



Remote Learning Advisory Committee (11/7/22)

Kate Pattison, Charter School Specialist

Allie Ivey, Interim Director, Digital Learning and Well-Rounded Access Team

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Today's Goals



- Get to know the other members of the committee
- Understand the purpose and requirements of the committee
- Understand the structure of the committee and steps moving forward

Agenda



- **Grounding and Connection**
- **Landscape of Online and Remote Learning in Oregon**
- Purpose and Role of the Remote Learning Advisory Committee
- **Administrative Functions**
- Break
- **Subcommittees**
- Updates and Next Steps



Grounding and Connection

Working Agreements

- Stay **equity- and student-focused**
- **Listen** deeply with critical curiosity and **ask questions** to clarify and expand on each other's thoughts and ideas
- **Share space** and airtime
- **Respect differences** of opinion and have an appreciative inquiry mindset
- Accept and **expect non-closure**

Brave Space Reframe

Safe Space Guideline

Brave Space Reframe

01	Agree to Disagree	Controversy with Civility
02	No Personal Attacks	Distinguish Between Ideas and People
03	Don't Take Things Personally	Take Care of Yourself
04	Assume the Positive Intent	Own Your Intentions AND Your Impact
05	Respect Others	Controversy with Civility

Introductions

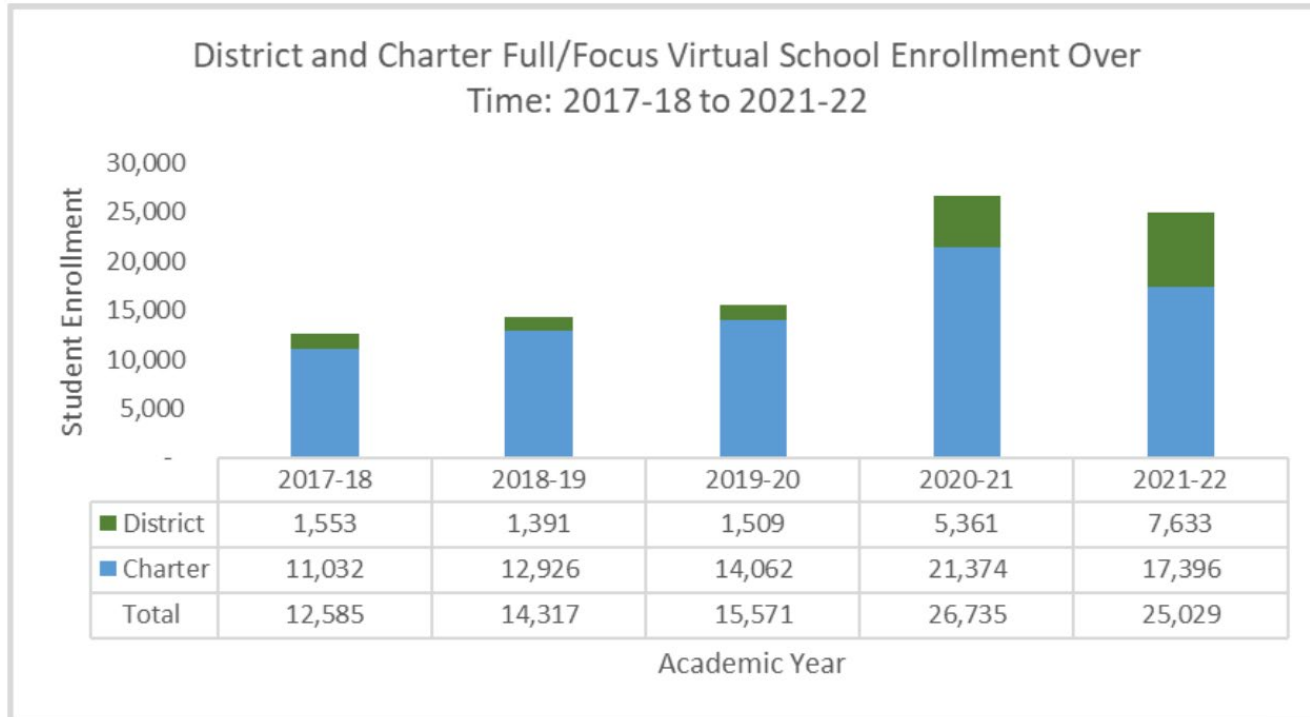


- Name, Organization, and Role
- Are you new to the committee or continuing from the 2021-22 SY?
- If we were having a potluck, what dish would you prepare? (Feel free to share a story of that dish if it feels meaningful.)

