

Description of Decision Points Made as a Result of Engagement Related to the May 26, 2021 Discussion Draft for the 2021-22 School Year

During the spring and early summer of 2021, ODE solicited feedback from a variety of education partners to best understand their perspective, experience, strengths and needs related to returning to full time in-person instruction for the 2021-22 school year.

Participants engaged in facilitated conversation about the [Discussion Draft](#) and shared their input with ODE leaders through conversation during the sessions and via a survey. Themes that emerged from these engagement sessions informed decisions to develop Oregon's Ready Schools, Safe Learners Resiliency Framework for the 2021-22 School Year. These sessions deepened ODE's understanding of what further conversations are needed as we approach changes to online learning in Oregon.

The table below summarizes the component of the Discussion Draft and how the component will reside in the Resiliency Framework for the 2021-22 school year.

Component of Discussion Draft	Resiliency Framework for the 2021-22 School Year	Location of this body of work longer term	Rationale
Planning and Mental Health <ul style="list-style-type: none"> Wellbeing; School safety and prevention systems; Access to mental health and crisis services. 	Advisory with recommended protocols for implementation.	ODE's Safe and Inclusive Schools Team Mental health	ODE recognizes that mental health, which encompasses emotional, social, cognitive and behavioral functioning, is one of the cornerstones of public education.
Safeguarding student opportunity	Advisory with recommended protocols for implementation.	Adopted as a rule by the State Board of Education for the 2021-22 school year.	Over the past year, the phrase "learning loss" has been used to describe the impact of the COVID-19 pandemic on student learning. Despite a disrupted school year, there are countless stories and artifacts of student learning, progress, and

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			strength. While academic learning may be unfinished, it is not lost. Student Learning: Unfinished, Not Lost
Online Instruction Model Assurance #1: Licensed teachers	Mandatory under existing state law.	Division 22	This is an existing requirement under Division 22. The definition of instructional time in OAR 581-022-0102(30) specifies that instruction must be under the direction or supervision of a licensed or registered teacher, licensed CTE instructor, licensed practitioner, or appropriately assigned Educational Assistant.
Online Instruction Model Assurance #2: 50% Synchronous instruction	Not included	No requirement for synchronous learning for the 2021-22 school year. This requirement will be reviewed and revisited as a potential requirement for the 2022-23 school year. Proposed change will not be implemented for the 2021-22 school year.	ODE plans additional conversations, research and engagement with school partners and community during August 2021-December 2021. ODE anticipates this process will culminate in a recommendation to the State Board of Education at the December board meeting, resulting in requirements for the 2022-23 school year.
Online Instruction Model Assurance #3: IEP Requirements	Not included	No requirement for synchronous learning for the	ODE plans additional conversations, research and engagement with

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		2021-22 school year. This requirement will be reviewed and revisited as a potential requirement for the 2022-23 school year.	school partners and community during August 2021-December 2021. ODE anticipates this process will culminate in a recommendation to the State Board of Education at the December board meeting, which would then be required for the 2022-23 school year.
Online Instruction Model Assurance #4: State Assessments	Mandatory under existing state law.	Division 22	School districts are responsible for having a plan for and administering the state assessments to its students as required by state and federal law. (ORS 329.485; OAR 581-022-2100)
Instructional time	Mandatory under existing state law.	Division 22	Return to existing instructional time requirements in an effort to maximize time students are directly engaged in classroom learning.
Instructional materials	Mandatory under existing state law.	Division 22	A reminder of existing standards to reinforce the importance of high quality instructional materials and options within the adoption process.
Graduation and post-secondary	All diploma requirements apply,	Division 22	In June 2021, the State Board of Education

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	except demonstration of Essential Skills.		waived the Essential Skills requirement for the 2021-22 school year.
Enrollment	Reinstate 10 day drop rule and adjust practice and definition for flagging enrollment in an on-site or predominantly off-site program.	Division 23(OAR 581-023-0006)	Reinstate pre-pandemic practices and provide better data on how and when students leave schools.
On-site attendance	Daily attendance required.	Division 23 and the Average Daily Membership (ADM) Manual and data collection.	Carrying forward the attendance requirement for remote learning to ensure engagement with students and accuracy in data collection.
Off-site program attendance	Daily attendance Required.	Division 23 and ADM Manual and data collection.	Reinstate pre-pandemic standards and practices.

In addition to the shifts referenced above, the Ready Schools, Safe Learners Resiliency Framework for the 2021-22 school year also shifts away from the requirements in [Ensuring Equity and Access: Aligning Federal and State Requirements](#). That guidance document was intended to support schools and districts in ensuring that requirements related to specific Federal programs continued to be met in the varied instructional models that existed during the 2020-21 school year. As we return to an educational context where in-person instruction is nearly universally available, the expectations in *Ensuring Equity and Access* are no longer applicable and any information from that document returns to pre-COVID-19 expectations and requirements.