

# Remote Learning Program Quality Standards Draft V

**Purpose:** These standards are intended to bring focus to design elements that are critical to attend to within remote and online schools and programs. They do not represent all of the requirements for remote and online programs in Oregon. Rather, they are intended to work in concert with rule, statute, and systems of accountability and support to ensure high-quality remote and online learning with a focus on student learning and experience.

## **Pillar #1: Leading and Designing for Equity**

- 1.1 The school or program has a governance and organizational structure that supports equitable access and outcomes for all students.
- 1.2 The school or program meets all state and federal requirements for appropriate staffing and instructional time, and prioritizes teacher-student interaction through scheduling, instructional design, considerations regarding student-teacher ratio, and use of synchronous and asynchronous instruction.
- 1.3 The school or program uses an equity lens when engaging in planning and continuous improvement aligned for student success.

## **Pillar #2: School Culture and Student Services/Supports**

- 2.1 The school or program provides access to comprehensive counseling.
- 2.2 The school or program has equity-oriented operational plans for responsive monitoring and support for student learning, belonging, and well-being.
- 2.3 The school or program creates conditions necessary to support individualized learning needs where learning is tailored to each student's identity, strengths, interests, and aspirations.
- 2.4 The school or program provides opportunities to develop authentic and meaningful connections with peers and adults, both within and outside of the school community.
- 2.5 The school or program provides opportunities for peer to peer learning through both asynchronous and synchronous means.
- 2.6 The school or program values students' funds of knowledge and creates an affirming learning environment that promotes students' sense of agency and purpose.
- 2.7 The school or program offers social emotional learning (SEL) resources and supports to ensure that students feel respected, valued, efficacious, and engaged in the classroom.

## **Pillar #3: Teaching, Learning, and Assessment**

- 3.1 The school or program has an instructional design that allows for equitable student-centered learning opportunities with particular attention to curricular relevance for students who are historically and systemically marginalized.
- 3.2 The school or program has instructional practices and assessments designed for purposeful online and/or remote pedagogies that support all students with particular attention to students who are historically and systemically marginalized.
- 3.3 The school or program is fully accessible and follows all applicable ADA and IDEA laws to support students on IEPs and students on 504s.
- 3.4 The school or program follows all federal and state laws for English learners and provides equitable access and cultural, academic, and linguistic supports for students who are emergent bilingual/multilingual.
- 3.5 The school or program monitors student learning and provides ongoing feedback through equitable assessment.

- 3.6 The school or program provides courses that are accessible and reflect a commitment to universal design for learning principles so that all learners can access all content and activities.
- 3.7 The school or program has strategic and sustained professional learning opportunities and teacher evaluation based on established professional standards for online and/or remote pedagogies.
- 3.8 The school or program has strategic and sustained professional learning opportunities for educational leaders to support leading for equity and providing instructional coaching for online and/or remote teaching and learning.
- 3.9 The school or program has training for staff, students, and families on digital civics and digital citizenship which includes internet safety, student data privacy, and cybersecurity.

#### **Pillar #4: Family/Community Engagement and Partnerships**

- 4.1 The school or program has clear systems and methods of communication based on the program model that informs students and families of the following:
- 4.1a expectations of students and families based on the program model;
  - 4.1b strategies to support the educational experience of students specific to the program model;
  - 4.1c learning progress, levels of proficiency, and grades;
  - 4.1d student well-being;
  - 4.1e training opportunities and technical support specific to the program model, curriculum, and communications format.
- 4.2 The school or program has established systems for family and community partnerships with regular opportunities for collaboration and shared decision-making among all partners.

#### **Pillar #5: High-Quality Instructional Materials**

- 5.1 The school or program has a robust and highly collaborative process of review that is aligned to state requirements for instructional materials adoption.
- 5.2 The school or program has culturally responsive and anti-racist instructional materials that can be updated or revised as needed.
- 5.3 The school or program includes provisions within instructional materials for students who experience disability, talented and gifted students, and students who are emergent bilingual/multilingual.
- 5.4 The school or program offers diverse materials that meet accessibility requirements of every learner.

#### **Pillar #6: Equitable Access to Learning Pathways**

- 6.1 The school or program, if operating using virtual learning, has systems and structures to support equitable access to appropriate digital devices and high-speed internet connectivity needed for learning.
- 6.2 The school or program has well-rounded learning opportunities including, but not limited to, STEM, STEAM, the Arts, extracurricular activities, physical education, field trips, dual credit opportunities, and clubs.
- 6.3 The school or program provides college and career readiness pathways, opportunities for career technical education (CTE) and support for post-secondary success.