBO posted an FAQ.

34. Are current high school seniors eligible to participate in Oregon School Activities Association (OSAA) sanctioned activities during the 2020-2021 school year?
Please refer to OSAA for this guidance. Information is available on the OSAA COVID-19 website.

9th - 11th grade students

35. Does this guidance apply to 9th - 11th grade?
No, and we recognize that this is our next priority. We will be working to engage partners in the field to assist with this new guidance.

36. Where does Essential Skills fit for the class of 2021? So did you say 11th graders will not have to complete the personalized learning or essential skills requirements to graduate in 2021?
Essential Skills and Personalized Learning requirements for the Class of 2021 will be suspended(Career Related Learning Experiences (CRLEs), Extended Application, and Education Plan and Profile). *Note: This will require future State Board of Education action and OAR revision.*

Guidance for Students Who are Experiencing Disability

37. I'm concerned about students on IEPs and students with disabilities, what are the additional support for these students and families?
Students protected under the Individuals with Disabilities Education Act (IDEA) and Americans with Disabilities Act (ADA) require further consideration under the law. In determining status towards graduation using the Pass/Incomplete status, districts must consider the additional guidance below to ensure our commitment to equity and access for students with IEPs.

38. What should I know about seniors with IEPs on track to graduate?
See section 4D of the *Distance Learning for All Guidance* for information about communicating with families about transitioning services and FAPE requirements.

39. What additional considerations are there for seniors with IEPs who may need credits to graduate?
See section 4D of the *Distance Learning for All Guidance* for information on reviewing appropriate services and supports, documentation, and communicating with families.

40. Will there be an appeal or due process if a student experiencing disability disagrees on the provision of special education services?
For students who experience disability and have an IEP, there are several procedural safeguards in place that are protected under federal law. These remain in effect when a district implements "Distance Learning for All". The closure of schools and the shift to Distance Learning for All ensures that each district has an obligation to the provisions of FAPE for all students protected under IDEA. This will require strong partnership and flexibility as we all work together to meet the needs of our students during this emergency school closure.

41. What about modified diplomas?
The Graduation Pathways 2020 guidance includes specific requirements for IEP teams when a student finishes with a modified or extended diploma. Students who are working toward modified and extended diplomas deserve personalized attention and prioritized support as they may be particularly vulnerable during this time of school closure.

42. Will ODE be releasing guidance and providing support specific to EI/ECSE?
Specific guidance for EI/ECSE has been released in the FAQ (within the Students Who Experience Disability section) and Memo on EI/ECSE services.
Social Distancing/CDC Guidance

43. Has there been any conversation allowing a very small number of students (who are failing or who do not have phone or internet access) to come to campus?
We are unable to have any physical interaction with students that may jeopardize health and safety (per OHA). After a review by the Oregon Health Authority (OHA), schools may NOT provide instruction to any K-12 students at physical school sites for any reason or for any duration of time--regardless of size of group or number of students

The only exception to this guidance will come in the form of ways districts meet the Executive Order 20-08 to provide child care for front line staff, such as health care workers and emergency responders. Two links are relevant in providing childcare: Temp changes to child care rules and this ELD Toolkit for districts.

Higher Education

44. How will this guidance impact college bound seniors and admissions?
The Higher Education Coordinating Commission (HECC) is convening a task force to look at this issue and guidance will be forthcoming. It is important to note that students and colleges around the world are impacted by COVID-19 and school closures. In short, the majority of seniors in the nation will be facing the same challenge and we expect universities to be appropriately responsive. In Oregon's model, students are earning all required credits for graduation. While some match our requirements, no state requires more credit for a diploma than Oregon.

45. How will this closure impact accelerated learning courses such as AP, IB, and Dual Credit and seniors taking college level courses?

The International Baccalaureate Organization (IBO) has cancelled all IB exams for the May 2020 session and has published updates due to the coronavirus. IB will still award subject grades based on other measures of assessment.

The College Board is still conducting AP exams and has created a guidance page for students.

- Students should read the guidance document carefully
- The first exam session is May 11-22. If a student experiences technical issues, a 2nd session is scheduled for June 1-5
- Students can use any device to take an exam, which last 45 minutes each
- If a student needs a device, please contact cb.org/tech
- AP Live is a YouTube channel that offers AP classes taught by AP teachers
- Exams are optional and reimbursable if a student chooses not to take an exam; however, students should notify their coordinator if they no longer wish to take an AP exam.

Public universities and community colleges in Oregon will honor spring 2020 exam scores for postsecondary credit as normal. See the full FAQ online published on 4/10 on high school based college credit.

46. How will this impact Oregon Promise?

Oregon Office of School Access and Completion (OSAC) is working on accommodations due to the interruptions from COVID-19 and the resulting school closure. Encourage seniors to continue their Oregon Promise application even if they are unsure they will receive a 2.5 GPA or above. Encourage seniors to complete the FAFSA or ORSAA student aid applications so they can be considered for federal, state and institutional financial aid. Districts may need to make plans for staff to verify student GPA during summer 2020. School staff can reach out to the staff at the Office of Student Access and Completion with any questions or for assistance.

47. How does Pass/Fail affect NCAA eligibility and admittance into higher education? And is the NCAA also upholding the pass /incomplete or will student athletes need a letter grade?

The NCAA has a phone number for high school administrators, OSAA officials, and ODE to answer any questions at 1-877-622-2321. The NCAA Eligibility Center also has a phone line for students and parents at 1-877-262-1492.

Current guidance from the NCAA is that each high school needs to contact them to share how they will be handling "End of Term" course work for students who are registered in the NCAA Clearinghouse (those seniors getting ready to go to college and compete or those who are registered and hoping to attend/apply/be recruited for NCAA schools in the future). ODE and HECC will engage with the NCAA to see if we can also support a more universal solution; at present this remains our guidance.

As seniors are graduating, their credits/curriculum may be adjusted due to school closures, so there may be individual waivers that will need to be submitted for students' initial eligibility. At

this time the NCAA is trying to get a feel for what high schools/states are doing to allow students to complete the coursework necessary to graduate, then they will assess the waiver system as needed. Schools in contact directly with the NCAA should anticipate being asked to indicate if they are going to offer and operate "online school" for the remainder of the course work required.

Here are a few additional resources that might be helpful at this time:
- NCAA Coronavirus resource page
- Oregon School Activities Association COVID-19 page
- ACT Test Pushed back to June 13
- SAT cancelled for March, but still scheduled on June 6

48. Will higher education require students from the class of 2020 to take remedial credits upon entering college because they did not finish the entire senior year?
We are not in a position to predict how the entire field of higher education will respond or what action they may take. However, we are in conversations with many public universities who are pledging care and support to the Class of 2020. We do anticipate there will be flexibility for seniors from higher education.

49. As high school courses move to Pass/No Pass grading for the remainder of the academic year during this pandemic, what does the move mean for the grading of high school based college courses offered in partnership with Oregon public institutions? Are the college courses also required to be Pass/No Pass?
The college course grading, including whether the course will be available for Pass/No Pass, is decided on a case-by-case basis by the college or university. Teachers are allowed to award letter grades for college courses taught in the high school where the college or university partners have retained letter grades in their courses, while the student receives a Pass/Incomplete on their high school transcript.

Governance, School Boards and Local Decision-Making

50. Will the guidance from ODE override local district policy requirements regarding graduation, or will our Boards need to modify our policy locally?
ODE's guidance will supersede local decision making as authorized by Executive Order 20-08 in response to COVID-19. Local school boards will not have to modify local policy.

SECTION FIVE: Supporting our Students in Grades 9, 10 and 11

Preamble

We learned on April 8, 2020 that our students would not be returning to school for the remainder of the year, a decision made by Governor Brown to focus on the health and safety of all Oregonians. Since that announcement, we have heard the concerns of our students, families, educators and communities as we come to terms that school as we know it will take new shape for the short-term future. **Supporting our Students in Grades 9, 10 & 11** (Section 5 of Distance Learning for All) recognizes students in high school are at a critical period of intellectual and social-emotional development. Our commitment to safeguard their future and mitigate negative consequences from lost learning time due to COVID-19, remains focused on **care, connection and continuity of learning** for all high school students during this most challenging time.

In short, **Supporting our Students in Grades 9, 10 & 11** Guidance:
- Centers the mental, social, and emotional needs of high school students and prioritizes well-being.
- Emphasizes family and community engagement by:
  - Including families as partners in their student's learning;
  - Co-creating Credit-Earning Assurance Plans with families, students, schools and community-based organizations;
- Emphasizes equity by:
  - Honoring the culture, language, ways of knowing, and perspectives of the families and students we serve;
  - Allowing flexible options for students to demonstrate learning;
  - Naming a Safeguarding Student Opportunity Clause that safeguards students' path to graduation while protecting them from further impact due to the school closure.
- Focuses on promising practices that promote and support student 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 Essential Skills and Personalized Learning requirements for Class of 2021.
  - Note: ODE will pursue State Board of Education action and OAR revision.
- Requires Pass/Incomplete grading (maintaining GPAs while students continue learning).

This guidance provides a framework for a common approach, but does not resolve the deeper inequities or fully address the complexity of challenges presented by the extended school closures. We must collaborate on solutions and strategies--now and in the years to come--in order to support our students' long-term success and well-being. Our collective effort must leverage the assets, roles, and strengths of our children, families, educators, Tribal Nations, community partners, school districts, educational association leaders, state and local leaders,

and business and industry partners. Guided by a shared approach and leading with a mindset of innovation and creativity, we will learn from each other, develop ideas and promising practices, and harness new ways of relating in a landscape we have not seen before.

This is part of a series of updates to guidance ODE will release to support districts in the delivery of **Distance Learning for All**. As contexts change and needs evolve, we will continue to update this guidance and link it to the [ODE Distance Learning for All webpage](#).

