

Online & Remote Learning Guidance

COMPLIANCE EVALUATION AND PLANNING FORM

School Year 2022-23



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COMPLIANCE EVALUATION AND PLANNING FORM

This tool is designed to support school and district leaders and operators in determining whether they are in alignment with the design indicators and in compliance with the focus requirements and policies. School and district leaders are encouraged to use this tool with their staff while working through the questions for design and continuous improvement.

Suggested use:

1. Work through the “Tool for Reflection and Analysis of Current Practice” by reading through each indicator and providing evidence that demonstrates how your school or program satisfies the indicator’s questions for design and continuous improvement. Then, using the check box, identify your compliance with the associated **focus requirements and policies**.
2. Use the “Compliance Evaluation and Next Steps” tool to determine compliance OR note those **focus requirements and policies** that require additional attention.
3. After your full review, identify focal areas (indicators, questions for design and continuous improvement, or specific **focus requirements and policies**) for your planning and continuous improvement for the 2022-23 school year.

PILLAR #1: LEAD AND DESIGN FOR EQUITY

Tool for Reflection and Analysis of Current Practice

Indicator 1.1 School Design: Meet all state and federal requirements for appropriate staffing and instructional time and prioritize teacher-student interaction.

► **Questions for Design and Continuous Improvement**

A. Are all federal and state requirements for APPROPRIATE STAFFING designed for and met?

| Focus Requirements & Policies | Evidence & Next Steps |
|---|-----------------------|
| <p>OAR 581-022-2400 Division 22: Standards for Public Elementary and Secondary Schools*</p> <p>OAR 584-210-0020 Division 210: Scope and Responsibilities of Teachers of Record</p> <p>OAR 581-037-0015 Division 37: Assignment and Direction and Supervision of EAs*</p> <p>If applicable:</p> <p>OAR 581-022-2505 Division 22: Alternative Education*</p> <p>OAR 581-021-0072 Division 21: Rules for Private Alternative Education*</p> <p>ORS 336.635 Chapter 336: Teacher Licensure law for Alternative Education*</p> <p>ORS 338.120 Virtual public charter schools</p> <p>ORS 338.135 Public charter schools</p> | |

*Policy does not apply to public charter schools

B. Are all federal and state requirements for INSTRUCTIONAL TIME designed for and met?

| Focus Requirements & Policies | Evidence & Next Steps |
|---|-----------------------|
| <p>ORS 336.010 Chapter 336: School month</p> <p>ORS 187.010 Chapter 187: Legal Holidays</p> <p>OAR 581-022-0102(30) Division 22: Instructional Time Definition</p> <p>OAR 581-022-2320 Division 22: Required Instructional Time</p> <p>ORS 329.496 Physical Education Participation; Professional Development; Instruction without Endorsement</p> <p>OAR 581-022-2263 Division 22: Physical Education Requirements</p> | |

C. Are all federal and state requirements for ATTENDANCE designed for and met?

| Focus Requirements & Policies | Evidence & Next Steps |
|--|-----------------------|
| <p>OAR 581-023-0006 Division 23: Student Accounting Records and State Reporting</p> <p>Cumulative ADM Manual</p> | |

D. Is teacher-student interaction prioritized to meet student learning and social-emotional needs?

| Focus Requirements & Policies | Evidence & Next Steps |
|--|-----------------------|
| <p>School leaders and operators should review board adopted policies for their district or charter school to ensure compliance with relevant local policies.</p> | |

E. Does the school design ensure that students have appropriate access to, and engagement in, all required courses in accordance with [Oregon High School diploma credit requirements](#)?

| Focus Requirements & Policies | Evidence & Next Steps |
|--|-----------------------|
| OAR 581-022-2000 Division 22: Diploma Requirements | |

Indicator 1.2 Learning Environment: Ensure that classes, curriculum, instruction, and other parts of the school/program provide a safe, welcoming, and well-rounded space for all students.

► **Questions for Design and Continuous Improvement**

A. Have you designed and implemented a plan that provides equitable access to learning across protected classes including: race, color, national origin, sex, sexual orientation, gender identity, marital status, age, religion, and disability?

