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## GLOSSARY

The following terms will help provide a foundational understanding of the content found in this handbook.

<b>Remote Learning</b>	is where students and educators are not physically present in a traditional classroom environment. Instruction is provided through technology, such as discussion boards, video conferencing, and online assessments.
<b>SST (Student Support Team)</b>	Is a group of educators, administrators, and other staff who meet regularly to address concerns about individual students.
<b>MTSS (Multi Tiered Systems of Support)</b>	is an instructional framework that includes universal screening of all students, multiple tiers of instruction and support services, and an integrated data collection and assessment system to inform decisions at each tier of instruction.
<b>Synchronous Learning</b>	Real time live learning for full class, small groups, and/or 1:1 teacher-student meetings.
<b>Asynchronous Learning</b>	Pre-recorded lessons, website links, and/or online programs that students can view on their own.
<b>Offline Learning</b>	Self-directed work time, physical activities, independent reading etc.
<b>Browser</b>	An application that allows you to access the internet. Chrome, Firefox, and Safari are examples.
<b>Chrome Extension</b>	Small software programs that give you additional features on any given website within your Chrome web browser.
<b>App</b>	A computer program that needs to be downloaded to your device.
<b>Hyperlink</b>	A hyperlink is like an address that directs you to a website or web-based document.
<b>Zoom</b>	Is the video conferencing tool used for distance education and meetings.
<b>Clever</b>	Is a secure portal that provides single sign on for K-12 applications.
<b>G Suite</b>	Is a suite of cloud computing, productivity and collaboration tools, software and products developed by Google
<b>PowerSchool's Unified Classroom</b>	<p>PowerSchool's Unified Classroom keeps parents informed and engaged with anytime, anywhere access to 360-degree views of their student's performance.</p> <p>PowerSchool's suite of tools allows parents to monitor student progress and communicate with teachers. Real-time notifications alert parents to new grades and attendance as well as important class announcements and reminders.</p>
<b>Benchmark Assessment</b>	Evaluate students against specific grade-level standards and learning goals. The STAR Benchmark Assessment will be done 3X per year.
<b>Formative Assessment</b>	Is an assessment done during the learning process to inform your child's teacher data on how your child is progressing to meeting standards taught. This data informs their future instruction.
<b>Summative Assessment</b>	Is an assessment done at the end of a unit to evaluate their learning and standard acquisition.

## OVERVIEW

The full remote learning option will be offered to those families that are not able to return to the traditional in-person learning environment due to the COVID-19 Pandemic. This option is offered to continue to provide equal access to public education for all families.

## PREPARING FOR REMOTE LEARNING SUCCESS

### *Remote Learning Teachers*

- Teachers will provide both daily synchronous, asynchronous and offline learning in addition to independent work time. This may vary in combination based on grade level and course.
- K-2 Students who select full remote learning will be shifted to a remote teacher for their academics. Original classroom placements cannot be guaranteed if students pivot back to the hybrid model at any point in time. Although K-2 teachers have a remote teacher, they will zoom in to their Unified Arts classes.
- 3-12 students will remain in their current classroom placements and will zoom into their regularly scheduled classes for their remote learning daily to include all Unified Arts classes.
- Students who select remote learning will have access to all of their classes via zoom, but may not choose to come to school for a specific class or unified arts class i.e. band.

### *Learning Space/Materials*

- Students are required to sit at a desk, table or other flat surface and follow regular school dress expectations when learning remotely.
- Students will attend remote learning prepared with materials necessary to complete the assignments. Some materials may require pick up and drop off by parents.
- Technology devices are to remain in one designated space and used for school only.

### *Student Expectations*

- Participate in daily synchronous, remote learning lessons and receive learning instructions for the class.
- Check school email and Clever/Unified Classroom pages daily
- Reach out to teacher(s) when questions arise
- Be actively engaged in learning activities, both on and offline
- Observe deadlines to stay current with learning content
- Stay positive and constructive during online interactions with peers and teachers
- Dress appropriately for online learning sessions
- Adhere to home school's student conduct codes
- Utilize the technology ticket system to report technical issues as soon as the issue arises
- Follow district's Acceptable Use Policy

### *Parents/Guardians Expectations*

- Set up dedicated learning spaces
- Maintain open lines of communication with teacher(s)
- Support academic integrity through appropriate assistance to student with assignments
- Report student absences to home school's attendance line
- Read, review, and follow the district's Acceptable Use Policy

### ***“Learning Coach” Expectations***

- Engage in check-ins with the student's homeroom teacher or classroom teacher.
- Help student maintain daily remote learning schedule
- Ensure students have access to a dedicate learning space
- Maintain open lines of communication with teacher(s)
- Support academic integrity through appropriate assistance to student with assignments

### ***Schedule Details***

- Students will follow a clearly defined schedule for classes and hours based on their designated grade and school building.
- Daily bell schedules will be provided to students by their teachers.