Acknowledgement:

We wish to acknowledge that our guidance has been informed by educators, community partners and other leaders in Oregon who have been critical thought partners. In the context of shared thinking, collaboration, and problem solving, our own thinking and planning have been enhanced. We appreciate the collective effort, as we rise to the challenge of serving our students and families during school closure. We are stronger together.

Additionally, we wish to thank State Education Agency (SEA) leadership across the nation and the Council of Chief State School Officers. We wish to explicitly acknowledge Washington, whose Office of Superintendent of Public Instruction has served as a key partner and consultant. Additionally Kansas, California, Texas, Ohio, North Carolina, Arizona, Minnesota, and Arkansas have contributed materials and resources that have influenced our thinking and planning.

5A. Naming Inequities and Centering Guiding Principles

Our public education system creates a problematic paradox around who the system is designed to serve. Magnified by the COVID-19 crisis, our students who have been pushed to the edge of our system carry the disproportionate weight of meeting grading and graduation requirements. We don't pretend that our *Supporting Our Students in Grades 9, 10 & 11* guidance resolves this problem or fairly distributes the burden and, in developing this guidance, we have consulted across many communities. It is incumbent upon us as educators to acknowledge the predictable inequities in our system and be held accountable to collective action. There is no doubt our ability to work strength to strength as educators, leaders, families, and community members is the most important way to focus on our students. ODE's guidance for high school students during this time of school closure centers on *Care, Connection, and Continuity of Learning which requires an equity stance.*

ODE strives to live into our equity stance: *Education equity is the equitable implementation of policy, practices, procedures, and legislation that translates into resource allocation, education rigor, and opportunities for historically and currently marginalized youth, students, and families including civil rights protected classes. This means the restructuring and dismantling of systems and institutions that create the dichotomy of beneficiaries and the oppressed and marginalized.*

In order to live into this stance, we must heighten our attention to groups of students who often bear the burden of the system's oppressive practices. Examples of this include evaluating the impact of school closure on students in classes requiring progressive learning, focusing on reassurance and confidence for 11th graders moving into their final year of high school, and focusing the school community on supporting the needs of the students most heavily impacted by the health and economic impacts of COVID-19. Through all of this work, we must recognize the strengths and meet the needs of students experiencing houselessness, students of color, including students who are African-American/Black, Alaska Native and American Indian, Asian Pacific Islander, Refugee, Latinx, COFA citizens, students who are emergent bilinguals (English Learners), students of migrant and farmworker families, students experiencing disability, students who are LGBTQIA+, students in foster care, and students navigating poverty.

Our ability to honor the culture, language, ways of knowing, and perspectives of the families and students we serve will be a key measure by which Distance Learning for All will 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.** Students need food, clothing, a safe place to learn and shelter, as well as a sense of care and connection, in order to engage in challenging intellectual work. Please see the [ODE COVID-19 website](#) for Mental Health and Social Support resources.
- **Cultivate connection and relationship.** Student connections and relationships with trusted adults promote belonging, which is especially important as learning takes place outside of the school setting.
- **Center in equity and efficacy.** Prioritize equity in every decision; build on cultural and linguistic assets to inspire learning and promote student efficacy. Consider how decisions and actions attend to racial equity and social justice ([Oregon Educator Equity Lens)](#). Consider the assets of students who experience disability.
- **Innovate.** Iterate through complex change with a spirit of possibility, centering in deep learning, student agency, and culturally sustaining practices.

5B. Graduation Requirements for the Classes of 2021, 2022 & 2023

The graduation requirements in this section 5B apply to *current* students in:
- Eleventh grade (juniors in the Class of 2021), as defined by students who first enrolled in ninth grade in the 2017-2018 school year.
- Tenth grade (Class of 2022), as defined by students who first enrolled in ninth grade in the 2018-2019 school year.
- Ninth grade (Class of 2023), as defined by students who first enrolled in ninth grade during this 2019-2020 school year.

At this time, **there are no changes to the graduation requirements for current students in the Class of 2022, the Class of 2023 or beyond**. ODE continues to monitor the evolving COVID-19 situation and if the impact is beyond what is addressed in this guidance, we will reconvene stakeholders and evaluate new information to consider additional adjustments as needed.

Subject Area	2020 Regular Diploma Requirement	2020 Modified Diploma Requirement*	2020 Extended Diploma Requirement
English Language Arts	4.0 credits	3.0 credits	2.0 credits
Mathematics	3.0 credits	2.0 credits	2.0 credits
Science	3.0 credits	2.0 credits	2.0 credits
Social Sciences	3.0 credits	2.0 credits	3.0 credits
Second Language/ The Arts/CTE	3.0 credits	1.0 credits	1.0 credits
Health	1.0 credits	1.0 credits	1.0 credits
Physical Education	1.0 credits	1.0 credits	1.0 credits
Electives	6.0 credits	12.0 credits	0 credits
Essential Skills and Personalized Learning Requirements	Suspended	Suspended	Not Required
Total	24.0 credits	24.0 credits	12.0 credits

Essential Skills and Personalized Learning Requirements

All Essential Skills and Personalized Learning Requirements for the Class of 2021 are suspended[6], as many will not have the opportunity to participate in the statewide English language arts and mathematics assessments necessary to meet Essential Skills requirements[7]. The majority of students use our statewide summative assessments for this purpose. We encourage districts to continue to use the education plan and profile as a tool to help students build a vision and plan for their future and focus essential learning around their individual goals.

Summary of 2021 Credit Requirements

The current 24 credit requirements for the Oregon Diploma is maintained for the Class of 2021,

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[6] This also applies to the class of 2020.
[7] The United States Department of Education approved Oregon's statewide assessment and accountability waiver on March 20, 2020. This formally waives statewide summative assessments in English language arts and mathematics in Grades 3-8 & 11 and science in Grades 5, 8, & 11 for the 2019-2020 school year.

upholding one of the highest credit standards in the country.

* Credit for a modified diploma shall be granted through a continuum of instruction beginning at basic skills and progressing through high level skills, according to individual student needs across academic content areas. Courses granting credit towards a modified diploma must contain substantial academic content.

5C. Grading and Credit for Students in Grades 9, 10 & 11

Our guidance maintains Oregon's high standard of 24 credits for every high school student while providing a clear path to graduation and reducing barriers that may result from extended school closure. **As a means to promote learning and award credit, all districts in Oregon shall move from letter grades to Pass/Incomplete (or local equivalent)** for students enrolled in high school courses for the remainder of the 2019-20 school year. We must consider the severe impact of the pandemic on students and families across the state and take steps that prioritize ongoing learning while safeguarding against unintended consequences as students pursue post-secondary opportunities.

Universities across the country, including our Oregon public universities, have made it clear that students will not be penalized for missing traditional standardized tests or for posting Pass/Incomplete transcripts for the spring 2020 semester/trimester(s). One of the clearest explanations of the assurances our students should expect comes from Harvard University that states plainly that students "will not be disadvantaged as a result . . . [of] the current coronavirus outbreak". We share in the responsibility to create a web of support for our high school students, while setting them on a clear path toward graduation.

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 in accordance with the *Distance Learning for All* guidance. This grading guidance applies to all students, except seniors, who are currently enrolled in high school courses (including students in middle school or junior high school taking high school courses).

For information about grading and distance learning specific to dual credit courses, please see the FAQ on COVID-19 and Delivery of Postsecondary Coursework through Dual Credit/Sponsored Dual Credit/Assessment Based Learning Programs.

Passing Marks/Demonstration of Essential Learning

Students who demonstrate evidence of essential learning by the end of the 2019-2020 school year, shall receive a "Pass" on their report cards and transcripts and be awarded the corresponding credit at the end of the term. Districts shall coordinate outreach to the student and the family, confirming their commitment to the student's future success and outlining next steps.

- Demonstration of learning shall be based on progress made up to the point of school closure (March 13); and
- It shall also include additional learning progress made as part of the district's Distance Learning for All Plan implemented during the extended school closure.
- Student's family/caregivers shall be thoughtfully and intentionally engaged by the districts. Community-based organizations are critical partners to co-facilitate culturally specific outreach.

Students who did not have an opportunity to demonstrate learning in a spring course prior to school closure shall have the opportunity to demonstrate essential learning to earn a "Pass" for that course prior to the end of the school year.

Educators should identify essential learning and, in choosing essential learning, consider what:
- Provides learning that will assist students beyond this school year
- Process skills are central in each discipline or content area (i.e. mathematical practices, science and engineering practices, ELA anchor standards)
- Assists students in multiple content areas
- Is proximal to the students' current knowledge and skills and can help them move toward the next level of learning
- Supports development of critical thinking and problem solving
- Cultivates cognitive routines (students learning to be independent thinkers)
- Is feasible in the time available
- Aligns with student interest (allow the student to share their creativity and hobbies)
- Capitalizes on funds of knowledge present in their home and culture
- Allows opportunities for students to share with each other

Incomplete Marks/Future Opportunities for Demonstration of Essential Learning

Students who do not demonstrate evidence of essential learning by the end of spring term 2020 receive an "Incomplete" (or local equivalent) on their report card and transcript with no credit awarded. Schools will then partner with the students and families to create a Credit-Earning Assurance Plan by September 2020. Implementation of the plan must be completed prior to the beginning of the 2021-22 school year. Districts shall coordinate outreach to each student and family, confirming their commitment to the student's future success and outlining next steps.

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

- Student's family/caregivers shall be thoughtfully and intentionally engaged by the districts. Community-based organizations are critical partners to co-facilitate culturally specific outreach.

- Students who receive an "Incomplete" (or local equivalent) shall not be held to a higher standard to earn credit than those awarded credit during school closure.
- Students are provided with support and time for completion of work and evidence of learning that aligns with the baseline requirements. (See Credit-Earning Assurance Plan below).
- Districts have the responsibility to offer extended learning and flexible credit-earning opportunities to any student who receives an "Incomplete" (or local equivalent) during the extended school closure. (See Credit-Earning Opportunities below for options and examples).