Further considerations: Have you/your district already developed a plan for continuous improvement associated with [ODE's Aligning for Student Success: Integrated Guidance for ODE's Six Initiatives](#)? Are your school or program materials accessible to and culturally sustaining for all students and families across native language or education level? Does the information on your website show that you are committed to equity? Do all courses reflect a commitment to [universal design for learning principles](#) so that all learners feel affirmed and can access all content and activities?

| Focus Requirements & Policies | Evidence & Next Steps |
|--|-----------------------|
| OAR 581-022-2312 Division 22: Every Student Belongs IDEA Education of Individuals with Disabilities (Implementing Regulations: 34 CFR Part 300) Section 504 Title III Every Student Succeeds Act (ESSA) OAR 581-022-2315 Division 22: Special Education for Children with Disabilities | |

B. Do all students have access to core content and well-rounded learning opportunities¹?

Further considerations: Do all students have access to STEM, STEAM, the arts, and computer science? Do all students have access to career technical education (CTE) courses that are appropriate for the grade level? Do all students have access to extracurricular activities, sports/athletics, field trips, and clubs?

| Focus Requirements & Policies | Evidence & Next Steps |
|--|-----------------------|
| <p>OAR 581-021-0200 Division 21: Standard Education for Oregon Students</p> <p>OAR 581-022-2000 Division 22: Diploma Requirements</p> <p>OAR 581-022-2030 Division 22: District Curriculum</p> <p>OAR 581-022-2263 Division 22: Physical Education Requirements</p> <p>ORS 329.045 Academic Content Standards (track updates in HB 2023)</p> | |

C. Have you designed in accordance with [ODE’s Integrated Model of Mental Health](#) in order to support the whole child through integrated social emotional learning?

| Focus Requirements & Policies | Evidence & Next Steps |
|---|-----------------------|
| <p>OAR 581-022-2060 Division 22: Comprehensive School Counseling†</p> | |

¹ While ESSA defines a well-rounded education to include a wide variety of subjects and areas of study, ODE believes a well-rounded education moves beyond the courses students take, and into the essential knowledge and skills students are learning in those courses. A well-rounded education provides the knowledge and skills to live, learn, work, create, and contribute. It also ensures that every student is known, heard, and supported. This definition of well-rounded education focuses on the whole student and their community, the learning experiences they are given, the knowledge and skills they learn, and the beliefs and attributes they develop.

†Policy applies to public charter schools in some circumstances

D. Do all students have access to college and career readiness pathways and support for post-secondary success - appropriate to their grade level?

Further considerations: Do all students have access to accelerated learning and other college-career readiness pathways such as AP/IB classes? Does the school have a dual credit partnership with a community college in order to ensure that high school students have access to dual credit opportunities? Do all students have access to career connected learning?

| Focus Requirements & Policies | Evidence & Next Steps |
|---|-----------------------|
| OAR 581-022-2055 Division 22: Career Education* | |

E. If operating using virtual learning, have you provided sufficient technical support to meet the needs of students, including hardware, software, and appropriate connectivity?

| Focus Requirements & Policies | Evidence & Next Steps |
|--|-----------------------|
| OAR 581-022-2345 Division 22: Auxiliary Services* If applicable: ORS 338.120(1)(h)-(i) Chapter 338: Virtual Public Charter Schools | |

*Policy does not apply to public charter schools

F. Are you ensuring all educational staff, contractors, and service providers supporting students have been appropriately trained and passed the necessary background checks?

