

OXFORD PUBLIC SCHOOLS

Oxford Public Schools



Home of the Pirates

OXPS DISTRICT PLAN PHASE III: STRENGTHENING REMOTE LEARNING

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OXFORD PUBLIC SCHOOLS DISTRICT PLAN

PHASE III: STRENGTHENING REMOTE LEARNING

WHERE WE WERE: A REVIEW OF PHASES I & II

March 17 – May 4

When the Governor closed schools on March 17, 2020, and districts entered into Phase I of the executive order to close schools, the main priorities were the following:

- **Student and staff safety**
- **The expansion of technology and internet access**
- **The continued employment of hourly staff, in particular**

Later, on March 27, 2020, when the Governor extended the closing, districts entered Phase II. It was during this phase that DESE issued its initial guidance on remote learning, outlining broad principles and strategies to guide districts during the pandemic. The following principles are what have guided Oxford Public Schools during Phase II as we navigate remote learning:

- **The continued top priority of the well-being and safety of students, families, and staff;**
- **The consideration of equity for the most vulnerable students in terms of their physical, mental, and academic health;**
- **The importance of maintaining connections among school staff, students, and families**

Additionally, in Phase II, in its guidance to school districts, DESE provided a definition and scope for remote learning. This definition stated that remote learning can encompass a wide variety of learning opportunities. In addition, the examples of remote learning provided by DESE ranged from engaging students in hands-on projects, large group video, 1:1 video or phone calls, email, work packets, online learning platforms, reading lists, and other resources that effectively engage students, demonstrated the range of remote learning.

In this initial guidance, DESE recommended that students should engage in meaningful and productive work for approximately **half the length of the regular school day through a combination of directed learning and student self-directed learning**. Additionally, in Phase II DESE urged districts to work to promote **connections** for students with educators, access to **academic content** with an emphasis on deepening previously taught skills, and time for **exercise and enrichment**.

WHERE WE ARE HEADED: PHASE III STRENGTHENING REMOTE LEARNING

May 4 – End of Year

While Phase III **will strengthen and enhance remote learning**, we need to continue to be guided by the principles of Phase II. However, in Phase III the DESE guidelines add another more significant goal through the end of the school year which is...

“to move all students toward consistent engagement in remote learning with a focus on connectedness and on the content standards most critical for success in the next grade.”

To strengthen the remote learning program for all students during Phase III, we will also need to continue to follow the initial recommended goals as well as this new goal. As a reminder, these continuation goals are the following:

- 1. To continue to prioritize connections with educators and peers;**
- 2. To continue to offer opportunities for enrichment, exercise, and play;**
- 3. To continue to ensure programming is accessible and secure and communication is streamlined for students and families**
- 4. Provide engaging core instruction focused on the prerequisite content standards that are most critical for student success in the next grade.* (*NEW GOAL)**

In addition to adding this new goal, in Phase III we need to move from identification of students who are at-risk because of lack of engagement in remote learning to the next level with **the development of a specific system for identifying and supporting students NOT effectively engaged in remote learning**. In other words, in Phase III we need to go the “extra yard” and (1) collect information to understand each student’s level of engagement in remote learning; and (2) identify and provide those additional supports needed to further engage these students.

PART I. STRENGTHENING THE REMOTE LEARNING PROGRAM FOR ALL STUDENTS

To this end, the district has divided Phase III efforts between now and the end of the school year into three parts. Part I. Highlights ways that all staff will continue to work to strengthen the district’s remote learning program. While strategies may and will look different from building to building, the core underpinnings are listed below as captured under the four DESE parameters in Phase III.

- Staff will prioritize making meaningful connections with their students through using any of the following strategies or by other appropriate approaches:**
 1. Teacher will have regular teacher “office hours” when students can check-in with their teachers (additional 20 minutes already identified in Phase II).
 2. Counselors will utilize facilitated peer support groups as needed.
 3. Teachers/staff will make Individual calls to students as needed, but especially when a student has “disappeared” from remote learning.
 4. Counselors will utilize “live” weekly advisory group meetings, as needed