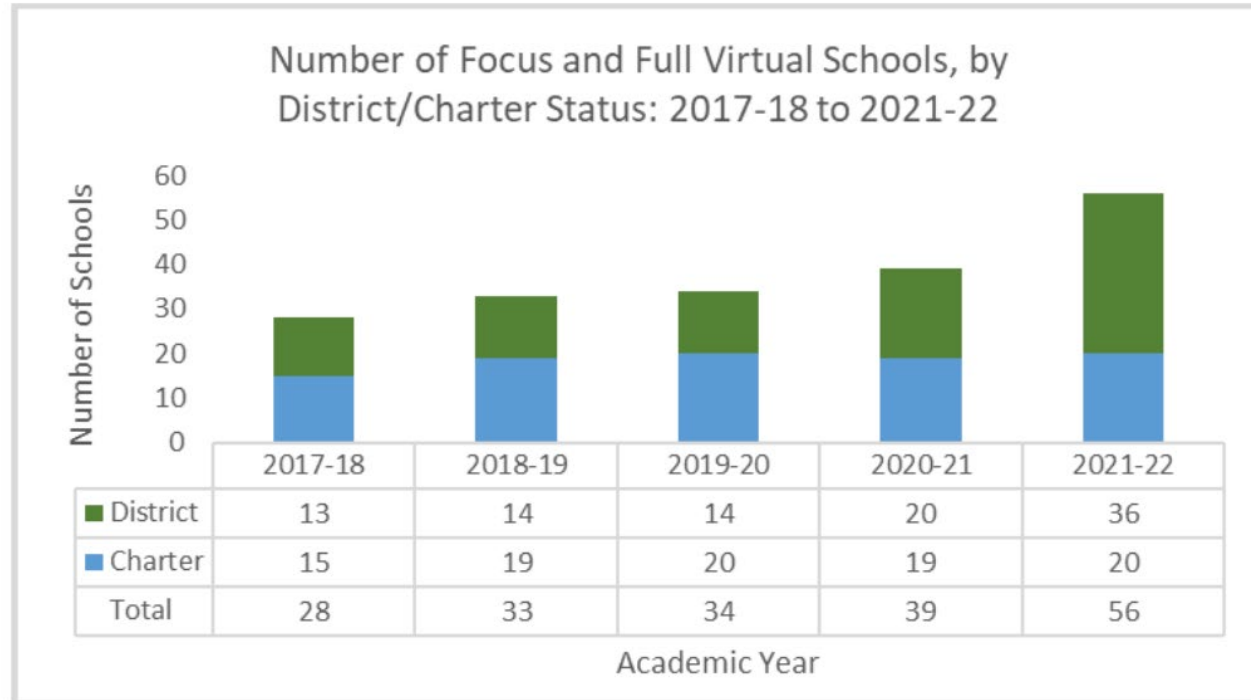


The Landscape of Online and Remote Learning in Oregon

Landscape of Online and Remote Learning in Oregon: *Growth Over Time in Enrollment*



