



MANCHESTER SCHOOL DISTRICT
RE-ENTRY PLAN
Re-entering with Confidence and Care
Revised August 24, 2020

Our Vision
Excellence and Equity: Every Classroom. Every Day.

Our Promise
Every student in Manchester is known by name, served by strength and need, and graduates ready to lead in college, career, and community.

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GUIDING PRINCIPLES

- Re-entry plans should reflect valid and reliable data, scientific findings, and the recommendations of the Manchester City Health Department.
- Ensure the safety of students and employees.
- Provide options that allow families to choose what is best for their situation while minimizing the disruption to families and schools.
- Remote learning cannot replicate students' experiences in their school buildings with their teachers, administrators, peers, and support staff.
- The more independent the learner, the lower the negative impact of remote learning.
- Students who require specialized supports/specialized instruction to re-enter school will have a different re-entry to meet their needs.
- Transportation will not be guaranteed as prior to the Pandemic.
- Collaboration between grade levels and subject areas within and across schools will be prioritized for consistency and coherence.
- Special subject areas - art, music, physical education, library, and computer science will continue to be an important component of learning.
- Student privacy will be required in all applications used for remote learning.

DEFINITIONS

- Phase 1: All buildings are closed to in-person learning of any kind. All students and teachers are in a remote learning model. Exceptions may be made for specialized populations.
- Phase 2: Buildings are open, but students are in remote learning model. However, some students are allowed in the buildings by appointment for learning interventions, re-teaching, coaching, re-takes, etc. Parents are allowed in the building by appointment to meet with educators. Approved athletic teams may practice according to approved plans. Exceptions may be made for specialized populations.
- Phase 3: In addition to what is outlined in Phase 2, Hybrid-model students are in their school buildings for two full days each week. Students in the remote model are fully remote. Exceptions may be made for specialized populations.
- Phase 4: In addition to what is outlined in Phase 3, students are able to attend school in their assigned buildings for at least four days each week either for half days or full days. Students in the remote model are fully remote. Exceptions may be made for specialized populations.
- Phase 5: Students are able to attend school in their school buildings full days for five days each week. Students in the remote model are fully remote. Exceptions may be made for specialized populations.
- Hybrid-Model: A student attends school in-person for two days each week, attends school through remote learning two days each week, and has one day of dedicated remote work time and/or remote study groups, tutoring groups, interventions, re-teaching, etc.
- Remote Model: A student attends school full-time through a remote learning approach with either a synchronous, asynchronous, or combination of the two models.

RESPONDING TO COVID-19 IN SCHOOLS

The importance of staying home when sick cannot be emphasized enough. *Everyone* (students, educators, and support staff) should self-monitor for symptoms at home prior to leaving for school. Symptoms include:

- Fever (greater than or equal to 100.4 F or 38 C)
- Subjective chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion and/or runny nose

- Nausea or vomiting
- Diarrhea

COVID-19 symptoms may present differently in children than in adults. For example, children are less likely than adults to have fever with COVID-19 and more likely to present with non-respiratory symptoms such as nausea and diarrhea. It is important to recognize many common illnesses have similar symptoms. In an abundance of caution, any person experiencing symptoms should remain home.

What to do When Someone on Site has COVID-19 Symptoms

A low threshold should be set for sending students or staff members home if illness is suspected, and each school must have a collection of backup emergency contacts. Any of the symptoms listed above that are not related to an already diagnosed condition or illness (as known by the Health Department nurses) could be COVID-19. **The student or staff member will not physically attend school until clearance from isolation criteria have been met or an alternative diagnosis is made.**

As with other infectious diseases, if a student or staff member develops any symptoms at school, they shall be immediately removed from any group setting. They will be placed in a designated isolation room, and protocols developed and approved by the Manchester Health Department will be followed.

All household members of someone confirmed or suspected to have COVID-19 shall not physically attend school and quarantine at home for 14 days. Keep in mind, siblings may be at the same school or at another school (age dependent). Should a student become quarantined, families should notify the schools of any household contact. If a sick student's household contact is in school, the contact's school should be notified and they should be removed from the classroom and sent home as soon as possible, even if not displaying symptoms. If the household contact is also sick, follow steps as above.

Quarantining Classes or Closing School Buildings

School nurses must report any cases, clusters, and/or outbreaks of COVID-19 to the Manchester City Health Department. Principals must report any positive cases to their respective Network Director. If a student or educator tests positive for COVID-19, the school will send a communication to all individuals who have had contact with the individual informing them, and include safety protocols and options. Having one case or a cluster in one school does not constitute an outbreak.

Privacy

We will not share personal information of any student, educator, or support staff member who tests positive for COVID-19. We respect the privacy of our students and educators and will adhere to all state and federal privacy laws.

Cluster

A cluster is defined as 3-plus cases in a single classroom. A cluster may not result in an entire school being closed. However, a cluster *will* result in having *all* the students and educators in the classroom where it occurred (or classrooms if there a Pod where students intermix) quarantined for a minimum of 14 days. In addition, all students and educators who are quarantined will be strongly encouraged to be tested for COVID-19. A negative result from a COVID-19 test does not guarantee that the student or educator will be allowed to return to the school until after the 14-day quarantine period.

This will be reported to the Manchester City Health Department. All parents/guardians of students in the affected classroom will be notified.

Note: This definition is likely to change within the next 7-10 days.

