Nashua School District
Remote Learning Handbook

August 2020
Version 2: 9/16/2020

The Nashua School District will educate the whole child
to empower student success.
Mission Statement

Prevention Works Best in Partnership
Protect Yourself and Others
Stay Home When You Are Sick
Wash Your Hands Frequently
Avoid Touching Your Face, Eyes, Nose and Mouth
Wear a Mask
Cover Your Coughs and Sneezes

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REMOTE INSTRUCTION FOR 2020-21SY

From March through June 2020, the district was directed to provide remote instruction due to the COVID-19 pandemic. Quickly the district distributed Chromebook, outlined expectations for teachers and students, and set up Google Classrooms. All of this was never done before and we learned much from this experience. After careful review of parent and teacher surveys as well as hours of work from the Reopening Taskforce and subgroups, revisions and improvements have been made to remote instruction for the 2020-2021 school year.

Feedback from teachers include the need for curricular consistency, clearer expectations, professional development, and access to technological resources. Parents have shared the challenges of student work load, schedules, expectations for screen time, managing multiple devices and/or children, and kids just missing being in school as well as seeing their friends. While not perfect, the district has worked to address many of these concerns and outline more clear expectations as well as schedules.

In order to participate in a full year of remote instruction, students must be enrolled in a Nashua School District school before they can complete their full Remote Instruction registration. Please complete the registration for Remote Learning for EACH child that is applying to receive instructional services remotely from Nashua Public Schools during the 2020-2021 School Year. All information will be verified through the student's designated school as part of the registration process.

Below are the expectations for the district, administration, and teachers by level.

Elementary Remote Learning Expectations

Remote learning means that students are not receiving instruction in the same manner as if they were in their school buildings on a daily basis. Teachers will still provide instruction to their students. Learning activities and communications are primarily delivered electronically, but there will be opportunities to pick up and return materials.

District Expectations
- Training videos for Parents on platforms and remote learning.
- Professional development to start the year of educators to create consistency.
- Chromebooks will be signed out for families who do not have devices to work on.
- Chromebook care videos will be created to share with families.
- The district will provide specific programs such as Zearn, Eureka, Fontas and Pinnell, Google Classroom and SeeSaw.
- Be flexible and understanding.

Administrative Expectations
- Provide professional development to meet district wide goals.
- Assist teachers in providing authentic assignments and assessments.
- Provide parents and students with the RESPONSIBLE USE GUIDELINES – INTERNET policy and ensure that all parties adhere to the policy.

- Access district reports from software systems and use department/grade level meetings to analyze data and drive instruction.
- Meet with teachers monthly to discuss teacher progress towards implementing district-wide goals.
- Be flexible and understanding.

Teacher Expectations
- Open Houses will be on Zoom to give parents an overview of the expectations and answer questions regarding remote instruction for the month of September.
- Learning and teaching will be focusing instruction and assessment on the most important to know content and transferable skills, therefore, grading should reflect what they are teaching. This model will provide structure and accountability for students.
- With coach and teacher input, 5-8 essential reporting standards per grade level will be determined by the district for each semester. This information is available on the NSD Elementary Curriculum website.
- With coach and teacher input, the district will develop a scope and sequence that allows for consistency across grade levels. This information is available on the NSD Elementary Curriculum website.
- Academic work shall be equivalent in effort and rigor to typical classroom work.
- Learning and teaching will be focusing instruction and assessment on the most important to know content and transferable skills, therefore, grading should reflect what they are teaching. This model will provide structure and accountability for students.
- Use See Saw (K-1) or Google Classroom (2-5) for instruction and communication with students and families.
- Teachers will communicate with families and students to provide feedback on student progress.
- Teachers are encouraged to explore low-tech alternatives for student self-direction at home in addition to online platforms.
- Teachers are encouraged to use a variety of learning approaches and take time to focus on Social Emotional Learning (SEL).
- Please be sure to include lessons that allow students to engage kinesthetically when appropriate and connect to Social Emotional learning (SEL) competencies.
- Checking in with students regarding their social emotional wellness, building community, and establishing personal connections.
- Office hours daily with opportunities to connect with educators.
- Develop a clear schedule with opportunities to connect with students.
- Zoom meetings will be held daily to support direct skill instruction including but not limited to a morning meeting, whole group, small groups, and/or 1:1 instruction.
  - Engaging students in discussions to ensure understanding of information.
  - Previewing or explaining assignments or expectations of learning tasks.
  - Answering student questions about one of the recorded lessons.
  - Conducting small group instruction.
  - Modeling or sharing examples of final products.
  - A balance of live and pre-recorded is acceptable and may be applicable depending upon family schedules.

- Teachers may access the building, with permission from their building administrator, in order to prepare lessons and materials for their students. Teachers may screencast from their classrooms to use materials and resources but may have limited access to live instruction/contact with students depending internet connectivity/capacity.
- No recording of remote instruction should occur without both parties agreeing (teacher(s) and parents). Sharing a recording of a teacher to student(s) is acceptable. Teachers cannot record students. Parents cannot record teachers. Both are illegal.
- Scheduled distribution of materials and collection of work will help to balance remote learning, allowing students to engage in activities independent of technology for their completion.
- Assessment can include formative, summative, evidence/portfolio, and alternative forms (picture, video, etc.).
- Teachers should consider utilizing Google Classroom integration for TeacherEase.
- Teachers utilizing sick/personal time should contact their building administrator, record time in Frontline Absence Management/AESOP, and email parents/students.
- Grade level collaboration is encouraged, work as a team, share the work and resources.
- Teachers may be required to be available to participate remotely in special education meetings as needed.
- Maintain daily attendance and connections with students. Teachers will provide flexibility with the submission and completion of assignments by students. Parents should work with their children to complete assignments in a timely manner. Attendance equates to completing and submitting work within one day of assignment.
- Be flexible and understanding.

Student/Family Expectations
- As partners schools/educators and families (including teachers' families) can support their children during Remote Learning.
- Students need to follow their school schedule daily remotely, or call your student out sick if unable due to illness. Attendance equates to completing and submitting work within one day of assignment.
- No recording of remote instruction should occur without both parties agreeing (teacher(s) and parents). Sharing a recording of a teacher to student(s) is acceptable. Teachers cannot record students. Parents cannot record teachers. Both are illegal.
- Students need to complete their assignments to the best of their abilities.
- As outlined in the Elementary Student Handbook, parents should contact the school regarding student absences. If parents are unable to contact the school, parents should contact the teacher/building administrator. Patterns of absence not ascertained by the school to be caused by sickness or other justifiable reason, shall be reported by the Principal to the District's Attendance Officer/Court Liaison.
- All students should maintain some type of routine schedule. Have them wake up at a reasonable hour in the morning, attend to learning, allow some play time and scheduled time for lunch, and then return to learning in the afternoon.
- Be flexible and understanding.

Suggested Elementary Remote Schedule

The elementary remote school day will follow the early release schedule. Teachers will be off-line in the afternoon for outreach, planning, preparation, and/or to attend to other responsibilities.

