



# Remote Learning Advisory Committee

Wednesday, June 8, 2022

Ken Greenbaum, Director of Digital Learning and Education Technology

Kate Pattison, Charter School Specialist

Allie Ivey, Digital Learning Specialist

Vanessa Clark, Program Analyst

Annie Marges, Alternative Learning Specialist

Jennifer Patterson, Assistant Superintendent

# Getting Ready

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- Please update your screen name to include:  
**Name, Organization, Title or Role**
- Please review your email on the list shared to make sure it is accurate.

# Agenda/Flow



Hope House Press - Leather Diary Studio on [unsplash](#)

Oregon Department of Education

- Introduction & Welcome
- Working Agreements
- Updates for SY 2022-23
- Reflections on SY 2021-22
- Closing

# Today's Objectives



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- Learn about adjustments made on your feedback to the Remote Learning work including guidance and the plan for the 2022-23 RLAC.
- Reflect on the 2021-22 SY year – provide feedback about the RLAC and your interest in continuing engagement for the 2022-23 school year.

# Working Agreements

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- 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**.
- **Extend grace** and **assume positive intent**.
- The work of the **committee** is **public, organization/personal** experiences are **confidential**.

# ODE's Equity Stance

Education equity is the equitable implementation of policy, practices, procedures, and legislation that translates into resource allocation, education rigor, and opportunities for historically and currently marginalized youth, students, and families including civil rights protected classes. This means the restructuring and dismantling of systems and institutions that create the dichotomy of beneficiaries and the oppressed and marginalized.

# Working Agreements – Safe and Brave Space

## 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 Positive Intent	Own Your Intentions AND Your Impact
05	Respect Others	Controversy with Civility



# Adjustments Based on Feedback



# Shifting From – Shifting To...

*From:* Remote Learning Program Quality **Standards**

*To:* Oregon Framework for Quality Online & Remote Learning\*

Part I: **Design Indicators** and Critical Requirements

Part II: Remote & Online Learning Toolkit - Designing for Quality

\* Working titles - these may change through further revision and feedback

# Anticipated August Release Date

Section	Overview and Content
Part I: School/Program Design Indicators and Critical Requirements.	<p>Answers the question: What are the minimum requirements and critical requirements for online and remote schools/programs?</p> <ul style="list-style-type: none"><li>● Design indicators (1.1, 1.2, 1.3...) which serve to organize and elevate critical elements of online and remote school design.</li><li>● Critical Requirements and Policies which highlight intersections between the indicators and current rule and statute.</li><li>● Questions for Design and Continuous Improvement to assist leaders in designing and evaluation</li></ul>

## 1.1 The school or program meets all state and federal requirements for appropriate staffing and instructional time, and prioritizes teacher-student interaction.

Within remote schools and programs, paying attention to and designing learning conditions that meet the needs of all students are important considerations particularly when considering the unique nature of remote schools and programs. This includes listening to and learning from educators, students, and families regarding instructional design.

### Questions for Design and Continuous Improvement:

- *Does our school design meet all state and federal requirements for appropriate staffing?*
- *Does our school design meet all federal requirements for instructional time?*
- *Does our school design meet all state and federal requirements for attendance?*
- *Does our school design prioritize teacher-student interaction in order to meet student learning needs?*

### Critical Requirements and Policies

- Division 22: Standards for Public Elementary and Secondary Schools, [581-022-2400](#) Personnel
- Student Accounting Records and State Reporting [581-023-0006](#)
- Division 22 Instructional Time Definition [581-022-0102](#)
- Division 22 Required Instructional Time as it Pertains to Online Courses [581-022-2320](#)
- Scope and Responsibilities of Teachers of Record [584-210-0020](#)
- Required School District Guidelines for Digital Instruction
- [Cumulative ADM Manual](#)

# Anticipated Beginning of 2023 Release Date

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Section	Overview and Content
Part II: Remote & Online Learning Toolkit: Designing for Quality	<p>Answers the question: How do schools and districts design schooling experiences that go beyond compliance and provide high quality opportunities and outcomes for students?</p> <ul style="list-style-type: none"><li>● Rubrics aligned to the indicators for self-assessment and continuous improvement.</li><li>● Examples of each indicator that meet or exceed requirements.</li><li>● Additional resources</li></ul>

# Rationale and Next Steps

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# Reflections on SY 2021-22

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- Thinking back across discussions since October 2021, how has your understanding of remote and online learning **evolved or expanded**?
- From your perspective, and considering all of the Remote Learning Advisory Committee discussions, what are the **most critical policies** impacting student learning and opportunity in remote and online schools?
- What are some ways the Remote Learning Advisory Committee **functioned well**?
- What are some ways the Remote Learning Advisory Committee **can improve**?
- How has your engagement with the Remote Learning Advisory Committee **impacted your role outside of this group**?



# Debrief

# RLAC Fall 2022: End of Year Survey



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Oregon Department of Education

- Possible inclusion of sub-committees on the basis of interests.
- **End of year survey:**
  - Are you interested in being part of the RLAC next year?
  - Areas of interest and passion?
  - Are there voices/perspectives or individuals you think should be included in this work?
  - Any additional feedback?



# Closing



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- We will reconvene in September.
- All materials are available on the [Remote Learning website](#).
- If you have any questions or want to discuss any aspect of this work with the Remote Learning Team, please do not hesitate to reach out.