Outbreak

An outbreak is defined as three or more clusters. In the event of an outbreak, *all* parents and employees will be informed. The district and school leadership team, along with consultation from the Manchester City Health Department *will* result in the entire school building being closed for 14 days, and students and educators who have been in contact with any person who has tested positive will be asked to be quarantined for at least 14 days. All other students and educators will be strongly encouraged to be quarantined for at least 14 days. ALL students and educators will be strongly encouraged to be tested for COVID-19. A negative result on a COVID-19 test does not guarantee re-entry before the 14 day quarantine is completed.

Note: This definition is likely to change within the next 7-10 days.

Communication & Training

- District Directors/Staff will provide training to school administrators on the re-entry protocols and plans to school administrators by August 28, 2020.
- School Administrators will provide training to *all* members of their respective school staff on the re-entry protocols and plans by September 4, 2020.
- Teachers will provide training for all students on the protocols the week of September 9-11, 2020.
- Superintendent's Cabinet members will provide training to their respective department members by September 2, 2020.
- Parents will receive information and communication continually through the following means:
 - School Messenger (both district and school based)
 - Social Media
 - Virtual Town Hall meetings
 - Forums using Facebook Live and Zoom
 - MSD website
 - School websites
- Posters will be provided for the following languages at minimum: English, Spanish, French, Arabic, and Nepali. Posters will include visual cues addressing the following:
 - 6-foot distancing requirement
 - Face covering/mask requirement

- Hand washing
- Symptom Checker
- Each school will have a designated SCHOOL POINT OF CONTACT who is to be available for questions and specific concerns.
- The Communication Director will have the following pre-written statements for various situations so they may be sent to families immediately as needed.
 - Exposure Letter
 - Cluster Letter
 - Outbreak Letter
- The Communication Director, in collaboration with the Assistant Superintendent, Operations and the Manchester City Health Department, will develop a messaging strategy for parents/guardians in regards to prevention.
 - Hygiene etiquette for students to reinforce at home
 - Daily symptom checking at home
 - Keeping children at home if they are sick

Affirmation Form

For families who choose to have in-person learning (Specialized Populations or Hybrid Model), an Affirmation Form must be signed within the first three days of school. The Affirmation Form affirms that parents/guardians will not send their student(s) to school ill.

PARENT/GUARDIAN CHOICE

In order to give parents more flexibility in regards to the needs of their children, when the Hybrid Model is available, Manchester parents will be given a choice between a Hybrid Model and a Remote Model. In order to prevent negative impacts on scheduling and social distancing protocols, students will be required to stay with their learning model choice for at least a full grading quarter (secondary) or trimester (elementary). Dates for making these choices will be established by the district administration and administered by the school administration. Although all students will be on the Remote Model to begin the school year, those who choose the Hybrid Model will be phased to that model at a later time based upon established metrics. However, as much as possible, principals should place Hybrid choice students with Hybrid teachers during the Remote period so that the transition to Hybrid Learning is more seamless.

PHYSICAL DISTANCING & FACE COVERING REQUIREMENTS

Until further notice, the Board of School Committee requires the following when on school property, in school buildings, or at any school-sponsored event:

- 6-foot physical distancing (unless from the same household)
- Face coverings/masks must be worn at all times (age 3 and older)

QUARTER 1 LEARNING MODEL

Our shift to remote learning last March provided us with valuable insight into the challenges and benefits of a remote learning experience. We understand that remote learning is challenging for many families, but we are committed to providing a robust remote learning experience for all our students this September. In assessing how to improve the remote learning experience, we gathered a lot of feedback from families about their students' online

learning experience during Spring of 2020. During the summer months, we have prepared technology, analyzed curriculum, utilized resources such as Southern New Hampshire University, and created professional development for teacher leaders to deliver content in ways that better meet the needs of our students.

While our Re-start Plan remains fluid and will be updated strategically depending on the status of the COVID-19 spread throughout our community in the coming weeks, **our plan is to start school in a fully remote learning model for grades 2-12 on September 9, 2020. We will then re-evaluate after three weeks, and every week thereafter, using metrics approved by the Board of School Committee.**

Below is a summary of the Remote Learning Plan for students in Grades 2-12:

- Teachers will use District-adopted and/or approved curriculum.
- Students will enroll at their brick and mortar schools; remote learning will be taught by the teacher they would return to in a traditional schedule.
- Students will attend school online during regular school hours and follow a standard school schedule.
- Teachers will utilize “live” teaching with students using video conferencing technology (such as Zoom and Google Meet) every day based upon the model established by the Assistant Superintendent of Teaching, Learning, and Leading.
- There will be a greater emphasis on relationship-building than academics during the first three weeks of school.
- Students will experience synchronous and asynchronous learning. Synchronous learning means that all students will learn online at the same time.
- The Learning Management System will be delivered through one platform, Google Classroom. (Note: The district is transitioning to Canvas as the Learning Management System for all secondary schools beginning in January.)
- Each week, students will interact with their teachers in a face-to-face (Zoom, Google Meet, etc.) environment.
- Assessments will be administered to students remotely if appropriate and feasible. Assessments will be aligned to learning outcomes, and to what was actually taught. Assessments include projects and performance activities.
- Students will continue to have access to support services (such as counseling services, speech, etc.) at school or remotely as appropriate.
- Electronic devices will be available for check out at the school site for students who need them.
- Due to the special needs of specialized populations, we will be providing these students with in-person, small group, targeted instruction to the maximum extent feasible.
- Teachers will be expected to have consistent online office hours. Office hours will be shared with students, parents, and the principal.
- Principals will continue to provide feedback to teachers during remote learning through both informal “virtual walkthroughs” and formal evaluations.
- Feedback and grading must be recorded/updated a minimum of once per week.
- To provide a more conducive teaching, planning, and learning environment, as well as filtered Internet, use of school phones instead of private phones, access to copies, paper, etc., teachers will be strongly encouraged to teach remotely from their school building classrooms. Exceptions will be made for those who meet the criteria outlined in the Families First Coronavirus Response Act (FFCRA – currently set to expire on December 30, 2020), the Americans with Disabilities Act (ADA), or with permission of

the Superintendent or his designee. All adults and students in any Manchester school building are required to wear face coverings (masks) and maintain six-foot social distancing.