Grade Levels		Content Area	Teachers	Students
Grades K-2	Teacher directed is defined as live instruction through Zoom or other means. Pre-recorded videos are defined as posted by the teacher or from another source. Lessons followed by independent practice. *(Length of Sustained Attention: 5-10 minutes)* Students will need movement breaks to keep focused.	Reading	1 Hour 10-15 minutes teacher directed lesson 45 minutes independent practice	45-minute independent practice using learning packet materials and online resources this could include activities such as: -Independent reading -Responding to Reading -Guided Reading activities -Comprehension checks -RAZ kids -Reading A to Z -High Frequency Word Work
		Writing	30 minutes 10-15 minutes teacher directed lesson	Students will work on writing pieces, following Lucy Calkins units of writing, to build writing stamina, increase length, revise and edit pieces, and also to work on specific skills being taught.
		Math	45 Minutes 15-20 minutes teacher directed lesson	Independent practice using learning packet materials, problem set booklets, fluency flashcards and online resources.
		Science or Social Studies	30 Minutes	Mystery Science curriculum. District Social Studies units. Units may be embedded during Reading or Writing time.
		SEL	20 minutes Morning Meeting	Morning Meeting Check-Ins /Choose Love Lessons
		Unified Arts	20 minutes Zoom meeting or video lesson will be posted to the Seesaw or Google Classroom.	Students need to log into the Unified Arts Google Classroom daily. Students will engage in activities put forth by Unified Arts Departments.

Grade Levels		Content Area	Teachers	Students
Grades 3-5	Teacher directed is defined as live instruction through Zoom or other means. Pre-recorded videos are defined as posted by the teacher or from another source. Lessons followed by independent practice. *(Length of Sustained Attention: 1--15 minutes)* Students will need movement breaks to keep focused.	Reading	1 Hour 10-15 minutes teacher directed lesson 45 minutes independent practice	45-minute independent practice using learning packet materials and online resources this could include activities such as: -Independent reading -Responding to Reading -Guided Reading activities -Comprehension checks -RAZ kids -Reading A to Z -High Frequency Word Work -Vocabulary Work
		Writing	30 minutes 10-15 minutes teacher directed lesson	Students will work on writing pieces, following Lucy Calkins units of writing, to build writing stamina, increase length, revise and edit pieces, and also to work on specific skills being taught.
		Math	60 Minutes 20-30 minutes teacher directed lesson	Independent practice using learning packet materials, problem set booklets, fluency flashcards and online resources.
		Science or Social Studies	30 Minutes	Mystery Science (Gr. 4) Amplify (Gr. 5) curriculum. District Social Studies units. Units may be embedded during Reading or Writing time.
		SEL	10-20 minutes	Morning Meeting Check-Ins /Choose Love Lessons
		Unified Arts	30 minutes Zoom meeting or video lesson will be posted to the Google Classroom.	Students need to log into the Unified Arts Google Classroom daily. Students will engage in activities put forth by Unified Arts Departments.

Unified Arts Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
Art 1st	Art 2nd	Art 3rd	Art 4th	Art 5th
PE 2nd	PE 3rd	PE 4th	PE 5th	PE 1st
Music 3rd	Music 4th	Music 5th	Music 1st	Music 2nd
Library 4th	Library 5th	Library 1st	Library 2nd	Library 3rd
Computers 5th			Computers 3rd	Computers 4th
Art K	PE K	Music K	Library K	

Unified Arts (UA) Teacher Expectations

- Unified Arts (UA) teachers will connect remotely with each classroom at an assigned time for each assigned class.
- Use See Saw or Google Classroom for instruction and communication with students and families.
- UA teachers should use a balanced approached that includes but is not limited to the following:
    - Engaging students in discussions to ensure understanding of information.
    - Previewing or explaining assignments or expectations of learning tasks.
    - Answering student questions about one of the pre-recorded lessons.
    - Conducting small group instruction.
    - Modeling or sharing examples of final products.
    - A balance of live and pre-recorded is acceptable and may be applicable depending upon family schedules.
- No recording of remote instruction should occur without both parties agreeing (teacher(s) and parents). Sharing a recording of a teacher to student(s) is acceptable. Teachers cannot record students. Parents cannot record teachers. Both are illegal.
- Unified arts teachers will set office hours after 1:25 pm to allow students/parents to connect for clarity.
- Schedule distribution of materials and collection of work will help to balance remote learning, allowing students to engage in activities independent of technology for their completion.
- Assessment can include formative, summative, evidence/portfolio, and alternative forms (picture, video, etc.). UA teachers will communicate with families and students to provide feedback on student progress.
- Teachers may access the building, with permission from their building administrator, in order to prepare lessons and materials for their students. Teachers may screencast from their classrooms

to use materials and resources but may have limited access to live instruction/contact with students depending internet connectivity/capacity.

- Teachers utilizing sick/personal time should contact their building administrator, record time in Frontline Absence Management/AESOP, and email parents/students.
- Department collaboration is encouraged, work as a team, share the work and resources.
- Maintain connections with students. Teachers will provide flexibility with the submission and completion of assignments by students. Parents should work with their children to complete assignments in a timely manner. Attendance equates to completing and submitting work within one week of assignment.
- Be flexible and understanding.

Sample K-5 Weekly Schedule – Late School

	Monday	Tuesday	Wednesday	Thursday	Friday	
8:45						On Fridays, teachers and students follow the same schedule and expectations for daily instruction. Teachers should reconcile weekly attendance and grades.
9	Morning Meeting SEL	Morning Meeting SEL	Morning Meeting SEL	Morning Meeting SEL	Morning Meeting SEL	
9:30	920-10:20 ELA	920-10:20 ELA	920-10:20 ELA	920-10:20 ELA	920-10:20 ELA	
10 10:30	10:20-1035 Soc Stud/Science/ Writing	10:20-1035 Soc Stud/Science/ Writing	10:20-1035 Soc Stud/Science/ Writing	10:20-1035 Soc Stud/Science/ Writing	10:20-1035 Soc Stud/Science/ Writing	
11	1035-11:05 Art	1035-11:05 Music	1035-11:05 Computers	1035-11:05 Physical Education	1035-11:05 Library	
11:30 12	11:05-11:45 Recess/Lunch	11:05-11:45 Recess/Lunch	11:05-11:45 Recess/Lunch	11:05-11:45 Recess/Lunch	11:05-11:45 Recess/Lunch	
12:30 1	11:45-12:45 Math	11:45-12:45 Math	11:45-12:45 Math	11:45-12:45 Math	11:45-12:45 Math	
1:30	12:45-1:25 Soc Stud/Science /Writing	12:45-1:25 Soc Stud/Science /Writing	12:45-1:25 Soc Stud/Science /Writing	12:45-1:25 Soc Stud/Science /Writing	12:45-1:25 Soc Stud/Science /Writing	
130-2 2-230	Office Hours	Office Hours	Office Hours	Office Hours	Office Hours	
230-3 3-3:35	Plan/Prep	District/school/department meetings Professional Learning	Plan/Prep	Plan/Prep	Plan/Prep	

Learning Scale Kindergarten-Grade 3

Performance	KINDERGARTEN-GRADE 3
Proficient **P**	The student independently and consistently demonstrates the ability to accurately and completely recall, reproduce, and apply essential content, knowledge, and skills.
In-Progress **IP**	With minimal support the student demonstrates the ability to accurately and completely recall, reproduce, and apply essential content, knowledge, and skills.
Limited Progress **LP**	With guided support the student demonstrates some ability to recall, reproduce, and apply essential content, knowledge, and skills.
Not Yet Competent **NYC** **(End of year)**	The student is not yet demonstrating grade-level progress in recalling, reproducing, and applying essential content, knowledge, and skills. **(End of year determination based on no-evidence of learning)**
NA	Not assessed at this time
Additional information regarding student performance will be included in the student progress report narrative.	