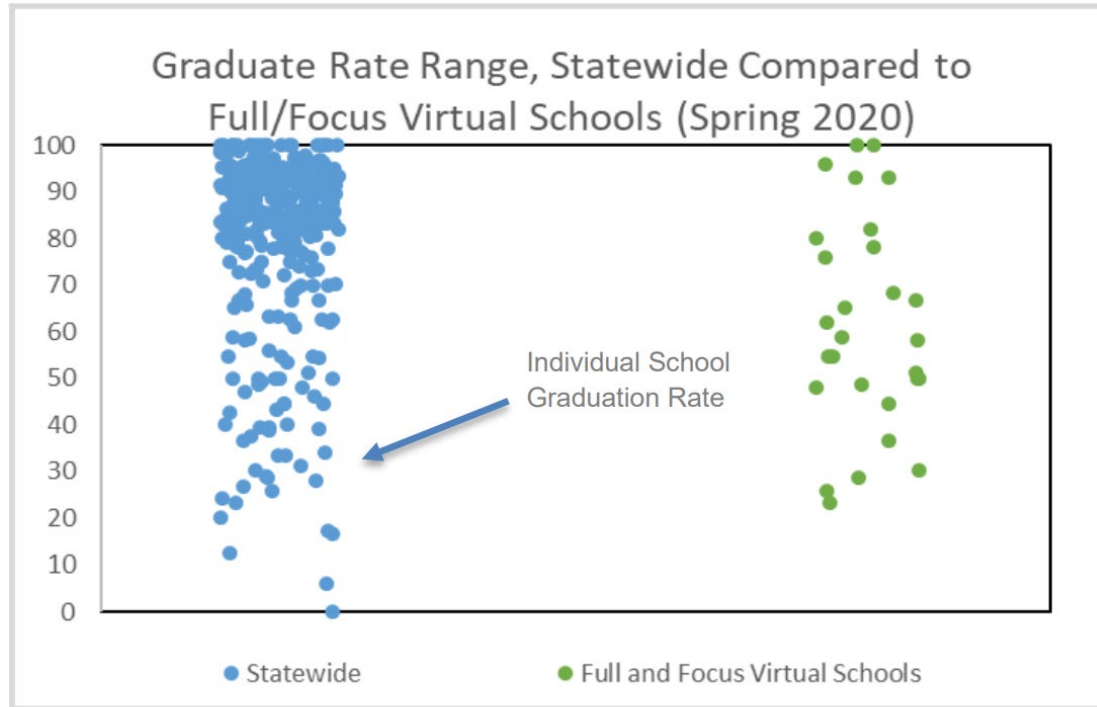
Landscape of Online and Remote Learning in Oregon: *Growth Over Time in Number of Schools*



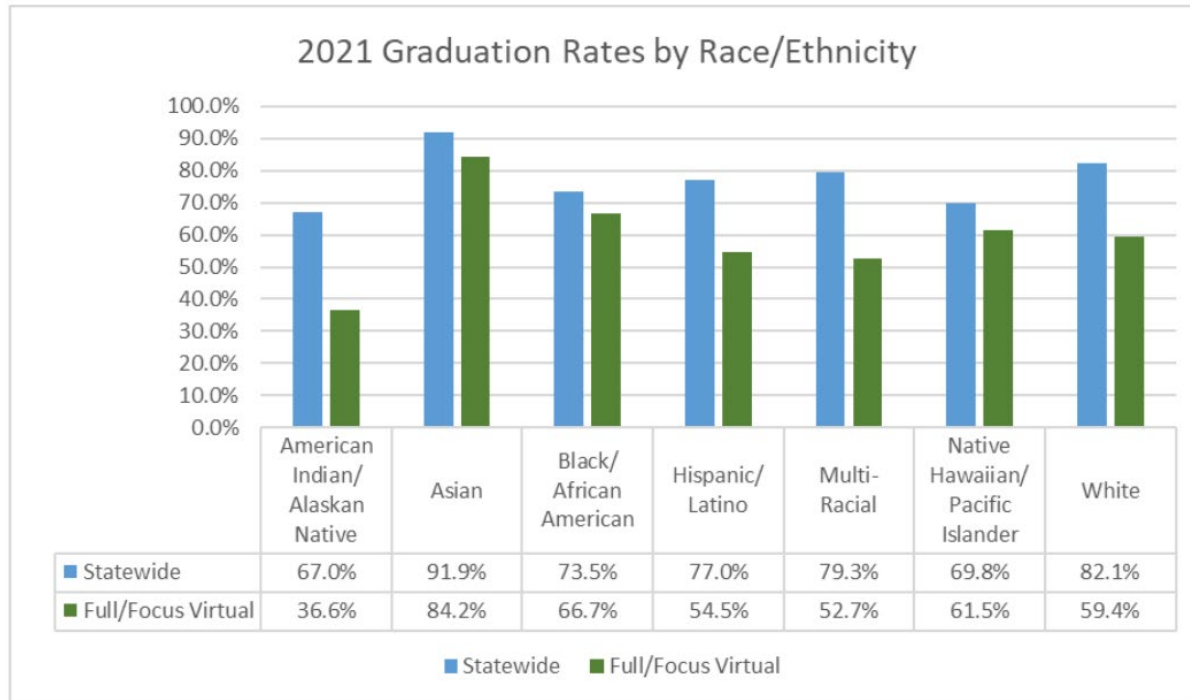
Landscape of Online and Remote Learning in Oregon: *Disparities in Enrollment (2020-21 SY)*