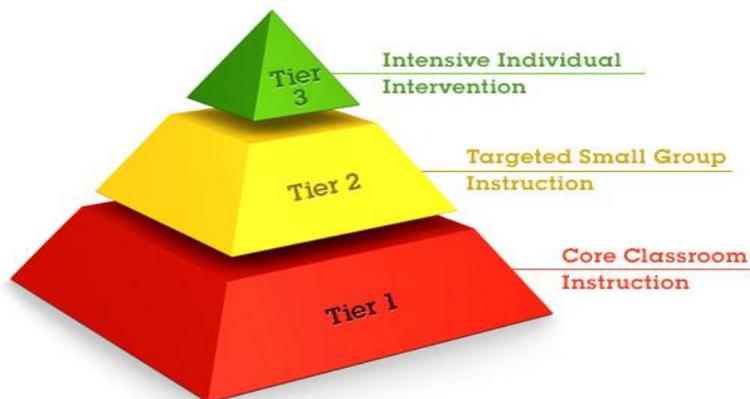
5. When appropriate at grade level, teachers will stimulate student connections by using such activities at the beginning of a class as “morning meeting.”
- **Staff will provide engaging core instruction focused on the identified DESE prerequisite content standards by engaging in any or all of the following strategies:**
 1. All teachers will review the DESE “Prerequisite Content Standards” as available for their discipline.
 2. Department Heads and Lead Teachers will work with teachers in their content area/grade to identify prerequisite standards left to be taught.
 3. As needed, teachers will develop some type of pacing guide to ensure prerequisite standards get taught by the end of the school year.
 4. When possible teachers will utilize project-based learning projects for students that cover multiple prerequisite content standards.
 5. Teachers will collaborate with special education teachers and other support staff to ensure the appropriate supports and scaffolds are in place for students with disabilities as well as for ELL students.
 6. Teachers will create a manageable number of lessons and assignments for their students; academic time on task will vary by grade level.
 7. Teachers are encouraged to collaborate and differentiate responsibilities (i.e., planning curriculum, recording remote lessons, small group instruction).
 - **Staff will provide opportunities for enrichment, exercise, and play**
 1. Teachers will work to ensure that they develop activities that promote the mental and physical well-being of their students such as daily physical education, singing, speech/debate, and drawing. This will vary by discipline and grade.
 - **Staff will ensure that programming is accessible and that communication is streamlined in the following ways, as appropriate by grade/discipline, in order to effectively support students and families in organizing their remote learning:**
 1. Teachers will communicate remote learning content in weekly classes.
 2. Teachers will send out meeting times before the week begins.
 3. Teachers will clearly communicate between required and optional assignments and meetings.
 4. Teachers will provide a checklist of all assignments in order to verify which assignments must be completed and by when.

PART II. DEVELOPING A SYSTEM FOR IDENTIFYING AND SUPPORTING STUDENTS NOT EFFECTIVELY ENGAGED IN REMOTE LEARNING

A second goal of Phase III is to develop a system that addresses the issue of students who do NOT effectively engage in remote learning on an ongoing basis. In addition, this system of supports will also address ways to help students who might be struggling because of social or emotional issues or who might need more academic supports.

The model that we have identified to use in the district is similar to the model that we already use in literacy, response to Intervention (RTI). That model is a tiered support model whereby a district can review student needs to (1) inform teachers about what the student needs are, and then (2) to develop or identify the targeted needs both for individual students and/or sub groups of students.

Understanding that the goal of a tiered support model is to support all students to access and master grade-level standards, a tiered support model to increase student engagement in remote learning would look no different.



RTI (Response To Intervention)
3 Tiers of Support

As an example, a typical tiered support system has these central tiers. **Tier 1 instruction** is the baseline instructional program and supports offered to all students, including special education and ELL students. Tier 1 instruction may be whole group or small group. Tier 1 instruction is delivered by the classroom teacher. Some students may struggle to meet the grade level standards in Tier 1. In this case these students will need targeted supports offered in small groups. Supports offered to these students is called **Tier 2 instruction**. Tier 2 instruction can be delivered by sped teachers, interventionists, or other trained professional staff.

Tier 3 instruction is for those students who continue to struggle to meet the grade level standards even after they have received Tier 2 interventions. This groups of students typically represents 5% of the class. Tier 3 instruction is more personalized, can be 1:1 instruction and is delivered by highly skilled professional staff.