Learning Scale Grade 4-5

Performance	GRADE 4-5
Exemplary **E**	The student, consistently and independently, demonstrates the ability to make connections and understand essential content, knowledge, skills, and prior learning in a new task.
Proficient **P**	The student, independently, demonstrates the ability to apply and transfer essential content, knowledge and skills in a new task.
In-Progress **IP**	The student demonstrates the ability to understand and apply knowledge and skills in a familiar task with minimal support.
Limited Progress **LP**	The student demonstrates the application and transfer of essential content, knowledge, and skills with familiar tasks and with guided support.
Not Yet Competent **NYC** **(End of year)**	The student is not competent on performance standards at this time. **(End of year determination based on no-evidence of learning)**
NA	Not assessed at this time

Middle School Remote and Hybrid Learning Schedules

Remote Schedule: September 8 through October 9*

   *Dates are all tentative based on epidemiology and recommendations of the public health department.

Teachers will follow their regularly scheduled day during remote.
Their day runs from 7:45 am - 2:53 pm

Student In-Session Times

	Time
Block 1	9:00 - 9:55 am
Block 2	10:00 - 10:55 am
Block 3	11:00 - 11:55 am
Lunch	12:00 - 12:30 pm
Block 4	12:30 - 1:25 pm
Office Hours (by appointment)	1:30 - 2:43 pm

Teachers
- *Office Hours*
  - *Monday – Thursday 1:30 pm - 2:43 pm*
  - *Friday: By appointment*
- *PLC meetings/Team Meetings:*
  - *Monday - Friday 8:00 am - 9:00 am*
- *RTI*
  - *Friday 9:00 am - 2:43 pm*

Hybrid Phase I Schedules: October 13th through November 24th*

Hybrid Phase I
- 25% of students in the building at one time.
- Students in building one day per week.
- Students in school on the traditional early release schedule 8:00 am - 12:43 pm
- October 13 to November 24*. Grade 6 only the week of October 13.

Schedule for Week of October 13th:
   *Dates are all tentative based on epidemiology and recommendations of the public health department.

6th Grade Orientation Week (7th and 8th Grade still follow remote schedule)				
Monday 10/13/2020	Tuesday 10/14/2020	Wednesday 10/15/2020	Thursday 10/16/2020	Friday 10/17/2020
No School	Group B (25%)	Group C (25%)	Group D (25%)	Group A (25%)

Schedule for Weeks beginning October 19th:

Schedule for Remaining Phase I weeks				
Monday	Tuesday	Wednesday	Thursday	Friday
Group A (25%)	Group B (25%)	Group C (25%)	Group D (25%)	Remote

Schedule

Week	Type of Instruction	Scheduled Periods
September 8, 2020	Remote	1, 2, 3,4
September 14, 2020	Remote	5, 6, 7, HR/ADV
September 21, 2020	Remote	1, 2, 3,4
September 28, 2020	Remote	5, 6, 7, HR/ADV
October 5, 2020	Remote	1, 2, 3,4
October 13, 2020*	Grade 6: 25% attend 1 day (see above) Grades 7 and 8: Remote	5, 6, 7, HR/ADV
October 19, 2020	25% attend 1 day	1, 2, 3,4
October 26, 2020	25% attend 1 day	5, 6, 7, HR/ADV
November 2, 2020	25% attend 1 day	1, 2, 3,4
November 9, 2020	25% attend 1 day	5, 6, 7, HR/ADV
November 16, 2020	25% attend 1 day	1, 2, 3,4
November 23, 2020	Remote	5, 6, 7, HR/ADV

*Dates are all tentative based on epidemiology and recommendations of the public health department.

Student In-Session Times for students in school

Odd Days	Even Days	Time
Period 1	Period 5	8:00 - 9:00 am
Period 2	Period 6	9:05 - 10:05 am
Period 3	Period 7	10:10 - 11:10 am
Lunch		11:10 - 11:40 pm
Period 4	Team Time/Guidance Advisory/Homeroom (voluntary)	11:45 am - 12:43 pm

Teachers
- Office Hours   Monday - Thursday   1:00 pm - 2:43 pm
     Friday   By appointment 8:00 am - 9:00 am
- PLC   Friday   1:00 pm - 2:43 pm

This schedule is a 4 period per day schedule, which would rotate on a weekly basis
This schedule also reflects classes meeting Monday-Thursday. Fridays are designated as an RTI day for student make up / help sessions and general questions.

Hybrid Phase II: November 30 to December 23*

Hybrid Phase II
- 50% of students in the building at one time.
- Students in building two consecutive days per week.
  - Group 1 will attend school Monday and Tuesday
  - Group 2 will attend school Wednesday and Thursday
  - All students will work remotely on Friday
- Students in school on the traditional early release schedule 8:00 am - 12:43 pm
- November 30 to December 24*

Student In-Session Times for students in school

Monday and Wednesday	Tuesday and Thursday	Time
Period 1	Period 5	8:00 - 9:00 am
Period 2	Period 6	9:05 - 10:05 am
Period 3	Period 7	10:10 - 11:10 am

Lunch		11:10 - 11:40 pm
Period 4	Team Time Advisory/Homeroom	11:45 am - 12:43 pm

Teachers
- Office Hours   Monday - Thursday   1:00 pm - 2:43 pm
                           Friday   By appointment 8:00 am - 1:00 pm
- PLC   Friday   1:00 pm - 2:43 pm

Hybrid Phase III: January 4 to TBD*

Hybrid Phase III
- 50% of students in the building at one time.
- Students in building two consecutive days per week.
  - Group 1 will attend school Monday and Tuesday
  - Group 2 will attend school Wednesday and Thursday
  - All students will work remotely on Friday
- Same daily schedule as Hybrid Phase II
- Students in school on the traditional full day schedule 8:00 am - 2:43 pm
- January 4 to TBD*

Teachers
- Regular school working hours
- PLC's meet during plan periods

Middle School Remote Learning Expectations

Administration Expectations
- Provide professional development to meet the needs of teachers.
- Assist teachers in providing authentic assignments and assessments.
- Provide parents and students with the RESPONSIBLE USE GUIDELINES – INTERNET policy and ensure that all parties adhere to the policy.
- Access district reports from software systems and use department/grade level meetings to analyze data and drive instruction.
- Meet with teachers to discuss teacher progress towards implementing district-wide and building goals.
- Continue to provide feedback through the Professional Development Master Plan guidelines.
- Support students and families in participating in their education.
- Hold Faculty/Academy meetings on a monthly basis.
- As outlined in the Student Handbook:
  - Ensure that the proper paperwork is signed by the family when borrowing devices.
  - Perform typical duties assigned.