	% of Full/Focus Virtual Enrollment	% of Statewide Enrollment	Percent Difference
Hispanic/Latino	13.5%	24.9%	-11.4%
Asian	2.3%	4.1%	-1.8%
Black or African American	1.9%	2.3%	-0.4%
Native Hawaiian/Pacific Islander	0.5%	0.2%	-0.3%
American Indian/Alaskan Native	1.1%	1.2%	-0.1%
Multi-Racial	6.9%	6.9%	0%
White Students	73.8%	59.8%	14%
Ever English Learners	6.2%	18.6%	-12.4%
Students Receiving Educational Services Under IDEA	11.9%	14.6%	-2.7%

Landscape of Online and Remote Learning in Oregon: *Academic Outcome Ranges*



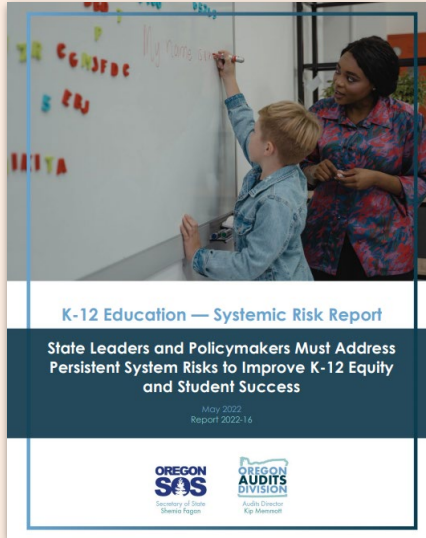
Landscape of Online and Remote Learning in Oregon: *Academic Outcomes by Race/Ethnicity*



Secretary of State Audit (2017) Recommendations

- Work with online schools and other stakeholders to **strengthen attendance and funding standards** for virtual schools.
- **Improve public reporting** of online school performance and student engagement.
- **Verify the quality and suitability of online credit recovery options** used by Oregon schools.
- **Develop standards for district reviews** of online programs and charter agreements with online schools, and ensure districts are following them.
- **Establish performance requirements** that statewide and regional online schools must meet before they can grow.
- **Increase standards for sponsors of statewide and regional virtual charter schools.** Options that ODE and the Legislature could explore include spelling out individual district responsibilities in detail, increased ODE oversight of districts, and shifting sponsorship of the schools to a central body.

K-12 Education Systemic Risk Report (2022)



Suggested Leadership Actions: Monitor and support ODE’s efforts to improve inadequate performance measurement of alternative and online schools, and adopt statutes that hold public district and charter online schools, particularly statewide and regional online schools, to stronger standards.