Remote Learning Schedule

The Remote Learning model schedule will be as follows:

- Monday, Tuesday, Thursday, and Friday are regular Remote Learning days using both the synchronous and asynchronous models.
- Wednesdays are set aside for student independent learning, as well as interventions, academic coaching for students, tutoring, small group re-teaching of material, etc. Using the two hour block students have set aside for virtual independent learning, teachers will use this time for lesson planning and collaboration, and reviewing student learning data.

Parent-Student-Teacher Meetings

Each school principal, in collaboration with their faculty, will develop and implement a plan to assure that the following has occurred by October 15, 2020. A copy of the plan will be submitted to the appropriate Network Director for feedback and final approval, and a copy will be given to the Assistant Superintendent, Teaching, Leading, and Learning.

- **Elementary Schools**
 - Each child and parent will have a one-on-one meeting with the teacher in-person if possible and feasible, so the teacher can get to know the student's personal needs and strengths, and so the student and the parent can meet and know the teacher.
 - Each child at each grade level will be given brief diagnostic assessment in reading and math so that the child, the parent, and the teacher better know what the child's current level of performance is, and then the student's strengths and growth opportunities can be better met.
- **Middle Schools**
 - Each child and parent will have a meeting with the Interdisciplinary Teacher Team in person if possible and feasible, so the student and parent can better understand the team structure, team expectations, and team learning experiences.
 - Math and ELA/Reading teachers should administer a brief diagnostic to know what the current level of performance is. Results should be shared with parents.
 - Unified Arts teachers are strongly encouraged, but not required, to have either in-person or virtual one-on-one meetings with students and parents.
- **High Schools**
 - Each student and parent will have a one-on-one virtual meeting with each teacher to learn about one another, better understand teacher expectations, and answer any questions the parent or student may have.

- Comprehensive Guidance Counselors will identify the students who are most at-risk of not graduating (especially those who were non-attenders during Spring remote, or did not pass classes) and giving preference to juniors and seniors. They will then set up in-person and/or virtual appointments to review the situation and guide each student into developing a doable plan of action.
- Comprehensive Guidance Counselors will identify freshmen and sophomores who may be on the borderline of being at-risk or are already at-risk of not graduating. They will then put these students on “Counselor Watch” by keeping close tabs on them, checking in with them often, contacting parents often, checking with teachers often, etc.

In-Person Learning for Kindergarten & 1st Grade

The K-1 years provide a vital academic and social foundation for children, and can have vast impacts on the rest of their school success. It is also during these years where children learn how to get along with people different than themselves, and how to navigate the culture of school. It is also a time when essential and fundamental literacy skills are taught and learned. Therefore, Kindergarten and 1st Grade will have in-person learning at the school site (unless parents choose a remote option instead). The Board of School Committee voted 14-1 on July 20, 2020 that all students aged 3 and older are required to wear face masks.

- **Pre-School** services will be for students with IEP’s only and those that attend Bishop O’Neil Center. The main focus will be on the child’s developmental needs and specialized instruction needs. The schedule will need to align with the safety protocols of social distancing and be approved by the Chief Equity Officer.
- **Kindergarten and 1st Grade** classes will adhere to a Hybrid Model:
 - Students with last names A-K will meet in-person all day on Mondays and Tuesdays, and remotely on Thursdays and Fridays.
 - Students with last names L-Z will meet remotely on Mondays and Tuesdays, and in-person all day on Thursdays and Fridays.
 - All students will use Wednesdays as to meet either virtually or in-person for small group or one-on-one interventions, coaching, re-do’s, and supports. All students will also have independent learning time.
 - Teachers will provide supports on Wednesdays, and have 2 hours set aside to meet with the grade-level team to collaborate, plan lessons, design learning experiences, and review student learning data.

Specialized Programs

Students who are in need of specialized programs will have access to in-person services at the school building during remote learning. Specialized programs for this plan include the following:

- Career and Technical Education (CTE)
- English Language Development (also known as English Language Learning)
- Pre-School for students with IEP’s and those who attend Bishop O’Neil Center
- Students with IEP’s – specifically those identified for self-contained services

Based upon the need and severity of the student, students in specialized programs may:

- Attend school in-person with a specialized instructor
- Have specialized transportation services
- Services will be in a limited geographical area in the building. Students will enter and exit from the same doors and have the same learning space each day
- Since there are students who are in the high risk category in need of specialized instruction, they will have limited interaction with others.

Co-Curricular Activities & Athletics

Students are still able to participate in school activities. However, there will be differences from the activities held prior to the COVID-19 pandemic.