PART III. TIERED MODEL for IDENTIFYING & SUPPORTING STUDENTS NOT ENGAGED in REMOTE LEARNING

Adopting a tiered model for remote learning means developing a system in each school for identifying and supporting students who are not engaging in remote learning. The model will look

different in each building and will need to align to the academic and the social and emotional needs of students. In addition, plans for each school will look different and be impacted by the grade level of students and/or their needs by disciplines. Below are the specific building plans developed by administrators. Each plan addresses the two major elements of any tiered intervention plan: (1) a plan on how to identify students, and (2) the types of supports.

STEPS in IMPLEMENTING a TIERED MODEL

Creating a tiered support system for remote learning means developing building plans that identify the barriers and then the supports needed. The following are the steps in implementing a tiered model:

STEP 1: IDENTIFICATION OF THE BARRIERS

- A. What information will need to be collected **to identify the barriers** preventing students from engaging in remote learning and **meeting grade level standards**?
- B. What information will need to be collected **to identify the social and emotional barriers** preventing students from engaging in remote learning?
- C. Who will collect this information? For academic needs? For social/emotional needs?

STEP 2: SUPPORTS

- A. What supports will you need in your school to address academic needs?
- B. What supports will you need in your school to address social/emotional needs?
- C. Who will provides these supports? For academic needs? For social/emotional needs?

In conclusion, the major difference between Phase II and Phase III is that the district will focus on enhancing and strengthening remote learning. First, while we are not expecting teachers to cover all their grade level standards, in Phase III teachers will focus on the prerequisite standards identified by DESE as the most critical to student success in the upcoming year. Second, in Phase III, there will be a continued effort to ensure that students are engaging in remote learning. This effort will go deeper than in Phase II in that the district will not just identify those students but also develop a system and supports to engage students. Phase III builds on the efforts of the prior phase so as to enhance and refine remote learning in our efforts to ensure successful engagement of all students, especially the most vulnerable, in remote learning.

Each school has developed its plan for a tiered support system. These plans identify the types of information that is needed to identify the barriers for students engaging in remote learning. Additionally, each plan also provides the supports that will be implemented for identified students.

CHAFFEE ELEMENTARY SCHOOL

STEP 1: IDENTIFICATION OF THE BARRIERS

A. What information will need to be collected to identify the barriers preventing students from engaging in remote learning and meeting grade level standards?

The academic teachers at Chaffee have a small number of students that are seeing some barriers to preventing them from fully engaging in remote learning in order to meet their academic needs. In order to FIND these students and IDENTIFY needs, we have created a Google Form that the academic teachers will be able to utilize to announce what child has needs, what type of needs they may have, and what resolutions may be needed. (This form is live now and can be shared with anyone as long as confidentiality is considered).

B. What information will need to be collected to identify the social and emotional barriers preventing students from engaging in remote learning?

We believe we are meeting these needs for students by working directly with their families at Chaffee. Our key (since the beginning of these events) has been 1:1 contact with students regularly in order to offset the emotional toll that this may have on the district's youngest students. We have completed many home visits and many deliveries of items and have been very successful in referring families to places that can support their needs at this time.

C. Who will collect this information?

For academic needs?

Each Homeroom teacher is ultimately responsible for their own students, however our Nurse, our SAC, and our SPED teachers all have access to add information to the collection form. Once the information is collected I have a team of support staff (IAs, Nurse, SAC, Librarian, Secretary) that work on reaching out and assessing the child's or family's needs and coordinate plans for support.

For social and emotional needs?

We will utilize the same FORM to collect and discuss all the information on students in need and on actions needed (or taken) to support EVERY student at Chaffee.

STEP 2: SUPPORTS

A. What supports will you need in your school to address academic needs?

-Daily lessons are taking place as every Chaffee Teacher is using a Google Classroom with loads of academic opportunities. (Our Pre-School team is using different media however, they are putting out content and individual lessons as required and making continuous contact with students and families as well)

-Every student at Chaffee has internet and has the ability to connect through a device (however we are still finding this as a challenge for our youngest students and are working to reach our children through the assistance of family members on a regular basis.

-As we are now in Phase 3, our staff have all become versed in the State's Pre-Requisite Standards for Grades K, 1, and 2 (as I have asked my gr. 1 team to look towards gr. 2 to assist in the smooth beginning of next year as well)

-Tara Trainor is engaging all elementary staff members in training on MATH and ELA to assist in remote learning. She is using a solid base in UDL to assure staff reach all students at their appropriate levels (Training will take place several times over the next 2 months via Zoom Platform).