Credit-Earning Assurance Plan for Students in Need of Credit as a Result of School Closure
In every instance where a student does not receive full credit during *Distance Learning for All*, it shall be the responsibility of the district to work with students and families to design opportunities for students to earn credit and stabilize a pathway toward graduation. A well-designed Credit-Earning Assurance Plan ensures personalized support and a pathway for students who have the least access to *Distance Learning for All* due to circumstances beyond their control.
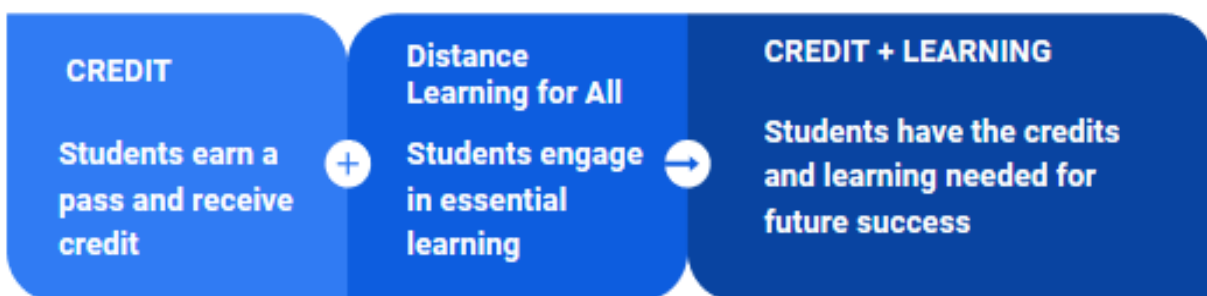
- For any student who has received "Incomplete(s)" (or local equivalent) during the final term of 2019-2020, the school must develop a Credit-Earning Assurance Plan with students and families by the end of September 2020. All Credit-Earning Assurance Plans must be complete prior to the beginning of the 2021-2022 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, on-line course offerings, peer tutoring, zero period learning opportunities, and/or project-based learning opportunities.
- Every effort should also be made to ensure a fair and reasonable way for students to continue with their learning progression during the 2020-2021 school year, while simultaneously engaged in learning from the final spring 2020 term(s) to regain credits.
- Students who receive an "Incomplete" (or local equivalent) cannot be held to a higher standard of essential learning for any course that they are making up in their Credit-Earning Assurance Plan.

Safeguarding Student Opportunity Clause

- There may be students and families whom districts attempt to engage and cannot locate. This may be due to a variety of reasons such as relocation, family illness, houselessness, inability to access phone/internet, students working to support themselves/family, or that the school has not been able to establish a trusting relationship with the student/family. Districts should engage with additional staff as needed, such as McKinney-Vento liaisons, Migrant Education staff, and Indian Education specialists. Should a district not be able to contact or engage a student or their family, the following must be done:
  - Document/record weekly attempts (at a minimum) to reach the student and family and keep a log of all efforts.

- Document letters (translated into home language) sent to the student's parent/guardian/person in parental relationship to re-engage the student.
- Document attempts to reach the family through partnerships with community-based organizations, internal support staff, other support agencies, or other trusted partners.
- Clarify that students are focused on essential learning and earning credits with Pass/Incomplete marks and not getting grades.
- If the above efforts have been implemented and the district is unsuccessful in efforts to reach or engage the student by the end of the school year, the student shall then be awarded the mark (Pass or Incomplete) they had upon the time of school closure for that course. Schools shall provide targeted academic supports to ensure essential learning in the fall or when the student re-engages. *In short, students who were earning a passing mark in the course prior to school closure should not be academically penalized. Every effort shall be made upon connection to support the student in gaining skills essential to continued education.*

- Districts shall not make a decision for any student that limits opportunity to progress within a course sequence, placement in an advanced course, grade promotion or retention, access to clubs/honor societies, or forecasting opportunities for the following school year based on performance or credits earned during extended school closure.

Collectively, *Safeguarding Student Opportunity* focuses on support for ongoing learning while ensuring that students' paths to graduation are not further impacted from extended school closures. We must recognize the disproportionate and severe impact of the pandemic on our students and families during this time, affording them maximum opportunity to find their footing again after such a tremendously destabilizing event.

CREDIT

Students earn a pass and receive credit

+

Distance Learning for All

Students engage in essential learning

→

CREDIT + LEARNING

Students have the credits and learning needed for future success

Credit-Earning Opportunities

To provide viable distance learning opportunities for students, districts must provide services and strategies that align to students' assets and account for their capacity to access instruction and materials. As outlined in section 1B. Guidelines for Distance Learning, these services and strategies shall use the tenets of Universal Design for Learning (UDL), consider the disproportionate impact of COVID-19 on historically underserved students, comply with civil

rights laws, provide FAPE and ELD services, and provide accommodations for students who qualify for TAG. Please see section 1C. Special Education, English Learners, and Talented and Gifted Services for more information on guidance for distance learning. Consider partnerships and services with community-based organizations who are currently engaged with communities and who can provide culturally and linguistically-responsive services.

Districts have multiple options for demonstrating learning and providing credit, pursuant to the Credit Options regulations, within ODE's Credit Options Guidance. The Credit Options Guidance is divided into three approaches, including 1) Performance Assessment, 2) Collections of Evidence (portfolios), and 3) Applied Academic Credit.

Given the extraordinary circumstances, 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.

Pass/Credit	Incomplete (or Local Equivalent)/No Credit Yet
Student demonstrates evidence of essential learning: up to point of school closure (March 13); **and** demonstrates continued evidence of essential learning through participating in *Distance Learning for All by end of spring term 2020.*	Student does not demonstrate evidence of essential learning at the time of school closure **and** does not yet demonstrate essential learning as part of *Distance Learning for All* by end of spring term 2020.
Trimester: Student demonstrates evidence of essential learning through participation in *Distance Learning for All by end of spring term 2020.*	Trimester: Student does not engage in and/or demonstrate evidence of essential learning as part of *Distance Learning for All by end of spring term 2020.*
Semester: Student cannot be reached during *Distance Learning for All* by end of spring term 2020*,* but demonstrates evidence of essential learning (Pass) up to school closure.	Semester: Student cannot be reached during *Distance Learning for All* by the end of spring term 2020 and does not demonstrate evidence of essential learning (Incomplete) up to school closure.

Examples of Credit-Earning Opportunities and Demonstration of Learning:
- Passing an exam or completing a work product to demonstrate essential learning.
- Independent studies centering on a project that incorporates priority standards from one or more courses in order for students to earn credit in more than one course.
- Demonstrating mastery through successful completion of the next course in the learning progression (i.e., a student receives an "Incomplete" in semester two of English 2, and then gets a passing grade in English 3. The "Incomplete" for English 2 is then converted to a "Pass").

- Extended time for learning, such as an optional course period or a for-credit project must be complete prior to the 2021-2022 school year.

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

Students protected under the Individuals with Disabilities Education Act (IDEA) and Americans with Disabilities Act (ADA) require further consideration under the law. In determining status towards graduation using the Pass/Incomplete status, districts must consider the additional guidance below to ensure our commitment to equity and access for students with IEPs.

Additional Considerations for students with IEPs

The district must ensure appropriate services and supports were provided before awarding an Incomplete. At a minimum, this includes:

1. Reviewing IEP records to ensure that the district provided FAPE; and
2. Gathering evidence from each teacher/course that an appropriately developed IEP was fully implemented. Such documentation shall include, but is not limited to evidence that all:
   a. Specially designed instruction (SDI) was delivered as intended by the IEP team, consistent with the initiation, frequency, and duration required;
   b. Accommodations, related services, and supplementary aids and services were delivered as intended by the IEP team; and
   c. Evidence that the IEP team worked towards the measurable annual goals contained within the IEP, including progress monitoring data specific to those goals.
3. Ensuring that the parent, guardian, or person in a parental relationship was afforded the opportunity to meaningfully participate in the IEP process, including any meetings where student progress towards graduation was reviewed.

Documentation for requirements in 1-3 above in which the students was considered not on-track must be available. If such documentation cannot be provided, the district shall hold that student harmless during the closure.

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

CTE can prepare Oregon's students to participate in high-wage, high-skill, in-demand careers and helps them secure a brighter future. CTE has the potential to remove barriers and ensure access to meaningful educational experiences leading to careers and college. Secondary students who participate in CTE graduate high school at rates significantly higher than their counterparts who do not participate in CTE; this finding holds true across all demographics and

in all geographic areas of the state. For this reason, 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. ODE acknowledges the expertise of our exceptional CTE teachers and administrators across Oregon and their ability to innovate. This Guidance for CTE document allows for local flexibility to administer Career and Technical Education in the most appropriate way in support of students.

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. Distance learning capacity does not exist at scale (i.e., many students do not have full access to technology and connectivity and many educators do not yet have sufficient training, technology and resources) for all students to have a comparable opportunity to learn and demonstrate their learning. This can make grading a challenging and possibly unfair practice during extended school closures. Grading in this setting may reflect a student's access to learning materials and family support more than individual learning. As such, in addition to descriptive feedback, teachers shall award only Pass/Incomplete for all coursework and learning that takes place during this closure. Subsequent changes should also be made to the high school report cards and transcripts to clearly document the grading changes were directly tied to the COVID-19 closures.

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 lean heavily on an official document called the School Profile. These profiles explain circumstances to colleges, including graduation requirements, GPA calculations, honors courses, and other elements that make schools unique. In this case, the shift to Pass/Incomplete in the face of a worldwide pandemic will be described and accepted without penalty. This departure from awarding grades is temporary; previous grading practices will resume when school can physically reopen.

