



Distance Learning for All: Frequently Asked Questions

Q. What are the key values in Distance Learning for All?

A. Our guidance centers on maintaining **care, connection, and continuity of learning** for our students. What matters most for distance learning are nearly the **exact same things** that matter most for learning in a schoolhouse. Teaching and learning--regardless of the model--is rooted in relationship and our shared humanity. Oregon's implementation of Distance Learning for All signals Oregon's commitment to staying in relationship with our students during a time of isolation and uncertainty. In addition, it reflects our strong priority for learning by maintaining an educational pathway for students during school closure.

Q. Does Distance Learning for All mean only online learning?

A. Distance learning does not imply online learning alone. While Distance Learning may include online options for some students, it does not require technology or the internet to result in successful learning. For many of our 197 districts in Oregon, distance learning may not include online experiences. 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).

Q. What are the key elements to distance learning?

A.

- 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.

Q. What is the difference between "Supplementary Education and Learning Supports" and "Distance Learning for All?"

A. Distance Learning for All provides continuity of learning in a more comprehensive way than Supplementary Education and Learning Supports. Distance Learning for All ensures consistent connection with teachers and access to grade level content standards. In Distance Learning for All, students will have an opportunity to receive feedback, earn grades upon completion of coursework, and high school students will earn and receive credit upon successful course completion. Lastly,



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Distance Learning for All includes opportunities for students to extend learning and self-direct part of their instructional day.

Q. It sounds like you're emphasizing that students may not come back to school this year?

A. That is a possibility and is one of the critical reasons for shifting from Supplemental Education and Learning Supports to Distance Learning for All. With Distance Learning for All, we stand ready to ensure that a comprehensive approach to learning is provided for Oregon's students whatever the return-to-school date may be.

Q. How is this being rolled out to school districts?

A. ODE will work to convene education and community partners to gather feedback around some of the DL4A tools; especially those that rely most heavily on educator voice. At ODE, we will continue to provide technical assistance (FAQs, webinars, communication toolkit support, and updates to resources) while also helping to connect districts with one another for learning and planning purposes.

Q. Does Distance Learning for All include high school seniors?

A. Yes, Distance Learning for All includes all K-12 students.

Q. Not all students have access to the same technology supports. How will you guarantee equity for students during this process?

A. 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 build from strengths and meet the needs of students experiencing disability, students who are emergent bilinguals, students who are talented and gifted, and students navigating poverty and houselessness.

Q. How are you working with philanthropy, private industry and the state legislature to overcome technology divides in our state?

A. 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.

Q. What does this mean for instructional time?

A. To the extent possible, our intent is to maintain instructional time for students that is aligned to what virtual schools provide. The typical learning day for Oregon's students will include a Teacher-Led learning time, while also including time for supplemental activities, mealtime, and play. Oregon's guidelines for instructional time align with other states like Washington and Kansas.