B. What supports will you need in your school to address To address social/emotional needs?

We will continue to ensure our KINDNESS INITIATIVES will remain fully intact during this difficult time. We have launched several programs already (Kindness with a twist from our Mindfulness Teacher, Kindness Cards for Heroes (front line staff etc.) and we are trying to locate some guest speakers to broadcast videos on kindness to every Chaffee student in June.

-As stated above our School's SAC, Nurse, Secretary, and several IAs are really keying in on the emotional wellbeing of a number of students that we have targeted. This team, and myself are doing home visits, and regular check-ins to ensure their safety and make sure we are meeting all their needs (Emotional and Academic)

C. Who will provides these supports?

For academic support?

Classroom Teachers and Admin Staff (SAC, SPED as well)

For social/emotional support?

SAC, Nurse, Secretary, Librarian, IAs, Administration

CLARA BARTON ELEMENTARY

STEP 1: IDENTIFICATION OF THE BARRIERS

A. What information will need to be collected to identify the barriers preventing students from engaging in remote learning and meeting grade level standards?

1. Analyzing the results from the OXPS Remote Learning Survey
2. Using feedback that parents communicate to classroom teachers
3. Using feedback that is collected by our Adjustment Counselor and Social Worker

4. Ensure staff are connecting with students needing Title 1 (Tier 2) and Sped (Tier 3) and working closely with Title I, Special Education and ELL staff.

B. What information will need to be collected to identify the social and emotional barriers preventing students from engaging in remote learning?

Social & Emotional Barriers have included students not being engaged, anxiety towards Zoom meetings, adults unfavorable view of technology, large households with many children trying to access devices at the same time, frustration from both parents and children, work being overwhelming, and language barriers.

C. Who will collect the information?

For academic needs?

1. Principal, Assistant Principal & Team Leaders in Grades 2-3-4 will analyze results from the OXPS Survey. Information will be shared at Team meetings and then common threads will be looked at when planning the next round of lessons.
2. The classroom teacher has the most critical role in collecting information. When a teacher receives an email/concern from a parent that they can't handle, that information is passed on to the Principal. From here the Principal or Assistant Principal will handle it (issues range from someone needing a chrome book, lost email/password log in, broken chrome book & delivering chrome books to families with no transportation).
3. If an issue requires a deeper phone call or connection, it has been handled by the Adjustment Counselor, Social Worker, Secretary, Assistant Principal & Principal. The situation will dictate who calls home. Example—(Student not on Google classroom for a period of days, Not attending zoom meetings—those calls will be made by Adjustment Counselor or Social Worker) Students who may have not turned in work—calls can be made by Secretary or Assistant principal to check in & see if device is needed, etc.) Sometimes it is the parent who needs support so staff will reach out to see how we can assist adults who may be limited in technology. (Examples have been using tech support, going to house in person and making phone calls)
4. Title I and Special Education Staff are sending out emails & correspondences to their particular students they serve on a regular basis. Usually, any issues that arise are handled by them. However, if something is needed from the Administration, it is handled. (Example—broken chrome book needed to be replaced & Principal delivered it. Also had a School Psychologist call and speak in Spanish due to a language Barrier.)

For social and emotion needs?

Again, the majority of these concerns are discovered by the classroom teacher and then filtered out to the proper staff person to follow up. That staff includes Adjustment Counselor, Social Worker, Assistant Principal, Principal, Secretary & Nurse. Once these

concerns surface phone calls are the avenue for connection. Emails may also be sent, but a personal connection has been the best approach.

Examples include:

Adjustment Counselor--- Has spoken to students on her caseload several times. Has offered calming activities, coping strategies, Social Skills Strategies, outreach for parents who may be struggling, and supporting many high risk students

Social Worker—suggesting mindfulness & calming activities, working with children who split households, acting as a liaison to DCF when needed

Nurse—has made several phone calls to check in on fragile students. Working with parents on a recurring basis to ease stress from technology

STEP 2: SUPPORTS

A. What supports will you need in your school to address academic needs?

1. All students will have access to technology—to date 225 chrome books given out
2. Consistency with Google Classroom and regular video conferences with teachers to maintain contact.
3. Ensure wellbeing of entire families
4. Consistent and timely One Calls from Principal to ensure messages are being delivered.

