Remote Learning Program Standards Engagement

Overview, Purpose, and Timeline

Why This Engagement Now?

- The pandemic response has catapulted remote learning into almost every student's K-12 experience
- A larger, ongoing need to address the role, context, and clarity of remote learning in the larger public school ecosystem (Findings in 2017 SOS Audit)
- A response to the RSSL Resiliency Framework Draft proposal and a continuation from the June 2021 conversation

OCT 2021	NOV 2021	DEC 2021	JAN 2022	JUN 2022	JUN 2023

Multiple rounds of engagement, voluntary school site visits, and establish the Remote Learning Advisory Committee

Publish policy recommendations

Implement policy recommendations and continue engagement as needed

Short-Term Engagement Outcomes

1. Develop shared understanding of the opportunities/challenges of remote learning instructional models currently operating in Oregon

2. Identify any policy/systems-level changes that may impact SY 2022-2023

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Long-Term Engagement Outcomes

1. Continue to cultivate a shared vision of remote learning as an important component of Oregon's K-12 education system

2. Continue to develop, clarify and/or improve policies/systems that create equitable opportunities and outcomes of remote learning

OCT 2021 — Multiple rounds of engagement, voluntary school site visits, and establish the Remote Learning Advisory Committee
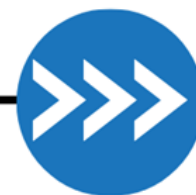
NOV 2021

DEC 2021

JAN 2022 — Publish policy recommendations

JUN 2022 / **JUN 2023** — Implement policy recommendations and continue engagement as needed
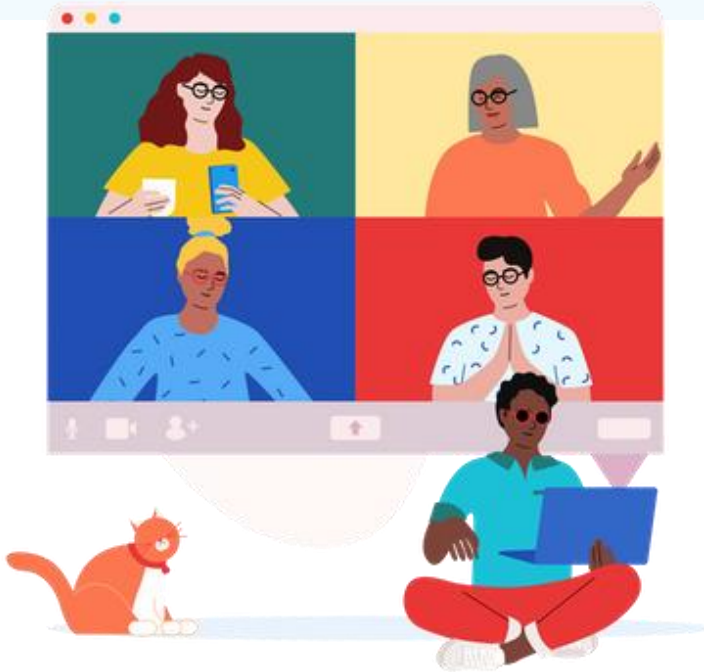
What is "Remote Learning"?

Generally, any educational model of instruction where the student and the teacher are not in the same physical location for more than half of the instructional time.

This likely includes:

- Virtual public charter schools
- Online schools/programs (full virtual and focus virtual)
- Schools/programs that provide non-virtual, home-based instruction

- Asynchronous
- Synchronous
- Hybrid
- And other forms of personalized learning

We are focusing this engagement on more permanent remote learning versus temporary distance learning (i.e. CDL) as part of the pandemic response. And we recognize that each inform the other.

Foundational Assertions

A collective promise to our children and youth:

- Access to high-quality instruction - the **quality of the teacher is the single most important factor** in ensuring student learning outcomes. The quality of the principal is the second most important factor in ensuring student learning outcomes.
- A **sense of belonging and safety** that is inclusive of students of color students of color, including students who are African-American/Black, Alaska Native and American Indian, Asian Pacific Islander, Refugee, Latino/a/x, Compact of Free Association (COFA) citizens, students who are emergent bilingual (English Learners), students of migrant and farmworker families, students receiving services under Section 504 or IDEA, students who are neurodivergent, students experiencing disability, and students who are LGBTQ2SIA+, where students' intersecting identities are honored and affirmed within the classroom and school culture by educators and the whole school community.
- **Culturally appropriate and anti-racist curriculum and quality instructional materials** aligned to Oregon content standards;
- **Access to school- or district-provided devices, digital resources, and connectivity** that are conducive to remote or online learning.
- Accommodations, modifications, differentiated instruction, and research-based strategies **address the strengths and needs of all students** including students experiencing disabilities, and emergent bilingual students.
- Access to a **well-rounded education** including college and career planning, health, arts, CTE, physical education, music, world language, etc.).
- Intentional and consistent opportunities for **peer engagement, social emotional learning, mental health services** and access to support from educators.
- Culmination of learning in our Oregon K-12 system leads to a **diploma and the readiness** and disposition for postsecondary pursuits.
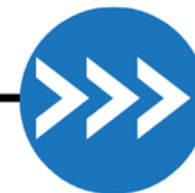
Next Steps

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➔ Targeted engagement sessions in October
➔ School visits October through January and beyond
➔ Monthly Remote Learning Advisory Committee meetings
➔ More engagement sessions in November
➔ Family and student surveys
➔ Engagement with other advisory groups