Additionally, colleges and universities across the country are temporarily updating their admissions requirements to accept (without disadvantaging students) Pass/No Pass grades in lieu of letter grades for all courses completed while schools are closed. This ensures the health and safety of our communities remains a priority during the COVID-19 response without penalizing students. Institutions of higher education (e.g., Oregon Higher Education Coordinating Commission, California university and college system, Stanford University, and Harvard University) continue to issue statements outlining these revised admissions policies.

The Oregon public universities have committed to ensuring that applicants and prospective students are considered fairly in light of the educational interruption they have endured. The Oregon Promise program has also accommodated this grading structure.

5G. Promising Practices for Secondary Students During Distance Learning

ODE is making 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. We want to emphasize that students who do not engage in *Distance Learning for All* will miss critical learning opportunities that will have impacts upon future success. When students return to school, we want them to be well-positioned to pick up and move forward with their learning. As such, 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.
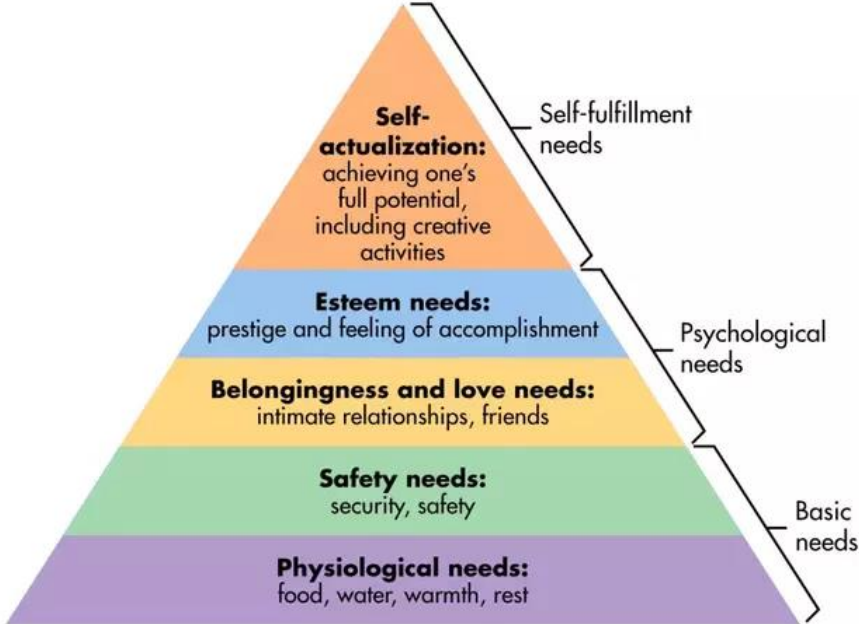
At the same time educators learn new ways of teaching, it is essential to also draw from the depth of pedagogical expertise that informs teaching and learning in a brick-and-mortar context. We know that some of the same promising practices that make teaching and learning come to life in classrooms will also make it come to life in distance learning. We also know that instructional time and supports for students are not easily replaced by distance learning, so 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.

We set a context of high, but reasonable, expectations, "by making student learning our primary focus; helping students take that same focus; ensuring the criteria we establish for passing are clear...and attainable; and then doing everything within our power to help *ALL* students meet those criteria; we may make the best of these difficult and trying times" (Guskey, March 2020).

The following practices are recommended when designing learning experiences and measuring progress in learning during school closure:

Promising Practices for Secondary Students during Distance Learning

([Promising Practices Tool #14](#))

Create the Conditions for Care	• Understand the role of basic needs (food, water, shelter, rest, safety). Anchor in Maslow's Hierarchy of Needs. • Communicate with families about how basic needs can be met via District resources (when appropriate). • Start with connection and tending to social-emotional needs. • Check in with students to see *how* they are doing before asking *what* they are doing. • Follow established [Child Abuse Reporting Requirements.](#)
Create the Conditions for Connection	• [Engage with families](#) as critical partners[8] to co-facilitate learning in offline and/or online modes and understand student needs and assets in their home environment. • Thoughtfully and intentionally [engage community-based organizations](#) as critical partners to co-facilitate culturally specific outreach.

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[8] Ensure communication is linguistically responsive. This includes mindful consideration of preferred home language and providing interpretation support. Consider partnership and engagement with community-based partners who provide culturally and linguistically responsive services to students and staff.

	• Build from student [funds of knowledge](#) (e.g., strengths, culture, background, interests, heritage, and language). • Prioritize connection and deep learning over content coverage. • Promote peer-to-peer learning (while honoring "Stay Home, Save Lives"). • When possible, have known educators reach out to students and families. • Use [culturally sustaining practices](#).
Understand the Context	• Student performance will be affected by factors beyond their control (e.g., access to technology, internet connectivity, home environment, illness). • Thoughtfully and intentionally engage community-based organizations as critical partners to co-facilitate culturally specific outreach. • Approach evidence of learning with a gracious perspective; minimize the number of assignments - quality over quantity. • Work with specialists, community resource professionals, community based organizations and the student to identify any necessary accessibility supports.
Provide Clear Learning Purpose	• Focus on a **few** core/priority standards; do not try to cover the same breadth of standards that were expected prior to Distance Learning for All. • Provide multiple means of representation that fit offline and/or online contexts: explicit prompts for each step, chunk information, preemptively anticipate and answer uncertainties and questions. • Be clear when explaining what you want students to <u>learn</u> (not just what you want them to do); include families in the communication. • Be clear about what support students can expect from you as the instructor, as well as how and when it should be requested. • Clear, concise communication is critical at the outset; there will be less opportunity to address any confusion that may interfere with student demonstrations of what they know and can do.
Define Success Criteria	• Give students and families an idea of what success looks like, as they will not have the same access to educators as resources.

	- Provide exemplars of performance at multiple levels so they can see their path to success in terms of intended outcomes. - Provide multiple means of access (offline and/or online), response, guides, and reminders. - Give previews and alerts when new expectations or procedures are pending. - Design rubrics that describe proficiency/sufficiency. - When possible, have students define success criteria, 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 I improve? - Minimize feedback and corrective action to an amount a student can reasonably act on; avoid overwhelming students to limit the emotional impact.
Collect a Variety of Evidence	- 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). - Be flexible and allow students to select the mode of response to match their context, strengths, and interests. - Families with mobile devices may take photos of work; families with limited technology may describe the student's completed project to the educator in some way, or use drop off sites or self-addressed, stamped mail from the district, as long as safe practices can be maintained. - 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.

Consider the Big Picture	• Focus on holistic judgments that incorporate the totality of opportunities to learn and evidence of learning collected. • Determine what evidence of essential learning is needed to earn credit for the Distance Learning for All time period.

5H. Frequently Asked Questions

Graduation Requirements for 2021, 2022 and 2023

1. We know Essential Skills and Personalized Learning Requirements are suspended for the Class of 2021? Can our district continue with our Senior Capstone project for the Class of 2021?

Yes, districts may choose to add one or all Personalized Learning Requirements (Career Related Learning Experiences (CRLEs), Extended Application, and Education Plan and Profile). *Districts may not elect to add Essential Skills requirements.*

2. How does this guidance apply to juniors who want to graduate early?

For juniors who had an early graduation plan approved before the Executive Order (EO 20-08) on March 17, 2020 they should adhere to the Graduation Pathways 2020 guidance. For other juniors who want to graduate early, districts should follow their local policies.

3. Will Smarter Balanced Assessments be waived in 2020-2021 in addition to 2019-2020?

No. Statewide summative assessments have only been waived for this school year because test administration was not possible given extended school closures.

Grading and Pass/Incomplete

4. Can our district use a local equivalent to Pass/Incomplete as we do not assign letter grades?

Yes, districts are required to use Pass/Incomplete in lieu of letter grades. They may use marks such as "NG" for No Grade or Credit/No Credit for reporting, if that is what is used in their district. Students who receive the local equivalent of an "Incomplete" must still be afforded the opportunity, as described in this guidance, to earn credit for that course.

5. As high school courses move to Pass/No Pass (or equivalent) grading for the remainder of the academic year during this pandemic, what does the move mean for the grading of high school based college courses offered in partnership with Oregon public institutions? Are the college courses also required to be Pass/No Pass?

The college course grading, including whether the course will be available for P/NP, is decided on a case by case basis by the college or university. Teachers are allowed to award letter grades

for college courses taught in the high school where the college or university partners have retained letter grades in their courses, while the student receives a pass/incomplete on their high school transcript.

6. If a student takes a class at a virtual online school and is awarded a letter grade, can that grade be recorded on the transcript?
If a passing grade was awarded for a course that ended after March 13, the district must record this as a "Pass" (or a local equivalent) on the transcript.

7. If a school district closes, but the postsecondary institution continues delivering coursework, is a high school student expected to continue to participate in the postsecondary course if enrolled through Dual Credit/Sponsored Dual Credit/Assessment Based Learning Credit?
Yes. Even though the student is/was also receiving high school credit, the course is ultimately a postsecondary course and the partnership will determine expectations for the postsecondary credit. The student should continue to participate in the course and the partnership should continue to support students in continued learning according to ODE's Distance Learning for All guidance.

8. When should final high school transcripts be completed?
To the extent possible, districts should adhere to the timelines for transcript completion that were in place prior to COVID-19.

9. Will NCAA accept Pass/No Pass (or equivalent) for initial eligibility for college athletes?
The NCAA continues to monitor the evolving COVID-19 situation and update their measures. You can find updates on their guidance online. The NCAA Eligibility Center included this statement on their April 10 FAQ: "The NCAA Eligibility Center has received a number of inquiries regarding potential adjustments to the initial eligibility certification process as a result of closures, cancellations, and changes due to COVID-19. The EC is working closely with the governance structure and making progress toward national solutions to the issues raised for both Divisions I and II. We look forward to communicating the details of these adjustments in the next several days upon complete review through our governance processes."