Further considerations: For district or school programs that allow independent study classes and utilize community classes, how do you ensure the safety of your students? What systems are in place to safeguard against abuse and ensure appropriate reporting is possible?

| Focus Requirements & Policies | Evidence & Next Steps |
|---|-----------------------|
| <p>ORS 326.603 Chapter 326: Fingerprints and Criminal Records Check</p> <p>ORS 326.607 Chapter 326: Criminal Records Check for Volunteers</p> <p>ORS 339.370-339.400 Chapter 339: Abuse and Sexual Conduct</p> <p>Title IX Nondiscrimination on the basis of Sex in Education</p> | |

G. If operating using virtual learning, have you reviewed the [Key Components of Digital Learning](#) and considered this resource in your design and implementation?

| Focus Requirements & Policies | Evidence & Next Steps |
|--|-----------------------|
| <p>School leaders and operators should review board adopted policies for their district or charter school to ensure compliance with relevant local policies.</p> | |

H. If operating using virtual learning, have you utilized established standards, framework, and student training (e.g. [ISTE Student Standards and Common Sense Media](#)) to ensure that students understand how to be safe and thoughtful digital citizens?

| Focus Requirements & Policies | Evidence & Next Steps |
|--|-----------------------|
| <p>School leaders and operators should review board adopted policies for their district or charter school to ensure compliance with relevant local policies.</p> | |

Indicator 1.3 Equity-Centered Planning: Use an equity lens when engaging in planning and continuous improvement aligned for student success.

► Questions for Design and Continuous Improvement

A. Are you using an equity lens and [ODE’s Equity Decision Tools for School Leaders](#) when planning for continuous improvement?

| Focus Requirements & Policies | Evidence & Next Steps |
|---|-----------------------|
| OAR 581-022-2250 Division 22: District Improvement Plan* | |

B. Have you used continuous improvement practices to develop, implement, and monitor a multi-year improvement plan?

| Focus Requirements & Policies | Evidence & Next Steps |
|---|-----------------------|
| OAR 581-022-2250 Division 22: District Improvement Plan* | |

*Policy does not apply to public charter schools

C. Have you leveraged multiple perspectives and equity-centered data analysis to identify strengths and areas for improvement as well as to make timely adjustments to improve experiences and outcomes for students?

| Focus Requirements & Policies | Evidence & Next Steps |
|--|-----------------------|
| <p>School leaders and operators should review board adopted policies for their district or charter school to ensure compliance with relevant local policies.</p> | |

D. Have you established ongoing opportunities to meaningfully engage students, families, school staff, and community partners by considering ODE’s Community Engagement Toolkit?

| Focus Requirements & Policies | Evidence & Next Steps |
|--|-----------------------|
| <p>School leaders and operators should review board adopted policies for their district or charter school to ensure compliance with relevant local policies.</p> | |

E. Have you set specific, measurable, short and long-term goals that can be traced over time to celebrate growth and determine plans for improvement?

| Focus Requirements & Policies | Evidence & Next Steps |
|--|-----------------------|
| <p>School leaders and operators should review board adopted policies for their district or charter school to ensure compliance with relevant local policies.</p> | |

Indicator 1.4 Instructional Materials: Establish a review and evaluation process that is aligned to state requirements for instructional materials adoption.

► Questions for Design and Continuous Improvement

A. If you are a district-run school, do you have evidence of an instructional review and evaluation process that is aligned to state requirements according to [ODE’s Instructional Adoption Process](#) requirements?

| Focus Requirements & Policies | Evidence & Next Steps |
|---|-----------------------|
| <p>OAR 581-022-2355 Division 22: Instructional Materials Adoption*</p> <p>OAR 581-022-2350 Division 22: Independent Adoptions of Instructional Materials*</p> <p>OAR 581-022-2360 Division 22: Postponement of Purchase of State-Adopted Instructional Materials*</p> <p>OAR 581-021-0046 Division 21: Program Compliance Standards</p> | |

B. If you are utilizing digital instructional materials, do you have a process that shows evidence of instructional materials review and evaluation process according to the [Digital Instructional Materials Requirements and Recommendations](#)?

| Focus Requirements & Policies | Evidence & Next Steps |
|---|-----------------------|
| <p>ORS 337.150 Chapter 337: School board and charter school duty to provide textbooks</p> | |

*Policy does not apply to public charter schools

C. Do instructional materials include provisions that are accessible for all learners through the use of tools such as “[Communicating Accessibility Requirements](#)” and “[Vetting for Accessibility](#)” from the National Center on Accessible Educational Materials for Learning at CAST?

