

Tool #1: Overview of Guidelines for Distance Learning



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.

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.

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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](#)