- Official school clubs are still allowed to meet, but if there is concern about the size of the group and social distancing is not an option, the clubs should meet online using programs like Zoom or Google Meet.
- School announcements should still occur each day at a specified time and utilizing a common technology tool. Student leaders are strongly encouraged to use the time to boost morale and school spirit.
- Athletic teams will follow guidelines outlined by NHIAA. Manchester School District will participate in school athletics that are approved by the Board of School Committee. In addition, the district athletic director needs to assure that each school does the following:
 - Follows procedures and protocols for locker rooms and touch points in locker rooms
 - Bus protocols are followed, and parents are encouraged to drive their own student athletes to games and meets.
 - Seating for spectators and athletes aligns with social distancing protocols

Breaks and Recess for K-1 Students

- Students will receive recess breaks.
- Recess times will be scheduled by the building principal but may not exceed 15 minutes for any one recess break (recess breaks can be less than 15 minutes)
- Students will be allowed access to playground equipment for ONE of the recess breaks.
- One recess break will be for structured activities in the field or engaged in other such activities that promote social distancing.
- Students will engage in rigorous hand hygiene protocols before and after recess.
- Students will place their playground balls and equipment in a sanitization station made of disinfectant cleaner after playing on the playground.
- Students will engage in a cool down period before entering the building to minimize respiratory output.
- Playground equipment will be sanitized at the end of each day.
- Teachers will be engaging students in other “brain breaks” that allow for physical activity.
- Parents recognize the inherent risks associated with elementary school structures and understand the efforts Manchester schools are taking to mitigate, not eliminate those risks.

Evaluation

After the first three weeks of school, the Superintendent in collaboration with the Cabinet and the Manchester City Health Department, will use the metrics approved by the Board of School Committee to evaluate the COVID-19, as a basis to stay on the remote model, or transition to the hybrid model. The metrics will be checked every week thereafter to determine:

- Staying in Remote status
- Transitioning to Hybrid and Remote Status
- Transitioning to more days in Hybrid
- Transitioning to full return
- Transitioning to full Remote status

HYBRID LEARNING MODEL

The objectives of utilizing a hybrid learning model include:

- Reduce the number of students in schools and on buses by half – making physical distancing possible to minimize contact, exposure and spread.
- Allow teachers and staff to effectively monitor and encourage physical distancing, proper hygiene, sterilization, and use of face coverings.
- Enhance contact tracing by the Manchester Health Department.
- Maintain the traditional feel of school and retain good in-school learning habits.
- Maintain students' personal relationship with teachers and staff, which is an integral part of learning.
- Provide social connectedness and peer interactions between students, which are essential to a child's well-being.
- Minimize overall risk until the threat of COVID-19 subsides.

The Hybrid Learning Model utilizes both in-person and remote learning. Students will attend school in-person two days each week, and complete remote learning two days each week. To make the process less confusing for parents and families, we will use the following procedures:

- Students whose last name begins with A-K will attend school in-person on Mondays and Tuesdays with remote at-home learning on Thursdays and Fridays.
- Students whose last names begins with L-Z will attend school in-person on Thursdays and Fridays with remote at-home learning on Mondays and Tuesdays.
- All students, A-Z will utilize Wednesdays to complete remote assignments and projects, study, or participate with an online study group, mentor, tutoring group, etc.
- No lockers will be assigned. Students will need to use backpacks
- Middle School students stay in the same room as much as possible and teachers come to the students.
- High school principals will develop a schedule at their individual schools to address the following:
 - Class changes are staggered so there is less contact in the halls between classes

- Halls are marked designating which side of the hall to walk on (follow rules of driving and go to the right)
- Cafeteria seating is arranged for social distancing

ENHANCED ENVIRONMENT & SAFETY

Field Trips

All field trips are cancelled during the 1st semester. At the end of 1st term, this will be re-evaluated.

Student Travel

All student travel is cancelled until further notice. This will be re-evaluated quarterly.

Educator Travel

All educator travel to high risk states (as identified by the CDC and the Manchester Health Department) is prohibited. All other travel needs to be approved by the Superintendent's Cabinet.

Assemblies and Performances

Schools may hold and are encouraged to have virtual assemblies. Student concerts and performance cannot be held in person this time. Marching bands may perform half-time shows and march in parades if approved by the school principal and sanitary safety protocols are in place and adhered to. This will be evaluated quarterly.

Drinking Fountains (“Bubblers”) & Water Bottles

If not already in place, contactless water bottle fillers will be installed in each school. Students may bring their own refillable water bottles from home. If needed, a reusable water bottle will be provided. Students will be expected to use re-usable water bottles and not use the drinking fountains. The drinking fountain “bubblers” will either be turned off or covered.

Student Personal Space

Students will be asked to wipe down their personal space (desk, chair, etc.) before leaving at the end of the class. All classrooms will be provided with cleaner to do this.

Students who are Ill at School

- Students who show COVID symptoms at any time during the day, will be referred to the school nurse and placed in a designated isolation room.
- Parents will be contacted
- Students will need to pick up the student within 30 minutes after being notified by the school.

HVAC & Windows

- MSD will upgrade to MERV 13 filters where possible. In buildings where this is not possible, portable HEPA filters may be used instead. It is the intention to use either UV or bi-polar technology as an added layer of protection as the HVAC infrastructure allows.
- Filters will be changed according to manufacturer recommendations.
- HVAC fans will not be turned off at the end of the day and will run throughout the evening to increase air flow.
- Air exchange rates will be increased during the school day.
- In buildings with windows that open, staff will be allowed to open windows to increase outside airflow throughout the building.
- Screens will be installed as needed.

Parents/Guardians & Visitors in Buildings

No visitors allowed in the buildings.

Parent/guardians will need to drop off and pick up students outside of the building. Parent/guardians with an appointment will be allowed in the building, but must follow all safety protocols (masks, distancing, etc.).

This will be reviewed quarterly.