Teacher Expectations

- Class time – expectations for direct instruction and meeting time
  - Live engagement (i.e. Zoom, Google Classroom, Google Discussion, Google Forms, Google CHAT, online textbooks, flip grids, interactive slides/assignments, project-based learning, NEWSELA, Kahoot, etc.)
    - Monday through Thursday during remote only
  - Example class framework
    - Beginning of Period 10-15 minutes - objectives, goals, instructional time
    - Middle of Period: Practice/working on assignments/discussion/breakout sessions/group work (teacher on Zoom for entire time to work with students; some students may choose to log off to work independently but teacher should be available in case students log back in for help/questions)
      - *SEL Movement break*
    - End of Period: Exit slip/checkout - last five minutes
  - Take attendance each period
- Attendance
  - Daily attendance
    - Attend/login 1st-period of the day = present
    - No show attend/login = absent
    - Daily attendance in X2
  - Class attendance
    - Attend/login subsequent classes = present
    - Work completion impacts grade not attendance
    - Class attendance in X2
- Frequently communicate with students and their families
- Preview of next week's lessons
- Fridays will be devoted solely to Remote Learning when Hybrid Learning starts in October
  - Remember that flexibility and understanding are important
  - Assist students that are struggling on Fridays and during office hours
  - All grades must be posted every 2 weeks
  - Reconcile weekly attendance
- *Office Hours*
  - *Monday – Thursday 1:43 pm - 2:43 pm*
  - *Friday: By appointment*
- Monday through Friday - office hours should be used for, but not limited to:
  - Contacting students/parents
  - Reaching out to counselors/administrators for support
  - Working with students that need assistance/extra help
  - Responding to emails/phone calls within 24 hours of receiving
  - Providing/running extra help sessions
  - Preview of next week's lessons

Additional Expectations

- Open Houses will be virtual to give parents an overview of the expectations and answer questions.
- Academic work shall be equivalent in effort and rigor to typical classroom work.
- Use Google platforms for instruction and communication with students and families.
- Teachers will communicate with families and students to provide feedback on student progress.
- Teachers will update grades in X2 a minimum of every two weeks
- Teachers are encouraged to explore low-tech alternatives for student self-direction at home in addition to online platforms.
- Teachers are encouraged to use a variety of learning approaches and take time to focus on Social Emotional Learning (SEL).
- Checking in with students regarding their social emotional wellness, building community, and establishing personal connections.
- Live meetings (Zoom, Google Meet, etc.) will be held daily to support direct skill instruction.
  - Engaging students in discussions to ensure understanding of information.
  - Previewing or explaining assignments or expectations of learning tasks.
  - Answering student questions.
  - Conducting small group instruction.
  - Modeling or sharing examples of final products.
- Teachers may access the building, following district protocols to fulfill their teaching responsibilities as necessary.
- Assessment
  - Regular assessing practices will continue.
- If utilizing sick/personal time teacher should:
  - Contact their building administrator.
  - Record time in Frontline Absence Management/AESOP.
  - Post an "out of office" message in Google Classroom.
- Contact their building administrator, record time in Frontline Absence Management/AESOP, and email parents/students.
  - Teachers are required to post alternate sub plans if absent.
- Collaboration is encouraged, work as a team, share the work and resources.
- Teachers may be required to be available to participate remotely in special education meetings as needed.
- Teachers will follow the district-approved curriculum.
- All field trips are cancelled unless virtual. Teachers must still follow the approval process for any virtual field trips.

Grades
- Return to traditional letter grades

Student Outreach
- Documentation of students not logging in and contacts/outreach attempts

- After three consecutive days of not logging in, teachers will contact the parent/student via email or phone and document their outreach in X2; if using email and you do not receive a response, follow up with a phone call.
    - If unsuccessful, email counselor and AP
- Virtual Open House - September 24, 2020
    - Send out link through X2 to parents
    - Teachers should share:
        - Course expectations
        - Course overview
- Parent - teacher conferences - virtual/phone only
    - October 22, 2020 & November 5, 2020
- Teachers may still advise clubs - hold meetings after 2:43

Counselors/Social Worker Expectations

- Use virtual platforms for instruction and communication with students and families.
- Will communicate with families and students to provide feedback on student progress.
- Are encouraged to use a variety of learning approaches and take time to focus on Social Emotional Learning (SEL).
- Check in with students regarding their social emotional wellness, building community, and establishing personal connections.
- If utilizing sick/personal time, counselors should:
    - Contact their building administrator.
    - Record time in Frontline Absence Management/AESOP.
    - Post an "out of office" message in Google Classroom.
- May access the building, following district protocols to fulfill their teaching responsibilities.
- May be required to be available to participate remotely in special education meetings as needed.
- Continue to follow the guidance curriculum.
- Case Manage 504s.
- Student Outreach
    - Documentation of students not logging in and contacts/outreach attempts.
- Follow up with students/families that have been referred by teachers.
- Document correspondence/outreach in X2.

Student/Family Expectations

- Students need to follow their school schedule each day, remotely.
- Students will log into each class' live instruction meeting 3-5 minutes prior to class start time.
- Students will log into each Google Classroom daily for assignments and to submit work.
- Students will complete all assignments to the best of their abilities.
- Students will contact teachers during office hours if struggling or if questions arise.
- All students should maintain some type of routine schedule.
- As a part of the home/school partnership, families are expected to support their children during Remote Learning:
    - Establish daily routines on school days.
    - Provide a quiet place for student to work.