<u>**Ongoing Learning and Credit-Earning Opportunities**</u>

10. Given the lack of capacity to provide distance learning at scale, how can we make sure students have the learning and support to be successful in advanced high school or postsecondary courses?
The Distance Learning for All Guidance (including sections 4 and 5) provide a framework for centering in equity, building capacity, supporting students, and providing flexible and extended learning opportunities. ODE does not presume that the guidance can fully mitigate all of the issues. Only in close collaboration with statewide partners will we overcome the challenges and set our students up for long-term success.

11. What is a Credit-Earning Assurance Plan and how will it help students in need of credit due to school closure?
Districts shall ensure adequate learning opportunities for students to earn credit and stabilize a learning pathway toward graduation. A Credit-Earning Assurance Plan ensures access and opportunity for students who receive the least support during *Distance Learning for All* due to circumstances **beyond** their control. This plan will be personalized to address recovering credits from school closure.

12. Who needs a Credit-Earning Assurance Plan and when do they have to be completed?
For any student who has received "Incomplete(s)" (or local equivalent) during the final term of 2019-2020, the school must develop a Credit-Earning Assurance Plan with students and families by September 2020. All Credit-Earning Assurance Plans must be complete prior to the beginning of the 2021-2022 school year.

13. If students get an "Incomplete" or equivalent mark, by when do they need to make up that credit?
As part of the Credit-Earning Assurance Plan, students must make up the credit prior to the beginning of the 2021-2022 school year. It may be necessary to revise local district policy to allow for this extended time. (Note: This timeline provides an additional year for students in grades 9-11. For current seniors, the timeline is still August 31 if the student wants to earn their 2020 Oregon Diploma).

14. If students leave the country and are not able to return, can we serve them through distance learning?
Yes, as long as the students are enrolled in the district.

Deeper Student Engagement and Support

15. What are community-based organizations and what might district and CBO partnership look like?
A Community-Based Organization (CBO) is one that is driven by and representative of a community or a significant segment of a community and works to meet community needs and amplify strengths. For example, see ODE's African-American Black Student Success Plan. The focus of CBOs are on priority issues and solutions as determined by the community which can include health care, environmental sustainability, quality of education, access to technology, access to spaces and information for the disabled, to name but a few. CBOs can offer specific and important insights into the challenges and opportunities facing school districts, helping to improve districts' ability to communicate and connect with a wide range of community members. CBOs can support authentic and meaningful engagement. CBOs can help education leaders identify and listen to missing or needed perspectives. Building trust and responding to community needs and assets can increase the collective efficacy of the community through district partnerships. Examples of CBO and district partnership include working together on budgeting and priority-setting, family and community engagement, translation, tutoring supports and developing wrap-around resources. Local CBOs are critical partners in enhancing

the breadth and depth of participation by community residents in local decision-making and in serving students and families. This is especially important in times of crisis or emergency, such as extended school closures.

16. What services do community-based organizations provide?
Community-based organizations provide a range of critical services for students and families across Oregon communities. Based on your community's needs and strengths, their services may include family engagement and mental and physical health outreach, targeted social-emotional or academic supports, and translation services or other culturally or linguistically-responsive supports.

17. How can we use our "classified/support" staff to help the "certified/teacher" staff?
Throughout our guidance, we refer to "educators", which is inclusive of classified/support staff. They should play valuable roles throughout the learning and engagement process. Districts should also engage with staff for specialized supports and services, such as McKinney-Vento liaisons, Transition specialists, Migrant Education staff, and Indian Education specialists.

18. How should we support students who are mobile or moving during this time?
A student may remain at their current school for a period of time following a move to a new district. If the student moves mid-year, the student may remain enrolled until the end of the year. If the student moves over the summer, the student may remain enrolled for the following school year. The student, if possible, should remain in the current school to access learning and minimize further disruption. If not, the student's new district should coordinate with the student's family and prior school to evaluate learning and support needs, and if necessary, develop the Credit-Earning Assurance Plan.

19. Where can I find resources and deeper guidance to support specific areas related to distance learning and mental health?
Additional guidance and resources are available as part of ODE's COVID-19 Resource website. Here you will find links for mental health, parents and families, emergency child care, and other related topics.

ODE's Distance Learning for All website also includes supporting information such as recommendations for emergent bilinguals and students experiencing disabilities, resources for professional learning, and resources for school counselors.

Preamble

We learned on April 8, 2020 that our students would not be returning to school for the remainder of the year, a decision made by Governor Brown to focus on the health and safety of all Oregonians. Since that announcement, we have heard the concerns of our students, families, educators and communities as we come to terms that school as we know it will take new shape for the short-term future. **Supporting our Students in Grades K-8** (Section 6 of Distance Learning for All) remains focused on **Care, Connection, and Continuity of Learning** for all students in elementary and middle schools during this most challenging time.

In short, **Supporting our Students in Grades K-8** Guidance:
- Centers the mental, social, and emotional needs of K-8 students and prioritizes well-being.
- Emphasizes family and community engagement by including families and critical community-based organizations as partners in students' learning.
- Emphasizes equity by:
  - Honoring the culture, language, ways of knowing, and perspectives of the families and students we serve;
  - Allowing flexible options for students to demonstrate learning;
  - Naming a Safeguarding Student Opportunity Clause to ensure no student is held back or denied access to opportunity due to extended school closure;
  - Focusing on promising practices that promote and support student learning.
- Requires a Pass or Incomplete (or local equivalent) marking system for report cards.
- Requires district-wide application of end-of-year reporting practices, including a report card (or district equivalent) for every student.

This guidance provides a framework for a common approach, but does not resolve the deeper inequities or fully address the complexity of challenges presented by the extended school closures. We must collaborate on solutions and strategies--now and in the years to come--in order to support our students' long-term success and well-being. Our collective effort must leverage the assets, roles, and strengths of our children, families, educators, Tribal Nations, community partners, school districts, educational association leaders, state and local leaders, and business and industry partners. Guided by a shared approach and leading with a mindset of innovation and creativity, we will learn from each other, develop ideas and promising practices, and harness new ways of relating in a landscape we have not seen before.

This is the sixth section of Distance Learning for All, guidance ODE has released in sections to support districts in the delivery of instruction during school closure. As contexts change and needs evolve, we will continue to update this guidance and link it to the ODE Distance Learning for All webpage.

Note: For the purpose of this guidance, middle school, junior high and middle grades are referenced interchangeably.

Acknowledgement

We wish to acknowledge that our guidance has been informed by educators, community partners and other leaders in Oregon who have been critical thought partners. In the context of shared thinking, collaboration, and problem solving, our own thinking and planning have been enhanced. Oregon educators in ESDs, districts, and schools are working collectively to support our students, sharing resources and expertise. We appreciate the collective effort, as we rise to the challenge of serving our students and families during school closure. We are stronger together.

Additionally, we wish to thank State Education Agency (SEA) leadership across the nation and the Council of Chief State School Officers. We wish to explicitly acknowledge Washington, whose Office of Superintendent of Public Instruction has served as a key partner and consultant.

6A. Naming Inequities and Centering Guiding Principles

Our public education system creates a problematic paradox around who the system is designed to serve. Magnified by the COVID-19 crisis, our students who have been pushed to the edge of our system carry the disproportionate weight of meeting academic requirements. We don't pretend that our ***Supporting Our Students in Grades K-8*** guidance resolves this problem or fairly distributes the burden. In developing this guidance, we have consulted across many communities as we believe supporting Oregon's students is a collective effort. It is incumbent upon us as educators to acknowledge the predictable inequities in our system and be held accountable to collective action. There is no doubt our ability to work strength to strength as educators, leaders, families, and community members is the most important way to focus on our students. ODE's guidance for K-8 students during this time of school closure centers on ***Care, Connection and Continuity of Learning which requires an equity stance.***

ODE strives to live into our equity stance: *Education equity is the equitable implementation of policy, practices, procedures, and legislation that translates into resource allocation, education rigor, and opportunities for historically and currently marginalized youth, students, and families including civil rights protected classes. This means the restructuring and dismantling of systems and institutions that create the dichotomy of beneficiaries and the oppressed and marginalized.*

In order to live into this stance, we must heighten our attention to groups of students who often bear the burden of the system's oppressive practices. Examples of this include evaluating the impact of school closure on students in classes requiring progressive learning, focusing on reassurance and confidence for students preparing to transition to a new school (PreK-K, 5-6, 8-9) and focusing the school community on supporting the needs of the students most heavily

affected by the health and economic impacts of COVID-19. Through all of this work, we must recognize the strengths and meet the needs of students experiencing houselessness, students of color, including students who are African-American/Black, Alaska Native and American Indian, Asian Pacific Islander, Refugee, Latinx, Compact of Free Association Citizens (COFA), students who are emergent bilinguals (English Learners), students of migrant and farmworker families, students experiencing disability, students who are LGBTQIA+, students in foster care, and students navigating poverty.

Our ability to honor the culture, language, ways of knowing, and perspectives of the families and students we serve will be a key measure by which *Distance Learning for All* will 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.** Students need food, clothing, a safe place to learn and shelter, as well as a sense of care and connection, in order to engage in challenging intellectual work. Please see the ODE COVID-19 website for Mental Health and Social Support resources.
- **Cultivate connection and relationship.** Student connections and relationships with trusted adults promote belonging, which is especially important as learning takes place outside of the school setting. Relationships between families and schools are critical to the success of *Distance Learning for All* as students seek support for their learning in the home and community.
- **Center in equity and efficacy.** Prioritize equity in every decision; build on cultural and linguistic assets to inspire learning and promote student efficacy. Consider how decisions and actions attend to racial equity and social justice (Oregon Educator Equity Lens). Consider the assets of students who experience disability.
- **Innovate.** Iterate through complex change with a spirit of possibility, centering in deep learning, student agency, and culturally sustaining practices.