Classroom Environment

- Students will be seated at least 6 feet away from each other.
- Not all classrooms will have excessive furniture removed, so there may be desks/tables that are empty between students.
- Regardless of the age of the student, there will be assigned seating, and seating charts will be used (vital for contact tracing).
- Using signs, painters tape on the floor, etc., teachers will provide arrows/directional signs for how students should “flow” through the classroom.
- Teachers will open their classroom doors at least 15 minutes prior to the start of school and remain open throughout the day to reduce door/handle high touch points, and to help ensure good air flow. Exterior doors will remain locked throughout the day.
- If the classroom has windows that open, windows will be opened to enhance the air flow.

Food Services/Cafeteria

Traditional “hot lunch” style meals will not be served. Grab and go meals that are pre-packaged will be utilized for both breakfast and lunch meals. When students are in the building for Hybrid learning, the following protocols will be followed:

- Elementary students will eat in their classroom. A paraprofessional will supervise the class so that the teacher can have a duty-free lunch. Each school administration will develop a procedure for how lunches will be delivered to classrooms, and how cleanup will be addressed. If there is space outside for eating, that is encouraged.
- Middle level students will be assigned a classroom to each lunch in (preferably from the team). A non-certified staff member will be assigned to supervise so teachers can have a duty-free lunch. Each school administration will develop procedures for students picking up lunches and cleanup. If a middle school administration can show they are able to schedule multiple lunches in the cafeteria where students are socially distanced, and the cafeteria can be cleaned and disinfected between each group, they may share the proposal with their Network Director for approval.
- Due to the size and differences between each high school facility, each high school principal will develop a cafeteria/eating plan that includes social distancing and sanitation. The plan will be submitted to the Network Director for approval.
- Face coverings/masks may be removed when eating breakfast or lunch.

Students who are in the Remote learning option will still have access to school meals. The following protocols will be used for students who are on the Remote learning option:

- Grab and Go lunches and breakfasts will be delivered together at the home school site at a designated time assigned by the school.
- Parent/guardians will go to a “drive up” location, and meals will be delivered to the car window.
- Occupants must be prepared to share student information if asked.
- Car windows must not be more than half-way down, and car occupants must be wearing masks.

Department/Grade Collaboration & Planning

As a district, all teachers and school administrators will participate together for two hours on Wednesday afternoons for collaboration and planning on behalf of student success. This is vital and precious time that cannot be wasted. Therefore, the following protocols and expectations will be set in place for this time:

- When meeting in-person, there must be enough rooms for each person to be at least 6 feet apart from one another, and a seating chart is used for contact tracing purposes.

- Virtual meetings using Zoom, Meet, or FB Messenger, etc. is acceptable. Participants are to show themselves (no avatars, photos, initials, etc.) and be fully active.
- These collaborative teacher meetings must focus on at least two (or more) of the following:
 - Planning and designing lessons that align with Essential Standards, and then reflecting on the lessons after they were taught.
 - Designing and then reviewing the learning data from assessments (including performance assessments and projects) that are completely aligned with the Essential Standard and what is taught.
 - Designing and reviewing Common Formative Assessments to find out how students are doing, and then re-designing instruction to address it.
 - Developing various interventions for students who may not fully understand a concept.
 - Developing various interventions for students who may already fully understand the concept and need enrichment.
 - Sharing teaching/instructional strategies with one another and getting feedback from one another.
- Agendas will be developed and shared with the team. Roll will be taken, and minutes/notes of the meeting taken. The agenda, roll, and notes will be shared with each member of the team and the building principal, and the principal should provide the team periodic feedback concerning the team's work.
- The Network Director will review both the feedback from the principal and random agenda/notes, and provide feedback to the principal.
- If anyone does not have a prior excusal by the building principal, and does not attend the collaboration meeting, their pay will be docked by two hours.

IEP Meetings

IEP Meetings will be held virtually during Phase 1. IEP meetings may be held both in-person and virtually during Phases 2-5. If virtual, all parties must agree, and all parties must show themselves in the meeting (no avatars or pictures, etc.), and all parties must clearly hear one another. If the meeting is in person, all parties must adhere to 6-foot distancing and wear face masks.

Open Areas with High Traffic

Plexiglass barriers will be installed and/or provided in high contact areas such as front office areas, counseling center office area, etc. If plexiglass barriers are not in place before an employee return to work, the employee will be placed in an alternative environment until the plexiglass is provided.

Teachers in Classrooms Outside of Contract Time

Teachers are encouraged to leave the building at the end of their contract time so that cleaning crews can begin sanitizing all rooms.

- Secondary Teachers out by 4:00 PM
- Elementary Teachers out by 4:30 PM

Halloween Parades (Elementary)

At this time, these events are cancelled. However, it will be re-evaluated in October.

Lockers

Lockers will not be assigned. Students will be allowed to bring backpacks to class in order to keep their belongings separated from others.

REMOTE LEARNING EXPECTATIONS AND GUIDELINES FOR PARENTS AND STUDENTS

We want to emphasize to all parents and guardians that we understand the challenges you face as we deal with these unprecedented times. Your child's education is a shared responsibility, and you are being asked to play a more significant role than ever before. The goal of the district is 100% student participation. Excellence and Equity. Every classroom Every day. We are here to lead, guide, and support learning efforts at home. You are encouraged to reach out to the teachers and your school administrators with any questions and or concerns you may have.

Based on Spring survey results and feedback, we are implementing practices that are in the best interest of supporting high quality, engaged learning for all students, maximizing the impact of communication and interaction between teacher and student, and providing support, collaboration and guidance to teachers and between home and school.

