

# OXFORD PUBLIC SCHOOLS



## REMOTE LEARNING PLAN

## 2020

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## VISION OF THE OXFORD PUBLIC SCHOOLS GRADUATE

**A Graduate of the Oxford Public Schools will be able to...**

**Critical Thinking Statement:** "Demonstrate content proficiency by synthesizing complex information, engaging in real-world problem-solving, and utilizing these skills in various situations to develop innovative solutions."

**Resilience Statement:** "Demonstrate emotional intelligence and a strong work ethic by overcoming academic and personal struggles, responding to critical feedback, and understanding that failure is often an opportunity to learn."

**Communication and Literacy Statement:** "Respectfully contribute to collaborative discourse with others through oral, written, and digital communication skills."

**Accountability Statement:** "Engage respectfully in the school, local, and global communities and take responsibility for one's self and demonstrate civic engagement."

**Teamwork Statement:** "Demonstrate confidence and personal integrity when working collaboratively by respecting all diversities, cultures, and opinions."

## OXFORD PUBLIC SCHOOLS REMOTE LEARNING PLANS – 2020

Remote learning in the Oxford Public Schools has been designed to encourage a balance of teacher directed and student directed learning. Remote learning will provide students with opportunities to engage in deeper learning, will reinforce mastery of concepts and skills that have already been taught, and will also provide students with opportunities to show their understanding of academic material.

Remote learning is not synonymous with online learning. It is important to note that there are many other meaningful and productive ways for students to broaden their understanding and apply their knowledge to the real-world such as project-based assignments or the use of the natural world for authentic learning experiences. When planning for remote learning, educators will consider equity for all students as well as maintaining connections with students in order to ensure all students continue their learning. Equity speaks to the importance of designing lessons and activities that ALL students may access. Furthermore, educators wish to ensure that the concepts and skills covered during this time provide opportunities for students to apply their understanding and to explore their interests.

However, remote learning cannot replicate the teaching and learning that takes place within our classrooms each day, the interactions and bonds that occur between teachers and students. What we believe it will provide is continued connections with educators multiple times per week, access to academic content directed by educators as well as time for enrichment activities.

## District-wide Teaching and Learning Continuity Plan

### District-wide Guiding Principles

1. We will work to ensure the safety and well-being of students and educators.
2. We will work to ensure equity, especially for our most vulnerable students.
3. We will maintain communication with students and families.

### District-wide Teacher Expectations

1. All teachers will provide work that reinforces or extends the concepts and skills taught in their grade and/or content area. New concepts may be introduced as appropriate, in particular, at the secondary level.
2. All teachers will provide work that can be graded as credit/no credit at the high and middle schools and pass/fail at the elementary schools.
3. Teachers will develop daily, multi-day, or extended assignments whichever is appropriate for class or course outcomes.

### District-wide Student Learning Expectations

1. Students should expect that assignments will be graded with a pass/fail or credit/no credit.
2. Student assignments and/or projects will be aligned to the academic expectations of class/course.
3. Student assignments should be relevant and meaningful to the class or course.

### District-wide Instructional Requirements

1. All teachers will engage in at minimum **three hours of daily instruction** with their students. Teachers will collaborate to identify their instructional time.
2. All teachers will continue to teach remotely. Remote learning is **NOT** synonymous with online learning. Remote learning may occur in multiple formats and through various appropriately structured educational mediums. Some of these are the following:
  - a. video/audio conferencing (i.e., Google Hangouts, Zoom)
  - b. 1:1 video/audio calls
  - c. emails
  - d. projects
  - e. utilizing resources in the natural world
  - f. work packets
  - g. reading lists
  - h. physical education activities
  - i. enrichment activities via the arts (theater, dance, music, other)
  - j. online learning resources or other online platforms
  - k. other resources to engage students
3. All teachers will continue to be available for questions/concerns from their students and/or parents **during non-instruction time for 20 minutes daily**. Teachers will identify this additional time to students/parents.