B. What supports will you provide the students to address their social-emotional needs?

The purpose of this is to ensure no student falls through the cracks. Every Friday, teachers will email the Principal and Assistant Principal of children they want us to reach out to. As stated, depending on the concern, the proper staff member will make the phone call.

C. Who will provides these supports?

First line of support is the classroom teachers, Title staff, Special Education Teachers and all other staff working directly with the children. Then, as mentioned, support will be provided by all other staff depending on the issue. Staff includes: Principal, Asst. Principal, Adjustment Counselor, Social Worker, School Psychologist, Nurse, and Secretary.

MIDDLE SCHOOL

STEP 1: IDENTIFICATION OF THE BARRIERS

- A. List the information staff will need to collect to identify the barriers preventing students from engaging in remote learning and meeting their academic needs/ grade level standards?**

- What students at each grade level are not engaging in classes consistently and why.
- What students are expressing difficulty and why.
- “Whys” can include tech, literacy issues, access to Google Classrooms, Social Emotional, family dynamics, etc.

B. List the information staff will need to collect to identify the social and emotional barriers preventing students from engaging in remote learning?

- Staff will need to identify and flag students presenting signs of social emotional difficulties and engagement. This can be through visual “eyes” on during Google Classroom Meets, through difficulties expressed to the teacher or staff member by student or parent, through staff observing lack of general engagement by a student in remote learning, through our BARK system that monitors interactions with students for concerning information, and through reporting by other students of concerns for their peers.

C. Who will collect that information?

For academic needs?

- Guidance, Administration, and special educator staff will gather this information from teachers and parents. Teachers right now are reporting this information to Guidance and Admin and they are following up with students and families via email, phone, 1-1 conversations, etc.

For social-emotional needs?

- Teachers, Support Staff, Guidance, Administration, Special Educators.

STEP 2: SUPPORTS

A. What supports will you provide the students in your school to meet their academic needs?

- Technology Access and Training
- Daily/Weekly Check-Ins
- Communication and Support for parents
- 1-1 support and guidance
- Phone calls home/ Emails home
- Academic support
- Study Groups
- Crisis Prevention and Support

B. What supports will you provide the students to address their social and emotional needs?

- Daily/Weekly Check-Ins
- Communication and Support for parents
- 1-1 support and guidance
- 1-1 Adjustment Counselor Support
- Phone calls home/ Emails home
- Social Skills Groups
- Crisis Prevention and Support

C. Who will provide these supports?

- Guidance, Administration, Teachers, Support Staff, Special Educator Staff

HIGH SCHOOL

STEP 1: IDENTIFICATION OF THE BARRIERS

A. List the information staff will need to collect to identify the barriers preventing students from engaging in remote learning and meeting their academic needs/grade level standards?

- Identification of students who are not participating in remote class sessions.
- Identification of students who have participated in Phase 1, but the participation has diminished during Phase 2 or 3.
- Reach out to student/parents to identify the barriers preventing each student from participating in the remote learning process.
- Collation of the barriers preventing students from participating in remote learning (problem with technology, work schedule has increased, providing day care during the day, not understanding the material, etc.).

B. List the information staff will need to collect to identify the social and emotional barriers preventing students from engaging in remote learning?

- Students who are not participating in remote class sessions.
- Students who have participated in Phase 1, but the participation has diminished during Phase 2 or 3.
- Visual, verbal, or written signs of social/emotional barriers provided by students or parents
- Updates from parents, teachers, student's friends (volunteered information) on student's current social emotional state

C. Who will collect that information?

For academic needs?

Regular Education and Special Education Teachers

For social and emotional needs?

Special Education Teachers, School Counselors

STEP 2: SUPPORTS

A. What supports will you provide the students in your school to meet their academic needs?

The technology and training needed to participate in remote learning

All synchronous class meetings recorded.

Extended time to submit assignments

Individual extra help sessions with teachers

The ability to use teacher feedback to correct and resubmit assignments

Holding small group sessions in co-taught courses

B. What supports will you provide the students to address their social and emotional needs?

Scheduled individual and small group sessions

Opt-in positive social emotional sessions

Daily social emotional strategy emails (i.e. breathing strategies)

C. Who will provide these supports?

For academic support?

Tech Support and Administration for technology needs

Academic Teachers and Special Education Teachers and Support Staff for academic needs

For social and emotional support?

Counseling Department

OHS Staff (opt-in)