Parents should contact their building Principal if they do not have access to a device such as a Chromebook or a tablet to complete online learning activities. Devices will be used to support student learning at home during the remote learning days. If a child is experiencing problems with a Chromebook, please contact our IT department.

Roles and Responsibilities

- **District**

- Inform students, parents, and teachers regarding updates on the mandated closure period.
- Communicate clear and consistent expectations for all teachers, parents, and students.
- Provide the necessary supports and resources to ensure high-quality learning continues through the remote learning plan.
- Communication from school will primarily occur through School Messenger, ClassTag, Facebook, and the District website. Updates to the website will be posted regularly.
- **Teachers**
 - Develop remote lessons and learning activities that are age/grade appropriate.
 - Remote Learning day structures will be:
 - Elementary- “Live Instruction” from 8:45-11:00 am. Asynchronous Instruction (Unified Arts) 11:00- 11:45 am, 12:15 pm to 2:45 pm “Live Instruction”

Here is an example of a remote learning student schedule:

Sample Schedule for Grades 2-5

8:45 a.m. - 9:15 a.m.	<ul style="list-style-type: none"> • Welcome • Morning review • Team-building
9:15 a.m. - 10:35 a.m.	Language Arts
10:35 a.m. - 11:00 a.m.	Recess/Restroom Break
11:00 a.m. - 11:45 a.m.	Specials
11:45 a.m. - 12:15pm.	Lunch
12:15- 1:00 pm.	Math

1:00 p.m. - 2 p.m.	Science/Social Studies
2:00 p.m. - 2:20 p.m.	Brain Break
2:20–2:50 pm	PBL/Reading
2:00 p.m. - 2:10 p.m.	Brain break
2:10 p.m. - 2:50 p.m.	Social Studies
2:50 p.m. - 3:00 p.m.	End of day reflection

Middle School will follow their regular schedule, with "Live Instruction" happening 7:35–2:20 pm.

High School will follow their regular schedule, with "Live Instruction," happening 7:45–2:42 pm.

- Teachers are encouraged to check in with students and or parents regularly through email, Zoom, Google Classroom, or other authorized modes of communication to ensure student participation and engagement.
- When not engaged in live/real-time learning activities with students, teachers will be regularly checking for communications from students, parents, staff, and administration throughout the workday.
- Provide timely feedback on student work.
- If teachers are unable to make contact with students or their parents by the end of each week, they will notify their building administrators so that the office can follow up with families to ensure all students are active and completing the assigned lessons/learning activities.

- **Students**

- Review lessons and learning activities assigned by the teacher.
- Participate in video/real-time lessons.
- Complete assigned work/learning activities to the best of their ability and by the due

dates indicated.

- Create a space and dedicated for learning
- Create balance by taking opportunities to work offline and upload tasks
- Keep connected
- Use google calendar
- Demonstrate learning with completion of assignments
- Communicate with your teacher and examine feedback
- Follow the Code Conduct
- Reach out to your teachers if you are overwhelmed
- Collaborate with peers using respectful language and behaviors
- Use equipment as outlined in the Acceptable Use Policy
- Wear attire acceptable for school
- Be patient with yourselves- we are all learning together!

- **Parents**

- Establish a daily routine and provide an appropriate space to support student learning.
- Review assigned work, discuss expectations with your child, and communicate with teachers.
- Set limits on technology use for games, social media, etc.
- Emphasize the importance of learning and education
- Call into the attendance line when your child is absent or sick, or unable to participate in remote learning.
- Health, wellness, and social-emotional needs must be a priority for all children during this time. We encourage parents to contact your Principal if you need the assistance of the Social Worker.

STUDENT ATTENDANCE/PARTICIPATION, LEARNING & GRADING

Participation and Attendance in Remote Learning

All Manchester District students from Early Childhood through Grade 12 are expected to participate in remote learning, if able. While we recognize the circumstances and situations for families may vary, we also understand the importance of keeping our students engaged in their learning.

Manchester School District will presume students are present unless reported absent through one of our attendance phone lines. We have asked our teachers to continue to monitor student engagement and to work with students and families when a student is not participating as expected.

Daily Expectations

Teachers will structure the instructional day to ensure the number of instructional minutes for face-to-face instruction in each subject area is similar in the virtual schedule

Teachers will provide lessons/learning activities according to the following schedule. Monday, Tuesday Thursday and Friday will focus on live instruction, assigned lessons/learning activities with Wednesday's being designated as "independent remote learning days" This includes but not limited to:

Counseling
Related Services
Interventions
Small-Group Instruction
Asynchronous Learning- Teachers will be in PLC's
Student conferencing
Inquiry Days
ILP days
Students will submit evidence of learning. Attendance will be taken.

Assessment and Grading Recommendations

Assessment and Grading Committee Recommendations:

To foster student learning and engagement and create an equitable system for that to occur, the Assessment and Grading committee submits the following recommendations for the 2020-2021 school year. The proposed recommendations are considered current professional best practice and should be in place regardless of onsite, hybrid, or remote learning status.

A Baseline for Student Learning

Baseline assessments will be given to determine each student's current level of educational knowledge. Each educator will be responsible for assessing each student's baseline for learning. This baseline can be determined by any combination of standardized testing, performance assessment, or gold standard project.