6B. Assessment Practices, Report Cards and Grading

Assessment Practices in K-8

Educators are encouraged to first center on care and connection with their students and families. This is important for recognizing and supporting the social and emotional needs of students and it enables educators to develop an understanding of the student's context and environment; this understanding then forms the starting place as educators plan how to support individual students in essential learning. In the context of distance learning, student agency becomes increasingly important because students are engaging with less teacher-directed learning than in a typical classroom setting. A far greater portion of the student's learning time occurs outside of direct contact with the teacher, so educators must strive to ensure that:

1. parents and caregivers are partners in the learning experience;
2. the learning experience is within the student's reach (not far from their current skill level);
3. students have choice and flexibility in how and when they apply their learning;
4. the student understands the intended learning outcomes; and
5. students engage in ongoing self-reflection that educators draw upon to make adjustments to support individual students.

Assessment should always celebrate student strengths, identify needs, document learning as it progresses, and verify student performance in comparison to levels of expectation or proficiency. Assessment for learning (formative assessment) is an essential practice to define where the student is in their learning and to identify the next steps to continue their progress and growth. Evidence of learning should be varied and related to student strengths and interests.

Given that the instructional environment for each student is so variable in this new context, it is important for educators to remain flexible, allow for multiple modes of student engagement and response, and acknowledge all student effort. This may not be the appropriate time to expect every student to persist with a non-preferred task or to sustain high levels of intellectually demanding work. For example, students who have extreme difficulty generating written responses should be allowed to provide oral responses. Similarly, modifying assignments and allowing students to show what they know in multiple ways will help sustain stamina and engagement. It is highly recommended that educators collect a wide variety of evidence of learning (including approximations of learning) throughout the course of the entire extended school closure. Gathering evidence that goes beyond academic learning (i.e., how a student contributes to household chores, takes care of a pet or helps a sibling with school work) remains an important part of how educators honor the whole child to frame holistic judgments about student performance at the end of this school year.

Consistent, clear communication and feedback to families and students creates a collaborative learning process and reinforces an essential foundation of Distance Learning for All: family engagement. Educators are developing new skills and paying attention to, or noticing, aspects of student interaction and engagement in different ways. Maintaining a wide lens and asking families and students for feedback, including what is working well for them and what might be improved, will help educators and students/families learn from each other.

Report Cards and Grading

Challenges associated with measurement of essential learning and grading in our distance learning context may result in highly variable, subjective, and potentially unfair grading practices. To create continuity of learning, while mitigating for potential grading risks, the following reporting and grading practices are required:

- District-wide application of end-of-year reporting practices, including a report card (or district equivalent) for every student. Report cards shall be sent home to every student and kept in the student's cumulative file.
    - Districts may use or modify existing report cards to best reflect student learning during school closure.
    - District report cards may include a cover letter or an additional written explanation for school closure.
    - Attendance reporting is not required for final 2019-2020 report cards.
- District-wide Pass or Incomplete (or local equivalent) grading system on the final 2019-2020 report card. Districts shall not use letter grades or fail students.

Clarifying Pass/Incomplete Grading Practice in K-8

For students who have demonstrated sufficient evidence of progress (Pass)	For students who have not yet demonstrated sufficient evidence of progress (Incomplete)
- As a district, determine one common mark to indicate Pass. - The word used on report cards does not have to be "Pass," but rather a local equivalent. - No letter grades issued on report cards.	- As a district, determine one common word to indicate Incomplete. - The word used on report cards does not have to be "Incomplete," but rather a local equivalent. - No "Fail" issued on report cards.

See *Supporting our Students in Grades 9, 10 & 11 (Section 5)* for grading and reporting guidance for middle school students enrolled in credit-earning high school courses.

Note: Where schools are already implementing a Pass/Incomplete grading mechanism, no changes are required.

Grading Equivalency Table (K-8)

Elementary School Grades

Prior Grading Marks	*Distance Learning for All Equivalency***
Checkmarks (✓-, ✓, ✓+)	Incomplete: ✓- Pass: ✓ or ✓+
Satisfaction Scale (NI, S, S+)	Incomplete: Needs Improvement Pass: Satisfactory and Satisfactory +

Standards-Based (Levels 1-4)	Incomplete: Level 1 Pass: Levels 2-4
Performance Level Descriptors and Labels (e.g., Exceeds, Meets, Nearly Meets, Does Not Yet Meet, No Evidence)	Incomplete: The lowest level indicator, No Evidence Pass: All other levels
Levels of how often students demonstrated a standard (+ = consistently, / = Sometimes, NE = No Evidence	Incomplete: The lowest level, No Evidence Pass: All other levels

*Common local equivalents may include: "Not Applicable" or "Not Enough Evidence" in Grades K-8.

Middle School Grades

Prior Grading Practice	*Distance Learning for All*
Standards-Based (Levels 1-4)	Incomplete: Level 1 Pass: Levels 2-4
Letter Grades (A-F)	Incomplete: F Pass: D or higher
Quantitative or leveled grading approaches	Qualitative feedback in a narrative form

Grade-Level Promotion

Student promotion to the next grade level shall not be based on performance during the period of school closure; **no child shall be held back or retained due to any impacts of extended school closure**. For students needing additional supports, districts shall coordinate outreach to the student and the family, confirming the district's commitment to the student's future success and outlining next steps. (Note: for middle school students who are in credit-bearing high school courses, please see Sections 5.C and 5.E for relevant guidance).

6C. Safeguarding Student Opportunity

Safeguarding Student Opportunity focuses on support for ongoing learning while ensuring that students' learning paths are not further impacted from extended school closures. We must recognize the disproportionate and severe impact of the pandemic on our students and families

during this time, affording them maximum opportunity to find their footing again after such a destabilizing event.

Safeguarding Student Opportunity Clause

- There may be students and families whom districts attempt to engage and cannot locate. This may be due to a variety of reasons such as relocation, family illness, houselessness, inability to access phone/internet, students working to support themselves/family, or that the school has not been able to establish a trusting relationship with the student/family. As needed, districts should engage with community and/or faith-based organizations along with additional staff, such as McKinney-Vento liaisons, Migrant Education staff, family advocates, and Indian Education specialists. Should a district not be able to contact or engage a student or their family, the following shall be done:
    - Document/record weekly attempts (at a minimum) to reach the student and family and keep a log of all efforts.
    - Document letters (translated into home language) sent to the student's parent/guardian/person in parental relationship to re-engage the student.
    - Document attempts to reach the family through partnerships with community-based organizations, internal support staff, support agencies, or other trusted partners.
    - If the above efforts have been implemented and the district is unsuccessful in efforts to reach or engage the student by the end of the school year, the student shall then be awarded the mark they had upon the time of school closure for that subject or course. Schools should provide targeted academic supports to ensure essential learning in the fall or when the student re-engages in school. *In short, students who were earning a passing mark in the subject area or course prior to school closure should not be academically penalized.*

- 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, or forecasting opportunities for the following school year based on performance during extended school closure.

6D. Special Education, English Learner and TAG Services for Students in Grades K-8

Additional Considerations for Students with IEPs

Students protected under the Individuals with Disabilities Education Act (IDEA) and Americans with Disabilities Act (ADA) require further consideration under the law. Districts must consider

the additional guidance below to ensure our commitment to equity and access for students with IEPs.

The district shall ensure appropriate services and supports were provided before awarding an Incomplete. At a minimum, this includes:
1. Reviewing IEP records to ensure that the district provided FAPE; and
2. Gathering evidence from each teacher/course that an appropriately developed IEP was fully implemented. Such documentation shall include, but is not limited to, evidence that all:

a.   Specially designed instruction (SDI) was delivered as intended by the IEP team, consistent with the initiation, frequency, and duration required;

b.   Accommodations, related services, and supplementary aids and services were delivered as intended by the IEP team; and

c.   Evidence that the IEP team worked towards the measurable annual goals contained within the IEP, including progress monitoring data specific to those goals.

3. Ensuring that the parent, guardian, or person in a parental relationship was afforded the opportunity to meaningfully participate in the IEP process, including any meetings where student progress towards graduation was reviewed.

Documentation for requirements in 1-3 above shall be available prior to awarding an Incomplete. If such documentation cannot be provided, the district shall hold that student harmless during the closure.

Additional Considerations for English Learners and Emergent Bilinguals

ODE strongly recommends prioritizing outreach, engagement, and planning to reach English Learners and their families in this new learning model, especially those who are Newcomers and Emergent English speakers. Communication to students and families should be in the home language. Additionally, 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 academic content. It is also recommended that general education teachers partner with ELD specialists to design instruction that will meet individual needs and build on the learner's strengths.

Additional Considerations for Students Identified as Talented and Gifted (TAG)

Districts should serve students identified as TAG by accommodating assessed levels of learning and accelerated rates of learning. With a distance learning model, two strategies that will enhance and extend the learning experience for TAG students, include:

- Educational acceleration, which has long been used to match high-level students' general abilities and specific talents with optimal learning opportunities; and
- Curriculum compacting, which condenses, modifies, or streamlines curriculum to reduce repetition of previously mastered material.

For more information on supporting Students with IEPs, English Learners, and students in

Talented and Gifted, please see *Section 1C. Special Education, English Learner and Talented and Gifted Services* of this *Distance Learning for All* Guidance.

6E. Promising Practices for K-8 Students During Distance 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 continuity of learning is accessible and sustained. ODE is making every effort to ensure that students are insulated from the impacts of extended school closures in terms of promotion opportunities.