## **Guiding Principles**

- Top Priority is the safety and well-being of students and educators
- Maintaining communication with students
- Equity especially for the most vulnerable students

## **Remote Learning Does NOT Equal Online Learning**

- Help students engage in resources in everyday lives
- Resources in the natural world
- Include the arts and interdisciplinary work

## **Recommendations of the Remote Learning Model**

- It should be half of the regular school day
- Should be a combination of teacher directed and student self-directed
- Reinforce already taught skills and deepening these skills
  - Some cases may introduce new skills, but consider the equity of the students

## **Definition and Scope of Remote Learning**

- Consider the natural world, local community (social distancing), hands on projects, artistic creations

## **Examples of Remote Learning**

- Video/audio Conferencing
- 1:1 video/audio calls
- Emails
- Work packets
- Projects
- Reading lists
- Online learning resources
- Other resources to engage students

## **Components of Remote Learning Schedules**

- Connect with students multiple times a week
- Access to multiple hours a day of academic content directed by the teacher
- Physical activity requirement from the teacher
- Enrichment activities via the arts (dance, theater, music, other media)

## **Feedback on Student Work and Grades**

- Teachers to provide feedback on student work done.
- Determine credit/ no credit or pass/fail for grading (no letter grades) for work completed
- Incentives to keep students motivated (specific for middle/elementary level)
- Consider equity for students before giving no credit (most vulnerable students)

## A. M. Chaffee Elementary School Remote Learning Plan

### Teacher Expectations

All of Chaffee's Professional Teaching Staff have agreed to use extensive amounts of on-line tools to assure 2 way communication with students and families during Phase 2 (learning). The technology department has assisted and we are confident that every student at Chaffee that needed tools, have received them which will allow the use of technology to enhance learning.

- Google Classrooms have been designed for every Gr. K and Gr. 1 homeroom (Pre-K team will be utilizing different on-line mediums).
- Teachers will provide their students with tasks and activities that extend their subject matter learning during Phase 2.
- Teachers may present multi-day projects, daily assignments, or a menu of choices, whichever is appropriate for the class outcomes and as importantly for the learning needs of the students in their classes.
- Teachers may introduce new concepts with the caveat that new concepts may need to be re-taught when school is opened.
- Teachers will include virtual meeting times, live chats, voice feedback, and video tutorials to maintain human connections with their students.
- Teachers will be clear about expectations for online participation.
- Teachers may also use individual phone conferences with their students as appropriate.
- Teachers should develop a weekly schedule for their students. Coordinate with specialists if they are going to join or do their own on a specific day.
- Teachers will be working with their grade level teams on all planning and assessments for Phase 2 and share plans through their technology resources regularly.
- Teachers and staff will respond to parent questions within 48 hours or sooner.

### Student Learning Expectations

- All families are expected to assist their children to check-in daily to the teacher's Google Classroom and/or check emails from all Teaching Staff.
- Students should expect that all identified assignments during Phase 2 will be reviewed by staff in order to check for understanding and to determine if the concepts have been successfully learned.
- Parents and Students should realize that they can reach out to their teacher for assistance on work. Teachers will be setting aside an additional 20 minutes of non-instruction time daily to assist students and answer questions.
- Students should explore online resources or at-home activities regularly, as promoted by their teachers. Reach out to your teacher if you need account information.
- Parents should contact their Building Principal if their student has any issues with online learning capacity (i.e., internet service, laptop) available. (We will work to make sure all issues are resolved).

## **Instructional Requirements**

- Student activities will be provided using Google Classroom, Zoom conferences and/or Google Meet, as well as online websites as directed by the teacher.
- Three hours of daily teacher instruction for teachers could include any of the following:
  - Zoom/Google Meet teaching and check-ins
  - online website
  - Google Classroom
  - Art, Music, PE, and Mindfulness will have a separate web-page for students to complete activities on the days they would have met with that teacher.
- Teachers who plan to use video conferencing (Zoom, Google Hangouts) must notify students/parents in advance so families can work around the school schedule.