Work of the 2021-22 Remote Learning Advisory Committee

- In Fall of 2021 we formed Oregon's first Remote Learning Advisory Committee with 29 members representing a range of roles and geographic areas across the state.
- We started with developing remote learning standards and after continuous feedback from the committee, we moved to guidance.
- Created Oregon's first guidance document specific to online and remote learning – [Online and Remote Learning Guidance: Critical Requirements and Design Indicators](#)

Where We Are Now

Position/Role	
10	School Leader/Principal
2	Teacher
3	Parent (also hold other roles)
4	School District Leader
4	ESD Leader
1	Publicly Elected Official
4	Superintendent
2	Lobbyist
4	Other

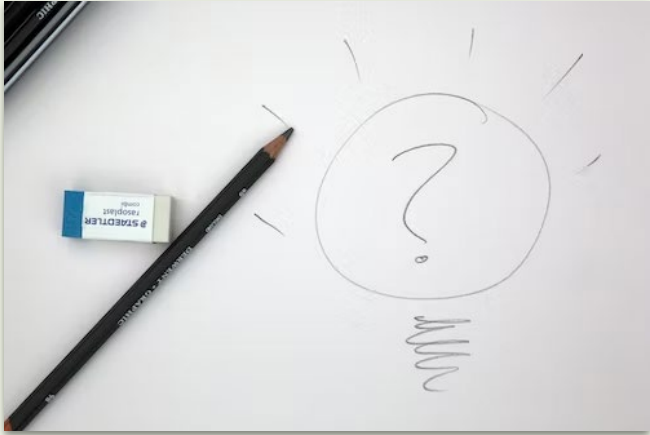
Organization Type	
14	School District
5	Charter School
8	Non-Charter School
4	ESD
1	CBO
0	Public Alternative School
3	Other
Geography	
13	Outside Willamette Valley

Demographics	
25	Caucasian / White
0	Asian / Pacific Islander
3	Hispanic/Latino/a/x
0	African American / Black
0	Multi-racial / other
2	Native American / Alaska Native
2	Prefer not to answer
LGBTQ2SIA+	
1	Identify as LGBTQ2SIA+



Purpose and Role of the Remote Learning Advisory Committee

Purpose of the Remote Learning Advisory Committee



Oregon Department of Education

- Build community across online and remote school leaders and operators.
- Review and refine guidance, effective practices, and research.
- Provide feedback, input, and reaction to policies and guidance that ODE develops.

Role of ODE and Committee Members

Role of Committee Members:

Participate in meetings, share input and feedback on recommended policies representing your experience and knowledge of remote learning, review reports.

Advisory committee members do not represent or speak for the Department of Education.

Oregon Department of Education

Role of Department: Staff the committee, provide information and draft policies to the committee for input and feedback, draft reports, make recommendations to Department leaders and State Board.

Process Time



Oregon Department of Education

What questions are coming up for you?

Break





Administrative Functions

Required Training



Topic: Preventing Discrimination and Harassment Training

Directions:

1. Create a Workday Account
2. Complete Training
3. Upload Certificate of Completion

Confidentiality and Transparency

Confidentiality: The work of the committee is public; organization's and people's specific experiences are confidential

Example: During an intense, maybe even heated, discussion about the 3% cap on virtual charter school charter school enrollment, two committee members share strong, opposing opinions and experiences with significant differences. We agree it is not appropriate to share who said what. We agree it is appropriate to say this is an area of strong differing opinions.

Transparency: We will be very clear when sessions are recorded. Nothing recorded is confidential as it is all public record. All materials prepared for this committee is a public record and will be posted on an ODE webpage.

2022-23 Meeting Schedule

Whole Group Committee Meetings

First Monday, every other month (2-4PM) → *including subcommittee meetings*

- 11/7, 2-4PM
- 1/9, 2-4PM
- 3/6, 2-4PM
- 5/1, 2-4PM

Subcommittee Office Hours

Second Tuesday, every other month (11-12PM)

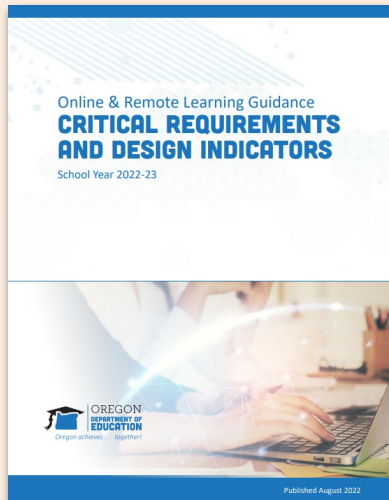
- 12/13, 11-12PM
- 2/14, 11-12PM
- 4/11, 11-12PM