| Focus Requirements & Policies | Evidence & Next Steps |
|---|-----------------------|
| ADA Regulations NIMAS in IDEA NIMAS for SEAs and LEAS OAR 581-015-2060 Division 15: Accessible Materials OAR 581-022-2355 Division 22: Instructional Materials Adoption | |

D. Have you ensured that online providers demonstrate with evidence that they store student data appropriately and securely, and respect and do not violate student data privacy, sell student data, or permit/conduct data mining?

| Focus Requirements & Policies | Evidence & Next Steps |
|---|-----------------------|
| ORS 336.184 Chapter 336: Oregon Student Information Privacy Act | |

E. Do teachers have the opportunity to amend, substitute, supplement, or contextualize curriculum in real time for students or when planning instruction?

| Focus Requirements & Policies | Evidence & Next Steps |
|---|-----------------------|
| School leaders and operators should review board adopted policies for their district or charter school to ensure compliance with relevant local policies. | |

F. Are all instructional materials inclusive and culturally responsive in that they provide models, selections, activities and opportunities for responses which promote respect for all people?

| Focus Requirements & Policies | Evidence & Next Steps |
|---|-----------------------|
| School leaders and operators should review board adopted policies for their district or charter school to ensure compliance with relevant local policies. | |

Compliance Evaluation and Next Steps

Indicator 1.1 School Design: Meet all state and federal requirements for appropriate staffing and instructional time and prioritize teacher-student interaction.

In Compliance with all focus requirements and policies related to this indicator

Out of Compliance with the following policies and requirements related to this indicator:

| Requirement/Policy | Next Steps | Assigned Staff | Due Date |
|--------------------|------------|----------------|----------|
| | | | |

Indicator 1.2 Learning Environment: Ensure that classes, curriculum, instruction, and other parts of the school/program provide a safe, welcoming, and well-rounded space for all students.

In Compliance with all focus requirements and policies related to this indicator

Out of Compliance with the following policies and requirements related to this indicator:

| Requirement/Policy | Next Steps | Assigned Staff | Due Date |
|--------------------|------------|----------------|----------|
| | | | |

Indicator 1.3 Equity-Centered Planning: Use an equity lens when engaging in planning and continuous improvement aligned for student success.

In Compliance with all focus requirements and policies related to this indicator

Out of Compliance with the following policies and requirements related to this indicator:

| Requirement/Policy | Next Steps | Assigned Staff | Due Date |
|--------------------|------------|----------------|----------|
| | | | |

Indicator 1.4 Instructional Materials: Establish a review and evaluation process that is aligned to state requirements for instructional materials adoption.

In Compliance with all focus requirements and policies related to this indicator

Out of Compliance with the following policies and requirements related to this indicator:

| Requirement/Policy | Next Steps | Assigned Staff | Due Date |
|--------------------|------------|----------------|----------|
| | | | |

After our review, our areas of focus based on the indicators include:

PILLAR #2: CREATE RELATIONAL CONDITIONS FOR LEARNING

Tool for Reflection and Analysis of Current Practice

Indicator 2.1 Mental Health, Belonging, and Well-Being: Provide support and responsive monitoring for students' mental health, belonging, and well-being.

► Questions for Design and Continuous Improvement

A. Have you provided access to comprehensive counseling for all students – either in-person or telehealth?

| Focus Requirements & Policies | Evidence & Next Steps |
|--|-----------------------|
| OAR 581-022-2060 Division 22: Comprehensive School Counseling† | |

B. Have you created an affirming learning environment grounded in [Care and Connection](#) built on students' funds of knowledge both within and outside of classes?