Report Cards

For all students in Grades K - 12, report cards will be published in Aspen for the 2020 - 2021 school year at the end of each marking period. For information on how to retrieve your child's report card from Aspen, please click [here](#). Progress Reports at the elementary level will be in narrative form and emailed to the parent/guardian mid-way through each trimester as outlined in the MSD 2020 - 2021 calendar. **Preschool Report Cards** and **Special Education Progress Reports** will be emailed to families.

Proposed Feedback & Grading Policy

Feedback is an essential part of effective teaching as it helps students understand the subject being taught and gives them clear guidance on how to improve their learning. Student feedback should adhere to the following guidelines:

1. Be as specific as possible -

Grades alone are not considered feedback. Comments such as "Great job!" and "Nice work!" while well-meaning, are also not appropriate feedback when used in isolation. Comments should explain where the student missed the standard or competency and provide guidance as to what the student needs to improve upon.

2. Timely-

Research on adolescent learning shows that feedback is best when it is received within 2-7 days. All assignments that are to be included in determining final grades must be scored and entered within one calendar

week of submission. Assignments scored after seven days can be entered into the grade book, but should not be included as part of a final grade.

3. Address advancement towards a goal -

Competency-based learning is based on encouraging students to reach a standard of performance. It is often said that FAIL means “First Attempt In Learning”. Students should not be scored down for first attempts if they demonstrate proficiency in the end. Grading should not be about how many attempts it takes to reach mastery, but mastery. Feedback should provide students with a clear picture of what they need to do to get to mastery.

4. Involve the student in the process as much as possible -

Before assigning a project or assignment, discuss with the students what the expectations are and/or show exemplars. Provide written guidelines, as well. Ask students to self-score assignments or explain how they would score themselves. Seek student input on rubrics/assessment as much as possible. Provide an opportunity for review before submitting for final scoring.

5. Use rubrics/scoring guides with all projects or complex tasks -

If a task or assignment is included in a final grade, and it is more complex than a typical paper and pencil assessment, students need to be provided with a rubric tied to the standards or competencies being assessed.

6. Return Assessed and Graded Items to Students -

In order for students to best learn from their mistakes, they must be able to take graded assignments home to discuss with parents and tutors. If an assignment is to be included as part of a portfolio, make a copy, or consider an electronic record-keeping system.

7. Involve Parents as Much as Possible -

An essential part of feedback is involving parents in the process. For major assignments, consider having students get parents to sign off on the rubric before submission. Likewise, if a student scores below a certain threshold (Does not Meet standard or a 0 or 1 score) or F, it is essential to contact parents and discuss the misconception or error that exists (or publish on a platform for parents to review).

Final Grades

1. Minimum of three (3) assessments/checkpoints per standard. Five (5) recommended.
2. **Use the most recent summative score**

3. The final project is the main summative.

Syllabus

1. Standards must be listed in the syllabus or parent letter.
2. Major projects/assessments are listed in the syllabus or parent letter

Administrative Recommendations for Grading

1. When a student receives a D/F, students are placed in an intervention.
2. Consistent retake policies. Students can retake as much as needed, the path always to 100%. Retakes will be allowed up to one week before grades close.

Technology

- All students will have access to a Chromebook/laptop to prevent the sharing of devices. Families who do not have access to technology will be loaned a Chromebook from their child's school.
- Students will be responsible for ensuring that their device comes to school fully charged. If your child uses a personal device at home, a device will be available for use during the school day.
- Students and families will be provided with guidance documents and/or videos to help navigate digital tools.
- The district will provide guidelines/expectations for Google Meet.
- Suggested specifications will be provided for families who would like to purchase their own device.

Devices

- All students will have access to a Chromebook/laptop to prevent the sharing of devices. Families who do not have access to technology will be loaned a Chromebook from their child's school.
- Students will be responsible for ensuring that their device comes to school fully charged.
- I would like to purchase a computer for my child. What specifications do you recommend? What option will they need?

A Chromebook

SAU37 is providing this list of devices to assist you in your purchasing decisions. SAU37 does not recommend or endorse any specific product, manufacturer or reseller.

Good	8 Gb RAM, Backlit Keyboard - Optional Screen Size - 11 inches and over, most people prefer 14 inches or greater Touch Screen - Optional Camera - Yes
Better	16 Gb RAM, 128 GB SSD, Backlit Keyboard - Optional Screen Size - 11 inches and over, most people prefer 14 inches or greater Touch Screen - Optional Camera - Yes
Best	32 Gb RAM, 256 GB SSD, Backlit Keyboard - Optional Screen Size - 11 inches and over, most people prefer 14 inches or greater Touch Screen - Optional Camera - Yes

Technology Support

Staff (In-Person, blended, or Remote): Enter a ticket at <https://sau37helpdesk.freshdesk.com>

Families (Parent or Guardians): Email techsupport@mansd.org or Call: 603-413-3420

Technology Programs: Consistent program use across the district
[Click here](#)

Technology Sign-out Forms:

Student Sign Agreement of Chromebook Use (this must be recorded in Aspen):
Schools need to make sure serial numbers are recorded in Aspen not Fixed Asset Tag Numbers

[Click here for Form](#)

Staff Agreement of Technology Use (this must be record in Aspen and on your building inventory) :

Schools need to make sure serial numbers are recorded in Aspen not Fixed Asset Tag Numbers

[Click here for Form](#)

Low Cost Internet Options:

Comcast Internet Essentials: <https://www.internetessentials.com/>

*Brand New Internet Essentials customers will receive two free months of Internet service if they enroll in the program by December 31, 2020.

Hotspots will also be placed throughout the city, more information to come.

