



MSD

Manchester School District
ALL HANDS UP!

PROPOSED

**MANCHESTER SCHOOL DISTRICT
RE-ENTRY PLAN – PART I**
Re-entering with Confidence and Care
August 10, 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.

MANCHESTER BOARD OF SCHOOL COMMITTEE

Mayor Joyce Craig, Chair
James Porter, Ward 1
Kathleen Kelley Arnold, Ward 2
Karen Soule, Ward 3
Leslie Want, Vice Chair, Ward 4
Jeremy Dobson, Ward 5
Dan Bergeron, Ward 6
William Shea, Ward 7
Peter Perich, Ward 8
Arthur Beaudry, Ward 9
Jane Beaulieu, Ward 10
Dr. Nicole Leapley, Ward 11
Kelly Thomas, Ward 12
Joseph Lachance, At-Large
James O'Connell, At-Large

MANCHESTER SCHOOL DISTRICT CABINET

Dr. John Goldhardt, Superintendent
Amy Allen Assistant Superintendent, Teaching, Learning, and Leading
Dr. Jennifer Gillis, Assistant Superintendent, Operations
Karen DeFrancis, Chief Financial Officer
Mary Steady, Chief Equity Officer
Katherine Cox Pelletier, Chief Policy and Legal Officer
Stephen Cross, Chief Information and Cybersecurity Officer
Andrew Toland, Director, Communications and Community Engagement

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.
- **Phase 2:** Buildings are open, but students in the mixed-model are not consistently in the building for the in-person learning, but are phasing in to the two days a week on in-person learning. Students in the remote model are fully remote.
- **Phase 3:** Mixed-model students are in their school buildings for two full days each week. Students in the remote model are fully remote.
- **Phase 4:** Students are able to attend school in their school buildings for at least four days each week either for half days or full days. Students in the remote model are fully remote.
- **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.
- **Blended-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 model.

PARENT/GUARDIAN CHOICE

In order to give parents more flexibility in regards to the needs of their children, Manchester parents will be given a choice between a Blended-Model and a Remote Model for at least the first semester for the 2020-2021 school year. 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. Principals will alert parents of their choices by August 17th, and parents will have until August 24th to notify the district of their choice. Although all students will be on the Remote Model to begin the school year, those who choose the Blended Model will be phased to that model at a later time. However, as much as possible, principals should place Blended choice students with Blended teachers during the Remote period so that the transition to Blended Learning is more seamless.

QUARTER 1 LEARNING MODEL FOR ALL STUDENTS

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 for one quarter only.**

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 teach “live” with students using video conferencing technology (such as Zoom and Google Meet).
- 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.
- Students will continue to have access to support services (such as counseling services, speech, etc.) at school or remotely as appropriate.
- School-based staff will serve as community outreach liaisons to engage students and families to ensure success in remote learning.

- Electronic devices will be available for check out at the school site for students who need them.
- Due to the special needs of our students with disabilities and English Learners, 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 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) or the Americans with Disabilities Act (ADA). 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. During 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.

STUDENT/PARENT MEETINGS DURING QUARTER 1 REMOTE LEARNING

During the month of September, each school principal, in collaboration with their faculty, will develop and implement a plan to assure that the following has occurred (a copy of the plan will be submitted to the Network Director for feedback, and final approval will be given by the Superintendent’s Cabinet):

- **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 (such as iREady or others) to know what the current level of performance is.
- Unified Arts teachers are encouraged to set up 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 PRE-SCHOOL, KINDERGARTEN, & 1ST GRADE

The PK-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, Pre-School, Kindergarten, and First 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 a half day only. The main focus will be on the child's developmental needs and specialized instruction needs.
- **Kindergarten** classes will be for half day only and will follow the New Hampshire standards/requirements for Kindergarten
- **1st Grade** classes will be in-person for half day and remote for half the day. There will be a morning in-person group and an afternoon in-person group. Instruction in-person will focus exclusively on literacy.

CO-CURRICULAR ACTIVITIES AND ATHLETICS

During 1st term remote learning, students will still be able to participate in school activities. However, there will be difference 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 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. In addition, the district athletic director needs to assure that each school does the following:
 - Follows procedures for changing in 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

SPECIALIZED INSTRUCTION

Students who are in need of specialized instruction such as that from Special Education or English Language Development will continue such services with remote learning. Based upon the need and severity of the student, students receiving specialized instruction 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.

RECESS AND BREAKS FOR PK-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 find students engaged in structured activities in the field or engaged in other such activities that promote social distancing.
- Students will engage in rigorous handwashing 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.

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.

ASSEMBLIES & CONCERTS/PERFORMANCE

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.

BLENDED MODEL EVALUATION

On October 9, 2020, the Superintendent in collaboration with the Cabinet and the Manchester City Health Department, will evaluate the remote learning model, the COVID-19 numbers in the community, and the safety factors in

place in all buildings, and recommend whether or not to stay on the remote model through the end of 1st term, or transition to the blended model.

BLENDED LEARNING MODEL – QUARTER 2

The objectives of utilizing a blended 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 Blended 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

PART II OF THE RE-ENTRY PLAN WILL INCLUDE ALL PROTOCOLS AND PROCEDURES FOR THE BLENDED LEARNING MODEL INCLUDING BUILDING HVAC SYSTEMS, HEALTH SCREENINGS, CLEANING AND SANITATION OF BUILDINGS, ETC. .

PROPOSED

TABLE OF CONTENTS

PROPOSED