Further considerations: Have you designed according to the [African American/Black Student Success Plan](#), [American Indian/Alaska Native Student Success Plan](#), [Latino/a/x & Indigenous Student Success Plan](#), and [LGBTQ2SIA+ Student Success Plan](#)

| Focus Requirements & Policies | Evidence & Next Steps |
|---|-----------------------|
| OAR 581-022-2312 Division 22: Every Student Belongs | |

†Policy applies to public charter schools in some circumstances

C. Have you incorporated social emotional learning (SEL) within academic courses as well as other learning spaces by utilizing the resources available on [ODE’s Social and Emotional Learning \(SEL\) website](#)?

| Focus Requirements & Policies | Evidence & Next Steps |
|---|-----------------------|
| School leaders and operators should review board adopted policies for their district or charter school to ensure compliance with relevant local policies. | |

D. Have you created an affirming learning environment grounded in [Care and Connection](#) built on students’ funds of knowledge both within and outside of classes?

| Focus Requirements & Policies | Evidence & Next Steps |
|---|-----------------------|
| School leaders and operators should review board adopted policies for their district or charter school to ensure compliance with relevant local policies. | |

Indicator 2.2 Relationships: Create consistent opportunities for students to develop authentic and meaningful connections with peers and adults.

► Questions for Design and Continuous Improvement

A. Have you designed your learning environment with the goal of creating consistent connection opportunities for students to build relationships with their peers and teachers utilizing [Every Student Belongs](#)?

Further Considerations: Are there opportunities for both same age peers as well as mentoring with non-same age peers for relationship building opportunities?

| Focus Requirements & Policies | Evidence & Next Steps |
|---|-----------------------|
| OAR 581-022-2312 Division 22: Every Student Belongs | |

B. Have you provided opportunities for peer-to-peer learning through both asynchronous and synchronous means?

| Focus Requirements & Policies | Evidence & Next Steps |
|--|-----------------------|
| If applicable: ORS 338.120(1)(k)-(L) Chapter 338: Virtual Public Charter Schools | |

C. Have you provided opportunities for students to build relationships with their peers outside of the academic context?

Further considerations: Does this include peers outside of the family members?

| Focus Requirements & Policies | Evidence & Next Steps |
|--|-----------------------|
| If applicable: ORS 338.120(1)(k)-(L) Chapter 338: Virtual Public Charter Schools | |

D. Have you provided opportunities for students to build relationships with their teachers through both asynchronous and synchronous means?

| Focus Requirements & Policies | Evidence & Next Steps |
|---|-----------------------|
| School leaders and operators should review board adopted policies for their district or charter school to ensure compliance with relevant local policies. | |

E. Have you assessed student relationship needs and are you responsive to students who have greater need for care and connection?

| Focus Requirements & Policies | Evidence & Next Steps |
|--|-----------------------|
| <p>School leaders and operators should review board adopted policies for their district or charter school to ensure compliance with relevant local policies.</p> | |

Indicator 2.3 Family & Community Engagement: Design and implement reciprocal and authentic systems for meaningful family and community engagement and communication structures.

► Questions for Design and Continuous Improvement

A. Have you designed and implemented an inclusive enrollment process to ensure that all students are able to attend, no matter their race, color, national origin, sex, sexual orientation, gender identity, marital status, age, religion, and disability?

| Focus Requirements & Policies | Evidence & Next Steps |
|--|-----------------------|
| <p>ORS 659.850 Discrimination in Education Prohibited</p> <p>OAR 581-021-0045 Division 21: School Discrimination Prohibited</p> <p>OAR 581-022-2312 Division 22: Every Student Belongs</p> <p>If applicable:</p> <p>ORS 338.125 Public charter school enrollment</p> | |

B. Do you create consistent opportunities for reciprocal and authentic family and community engagement in a variety of formats?

| Focus Requirements & Policies | Evidence & Next Steps |
|--|-----------------------|
| <p>ORS 329.095 Local district continuous improvement plans*</p> <p>OAR 581-020-0130 Division 20: 21st Century Schools Council (Site Councils)*</p> <p>If applicable:</p> <p>ORS 338.120(c) Chapter 338: Virtual public charter schools</p> | |

C. Do you have procedures to ensure that all families can participate in engagement opportunities by providing translation services, ADA accommodations, etc.?

| Focus Requirements & Policies | Evidence & Next Steps |
|---|-----------------------|
| <p>ORS 659.850 Discrimination in Education Prohibited</p> <p>OAR 581-021-0045 Division 21: School Discrimination Prohibited</p> | |

D. Do students, families, and the larger school community have a voice in school decision making?

| Focus Requirements & Policies | Evidence & Next Steps |
|---|-----------------------|
| <p>OAR 581-022-2250 Division 22: District Improvement Plan*</p> | |

*Policy does not apply to public charter schools

E. Have you provided an orientation to students and families that outlines what is required of learners and families within the online and remote academic context?