## **Clara Barton Elementary School Remote Learning Plan**

### **Teacher Expectations**

- Teachers will provide their students with work that extends their subject matter learning during Phase 2.
- Teachers may present multi-day projects, daily assignments, or a menu of choices, whichever is appropriate for the class outcomes and as importantly for the learning needs of the students in their classes.
- Teachers may introduce new concepts with the caveat that new concepts may need to be retaught when school is opened.
- Teachers will include virtual meeting times, live chats, voice feedback, and video tutorials to maintain human connections with their students.
- Teachers should be clear about expectations for online participation.
- Teachers may also use individual phone conferences with their students as appropriate.
- Teachers should develop a weekly schedule for their students. Coordinate with specialists if they are going to join or do their own on a specific day.
- Teachers should have a game plan for assessments in Phase 2 and share it with students. Even if assessments are going to be pass/fail, teachers should share it with students ahead of time.
- Teachers will clarify expectations for technology requirements with students. Teachers will be provided with a Chromebook if requested.
- Teachers and staff should respond to student and parent questions within 48 hours or sooner.

### **Student Learning Expectations**

- All students are expected to check their school email accounts regularly.

- Students should expect that all identified assignments during Phase 2 will be graded with pass/fail or credit/no credit.
- Parents and Students should realize that they can reach out to their teacher for assistance on work. Teachers will be setting aside an additional 20 minutes of non-instruction time daily to assist students and answer questions.
- Students should explore online resources or at-home activities regularly, as promoted by their teachers. Reach out to your teacher if you need account information.
- Parents should contact their building principal if their student does not have online learning capacity (i.e., internet service, laptop) available.
- Students should be continuing reading and mathematics fact fluency as is expected during the school year.

### **Instructional Requirements**

- Student assignments will be provided using learning packets, Google Classroom, Zoom conferences and/or Google Meet, as well as online websites as directed by the teacher.
- Three hours of daily teacher instruction for teachers could include any of the following:
  - Zoom/Google Meet teaching and check-ins
  - online website
  - worksheets (2nd and 3rd grade)
  - Google Classroom (4th grade)
  - special incorporated (may be a separate Zoom/Google Meet or lesson packet)
- Teachers who plan to use video conferencing (Zoom, Google Hangouts) must notify students/parents in advance so families can work around the school schedule.

## **Oxford Middle School Remote Learning Plan**

### **Teacher Expectations**

- Teachers will provide their students with work that extends and deepens their subject matter learning during Phase 2.
- Teachers may present multi-day projects, interdisciplinary projects, daily assignments for you, or a menu of choices, whichever is appropriate for the class/course outcomes and more importantly for the learning needs of the students in their class(es). Rubrics and breaking up assignments into manageable pieces should be utilized when appropriate.
- Teachers will include virtual meeting times, live chats, voice feedback, and video tutorials to maintain human connections with their students.
- Teachers may also use individual phone conferences with their students as appropriate.

- Teachers should develop a weekly schedule, using the template provided, for their students. Parents and students need to know the schedule of when classes are occurring.
- Teachers will provide frequent feedback through online checks, comments on documents and 1-1 chats with students.
- Teachers should limit the number of assignments to no more than 3 a week in each subject area. Assignments should not require the typical student more than 30-45 mins per day to complete.
- Teachers should have a game plan for assessments in Phase 2 and share those expectations with their students. Even if assessments are going to be credit/no credit, teachers should share it with students ahead of time, along with due dates and rubrics/requirements for completion.
- Teachers will be provided with a chrome book if requested.
- Teachers and staff should respond to student and parent questions within 48 hours or sooner.

### **Student Learning Expectations**

- Students will use their school assigned email for all school activity and work.
- Students are expected to check their school email daily.
- Students should check their Google Classroom accounts daily.
- Students should complete work/assignments as assigned by their teachers.
- Students should expect that all identified assignments during Phase 2 will be graded with credit/no credit.
- Parents and Students should realize that they can reach out to their teacher for assistance on work. Teachers will be setting aside an additional 20 mins of non-instruction time daily to assist students and answer questions.
- Students should explore online resources or at-home activities regularly, as promoted by their teachers.
- Students/Parents should reach out to their Building Principal if their child does not have online learning capacity (i.e., Internet service, laptop) available.