It remains important for all students in Grades K through 8 to engage in Distance Learning for All to maintain Continuity of Learning. Students who do not engage in Distance Learning for All may miss critical learning opportunities that could contribute to gaps in learning. When students return to school, we want them to be well-positioned to pick up and move forward with their learning.
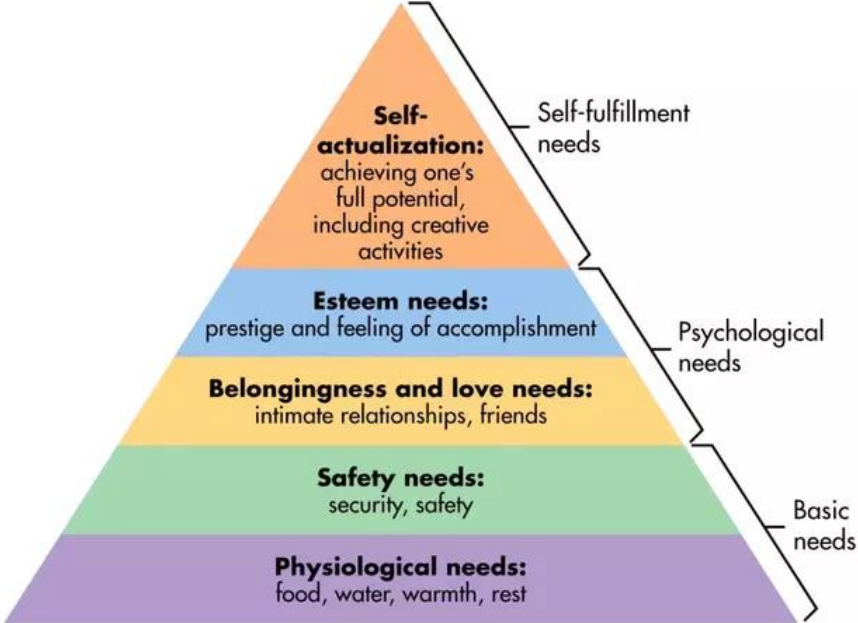
At the same time educators learn new ways of teaching, it is essential to also draw from the depth of pedagogical expertise that

Educators should identify essential learning and, in choosing essential learning, consider what:
- Provides learning that will assist students beyond this school year
- Interdisciplinary process skills are central (i.e. mathematical practices, science and engineering practices, ELA anchor standards)
- Assists students in multiple content areas
- Is proximal to the students' current knowledge and skills and can help them move toward the next level of learning
- Supports development of critical thinking and problem solving
- Cultivates cognitive routines (students learning to be independent thinkers)
- Is feasible in the time available
- Aligns with student interest (allow the student to share their creativity and hobbies)
- Capitalizes on funds of knowledge present in their home and culture
- Allows opportunities for students to share with each other

informs teaching and learning in a brick-and-mortar context. We know that some of the same promising practices that make teaching and learning come to life in classrooms will also make them come to life in distance learning. Anchoring in our expertise and promising practices will help reimagine and adapt student experiences to differentiate learning and equitably support our students.

The following practices are recommended when designing learning experiences and measuring progress in learning during school closure:

Promising Practices for Students in Grades K-8 during Distance Learning

Create the Conditions for Care	• Understand the role of basic needs (food, water, shelter, rest, safety). Anchor in Maslow's Hierarchy of Needs.
	• Communicate with families about how basic needs can be met via District resources (when appropriate). • Start with connection and tending to social-emotional needs. • Check in with students to see *how* they are doing before asking *what* they are doing. • Follow established Child Abuse Reporting Requirements.
Create the Conditions for Connection	• Engage with families as critical partners[9] to co-facilitate learning in offline and/or online modes and understand student needs and assets in their home environment. • Thoughtfully and intentionally engage community-based organizations as critical partners to co-facilitate culturally specific outreach. • Build from student funds of knowledge (e.g., strengths, culture, background, interests, heritage, and language). • Prioritize connection and deep learning over content coverage. • Promote peer-to-peer learning (while honoring "Stay Home, Save Lives"). • When possible, have known educators reach out to students and families. • Use culturally sustaining practices.

[9] Ensure communication is linguistically responsive. This includes mindful consideration of preferred home language and providing interpretation support. Consider partnership and engagement with community-based partners who provide culturally and linguistically responsive services to students and staff.

Understand the Context	• Student performance will be affected by factors beyond their control (e.g., access to technology, internet connectivity, home environment, illness). • Thoughtfully and intentionally engage community-based organizations as critical partners to co-facilitate culturally specific outreach. • Approach evidence of learning with a gracious perspective; minimize the number of assignments - quality over quantity. • Work with specialists, community resource professionals, community based organizations and the student to identify any necessary accessibility supports.
Provide Clear Learning Purpose	• Focus on a **few** core/priority standards; do not try to cover the same breadth of standards that were expected prior to Distance Learning for All. • Provide multiple means of representation that fit offline and/or online contexts: explicit prompts for each step, chunk information, preemptively anticipate and answer uncertainties and questions. • Be clear when explaining what you want students to <u>learn</u> (not just what you want them to do); include families in the communication. • Be clear about what support students can expect from you as the instructor, as well as how and when it should be requested. • Clear, concise communication is critical at the outset; there will be less opportunity to address any confusion that may interfere with student demonstrations of what they know and can do.
Define Success Criteria	• Give students and families an idea of what success looks like, as they will not have the same access to educators as resources. • Provide exemplars of performance at multiple levels so they can see their path to success in terms of intended outcomes. • Provide multiple means of access (offline and/or online), response, guides and reminders. • Give previews and alerts when new expectations or procedures are pending. • Design rubrics that describe proficiency/sufficiency. • When possible, have students define success criteria, 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 I improve? • Minimize feedback and corrective action to an amount a student can reasonably act on; avoid overwhelming students to limit the emotional impact.

Collect a Variety of Evidence	• Provide essential learning activities that are developmentally appropriate for the student; consider the context of learning at home when designing activities to ensure that students have access to the resources needed in home environments. • 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). • Be flexible and allow students to select the mode of response to match their context, strengths, and interests. • Families with mobile devices may take photos of work; families with limited technology may describe the student's completed project to the educator in some way, or use drop off sites or self-addressed, stamped mail from the district, as long as safe practices can be maintained. • 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.
Consider the Big Picture	• Focus on holistic judgments that incorporate the totality of opportunities to learn and evidence of learning collected. • Determine what evidence of essential learning is most critical for future success.

6F. Ensuring Successful Transitions

A student's educational career is marked by significant transitions that often increase student independence and involve shifts in physical environment and daily schedule. Transitions start with students' first entry into the K-12 system and continue through their life post-school. While transitions continuously occur, there are a few that represent the most significant changes for students in K-8.

These may vary across systems, but commonly occur during:
- Transition to Elementary School
- Transition to Middle School/Junior High
- Transition to High School

Significant transitions require planning, scaffolding, and design to ensure student success and adjustment. Care, connection and continuity of learning can be facilitated by coordination and communication between the feeding and receiving schools as well as the presence of nurturing

relationships. The most successful programs approach transitions with a variety of collaborators, including students, teachers, families, and community organizations. Many of the common transition supports may not be possible during the "Stay Home, Save Lives" order, but the need for our students to be appropriately supported is perhaps even greater to ensure their well-being following an extended disruption. Demystifying the unknown about a new grade level or new context, including "insider" knowledge about the new context, and making the staff at the new school/level more real and relatable through sharing information in a light-hearted way can all help smooth the transition.

Transition to Elementary School

The beginning of elementary school represents a transition time for all students even under the best possible circumstances. Young children are being asked to enter a system with structured expectations for learning and instruction that may not match any of their previous experiences. The start of elementary school represents the first formal school experience for many of our children. Many of the programs in place to ease this transition may not be possible with social distancing requirements in effect. Schools and districts should strive to find ways to collectively prepare our children and families for success in this transition.

- Before the fall, identify and connect with each known incoming family to discuss their situation and needs for entering school successfully.
- Reach out to community-based organizations and other supports, such as family service workers for partnership.
- Consider modifying the structure of planned events for incoming students to accommodate virtual or phone participation, if this can be made accessible to all students and families.
- Modify critical support practices that have been utilized in the past for family partnership. This may involve adapting and/or rescheduling home visits, Connect to Kindergarten, and other planned services/events.
- Consider how to integrate Kindergarten registration and enrollment into current services, such as meal distribution or in partnership with their current early childhood program (e.g., HeadStart and Preschool Promise).
- Establish transitions for students with an Individualized Family Service Plan (IFSP).

Transition to Middle School/Junior High

Students transitioning from elementary to middle school are entering a period of rapid personal, cognitive, and social-emotional development while often entering into a new physical environment and school structure. Elementary schools have developed transition plans and activities to navigate these changes, many of which will need to be reimagined or adapted during school closure. Some ideas include the following:

- Meetings between feeder elementary and middle school teachers/staff to discuss social/emotional support and learning outcomes from the spring. Teams should identify possible areas for targeted growth in the fall.
- Virtual tours of the school.

- Enlisting 7th and 8th grade students to contribute to virtual welcoming activities and/or peer mentoring for incoming 6th-graders.
- Welcome messages to incoming students (e.g., 5th to 6th/ 8th to 9th) in multiple modes (videos on Facebook, Twitter, emails, mail); videos can include messages from students, principal, and teachers.
- Mentorship programs with community organizations or older students.
- Support with scheduling including "office hours" with counselors.
- Connecting students who participated in elementary extracurriculars and clubs to the middle school equivalent through videos with the coach or teacher.
- Creating a video showing all available middle school school extracurriculars and co-curriculars with an emphasis on access and inclusion.