Further considerations: Did this orientation offer opportunities for dialogue between families and school personnel? Did this orientation provide materials in a variety of languages and modalities based on student and family need? Is the language within the materials asset based and culturally responsive? Did this orientation clearly identify the responsibilities of the learning coach, the student, and the educators at the school?

| Focus Requirements & Policies | Evidence & Next Steps |
|---|-----------------------|
| School leaders and operators should review board adopted policies for their district or charter school to ensure compliance with relevant local policies. | |

F. Do you have clear systems and varied methods of communication aligned with your equity lens?

| Focus Requirements & Policies | Evidence & Next Steps |
|---|-----------------------|
| School leaders and operators should review board adopted policies for their district or charter school to ensure compliance with relevant local policies. | |

G. Have you created safe affinity spaces or culturally responsive family councils to support focal students/families?³

| Focus Requirements & Policies | Evidence & Next Steps |
|---|-----------------------|
| School leaders and operators should review board adopted policies for their district or charter school to ensure compliance with relevant local policies. | |

³ The development of affinity spaces create opportunities for families with shared identifies to have a safe space to gather and engage in dialogue with the goal of creating more equitable school spaces. Schools might use resources such as [“Critical Practices for Anti-bias Education Family and Community Engagement”](#) from Learning for Justice and the Racial, the [“Racial Affinity Groups: Guide for School Leaders”](#) from Great Schools Partnership.

H. Do you provide technical support to students and families based on the needs raised by the school community?

Further considerations: Do you have a website where families and community members can access information in an accessible format according to the [Web Content Accessibility Guidelines \(WCAG\) 2.1](#)?

| Focus Requirements & Policies | Evidence & Next Steps |
|---|-----------------------|
| School leaders and operators should review board adopted policies for their district or charter school to ensure compliance with relevant local policies. | |

Compliance Evaluation and Next Steps

Indicator 2.1 Mental Health, Belonging, and Well-Being: Provide support and responsive monitoring for students’ mental health, belonging, and well-being.

In Compliance with all focus requirements and policies related to this indicator

Out of Compliance with the following policies and requirements related to this indicator:

| Requirement/Policy | Next Steps | Assigned Staff | Due Date |
|--------------------|------------|----------------|----------|
| | | | |

Indicator 2.2 Relationships: Create consistent opportunities for students to develop authentic and meaningful connections with peers and adults.

In Compliance with all focus requirements and policies related to this indicator

Out of Compliance with the following policies and requirements related to this indicator:

| Requirement/Policy | Next Steps | Assigned Staff | Due Date |
|--------------------|------------|----------------|----------|
| | | | |

Indicator 2.3 Family & Community Engagement: Design and implement reciprocal and authentic systems for meaningful family and community engagement and communication structures.

In Compliance with all focus requirements and policies related to this indicator

Out of Compliance with the following policies and requirements related to this indicator:

| Requirement/Policy | Next Steps | Assigned Staff | Due Date |
|--------------------|------------|----------------|----------|
| | | | |

After our review, our areas of focus based on the indicators include:

PILLAR #3: PLAN AND IMPLEMENT INCLUSIVE INSTRUCTION

Tool for Reflection and Analysis of Current Practice

Indicator 3.1 Instructional Design: Establish a student-centered learning environment that plans and scaffolds for learner development and learning differences.