### **Instructional Requirements**

- Student assignments will be provided using Google Classroom, Zoom Conferences, or Google Meet, Pearson Online, and various websites and apps as directed by the classroom teacher.
- Three hours of daily teacher instruction could include and is not limited to any of the following: Zoom/Google Meetings teaching and/or check-ins, worksheets, academic games, feedback on student work, video tutorials, online support and virtual help with assignments and activities.
- Teachers should engage students in activities, assignments, and tasks that are more than completing a worksheet or lengthy reading assignment.
- Teachers should keep virtual attendance and evaluate student participation, work completion and progress (credit/no credit).

- Teachers who plan to use video conferencing (Zoom, Google Hangouts) must notify students/parents in advance with a disclaimer provided by the Building Principal.

### Schedule

TIME (TBD)	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8-10am	MATH	SOCIAL STUDIES	MATH	SOCIAL STUDIES	FLEX
10-12pm	SCIENCE	ELA	SCIENCE	ELA	PLANNING/CPT
12-3pm	PE	ART	PE	ART	LIBRARY (5/6 ONLY)
12-3pm	STEM	MUSIC	STEM	MUSIC	CHECK-INS

**NOTE:** *The above is a PROPOSED Schedule; however, individual grade levels and/or teacher teams may design their own schedules, provided they fall within the listed timeframe.*

### Oxford High School Remote Learning Plan

#### Teacher Expectations

- Teachers will provide their students with work that extends and deepens their subject matter learning during Phase 2. Teachers may introduce new concepts starting the second week of Phase 2 with the caveat that these concepts may need to be retaught when school is opened. If new concepts are taught, all students in that subject should be taught the new material.
- Teachers may present multi-day projects, interdisciplinary projects, daily/weekly assignments, or a menu of choices, whichever is appropriate for the class/course outcomes and more importantly for the learning needs of the students in their class(es). Organizing assignments into manageable parts should be utilized.
- Teachers will include virtual meeting times, class chats, voice feedback, and video tutorials to maintain human connections with their students.
- Teachers may also use individual phone conferences with their students as appropriate.
- Teachers should develop a weekly schedule, using the template provided as a guide. Teachers should check-in with colleagues to ensure to the best of their ability that online sessions do not conflict with other meeting times for their students. Parents and students should be informed of the schedule of when classes are occurring.

- Teachers will record their virtual meeting times and live whole class chats. This will ensure that students who miss a live session due to work or family obligations will have the opportunity to review the material at a more conducive time.
- Teachers will provide frequent feedback through online checks, comments on documents and 1-1 chats with students.
- Student academic time spent on each subject should be purposeful and not require students more than 2 ½ - 3 hours per week for each course that is scheduled to meet online twice per week during Phase 2. Courses scheduled to meet online once per week during Phase 2 should not require more than 1 ½ hours per week. **Student academic time includes virtual meetings, live chats, video tutorials, assignments, assessments, and utilizing teacher feedback to correct work. Teachers should also be available on Fridays for extra help sessions.**
- Teachers should have a game plan for assessments in Phase 2 and share those expectations with their students. Teachers and staff should respond to student and parent questions within 48 hours or sooner.

### **Student Learning Expectations**

- Teachers will develop a weekly schedule for virtual class meeting times, assignments, and assessments for each subject. Parents and students should familiarize themselves with the schedule, attend classes, and complete assignments.
- Students who miss scheduled live class sessions due to work or family obligations should review the recorded versions to remain current with coursework.
- Students will use their school assigned email for all school activities and work.
- Students are expected to check their school email daily.
- Students should check their Google Classroom accounts daily.
- Students will keep their parents apprised of work assigned and other information provided by teachers.
- Students should expect that all identified assignments and assessments during Phase 2 will be graded with credit/no credit.
- Parents and Students should realize that they can reach out to their teacher for assistance on work. Teachers will be setting aside an additional non-instruction time on Fridays to assist students and answer questions.
- Students should explore online resources or at-home activities regularly, as promoted by their teachers.
- Students/Parents should reach out to their Building Principal if their child does not have online learning capacity (i.e., Internet service, laptop) available.
- Students/parents should email Tech Support ([techsupport@oxps.org](mailto:techsupport@oxps.org)) if issues arise with Chromebooks or chargers.