- Engage in conversations with their student about school work.
- Encourage their student(s) to contact their classroom teachers, guidance counselors, and/or administrators if they have any questions or concerns.
- Log into X2 on a weekly basis to check grades and assignment completion, etc.
- As outlined in the Student Handbook, parents/guardians are expected to contact the school regarding all student absences.
  - Patterns of absences without medical documentation, or other justifiable reason, will be reported by the Principal to the District's Attendance Officer/Court Liaison.
- Parents/guardians and students need to review and follow the RESPONSIBLE USE GUIDELINES – INTERNET policy.
- Students need to maintain proper school behavior whether in Remote Learning or Hybrid Learning.
- Students struggling with remote learning should reach out to their teachers, counselors, and administrators for support.
  - Attend Virtual Open House - September 24, 2020
  - Teacher Conferences - October 22, 2020 & November 5, 2020

High School Remote and Hybrid Learning Schedules

Remote Schedules: September 8 through October 9*

Teachers will follow their regularly scheduled day during remote/hybrid.
Their day runs from 7:05 am - 2:13 pm

Student In-Session Times

	Time
Block 1	9:00 - 9:55 am
Block 2	10:00 - 10:55 am
Block 3	11:00 - 11:55 am
Lunch	12:00 - 12:30 pm
Block 4	12:30 - 1:25 pm

Teachers
- Office Hours   Monday - Thursday: 7:20 am - 8:55 am and 1:30 pm - 2:13 pm
                 Friday: By appointment 7:20 am - 8:00 am and 9:30 am - 2:03 pm
- Plan will be during their free block Monday through Thursday
- PLC meetings - Friday 8:00 am - 9:30 am
  - September 11th and September 25th - By Department
  - September 18th and October 2nd - By Course

Hybrid Phase I Schedules: October 13th through November 24th*

- 25% of students in the building at one time (Monday through Thursday)
- Remote only students scheduled with their teacher on Fridays following the remote schedule
- Students in building one day per week.
- Students in school on the traditional early release schedule 7:20 am - 12:03 pm
- October 13 to November 24*.

Student/Teacher Direct Instruction (Monday through Thursday):

	Time
Block 1	7:20 - 8:22 am
Block 2	8:27 - 9:29 am
Block 3	9:34 - 10:36 am

Block 4	10:41 - 11:44 am
Grab & Go Lunch	11:44 am - 12:03 pm

Teachers
- Office Hours:
  - Monday - Thursday:
    - 12:30 pm - 2:03 pm
    - 2:13 pm - 3:13 pm - on assigned make-up day (consistent with current practices)
  - Friday - By appointment
- PLC meetings - Friday 8:00 am - 9:30 am
  - 1st and 3rd Friday of each month - Department
  - 2nd and 4th Friday of each month - Course specific

Hybrid Phase II: November 30 to December 23*

- 50% of students in the building at one time
- Students in building two consecutive days per week
  - Group 1 will attend school Monday and Tuesday
  - Group 2 will attend school Wednesday and Thursday
- Students in school on the traditional early release schedule 7:20 am - 12:03 pm
- Students and Teachers to follow the same schedule as Hybrid Phase I
- November 30 to December 24*

Hybrid Phase III: January 4 to TBD*

- 50% of students in the building at one time.
- Students in building two consecutive days per week
  - Group 1 will attend school Monday and Tuesday
  - Group 2 will attend school Wednesday and Thursday
- Same daily schedule as Hybrid Phase II
- Students in school on the traditional full day schedule 7:20 am - 2:03 pm
- January 4 to TBD*
- Details for Hybrid Phase III will be further developed based on current epidemiology

Teachers
- Regular school working hours
- Plan will be during their free block Monday through Friday
- Friday - Follow remote schedule in Hybrid Phase II

High School Remote and Hybrid Learning Expectations

Administration Expectations:
- Provide professional development to meet the needs of teachers.
- Assist teachers in providing authentic assignments and assessments.
- Provide parents and students with the RESPONSIBLE USE GUIDELINES – INTERNET policy and ensure that all parties adhere to the policy.
- Access district reports from software systems and use department/grade level meetings to analyze data and drive instruction.
- Meet with teachers to discuss teacher progress towards implementing district-wide and building goals.
- Continue to provide feedback through the Professional Development Master Plan guidelines
- Support students and families in participating in their education.
- Hold Faculty/Academy meetings on a monthly basis
- Perform typical duties assigned.

Teacher Expectations
- Remote Only Phase
  - Class time – expectations for direct instruction and meeting time
    - Live Zoom/Google Meet - Monday through Thursday - attendance and daily check in 10-15 minutes - objectives, goals, instructional time
    - The middle portion of the class should be used for practice/working on assignments/discussions/breakout sessions/group work. The teacher should remain on for the entire time to work with students in case they need help; however, students may choose to log off to work independently when appropriate. *This portion of the block does not require that all students are logged in for the duration of the class unless the teacher requires them to do so.
    - Exit slip/checkout - last five minutes
- Hybrid Phase
  - Monday - Thursday in-person instruction with identified % of students
  - Friday – Attend scheduled PLC meetings, provide office hours, plan for the upcoming week
- Office Hours expectations:
  - Teachers are expected to be available for office hours Monday through Thursday during the following times:
    - 7:20 am - 8:55 am
    - 1:30 pm - 2:03 pm
  - Monday through Thursday - office hours should be used for:
    - Contacting students/parents
    - Reaching out to counselors/administrators for support
    - Working with students that need assistance/extra help
    - Responding to emails/phone calls within 24 hours of receiving
    - Providing/running extra help sessions

- - - Attending IEP/504 meetings/etc. (remote setting; some meetings may occur during class time as well)
      - Case management
      - Teachers do not need to be online or on Zoom the entire time they are scheduled for office hours, but should check email/messages regularly
      - Attend Faculty/Academy meetings
  - Friday (fully remote)
    - See Monday through Thursday expectations
    - Attend PLCs
      - 8:00 am - 9:30 am
      - 1st and 3rd Friday - Department
      - 2nd and 4th - Course
    - Post anticipated learning expectations for the following week
  - Friday (hybrid)
    - See Monday through Thursday expectations
    - Attend PLCs
      - 8:00 am - 9:30 am
      - 1st and 3rd Friday - Department
      - 2nd and 4th Friday - Courses
- Academic work shall be equivalent in effort and rigor to typical classroom work.
- Use Google platforms for instruction and communication with students and families.
- Teachers will communicate with families and students to provide feedback on student progress.
- Teachers will update grades in X2 a minimum of every two weeks
- Teachers are encouraged to explore low-tech alternatives for student self-direction at home in addition to online platforms.
- Teachers are encouraged to use a variety of learning approaches and take time to focus on Social Emotional Learning (SEL).
- Checking in with students regarding their social emotional wellness, building community, and establishing personal connections.
- Zoom/Google Meet meetings will be held daily to support direct skill instruction.
  - Engaging students in discussions to ensure understanding of information.
  - Previewing or explaining assignments or expectations of learning tasks.
  - Answering student questions.
  - Conducting small group instruction.
  - Modeling or sharing examples of final products.
- Teachers may access the building, following district protocols to fulfill their teaching responsibilities as necessary.
- Assessment can include formative, summative, evidence/portfolio, and alternative forms (picture, video, etc.).
- Teachers utilizing sick/personal time should contact their building administrator, record time in Frontline Absence Management/AESOP, and email parents/students.
  - Teachers are required to post alternate sub plans if students are unable to complete the previously assigned class work in their absence.
  - Attendance would be based on students completing assignments for that day.