► Questions for Design and Continuous Improvement

A. Are you using the [Oregon State Academic Content Standards](#) when planning and implementing instruction to meet the needs of all students?

| Focus Requirements & Policies | Evidence & Next Steps |
|--|-----------------------|
| <p>OAR 581-022-2030 Division 22: District Curriculum</p> <p>ORS 329.492 Chapter 329: Oregon Studies</p> <p>ORS 329.493 Chapter 329: Curriculum relating to Native American experience in Oregon</p> <p>ORS 329.494 Chapter 329: Instruction about the Holocaust and genocide</p> | |

B. Are you ensuring that your instruction is inclusive and students on IEPs and 504s receive appropriate modifications and accommodations with student plans being available and utilized by all instructors?

| Focus Requirements & Policies | Evidence & Next Steps |
|--|-----------------------|
| <p>IDEA Education of Individuals with Disabilities</p> <p>Section 504</p> <p>OAR 581-022-2315 Division 22: Special Education for Children with Disabilities</p> <p>OAR 581-015-2200 Content of IEP</p> <p>OAR 581-015 2220 When IEPs Must Be In Effect</p> | |

C. Are you providing equitable access and cultural, academic, and linguistic supports for students who are emergent bilingual/multilingual by highlighting and amplifying the critical language, knowledge about language, and skills using language as exemplified through the [Oregon English Language Proficiency Standards](#)?

| Focus Requirements & Policies | Evidence & Next Steps |
|---|-----------------------|
| <p>ESSA Title III Every Student Succeeds Act (ESSA)</p> <p>ORS 336.079 Chapter 336: English language learners</p> <p>OAR 581-023-0100 Division 23: Student Weighting and Required Program</p> | |

D. Are you ensuring that students identified as talented and gifted (TAG) are recognized and subsequently served through utilizing existing frameworks such as the [National Standards in Gifted and Talented Education](#)?

| Focus Requirements & Policies | Evidence & Next Steps |
|---|-----------------------|
| <p>OAR 581-022-2500 Division 22: Programs and Services for Talented and Gifted Students*</p> <p>OAR 581-022-2325 Division 22: Identification of Academically Talented and Intellectually Gifted Students*</p> | |

*Policy does not apply to public charter schools

Indicator 3.2 Instructional Practices & Assessment: Design and implement instructional practices and a balanced assessment system designed for purposeful online pedagogies that support all students with particular attention to students who are historically and systemically marginalized.

► Questions for Design and Continuous Improvement

A. Have you designed instruction to be culturally and linguistically responsive and sustaining for the students your school serves in accordance with the [Oregon State Academic Content Standards](#)?

| Focus Requirements & Policies | Evidence & Next Steps |
|---|-----------------------|
| OAR 581-022-2030 Division 22: District Curriculum | |

B. Have you created conditions necessary to support individualized learning needs where learning is tailored to each student’s identity, strengths, interests, and aspirations?

| Focus Requirements & Policies | Evidence & Next Steps |
|---|-----------------------|
| OAR 581-022-2415 Division 22: Core Teaching Standards | |

C. Have you monitored student learning and provided timely and ongoing feedback through a balanced assessment system⁴?

Further considerations: Have you ensured real-time feedback is provided to all students that extends beyond letter grades and points in order to include substantive narrative feedback on strengths and areas of growth?

| Focus Requirements & Policies | Evidence & Next Steps |
|--|-----------------------|
| <p>OAR 581-022-2025 Division 22: Credit Options</p> <p>OAR 581-022-2270 Division 22: Individual Student Assessment, Recordkeeping and Reporting</p> <p>OAR 581-022-2415 Division 22: Core Teaching Standards</p> | |

D. Have you utilized established national standards including the [NSQ \(National Standards for Quality Online Learning\)](#), [ISTE Standards](#), and [iNACOL standards \(International Association for K-12 Online Learning\)](#) in order to design and implement:

- Instructional practices and assessments designed for purposeful online or remote pedagogies;
- Learning experiences adapted by educators to meet student needs⁵; and
- Engaging learning experience for all students?

| Focus Requirements & Policies | Evidence & Next Steps |
|--|-----------------------|
| <p>School leaders and operators should review board adopted policies for their district or charter school to ensure compliance with relevant local policies.</p> | |

⁴ A balanced assessment system includes: Assessment as learning = student self-assessment practices, Assessment for learning = formative assessment practices, Assessment of learning = summative assessments. Additional information about developing and implementing a balanced assessment system can be found on [ODE's Assessment website](#).