## Instructional Requirements

- Student assignments will be provided using Google Classroom, Zoom Conferences, or Google Meet/Hangout, Online textbooks, and various websites and apps as directed by the classroom teacher.
- Daily teacher instruction could include and is not limited to any of the following: Zoom/Google Meetings teaching and/or check-ins, worksheets, academic games, feedback on student work, video tutorials, online support and virtual help with assignments and activities.
- Teachers should engage students in activities, assignments, and tasks that are more than completing a worksheet or lengthy reading assignment.
- Teachers should keep virtual attendance and evaluate student participation, work completion and progress (credit/no credit).

## Schedule

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>9:00 - 9:45am</b>	English 9 & 12	Science 8, 9, 12	English 9 & 12	Science 8, 9, 12	Perf Arts
	Math 8, 10, 11	Soc Stud 8,10,11	Math 8, 10, 11	Soc Stud 8,10,11	Extra Help
<b>10:00 - 10:45am</b>	English 8.10,11	Science 10 & 11	English 8, 10, 11	Science 10 & 11	Perf Arts
	Math 9 & 12	Soc Stud 9 & 12	Math 9 & 12	Soc Stud 9 & 12	Extra Help
<b>11:00 - 11:45am</b>	For. Lang 1 & 4	For. Lang 2 & 3	For. Lang 1 & 4	For. Lang 2 & 3	Wellness
	8th W. Exp	8th Wom Choir	8th W. Exp	8th Wom Choir	Extra Help
<b>12:00 - 12:45pm</b>	Art, Vid Tech	Dig Des/Photo	Art, Vid Tech	Dig Des/Photo	Wellness
	Soc Stud Elec	Science Elec	Comp Sci Elec	Eng, Med Cntr	Extra Help
				Elec	

## **SPECIAL EDUCATION**

### **Remote Learning Plans**

As special education teachers and providers, our primary focus is on the development and implementation of the IEP based upon the student's needs. This is completed in a variety of settings within the school environment which includes sub-separate classroom, inclusion, pull-out and co-teaching. As we move to remote learning (not to be confused with online learning), it is essential to ensure that we are providing FAPE to our students. This requires that we look at not only the service delivery grids and learning environments, but also the specifics of Instructional Aide support and consultation time with the team and parents. All of the services required to support our students need to be assessed and addressed to ensure that every student is provided with FAPE.

Again, this is going to require adjustments and thoughtful planning, and above all, be thoughtful of the IEP goals/objectives and how you are going to support your students effectively.

### **Special Education Teachers/Service Providers Expectations**

- Provide students with work that focuses primarily on review and reinforcement of previously learned skills, in a deeper, more meaningful way and can be on new content, as appropriate.
- Review the service delivery grid and use the best approach to address pull-out services (what will it look like). Service delivery should be at a minimum of 1/2 the time identified on the grid (comparable to summer service schedule).
- Work closely with your grade level team, as appropriate, and assist in providing the accommodations/modifications for your students.
- Address concepts that include projects or assignments that provide real life skills, with a menu of choices, as appropriate to meet the learning needs of the students. Rubrics and breaking up assignments into manageable pieces should be utilized when appropriate.
- Virtual meeting times, live chats, voice feedback, and video tutorials are effective for maintaining connections with our students as well as individual phone conferences.
- It is critical to contact parents/students at least twice per week to provide assistance/support to address learning/social emotional issues/concerns.
- Respond to student/parent questions within 48 hours or sooner.
- Develop a weekly schedule as well as an individualized schedule for each student that includes therapy services and provide it to your student/parents. If you are a sub-separate teacher, you will be the point person for the team. This will assist the parent in streamlining work, etc.
- For service providers, please provide a consult time as well as service delivery, as this is critical for a comprehensive team approach.
- Complete the tracking log daily, to document your services and contacts/efforts to contact students/parents and follow-up within 48 hours.