- Collaboration is encouraged, work as a team, share the work and resources.
- Teachers may be required to be available to participate remotely in special education meetings as needed.
- If teachers are unable to attend a scheduled Special Education meeting, they must submit written input 24 hrs. prior to the scheduled meeting.
- Maintain daily attendance for all blocks and connections with students.
- Teachers will follow the Nashua School District's approved curriculum.
- All off-site field trips are cancelled. Some virtual field trips may occur; however, teachers must follow the same approval process for any virtual field trip requests.
- Student Outreach:
  - Teachers will document students not logging in and contacts/outreach attempts.
  - After three consecutive days of not logging in, teachers will contact the parent/student via email or phone and document their outreach in X2; if using email and you do not receive a response, follow up with a phone call.
  - If unsuccessful, the teacher will email the student's counselor and AP.
- Open House
  - Run a mini schedule through Zoom.
  - 10-15 minutes each class.
  - Schools will follow their typical schedule for evening:
    - 9-16-20 (North)
    - 9-17-20 (South)
  - Send out link through X2 to parents.
  - Teachers should share:
    - Course expectations
    - Course overview
- Parent - teacher conferences - virtual/phone only
  - Sign-up process - Google Form for each teacher - parents will provide login information to teacher.
  - Utilize Zoom/Google Meet with waiting rooms.
  - Schools will follow their typical schedule for evening:
    - 10-14-20 (South)
    - 10-15-20 (North)
- Teachers may still advise clubs
  - Paid advisors - hold meetings after 2:03 pm - virtual
  - Unpaid advisors - hold meetings after 2:03 pm - virtual

Counselors/Social Worker Expectations:
- Use Google platforms for instruction and communication with students and families.
- Will communicate with families and students to provide feedback on student progress.
- Are encouraged to use a variety of learning approaches and take time to focus on Social Emotional Learning (SEL).
- Check in with students regarding their social emotional wellness, building community, and establishing personal connections.

- If utilizing sick/personal time should contact their building administrator, record time in Frontline Absence Management/AESOP, and email parents/students.
- May access the building, following district protocols to fulfill their teaching responsibilities as necessary.
- May be required to be available to participate remotely in special education meetings as needed.
- Continue to follow the guidance curriculum
- Case Manage 504s
- School Psychologists should see Special Education expectations as well for additional expectations.
- Student Outreach:
  - Counselors will document contacts/outreach attempts to students and families in X2.
  - Counselors will follow up with students/families that have been referred by teachers
  - Counselors will refer students to administration that they are unable to reach

Student/Family Expectations
- Students need to follow their school schedule daily remotely.
- Students will log into each class live instruction meeting 3-5 minutes prior to class start time.
- Students will log into each Google Classroom daily for assignments and to submit work.
- Students will complete all assignments to the best of their abilities.
- Students will contact teachers during office hours if struggling or if questions arise.
- All students should maintain some type of routine schedule.
- As partners schools/educators and families (including teachers' families) can support their children during Remote Learning.
- Parents/guardians should call the student out sick if unable due to illness.
- As outlined in the Student Handbook, parents should contact the school regarding student absences. If parents are unable to contact the school, parents should contact the teacher/building administrator. Patterns of absence not ascertained by the school to be caused by sickness or other justifiable reason, shall be reported by the Principal to the District's Attendance Officer/Court Liaison.
- Parents/guardians and students should review, sign and follow the RESPONSIBLE USE GUIDELINES – INTERNET policy.
- If struggling with remote learning, students and families should reach out to teachers, counselors, and administrators for support.
- Attend Open House virtually
  - 9-16-20 (North)
  - 9-17-20 (South)
- Sign up and attend Parent-Teacher Conferences
  - 10-14-20 (South)
  - 10-15-20 (North)

Special Education

Special Education teachers and related service providers will be expected to provide services as outlined in student's IEPs in conjunction with the re-opening plan. Service delivery platforms will depend on student needs and may include Zoom, Google Classroom, and/or consultation with parents. IDEA timelines for the special education process remain in effect and all case management duties are expected. Communication is key between both teachers and parents and administration and teachers to ensure a smooth transition into the fall. Meetings will remain virtual and any proposed evaluations will be completed following the established safety protocol.

Staff Expectations
- Provide services as outlined in students' IEPs.
- Use platforms such as Zoom, Google Classroom, and/or consultation with parents/guardians, based upon student needs for remote instruction.
- Continue with case management duties in accordance with IDEA timelines.
- Maintain communication with parents/guardian/guardians and other team members, including administration.
- Be flexible and understanding.

Student Expectations
- Attend school healthy and ready to learn.
- Engage in remote activities at home with the help of their families, as appropriate.
- Wear PPE as required. For students who cannot or have difficulty wearing PPE, IEP teams, in conjunction with the school nurse, will explore accommodations and other options for PPE.
- Communication between teachers and families is critical in ensuring student success
- Teachers are expected to be available during the school day to answer questions via Google Classroom or email
- Teachers and related service providers will provide instruction using Google Classroom for assignments and may also use Zoom for live instruction based upon the needs of the student
- Teachers and related service providers will establish a schedule for service delivery and communicate scheduled sessions to families
- If using Zoom, a Consent for Online Learning must be discussed with the child's case manager. If one was already discussed in the spring, it is good for one calendar year. If a family wishes to change their response, they must discuss with the case manager. Remember that recording of sessions is not allowed by any party.
- Individual Education Programs (IEPs) will need to be amended by the team to reflect the student's chosen model.
- DocuSign will continue to be used to obtain parent responses to proposals or refusals.
- Parent meetings will continue to be virtual or through teleconference.
- According to Governor's Emergency Order #48, special education teams are required to have a meeting on each child to determine if there is a need for compensatory education services. Letters have been sent to families to indicate whether they wish to have the meeting in the first 30 days or wish to postpone the meeting.

- Evaluations will be conducted either virtually or in accordance with safety protocol outlined by the district.

Parent/Guardian Expectations
- Maintain communication with teachers and service providers.
- Provide distraction-free space for their child to participate in remote services and/or activities provided by staff.
- Ensure their children are on time and ready to participate in remote services.
- Ensure their children arrive at school healthy and on time.
- Encourage outdoor activities daily and reduce screen time when possible.
- Communicate with their child's teacher and the school nurse if their student becomes ill or is not able to participate in remote or in-person instruction.

Students will participate in their grade level classes according to the hybrid schedule (if this is the model chosen by the family) for their school.

Due to the nature and severity of their disabilities, the requirements of social distancing, developmental levels, and the extent of hands-on instruction and services they require, students within our Intensive Needs programs (starting with K), Brentwood Program, Project Achievement Programs grades K-8 and our Signs of Learning (Deaf and Hard-of-Hearing) Program may be offered consistent two full-days a week of in-person instruction and services and three days of remote, beginning with the first phase of hybrid according to their grade level.

Students in the Nashua Early Education Program (NEEP) will be offered a hybrid schedule (if this is the model chosen by the family) beginning with the first phase of elementary hybrid.