Transition to High School

As students transition to high school, they are entering new buildings and have significantly increased expectations placed on them for independent performance and accountability for their own learning. Middle schools have developed transition plans and activities to navigate these changes, many of which will need to be reimagined or adapted during school closure. Some ideas include the following:

- Meetings between feeder middle school and high school teachers/staff to discuss social/emotional supports and learning outcomes from the spring. Teams should identify possible areas for targeted growth in the fall.
- Virtual tours of high school building and short video welcome from 9th-grade teachers.
- Summer bridge programs that build foundational skills and relationships with 9th-grade teachers.
- Mentoring programs (such as community based adult mentors and/or older high school student mentors).
- Connecting students who participated in middle school extracurriculars, co-curriculars, and clubs to the high school equivalent through videos with the coach or teacher.
- Creating a video showing all the available high school school extracurriculars, co-curriculars, and clubs with an emphasis on access and inclusion.
- Posting announcements, information, and news on the high school webpage in a section dedicated to incoming students.
- Utilize social media platforms to share information and get students ready for the transition to 9th-grade.

Ending the Year Strong

While recognizing the end of the 2019-2020 school year presents extraordinary challenges, it is important to celebrate and honor the good--highlighting learning, character-defining experiences, and positive friendships and relationships. Consider the ways traditions and celebrations could be reimagined to help educators, families and students mark the end of the year.

Students who are preparing to transition between school buildings will not have a chance to say goodbye to their school, peers, principal, or teachers. Consider how to creatively honor students who are leaving the school and when possible share positive artifacts (including artwork, school spirit t-shirts, music, or photographs) that highlight a student's learning and social experience. When possible, re-design creative end-of-year celebrations that honor tradition and signal an important transition within a student's K-12 experience.

6G. Frequently Asked Questions

1. What about our statewide summative assessments for 2019-20?
The United States Department of Education (ED) formally granted a comprehensive waiver for Oregon's statewide summative assessments in English Language Arts and mathematics in Grades 3-8 & 11 and science in Grades 5, 8, & 11. This includes both our general and our alternate assessments. In short, ODE will not be accountable for administering federally-required state assessments due to COVID-19 and nation-wide school closures.

By May 15, 2020, ODE's Assessment Team will be publishing follow up information related to any assessment that was initiated or completed before the school closure. Additionally, we will advise on assessment opportunities for students who are Emergent bilinguals (English Learners) who have not completed or did not receive an opportunity to participate in the ELPA Summative assessment this spring. This information will be shared as part of a comprehensive assessment plan for the 2020-21 school year.

2. We understand that Essential Skills and Personalized Learning requirements are suspended for seniors and juniors this year; however, what are ODE's expectations regarding work samples (Local Performance Assessment (LPA)) requirements for 2019-20?
All work sample requirements in mathematics, scientific inquiry, speaking, and writing for Grades 3-8 and high school are suspended for 2019-20. The work sample requirement stipulates a standardized administration founded in the use of common scoring rubrics. While we are not requiring work samples due to extended school closures, performance assessment remains an appropriate assessment strategy during *Distance Learning for All*. ODE will pursue State Board of Education action and revision of OAR 581-022-2115 related to work samples at the May meeting.

4. Are schools required to send report cards for the final term of the 2019-20 school year?
Yes, reporting to families around student performance is a Division 22 requirement. It is important to communicate with families about their child's learning; in addition, it is important that receiving teachers next year get information about students to build on strengths when school resumes. Though report cards are required, districts will determine the structure and content of the report card. Districts will send report cards home to each student and file the

report card in the student cum file. Reporting on attendance after March 13, 2020 is not required for the final report cards of 2019-2020.

5. Are schools required to provide specials such as music or PE during school closure?
We strongly encourage districts to provide continued access to specials. Student engagement is a foundational aspect of a well rounded education and this is perhaps even more important during *Distance Learning for All*. Student motivation and wellness is reinforced when access to music, PE, the arts, drama, etc., are incorporated into educational experiences. Tool #5, Distance Learning: Sample Instructional Day, includes the following related guidance, "Teacher-Led Learning May Include: Social Emotional Learning, Reading, Writing, Language, Math, Science, Social Science, Speaking and Listening, PE, Health, Art, Music, online educational games or resources, handouts or other learning activities."

6. What does a typical day of Distance Learning for All look like?
 This question is best addressed by Tool #5, Distance Learning: Sample Instructional Day.

7. Do the grading policies in the *Distance Learning for All* guidance document apply just to report cards and transcripts, or to all individual student assignments?
The Pass/Incomplete requirements apply specifically to official records, including report cards and transcripts. Districts may determine how to best manage grading at the individual task level.

8. A student in the 7th-grade compacted/advanced math class has not completed all distance learning assignments. The student was passing the course at the time of school closure and passed the first term. Should the student continue in the advanced math sequence for 8th grade?
Unless the student or family specifically requested *not* to continue in the advanced math sequence, the student would be scheduled in the 8th-grade compacted/advanced math course in the fall. Per the Safeguarding Student Opportunity Clause, "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/CTSOs such as FFA, or forecasting opportunities for the following school year based on performance during extended school closure."

9. A student in 8th-grade was taking Spanish for high school credit at the time of school closure, and was not passing the course. The school has not been successful in reaching the student and has not had contact during distance learning for all. Does the student receive high school credit for the course?
If the educator has reached out to the student/family, and has documented all efforts to contact the family, and is unsuccessful in efforts to reach or engage the student by the end of the school year, the student shall then be awarded the mark they had in the course prior to school closure (as Pass or Incomplete). A Pass warrants credit; an Incomplete does not. Local policies and practices for communicating credit and progress for high school courses taken in middle school should continue with special consideration for the distance learning context.

(Note: for middle school students who are in credit-bearing high school courses, please see Sections 5.C and 5.E for relevant guidance).

10. What should our school do if it has been unsuccessful in efforts to engage a student in Distance Learning for All?
Start with care and connection, centering in outreach that first honors the student's basic needs and mental, social, emotional and physical health. Consider the student's well-being and what additional support or outreach may encourage engagement. Access potential resources such as community partners, Community Based Organizations, staff such as McKinney-Vento liaisons, Migrant Education staff, and Indian Education specialists. Ensure that outreach is made in the student's home language and using different modalities (i.e. phone, email, mail). Continue weekly outreach efforts. If every effort is made and the school is unsuccessful in engaging a student, the report card should reflect the status the student had at the time of school closure. The student should not be marked down or held back due to lack of engagement during school closure.

Appendix

Tool #1: Overview of Guidelines for Distance Learning:
Guideline summary for implementation of distance learning.

Tool #2: The Distance Learning Capacity Framework:
PowerPoint version
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 #3: The Distance Learning Planning Tool:
Customizable project planning tool districts can use to build their Distance Learning for All Plan.

Tool #4: Distance Learning for All Family and Educator Resources:
A comprehensive resource that includes: an at-home guide for families in English and Spanish; helpful resources for families to support at-home learning; social, emotional, and mental health supports and resources; a comprehensive list of instructional tools and curricular resources to support K-12 teaching and learning; and glossary.

Tool #:5: Distance Learning: Sample Instructional Day (K-12 Overview):
A tool designed to help teachers and parents build a daily learning schedule for students K-12. This prioritizes Teacher-Led Learning and also expands learning to include activities and experiences that reinforce skills and extend knowledge.

Tool #6: [Distance Learning Timeline:](#)
A visual timeline to help districts understand the implementation arc for Distance Learning for All.

Tool #7: [Distance Learning for All Summary Document:](#)
A summary document distilling the contents of this guidance.

Tool #8: [Comprehensive School Counseling Plan for Seniors](#): A resource designed to provide suggested guidance for how Comprehensive School Counseling Programs may address seniors' social-emotional learning, academic development, and career and college readiness by providing a continuum of services and supports matched to individual student needs.

Tool #9: [Personalized Student Graduation Plan Template](#): A sample template schools can use to develop a plan for Seniors Needing Credits to meet Oregon Diploma 2020 Requirements.

Tool #10: [Graduation Pathways 2020 Timeline](#): A visual timeline to help districts understand key dates for Graduation Pathways 2020.

Tool #11: [Graduation Pathways 2020 Summary Document:](#) A summary document distilling the contents of section 4, Graduation Pathways 2020.

Tool #12: [Comprehensive School Counseling Plan for Freshmen, Sophomores and Juniors](#): A resource designed to provide suggested guidance for how Comprehensive School Counseling Programs may address 9th-11th graders' social-emotional learning, academic development and career and college readiness by providing a continuum of services and supports matched to individual student needs.

Tool #13: [Credit Earning Assurance Plan](#): A Credit-Earning Assurance Plan template districts may use to develop a plan for students to earn credits towards graduation in courses that were previously marked as Incomplete during school closure. (See section 5C.)

Tool #14: [Promising Practices for Secondary Students During Distance Learning](#): Recommended promising practices to use for designing learning experiences and measuring progress in learning during school closure.

Tool #15: [Supporting our Students in Grades 9, 10 and 11 Summary document](#): A summary document distilling the contents of Section 5, Supporting our Students in Grades 9, 10 and 11.

Tool #16: [Comprehensive School Counseling Plan for Students in Grades K-5:](#) A resource designed to provide suggested guidance for how Comprehensive School Counseling Programs may address K-5 social-emotional learning, academic development and career and college readiness by providing a continuum of services and supports matched to individual student needs.

Tool #17: [Comprehensive School Counseling Plan for Students in Grades 6-8:](#) A resource designed to provide suggested guidance for how Comprehensive School Counseling Programs may address 6-8 social-emotional learning, academic development and career and college readiness by providing a continuum of services and supports matched to individual student needs.

Tool #18: [Promising Practices for K-8 Students During Distance Learning](#): Recommended promising practices to use for designing learning experiences and measuring progress in learning during school closure.

Tool #19: [Supporting our Students in Grades K-8 Summary document:](#) A summary document distilling the contents of Section 6, Supporting our Students in Grades K-8.

Please see the **[Distance Learning Glossary](#)** for definitions of terms used in this guidance.