## **Instructional Assistants Expectations**

During the school closure time, it is critical that all staff involved with our students stay connected to them. As an important member of the student's team, we need to ensure that the Instructional Assistants continue to support the students and provide the social/emotional as well as academic support. Based upon discussions with your special education teacher, your responsibilities may include the following:

- Participate in Zoom or Google Hangouts meetings hosted by the classroom teacher (if able) and take notes on relevant information/provide differentiation.
- Participate in weekly staff/consult meetings with the special education teachers to relay notes taken, discuss research/PD, etc.
- Participate in Professional Development offered through the department relevant to the student(s) she is working with; to include research to further your knowledge of the student's disability and how it affects them in the classroom, and research into activities that will benefit your student.
- Record a read-aloud video and ask pointed comprehension questions or complete a fun activity to share with the classroom teacher to post (if comfortable doing so).
- Meet virtually or on the phone with their grade level special education teacher to provide input on student benchmarks for progress reports.

## **Virtual Team Meetings**

Remote IEP Team Meetings started on March 23rd through Google Hangout and are being offered as an option for parents. If a parent does not wish to participate in a remote Team Meeting or is unable to participate, the District will work with the parent to schedule an in-person Team Meeting when schools re-open. All members of the team are invited to the meetings via Google calendar and are required to join the meetings remotely. Be prepared for the IEP Meeting and discuss student progress as you would during face-to-face meetings. The Evaluation Team Leaders will be reaching out to the parents to ensure their attendance and awareness of this mode of communication for the scheduled meeting. If you have any questions/concerns, please feel free to contact them directly or myself for clarification/questions.

## TECHNOLOGY AND DIGITAL RESOURCES

Working in conjunction with the District’s Technology Director, K-7 administrators have reached out to parents/guardians to determine number of students in their buildings who need a device to assist them in their remote learning experiences. Students in these grades have the ability to sign out a device for home use. Over 300 Chromebooks and iPads have been distributed to students in grades K-7 to assist them in their remote learning experiences. Oxford High School has already embraced a 1:1 student learning approach whereby all High School students are issued a Chromebook when they enter grade 8 to use throughout their High School career.

If a student or parent has any issue with their school-issued device, we ask you to contact the technology “Help Desk” at [techsupport@oxps.org](mailto:techsupport@oxps.org). The Technology Department technicians will respond as quickly as possible.

To facilitate communication between students and teachers in grades K-12, we request that students use their school email addresses. Students at the elementary level are primarily using their emails to log into their teacher’s Google classrooms. The email settings allow students to receive emails only from others within the Oxford Public Schools.

Many teachers will be conducting virtual face-to-face meetings with students. Two virtual video conferencing tools staff may use are Google Hangouts and Zoom. In both cases, students will be provided a link to access their meeting. Teachers may also post the links in Google classroom or they might send the links to students via email. Both Google and Zoom have agreed to abide by the Massachusetts Student Data Privacy Agreement. While there are concerns with using any virtual video conferencing platform, please know that we are employing best practice security guidelines for setting up these platforms for Oxford staff and students. With Zoom, teachers or meeting hosts are required to admit attendees to prevent unwanted or unknown guests from joining. Also, Zoom has added an additional password as part of a personal meeting identification feature.

We ask parents of elementary children to review the online meeting expectations for students that are found in the next section of this document. Similar to the learning expectations that elementary teachers have for students in their classrooms, these expectations for students who participate in online learning aim to provide consistency and clarity. In addition, we have provided the expectations for teachers and students at the secondary level as they engage in video conferencing. We have included the teacher expectations at this level as we recognize that students have multiple teachers and we again wish to provide a measure of consistency and clarity. Finally, if you have questions about technology and digital resources, please reach out to the Director of Technology, Kadion Phillips at [kphillips@oxps.org](mailto:kphillips@oxps.org).