English Language Learners Expectations

Teacher Expectations
- Teachers will provide instructional resources and materials through remote means such as Google Classroom and Google Meet.
- Teachers will provide packets of appropriate materials.
- Teachers will ensure that students are familiar with Google Classroom and other platforms being used.
- Teachers, outreach workers, and the ELL coordinator will provide communication to Non-English-speaking parents/guardians in their home language.
- Teachers will set office hours to connect with students and support their learning remotely.
- Teachers will provide a schedule for online student learning participation.
- Teachers will participate in group professional learning and attend virtual learning sessions intended to support hybrid/remote learning.
- Teachers will ensure that they are monitoring district communication for up-to-date information regarding school closures and hybrid/remote learning plans.
- Teachers will monitor progress on the online platforms that students are assigned.
- Teachers will follow-up with parents and students with regards to online participation/progress.
- Teachers will collaborate with Special Education teachers, Title teachers, paras, and classroom teachers to provide appropriate instruction. Students with low English proficiency, students may need to be provided with modified curriculum.
- Teachers will work with paraprofessionals to provide additional student support.
- The district will provide tutorials for students and parents with limited technology experience or skills.
- Teachers will identify families in need of internet access and submit a referral to the Director of ELL.
- Outreach workers, and the ELL coordinator will direct families to community resources when they don't have internet access.

Student Expectations
- Students will consistently engage in remote learning activities following the established schedule.
- Students will ensure they know the usernames and passwords for instructional resources that are accessible via the district portal and/or website.
- Students will ensure they set up a remote work space and manage their time and focus.
- Students will ensure they complete their assignments in a timely manner and will contact their teachers for questions and/or feedback during teacher's scheduled office hours.
- Students will participate in tutorials if they need online support.
- Students will follow the code of conduct.

Parent/Guardian Expectations

- Parents/guardians will support their students' participation in remote learning content following the established schedule.
- Parents/guardians will assure they are monitoring district communication for up-to-date information regarding school closures and instructional continuation plans.
- Parents/guardians will assure that a device (Chromebook, laptop, or desktop computers are best; tablets and phones are not recommended) and internet access are available at home (complete the school survey to indicate the need for a device).
- Parents/guardians will assure they know their students' usernames and passwords for instructional resources that are accessible via the district portal and/or the website.
- Parents/guardians will review the appropriate grade-level information linked within the district website.
- Parents/guardians will contact their child's teachers for questions and/or feedback during teacher's scheduled office hours.
- Parents will participate in tutorials if they need online support.

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Paraeducator Expectations in Remote Learning

Paraeducators are valuable members of the school community. The checklists below include activities in which Paraeducators may or may not assist with Remote Learning. This guidance from the District is provided for Paraeducators during Remote Learning.

Paraeducators must:
- Work under the direction of a certified staff member, as assigned by building administration.
- Adhere to district expectations and policies related to the use of electronic access and communication as it applies within the virtual platforms.
- Protect student privacy and confidentiality.
- When participating in online Professional Development, staff meetings and especially meetings with students, provide an environment conducive to learning.
- Use earbuds/headphones and ensure family members or other individuals in your home are not in the room or listening to audio when communicating with students.
- Avoid direct communication with parents and defer all communication to teacher/case manager.
- Remotely, paras are expected to be available for the entire school day.
- Title I paraeducators must log their daily activities and send them to Laura Tusa, Tusal@nashua.edu.
- Log services in XLogs as long as the services provided are in direct alignment with the IEP goals. Enter the setting as "virtual/remote", but enter in the full work time with the students, as outlined in the student's IEP.

Perform duties in alignment with their job description with the direction of a certified staff member. Paraeducators may, as assigned and directed:

- Join a Seesaw or Google Classroom to follow teaching and learning.
- Log in daily to Google classroom or Seesaw they are assigned to.
- Assist students with organization, clarification of assignments and time management.
- Watch taped class sessions.
- Contact teachers offline with any questions
- Check in daily with the staff they are assigned to for updates and assignments.
- Pre-record videos on behalf and under the direction of a certified staff member (i.e. read aloud, reading a story). All videos must be previewed by staff member (teacher should post it on Classroom site.)
- Participate in a 1:1 session with the teacher and student, if appropriate. Send a note/video for the student to the teacher who can share it with the student(s)
- Participate in a 1:1 session with a student, only as directed and invited by case manager or teacher, and with parent permission. Specific tasks for these sessions must be outlined by the case manager. (i.e. helping a student prep for a test, helping a student organize materials for the week, reviewing sight words, reading a story).
- Assist students' progress with their goals by practicing with the child, using work that was created by and previously instructed by the certified classroom teacher.

- Assist students by checking in during their at home learning part of hybrid. Teachers will be working directly with students in the building. Paras can check in with the supervision of the teachers to monitor progress or answer questions.

Participate in the Professional development series designed to support Paraeducators and their work in the remote learning model. Paraeducators may not initiate or host meetings with students individually or in small groups without supervision of the case manager/teacher. Specifically, they may not:

- Provide direct, initial instruction.
- Initiate 1:1 virtual session with students.
- Initiate small group sessions with students.
- Make comments on student work, such as in Google Doc.
- Post activities or messages in Google Classroom without classroom teacher approval.
- Correspond directly with parents.

TECHNOLOGY

Help Desk

If your student is experiencing technical issues, please inform your teacher and your teacher shall submit a technology help desk ticket to helpdesk@nashua.edu

Chromebook Distribution

If a student has not returned their Chromebook that was lent to them from the previous school year, they will not be allowed to borrow another. Devices that have not been returned have been disabled.

To simplify distribution, your respective school will be the pick-up site for students. Our IT staff has identified and will be dismantling older Chromebook carts to make additional Chromebooks available. The Nashua School District will start the school year with remote instruction and continue with a deliberate rollout to hybrid instruction. In conjunction with the assistant superintendents, Dr. McKinney and Mr. Parker, along with the distribution of non-electronic materials, your building staff will be distributing Chromebooks. Again, this is based on the need of the family. We do not have the supply to lend every student a Chromebook.

Distribution of educational materials Thursday, August 27th. Please email identified families to come to their assigned school for materials and, if needed, a Chromebook. As part of the inventorying process, Chromebooks being lent need to be recorded at each school. Each school will keep detailed inventory of their own spreadsheet and will be recording names of students and Chromebooks lent out to them. We are anticipating an increase of Chromebooks to be signed out of the district that were lent out in March. In preparation, IT will be leaving bins of Chromebooks in each of your front offices for distribution. If there is a need to swap a Chromebook due to damage, please record it on the spreadsheet under Replacement and record the swapped device's new asset tag. Discretion will be used when distributing Chromebooks.