⁵ Adaptability of instructional materials and instruction in the context of this guidance is on the basis of educator's adapting materials and content to meet the needs of their students. This does not refer to algorithmic adaptability of online curriculum which will be further discussed in future guidance.

Indicator 3.3 Professional Learning: Institute a system for strategic, sustained, and supportive professional learning and teacher evaluation based on established professional standards for online or remote pedagogies.

A. Have you provided ongoing professional learning to teachers and staff based on established professional standards for online instruction including [NSQ \(National Standards for Quality Online Learning\)](#), [ISTE Standards](#), and [iNACOL standards \(International Association for K-12 Online Learning\)](#)?

| Focus Requirements & Policies | Evidence & Next Steps |
|--|-----------------------|
| <p>OAR 581-022-2410 Division 22: Teacher and Administrator Evaluation and Support</p> <p>OAR 581-022-2415 Division 22: Core Teaching Standards</p> | |

B. Have you provided regular feedback and coaching to teachers regarding their performance and student achievement/ progress aligned with the [Oregon Framework for Teacher and Administrator Evaluation and Support Systems](#)?

| Focus Requirements & Policies | Evidence & Next Steps |
|---|-----------------------|
| <p>OAR 581-022-2410 Division 22: Teacher and Administrator Evaluation and Support</p> | |

C. Have you created opportunities for leadership capacity building, distributed leadership that includes teachers and staff, and career advancement opportunities for school professionals?

| Focus Requirements & Policies | Evidence & Next Steps |
|--|-----------------------|
| OAR 581-022-2410 Division 22: Teacher and Administrator Evaluation and Support OAR 581-022-2420 Division 22: Educational Leadership - Administrator Standards | |

D. Have you provided training on digital civics and digital citizenship which includes internet safety, student data privacy, and cybersecurity?

| Focus Requirements & Policies | Evidence & Next Steps |
|---|-----------------------|
| FERPA Family Educational Rights and Privacy Act “COPPA” Children’s Online Privacy Protection Rule CIPA Children’s Internet Protection Act ORS 336.184 Chapter 336: Oregon Student Information Protection Act (OSIPA) PPRA Protection of Pupil Rights Amendment Identity Theft Protection Act | |

E. Have you created opportunities for peer-to-peer learning so that educators can learn from one another?

Further Considerations: Have you created school-wide professional learning communities (PLCs) and trained teachers on the structure and purpose of PLCs?

| Focus Requirements & Policies | Evidence & Next Steps |
|---|-----------------------|
| School leaders and operators should review board adopted policies for their district or charter school to ensure compliance with relevant local policies. | |

F. Have you aligned your professional learning to the school or district equity lens?

| Focus Requirements & Policies | Evidence & Next Steps |
|---|-----------------------|
| School leaders and operators should review board adopted policies for their district or charter school to ensure compliance with relevant local policies. | |

Compliance Evaluation and Next Steps

Indicator 3.1 Instructional Design: Establish a student-centered learning environment that plans and scaffolds for learner development and learning differences.

In Compliance with all focus requirements and policies related to this indicator

Out of Compliance with the following policies and requirements related to this indicator:

| Requirement/Policy | Next Steps | Assigned Staff | Due Date |
|--------------------|------------|----------------|----------|
| | | | |

Indicator 3.2 Instructional Practices & Assessment: Design and implement instructional practices and a balanced assessment system designed for purposeful online pedagogies that support all students with particular attention to students who are historically and systemically marginalized.

In Compliance with all focus requirements and policies related to this indicator

Out of Compliance with the following policies and requirements related to this indicator:

| Requirement/Policy | Next Steps | Assigned Staff | Due Date |
|--------------------|------------|----------------|----------|
| | | | |

Indicator 3.3 Professional Learning: Institute a system for strategic, sustained, and supportive professional learning and teacher evaluation based on established professional standards for online or remote pedagogies.

In Compliance with all focus requirements and policies related to this indicator

Out of Compliance with the following policies and requirements related to this indicator:

| Requirement/Policy | Next Steps | Assigned Staff | Due Date |
|--------------------|------------|----------------|----------|
| | | | |

After our review, our areas of focus based on the indicators include: