

**ASHWOOD SCHOOL DISTRICT**  
**April 2020**

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# **DISTANCE LEARNING GUIDEBOOK**

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# **1. Why Distance Learning**

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.

**Distance Learning for All** will be a process for students to receive ongoing interaction with their teacher. The AshwoodSchool District will start providing **Distance Learning on April 13, 2020**. Distance learning is not just online instruction. It provides for blended learning strategies and access to appropriate educational materials through multiple modes of communication. As schools transition to distance learning, successful approaches will be centered on **care, community and continuity of learning**.

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** 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 each teacher define their baseline, set their horizon, learn from each other, and strive to increase capacity for educator and student efficacy with online resources.

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.

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.

## **2. Focus Areas of Distance Learning**

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. 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.
- **Innovate.** Iterate through complex change with a spirit of possibility, centering in deep learning, student agency, and culturally sustaining practices.

## **2A. 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. 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:

## **2B. Guiding Principles**

***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.

***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.

## **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.

### **3. WHAT ARE THE REQUIREMENTS FOR TEACHERS-**

#### **1. LESSON PLANS/STUDENT & PARENT PLANS-**

- a. You will lesson plan as normal, somehow devise 1 week at a time plans/calendar to share with students and families
  - i. One they can put up on the fridge or keep on the table so they know the schedule & topic for each day. Things to consider including on the calendar:
    1. What time the live lesson will be & how long?
    2. What is the follow up work to complete with that?
    3. Are there optional activities? What more could they do?
    4. Websites they will visit?
    5. How much time should they spend on the follow up work?
  - ii. Sample Instructional Day
    1. [DRAFT Tool #5 Distance Learning: Sample Instructional Day \(K-12 Overview\)](#)

#### **2. STUDENT CONTACTS-**

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.
- 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.

**Elementary** will contact each student in their **classroom** at least 1 time during the instructional week. This is with an individual phone call, Zoom, email or google hangout to check in with the students.

Teachers need to log communication with each student to make sure we are meeting the students needs and what ODE is asking from us.

Include the date and time that you called and any important information you want to share (notes).

If the student has any needs that are not being met please inform the Board Chair and we will help get the students what they need.

### 3. ONLINE TEACHING-

A. Teacher-Led Learning will be bolstered by other learning opportunities throughout the day.

i. See TOOL 5 - Sample Instructional Day  
[DRAFT Tool #5 Distance Learning: Sample Instructional Day \(K-12 Overview\)](#)

**Instructional Time** To meet the expectations of Instructional time 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.
- 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. 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.

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

- 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

### **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.
- 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.

#### 4. OFFICE HOURS-

- a. 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).

#### 5. RETURN OF WORK AND GRADING-

- a. Parents will be given answer keys as appropriate. They will check work or send Mrs. Friend a photo of the assignment to grade. Parents will share with Mrs. Friend when content is causing difficulties. Online work will be graded and posted in Google Classroom.
  - i. Dates for New Activity Boxes and Materials:
    1. April 22
    2. May 6
    3. May 20
  - ii. Mrs. Friend will coordinate with parents to collect work as needed.

## **4. PLATFORMS FOR ONLINE TEACHING & PHONE-**

### **VIRTUAL TEACHING-**

- Google Hangouts/Meets
  - Video conferencing (video can be turned off so it is just a voice call), able to have virtual face to face meetings with groups as large as 100. Ideal platform for setting up virtual lessons with your students and allows you to record yourself and easily share it on your google classroom. It also allows you to share your screen with the students.
- WeVideo
  - Video recording that you can easily share links to recorded lessons and share them with your students.
- Youtube
  - Youtube allows you to save, store and share your recorded lessons. This is a much more public version of recording your lessons as anyone could potentially view and share them.
- Zoom
  - A similar application to Google Meets, being a video conferencing application where you can set up live lessons with your students.
- Loom
  - Allows for videos to be recorded and shared via email or Google Classroom.

## **ADDITIONAL RESOURCES-**

### **TOOL #5- Sample Instructional Day**

[DRAFT Tool #5 Distance Learning: Sample Instructional Day \(K-12 Overview\)](#)

## **GUIDELINES FOR STUDENTS IN ONLINE LEARNING-**

Student guidelines for video conferencing

- ☐ Be on time.
- ☐ Have things set up in your quiet work space.
- ☐ Mute yourself when entering the class and when not speaking.
- ☐ Prop up your iPad and make sure to keep it steady.
- ☐ Use headphones with a microphone if you have them.
- ☐ Frame the camera correctly.
- ☐ Have the right light.
- ☐ Look into the camera.
- ☐ Have paper and pen close by to take notes and jot questions.
- ☐ Wear appropriate clothing.
- ☐ Pay attention to others.
- ☐ Be appropriate in the chat discussion.
- ☐ Do not record or capture Webex sessions or parts of Webex sessions.
- ☐ Respect the privacy of others and opinions of others.
- ☐ Practice being an overall good digital citizen

PLANNING TOOL/CONTINUATION OF LEARNING-  
[Continuity of Learning Teacher Check-list](#)