Internet Connectivity

WIFI - As part of the community, Xfinity has offered to open up their WIFI hotspots throughout the City of Nashua for the remainder of 2020. No sign in is required. To find the coverage map, please visit the link below.

https://hotspots.wifi.xfinity.com/mobile/?txtQuick=03060&source=mobile&map=0&msPage=2

Comcast has provided the following information for community members below:

- **Internet Essentials Free to New Customers:** Through the end of the year, eligible new customers can sign up to receive 60 days of complimentary Internet Essentials service, which is the nation's largest, most comprehensive internet adoption program for low-income households. We work in partnership with tens of thousands of school districts, libraries, municipalities, and

nonprofit community partners to help bridge the digital divide and support digital literacy. We recently expanded Internet Essentials eligibility to include all low-income families, including seniors, veterans, and people with disabilities.

- **Speed Boost for All Internet Essentials Customers:** We've permanently increased speeds for all of our new and existing Internet Essentials customers across the country.
- **Paused Data Plans:** While the vast majority of Xfinity customers do not come close to using 1TB of data in a month, Comcast paused its data plans giving all customers unlimited data for no additional charge for four months through the end of the school year and proactively credited the accounts of customers who had already paid for unlimited data. On July 1st, Comcast introduced new data plans with more data - a 1.2 TB threshold. About 95% of customers do not use 1.2 TB in a month, even with COVID-19-level usage.
- **Suspended Disconnects or Late Fees for Xfinity Internet, Mobile, or Voice Customers**: We created an assistance program that enabled our customers to continue using our services during the pandemic shut down while keeping their bills low and ensuring they didn't accrue large outstanding balances. We want to keep them connected, so we're offering customers in this program a variety of flexible and extended payment options. Sky also worked with customers on flexible bill payments. Comcast Business customers can find more information here.

For more information, please visit https://corporate.comcast.com/covid-19

Communication

Staff will be expected to use Outlook for email as your main source of communication. To sign into Outlook through the web, please visit office.com and sign into your @nashua.edu account.
Students K-12 have also been given the privilege to email through our G Suite for Education. Staff will be able to email the students' Gmail account (LASID@nsd42.net).

Audio/Video Conferencing

To support social distancing while promoting remote instruction, the Nashua School District supports three video conferencing applications:
- Google Meet
- Microsoft Teams
- Zoom Video Conferencing

Please know that Google Classroom is the preferred application for NSD. Zoom is an option and both can be utilized.

No recording of remote instruction should occur without both parties agreeing (teacher(s) and parents). Sharing a recording of a teacher to student(s) is acceptable. Teachers cannot record students. Parents cannot record teachers. Both are illegal. Please see the attached student release form for student/parent authorization.

STUDENT RELEASE FORM

(This form is to be completed either by the parents/legal guardians of minor students participating in online instruction or by students who are 18 or more years of age that are participating in online instruction)

Student Name: _____   Grade: _____

Teacher: _____   School: _____

I am the parent/legal guardian of the child listed above. I have read and understand that online instruction will be subject to video and audio recording and as such, video images and/or audio recordings of my child might be captured.

Please initial: ___ I DO give permission for the video and audio recording of online instruction.

        ___ I DO NOT give permission for the video and audio recording of online instruction.

Signature of Parent or Guardian: _____ Date: _____

I am the student named above and am more than 18 years of age. I have read and understand that online instruction will be subject to video and audio recording and as such, video images and/or audio recordings of myself might be captured.

Signature of Student: _____ Date: _____

General Video Tele-Conference (VTC) Security Recommendations:

- Ensure users are using the latest version of the VTC
  - Users will have access to the latest security and privacy controls
  - Allows for access to the most recently updated security patches
  - Regularly check for updates to mobile VTC applications
- Limit the distribution of links/invitations to meeting
  - Encourage school administrators and parents to avoid posting links in a public place like on a website or social media
  - Share meeting links shortly before a meeting starts to avoid unauthorized distribution
- Do not recycle meeting IDs or passcodes
- Limit or disable screen sharing privileges
- Limit or disable audio sharing privileges
- Do not allow participants to have rights to admit others into the VTC

Google Meet Security Protocols (**Making your Google Meet more secure**):

- Require participants to enter through the Google Meet main menu

Zoom Security Recommendations (**Zoom for teachers article**):

- Require that authenticated users log in to a meeting o   Requires participants to be signed into their Zoom account with your school's domain to join
- Host large meetings with a randomly generated meeting ID verses Personal Meeting ID
  - Personal Meeting ID is used at default
  - A Personal Meeting ID (PMI) does not change even if it is compromised
- Lock down your meeting
  - Lock your meeting as soon as every expected participant has arrived
  - Do not allow removed participants to rejoin
  - Password protect your meetings
  - Passwords can be set at the individual meeting, user, group, or account level for all sessions

Code of Conduct and Code of Ethics
https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/code_ethics.pdf

https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/code_conduct.pdf

Voicemail

ACCESSING VOICEMAIL FROM HOME
Most Nashua School District extensions have the ability to have voicemails sent to your Nashua.edu email account.

If you want to access your voicemail by dialing in to retrieve them, here are the steps:

- Call your phone extension. (For example, I would call 603-966-1020 for the Help Desk).
- When your voicemail message begins, press your * then it will prompt you to enter your ID which is your 4-digit extension and then press the # sign. (For example, I would dial 1020 for the above district phone number and then the # sign.)
- You will then be prompted to enter your PIN number, followed by the # sign.
- You will now have the ability to listen to your voicemails and change the settings in your voicemail (phone greeting).

Cleaning Computers

Do not clean keyboards or computer mice. With water-based cleaners, these devices will become damaged and unusable. Handwashing and hand sanitizer should be used instead of cleaning of electronic devices.

Content Filtering

All district own internet ready devices (i.e. Chromebooks and laptops) are filtered through Deledao. Deledao filters content that includes pornography, violence and harmful content, gambling, and self-harm to name a few. These devices will also be monitoring student searches of their Nashua Google accounts to ensure their health and safety of themselves and others.

Staff Expectations

- If applicable, the device is an important teaching tool and is for educational purposes only.
- Treat the district-loaned device with care by not dropping it, getting it wet, leaving it outdoors, or using it with food or drink nearby.
- Store the borrowed device in a safe location when not in use.
- The Nashua School District's device is the staff member's responsibility and will stay in their possession at all times.
- Do not attempt to modify any software on the Google Chromebook.
- Ensure the device will be charged every day for school use.
- If any damage or defect has come to the device, please inform your school's administrative staff for replacement.

Student and Family Expectations

- Your Google Chromebook is an important learning tool and is for educational purposes only.
- When using the Google Chromebook at home, at school, and anywhere, follow the policies of the Responsible User Guide of the Nashua School District - especially the Student Code of Conduct - and abide by all local, state, and federal laws.

- Treat the Google Chromebook with care by not dropping it, getting it wet, leaving it outdoors, or using it with food or drink nearby.
- Store the Chromebook in a safe location when not in use.
- The Nashua School District's Google Chromebook is the family's responsibility and will stay in the family's possession at all times.
- Do not attempt to modify any software on the Google Chromebook.
- Ensure the device is charged every day for school use.
- If any damage or defect has come to the device, please inform your school's administrative staff for replacement.

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