You will receive calendar invites for all of these meetings by the end of the week. If you are not able to attend a whole group meeting, please inform Allie and Kate



Subcommittees

Online & Remote Learning Guidance Subcommittee



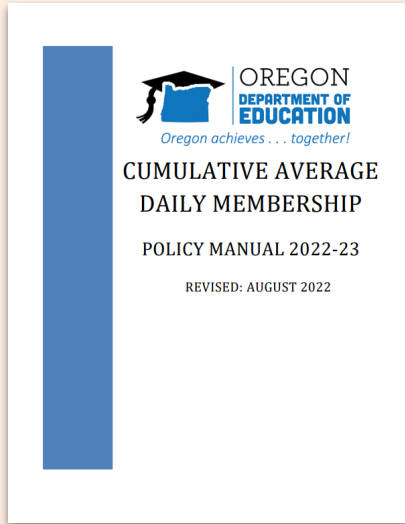
Oregon Department of Education

Purpose of Subcommittee: This subcommittee will review the online and remote learning guidance as well as work together to refine the guidance, identify and share effective practices, and support in the development of additional rubrics and tools associated with the guidance.

Activities (subject to change):

- *Provide feedback: Rubrics for guidance implementation, Implementation Plan for District and School Leaders and Operators, and Professional Learning Modules.*

Attendance Policy Concepts Subcommittee



Purpose of Subcommittee: This subcommittee will review and provide feedback on attendance policy concepts in connection with research and data both locally and nationally. The work of this subcommittee will be a part of the larger work around attendance at ODE.

Activities (subject to change):

- *Provide Feedback: Attendance policy Concepts and additional items as requested by ODE or the committee*



Debrief



Updates & Next Steps

Increasing Parent and Student Voice



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Parent Voice: Add three parents to our committee who represent a broad range of experience with online and remote learning. *Can you strategically share with your networks?*

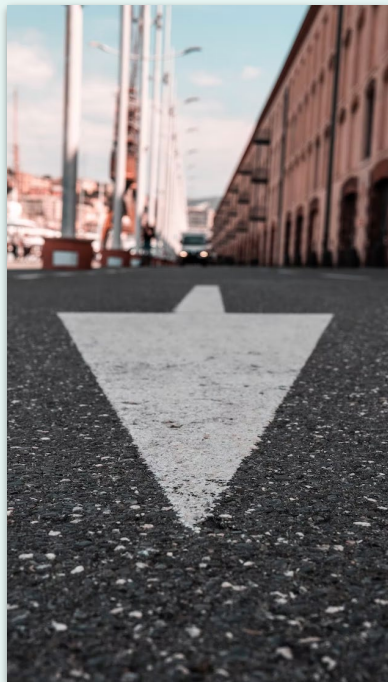
Student Voice: Facilitate two to three engagements with students throughout the year. *What do you think is the best way to recruit students for these engagements?*

Upcoming Opportunities & Meetings



- **Digital Learning and SEL Conversation Session:** The panel will take place on November 17th, 4:00-5:00PM. You can register to attend by clicking on the [Zoom link](#).
- **Subcommittee Office Hours:** 12/13, 11-12PM
- **Whole Group Committee Meeting:** 1/9, 2-4PM

Action Items



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- Complete Required Training and submit certificate by 12/31
- Strategically share the Remote Learning Advisory Committee parent application with your networks
- Be on the lookout for calendar invites - let Kate or Allie know if there are any whole group meetings that you are unable to attend so that we can plan accordingly
- Add ideas to the your subcommittee's questions as they come up.
- Review the resources on your subcommittee's Running Notetaker if you have not already done so
- Be on the lookout for an email in early January with any items to review prior to our 1/9 meeting