Technology Instruction Elementary Students: **For the Manchester School District to support our youngest students with the skills for online learning, Manchester School District Library Media Program will be providing a series of lessons that are reflective of the current needs our students have. Consistency across the schools would be beneficial to all students.**

- Grades K to 2: Digital Citizenship:
<https://www.commonsense.org/education/digital-citizenship>
- Grades 3: Introduction to Google Suite - [Click here for resources](#)
- Grade 4: Junior STEAM: Continue to support this program with online and at home activities
 - List of recyclable materials to use in the class will be sent to parents at the start of the school year
 - Consider grants for at home kits
 - Utilize materials in Code.org

Aspen Family Portal/Student Portal

During remote and blended learning, the students and families will have access to the Aspen Family and Student Portals. Aspen is used to managing student information, including grading, scheduling, attendance, special education, and other data. At the elementary school level, students and families have access to daily attendance and report card grade information. At the middle and high schools, students and families have access to regular attendance, schedules, classroom assignments, class attendance, and grades. At the end of each marking period, parents/guardians and students can access their report cards in Aspen Student Information System.

There are two ways to access student's report card:

Aspen Family Portal (<https://nh-manchester.myfollett.com>): If parents/guardians already have a Family Portal Account, parents/guardians can login with their username and password in any browser. Note that usernames begin with fp- ,first initial, last name in most cases. IE: fp-bbrady (for Bobby Brady)

Aspen Student Portal: Parents/guardians without a Family Portal Account can access the report card with their student through the student portal. Their

student will need to log into their Student Portal account. **Elementary Student's (K - 5)** information for their Aspen Student Portal will be sent to their school district email accounts prior to the end of the trimester. This login will allow access to the Aspen Student Portal to access their student's report cards.

Parents/Guardians can register for a new Family Portal Account by following this [link](#) to apply for one online.

References

https://www.ccesa.org/Files/Uploads/252/The_Case_Against_Zero.pdf

https://uknowledge.uky.edu/cgi/viewcontent.cgi?article=1018&context=edp_facpub

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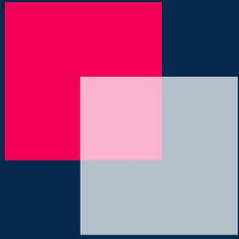
<https://www.alfiekohn.org/article/grading/>

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PROPOSED

PROPOSED



Manchester School District

Operations Reentry Planning
August 24, 2020

Timeline

May 2020 - Closing the school year, summer meals, summer learning and reentry

June 2020 - Summer meals, summer learning and reentry

July 2020 - Reentry

August 2020 - Reentry

September 2020 - Ongoing monitoring, planning and implementation as the new year begins

- Student, Staff and Community Safety

Operations Teams

- Emergency Operations Center (EOC)
- Health
- Facilities and Supplies
- Transportation
- Food Services
- Human Resources
- Finance
- Communications
- Students
- Staff
- Families
- Community Partners
- Technology
- Policy and Procedures

Layered Planning

- Healthy Behaviors
 - Social Distancing
 - Use of Face Coverings
 - Respiratory Hygiene
 - Hand Hygiene
- Healthy Buildings
 - Physical Distancing
 - Common Areas
 - Cleaning and Disinfecting
 - Ventilation
- Healthy Operations
 - Communications
 - Health/Risk Screening

Health

- Team Approach
 - Building Level Representation
- Who to Call if you have a Health Related Question
 - Medical Home
- Metrics
 - Guide District Decisions
- Protocols
- Face Coverings and Social Distancing
- Testing for Covid-19
- Nurse Office Expectations
- Respiratory Hygiene
- Hand Hygiene

Facilities & Supplies

- Layered approach
 - Individual
 - School
 - System
- PPE
 - Staff
 - Students
- Aramark Cleaning
 - Enhanced Cleaning
 - Cleaning Products & Process
- Ventilation
- Physical Distancing (classroom use)

Food Services

- Breakfast and Lunch Plans for Each Model
 - Flexibility will be Contingent on Possible Waivers
- Meals at the schools
 - Elementary
 - Middle
 - High School
 - Remote site pickup
- Application Process for this Year (free and reduced meals)
 - Online applications available
 - Application and Prepaid Return Envelope Mailed to Families

Transportation

- Plans to Support All Models
- Cleaning
- Driver Soft Shields
- Social Distancing
- Face Coverings
- Routes
- Process for Boarding and Leaving
- No Post Cards

Finance

- Planning
- Funding
- Procurement
- Projected Expenses

Human Resources

- Resources for Staff
- Health/Risk Screening Tool
- Staff requests should be routed to:
 - www.covidHR@mansd.org

Communications

- Routine and Targeted Communications will Continue
- Multimedia
- Layered approach
- Update Aspen with Current Contact Information

Students

- Virtual Open House Events
 - Reach out to the School Team
- School Based Supports
- Schedules for the Cohorts
- Guidance Resources Available
- Material Pick-Ups
- Routines

Staff

- Human Resources Supports Available for Our Staff
- Professional Development for Reentry
- School Based Teams
 - Health
 - Facilities
- Resources

Families

- Health/Risk Monitoring at Home
- If your Student is Not Feeling Well Please Keep Them at Home
- Call the School Nurse to Report Illness
- Maintain Current Emergency Contact Information Including Contacts Who can Arrive to the School Within 30 minutes if Called for a Student Pick-up
- If you are Called by the School Nurse
 - Follow the guidance Provided from the School Nurse

Community Partners

- Meals and Summer Learning
- Overview of Resources Available for our Families
 - Before and After Care Programs
 - Other Resources Available
- Map of Community Resources

Questions