## Elementary Online Learning Expectations

	<b>Arrive on time (when possible).</b>
	<b>Mute microphone when others are speaking and Unmute microphone when it's your turn to speak.</b>
	<b>Wear ear buds or a headset, if possible.</b>
	<b>Find a quiet and distraction-free spot for learning.</b>
	<b>Be attentive and listen to your teacher and classmates.</b>
	<b>Be prepared with materials for learning.</b>
	<b>RESPECT PRIVACY – no video recording is allowed.</b>

## Secondary Online Learning Expectations

### For Teachers

1. Before starting with the first official class meeting, take time to make sure each student understands how to mute, unmute, and use comments.
2. Consider this platform as an opportunity for connection and conversation.
3. During each session, allow each attendee an opportunity to speak.
4. Don't use this platform for lectures or one-sided communication.
5. Facilitate student-student interaction as much as possible.
6. Keep calls under one hour and allow students to come and go as needed.
7. Captions can be turned on as needed in Google Meet.
8. Establish hand signals for whole group responses.

9. Do not take screenshots or pictures of your meetings unless you have parental permission.
10. Be the last person to leave the virtual meeting.

### **For Students**

1. Keep microphone muted unless you are speaking - student is in charge of own microphone.
2. Use the comments area for messages that are on-topic for the discussion.
3. Only share your screen when asked to do so by the teacher.
4. Take turns and do not interrupt others when speaking.
5. If you turn off your video during calls for privacy for your household, be sure that your profile picture is school appropriate.
6. You may use headphones if you have them, but they are not required.
7. Please be aware that you are video chatting into people's homes and the teachers' homes. Appropriate dress, drinks, behavior, decoration, etc. should be considered for all participants.
8. All items posted in the chat box in Google Meet can be seen by teachers. Chats will be directed and moderated by teachers.
9. School rules, classroom respect, and decorum apply.
10. If a student is consistently disruptive or inappropriate and cannot be redirected by the teacher, a warning will be given to the student. If disruptive behavior continues, the student may be removed from the video session, and/or the session may be ended for all participants.
11. If this happens, the Building Principal, Assistant Principal or Dean will be called to address the situation. Note: student accounts cannot remove or mute other attendants in a Meet session.
12. Students should not record or take pictures during a video conference session.

### **For Parents/Guardians**

1. All video calls are for students & teachers not parents/guardians. We know parents may be in the room or even in view but they should not participate in the chat. We understand that students with certain needs may require redirection by parents, but please let the teacher direct the students.
2. Imagine doing your job while on display this way. Try to see the immense pressure this puts on our staff. At the same time, enjoy them. They are brilliant and dedicated.
3. Please make sure the view behind your child during a video chat is what you want seen by the class.
4. We are all new to this; be patient, assume the best. We will listen to your feedback.

## Digital Use Notification to Parents

The Oxford Public School District desires to engage students in deeper learning using effective remote learning opportunities. As appropriate, Oxford Public Schools is offering many of these remote learning opportunities using a virtual platform. As students engage in virtual learning experiences as part of their remote learning, the District wishes to clarify expectations around the appropriate use of virtual technologies for educational purposes.

1. Recording conference sessions: Teachers are encouraged to record non-confidential video conferencing sessions and post them for students who cannot attend the live session. For some sessions a faculty member may want to record specific instructional group activities. The following are some guidelines about recordings:
  - These recordings will not be publicly available, only shared within the Google Classroom, a similar section of the same class, or within the Oxford Public Schools Google domain that requires a network account.
  - Faculty will announce their intention to record the session giving students/parents/guardians the opportunity to turn off their camera and/or microphone if privacy is of concern.
  - Students/parents/guardians, should not take photos or screenshots or record any video or audio from these conference sessions.
2. Students, and where appropriate parents/guardians, agree to engage in remote educational experiences in a quiet, private area to the extent practicable given the circumstances, in order to minimize background noise and distractions and to protect the integrity of student engagement as well as student confidentiality.
3. Parents/guardians and other household members who normally are not privy to the day-to-day classroom and group service discussions agree to respect and keep confidential any personal or private information (e.g., disability status) inadvertently discovered about other students due to proximity during our session.

