

#### Foreword

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.**

#### Preamble

Oregon's commitment to **Distance Learning for All** signals our deep commitment to learning and maintaining an educational pathway for students. 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. We will continue to develop and update resources to districts, schools, families, students, and communities.

#### 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, community and continuity of learning.**

#### Section 1A. Guiding Principles

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.

#### Section 1B. Guidelines

**Social, Emotional and Mental Health**  
Ensure safety, belonging, and mental health as a foundation for learning. Prioritize care and connection.

**Partnering with Parents, Families, and Caregivers**

We have now become guests in the homes of the students and families we serve. Center equity in all outreach and communication efforts with parents, families, and caregivers.

#### Section 1B. Guidelines, continued

##### Instructional Time

Establish routines, expectations, and priorities to facilitate instruction. Consider the environments and ages of the learners.

##### Equity and Access

Ensure equity and access in all aspects of distance learning. Use Universal Design for Learning (UDL) to create the greatest access for students. Differentiate 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.

##### Operational and Administrative Logistics

- Connect with every student
- Report on progress and grades
- Provide credit-earning options

See Tool #1: [Overview of Guidelines for Distance Learning](#)

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

Students protected under IDEA, ADA, those who qualify for English Language services, and students identified as talented and gifted require further consideration under the law.

##### Special Education

We have also released [Extended School Closure Special Education Guidance](#).

##### English Learner

If needed, students must be provided with language assistance services and supports that allow them to access academic content.

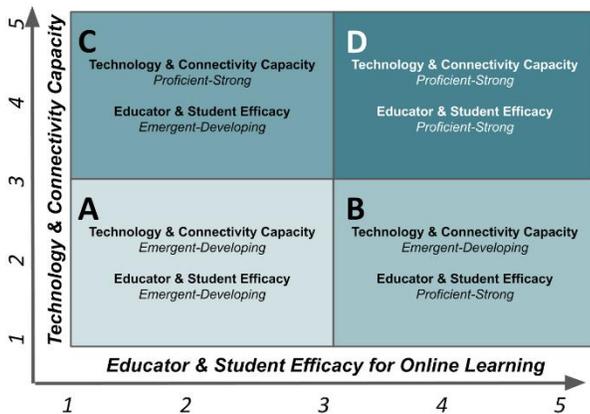
##### Talented and Gifted

Districts should serve students identified as TAG by accommodating assessed levels of learning and accelerated rates of learning.

#### Section 2A. Distance Learning Capacity Framework

This framework helps 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.

#### See Tool #2: Distance Learning Capacity Framework



#### Section 2B. Distance Learning Planning

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. This section outlines tools and timelines to help districts scaffold and plan toward full implementation of Distance Learning for All. *There has never been a more critical time for relational focus in our schools.*

#### See Tool #3: Distance Learning Planning Tool

##### 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

#### Section 3A. Distance Learning Resources

In partnership, ODE curated resources to support districts, educators, and families in meeting the learning needs and strengths of Oregon’s students. Colleagues 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:** 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.
- 2. Center on Quality:** Curate the best available, comprehensive resources.
- 3. Sustainability:** Resources are free or openly licensed.

All resources are available through our [COVID-19](#) website.

#### Section 3C. Appendix, includes All Tools, a Glossary, and Frequently Asked Questions (FAQs)

[Tool #1:](#) Overview of Guidelines for Distance Learning | [Tool #2:](#) The Distance Learning Capacity Framework | [Tool #3:](#) The Distance Learning Planning Tool | [Tool #4:](#) Distance Learning For All Family and Educator Resources | [Tool #5:](#) Distance Learning: Sample Instructional Day (K-12) | [Tool #6:](#) Distance Learning Timeline One Pager

#### Section 3B. ODE’s 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.

You can also access the [COVID-19 FAQ](#) for answers to specific questions or email us directly at [DistanceLearning4All@ODE.state.or.us](mailto: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 in continuing close coordination 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.