As a reminder, the Oxford Public Schools Acceptable Use Policy applies to remote learning, including school-issued devices and networks. For questions regarding school policies and procedures, please refer to the ***OXPS Policy Manual***. For all additional questions, concerns, or inquiries, parties may contact: Kadion Phillips, Director of Technology, at [kphillips@oxps.org](mailto:kphillips@oxps.org) or your child's/children's Principal.

## STUDENT AND FAMILY SUPPORTS

### Food Services

The District will provide a breakfast and lunch meal to families for each child residing in the home who is 18 years of age or younger. The pick-up location is at the front of Oxford High School. Grab and Go meals are available between the hours of 8:00 a.m. and 11:00 a.m. Monday through Friday each day that the schools are closed for COVID-19.

To pick up your meal, as you drive up to the high school, simply pull up to the front entrance of the building, exit your vehicle and walk toward the overhang. A food service employee will meet you there with the meals. No students or parents should enter the building.

With some advance notice, we will work to accommodate individuals who may not be able to pick up meals during the designated hours. Please contact the Food Services Director, Pat Hokanson at [phokanson@oxps.org](mailto:phokanson@oxps.org) to discuss your need. In addition, you may also contact Justin Leduc, School Business Administrator at [jleduc@oxps.org](mailto:jleduc@oxps.org) if you have any questions or concerns.

### Connecting with Counselors

We recognize that this is an anxious and stressful time for many, in particular, for our students whose normal school routines have been radically changed. To that end, we are working to ensure the social and well-being of all students while we continue in this new remote learning environment removed from daily contact with educators, administrators, other adults and classmates. We are here to support you during these unprecedented times. Adjustment and guidance counselors in each building are available. Counselors will be reaching out to students/parents/guardians to ensure the social and emotional well-being of students and to assist with any issues or concerns. Please reach out to them. They can be the conduit between you and a teacher, if needed, to help ensure a student's success in many of the remote learning activities. Listed below are the names, by building, of the counselors with their email addresses.

#### **Chaffee Elementary School:**

Linda Forte, Adjustment Counselor [lforte@oxps.org](mailto:lforte@oxps.org)

#### **Barton Elementary School:**

Lynn Thornton, Adjustment Counselor [lthornton@oxps.org](mailto:lthornton@oxps.org)

#### **Oxford Middle School:**

Kristie Boss, Adjustment Counselor [kboss@oxps.org](mailto:kboss@oxps.org)

Marybeth Karsok, Adjustment Counselor [mkarsok@oxps.org](mailto:mkarsok@oxps.org)

#### **Oxford High School:**

Timothy Donahue, Adjustment Counselor [tdonahue@oxps.org](mailto:tdonahue@oxps.org)

AND 8<sup>th</sup> Grade Guidance Counselor

Michaela Bliss, Guidance Counselor [mbliss@oxps.org](mailto:mbliss@oxps.org)

Brooke Desnoyers, Guidance Counselor [bdesnoyers@oxps.org](mailto:bdesnoyers@oxps.org)

Jennifer Markopoulos, Guidance Counselor [jmarkopoulos@oxps.org](mailto:jmarkopoulos@oxps.org)

## Additional Assistance

During this health crisis, everyone responds differently. Our administrators and educators wish to provide the appropriate supports to students and families during this pandemic. Listed below are a number of resources which you can access. However, you may also reach out to our counselors who can provide you with other information.

These resources can be accessed through the following hotlines:

- Parents Helping Parents of MA - 24/7 Parent Stress Hotline: **1-800-632-8188**
- National Suicide Prevention Lifeline: **1-800-273-8255**
- Samaritans: **1-800-252-TEEN (8336)**
- Call2Talk: **1-508-532-2255** or text **C2T** to **741741**
- Disaster Distress Hotline: **1-800-985-5990**, or text **TalkWithUs** to **66746**