### ***Office Hours***

- When K-2 remote only teachers are not scheduled to provide direct instruction, they will be available for office hours. These times will be identified for families in advance.

### ***Instructional Opportunities***

- Synchronous, Asynchronous, & Offline Learning will be provided.
- Synchronous lessons will be provided daily for students with additional asynchronous lessons to supplement student learning and achievement.
- Offline learning will mimic in school learning time where students have an opportunity to independently practice newly learned skills.

### ***Feedback on Assignments***

- Students will be provided with timely and meaningful feedback on their assignments.

### ***Late Work:***

- All work is due on the date it is assigned to be completed.
- Arrangements must be made with the remote teacher for any work that is not going to be completed on time.
- Pre-K-6 staff will communicate missing assignments to parents and students via email.
- 7-12 will communicate missing assignments through PowerSchool.

### ***Academic Honesty Expectations***

- Academic honesty requires students to do their own work. Students are expected to perform honestly through the production of their own work and through the demonstration of respect for the individual and the belongings of others.
- Each teacher will present specific responsibilities for students to act honestly. Teachers will review with students their expectations on homework, student group projects, crediting sources, and use of technology.
- Technology, including translators, graphing calculators and the Internet, should be used as a resource, not as a substitute for original work. Use of these resources must be in accordance with teacher direction. Misuse of these resources will be considered cheating, as will the use of unauthorized notes.
- Plagiarism is a specific type of academy dishonesty, “When a writer presents an argument, a definition, an interpretation of events, or...a text as his or her own, when in fact that argument or definition or interpretation came from someone else’s text, the writer is plagiarizing. The solution is to frame the idea by introducing it as the original author’s and by citing the source from which the idea came” (Bridgewater, 2010).
  - Plagiarism can be intentional or unintentional.
  - Examples may include:

- Putting one’s name on a paper written by someone else or putting one’s name on text copied from a website and pasted into a document.
  - A presentation of factual information without citing the source from which the information was obtained.
- The penalty for violating academic honesty expectations will be determined as appropriate based on student grade and teacher practices. Such penalties could include teacher warning, assessment of a “zero” for the assignment, requirement to re-do an assignment, or subsequent disciplinary actions.

Thanks to: Bridgewater College (2010). Plagiarism policy. Accessed via the Internet: August 2, 2010: [http://www.bridgewater.edu/WritingCenter/plagiarism\\_def.htm](http://www.bridgewater.edu/WritingCenter/plagiarism_def.htm))

## ACCOUNTABILITY

### Attendance

- Attendance will be recorded as follows:
  - K-2 students will report to their first zoom session with their remote learning teacher according to their regular bell schedule.
  - 3rd & 4th grade students will report to their first zoom session to record attendance with their regular classroom teacher.
  - 5th-8th grade students will report to their first zoom session with their homeroom teacher.
  - 9-12 students will report to each of their regularly scheduled classes via zoom where attendance will be recorded for each class.
- Students are expected to attend regularly scheduled zoom sessions based on their building schedules where they will receive learning instructions for the class.
- If a student is **not** going to attend their remote learning school day, it is the responsibility of the parent to call the attendance line at their school and provide a reason for their absence.
  - **GBS**
    - 603-845-1552 , Option 1 or Email [gbsattendance@windhamsd.org](mailto:gbsattendance@windhamsd.org)
  - **WCS**
    - (603) 845-1554, Option 1 or Email: [wcsattendance@windhamsd.org](mailto:wcsattendance@windhamsd.org)
  - **WMS**
    - 603-845-1556, Option 1 or Email: [wmsattendance@windhamsd.org](mailto:wmsattendance@windhamsd.org)
  - **WHS**
    - 603-845-1558, Option 1

### *WSD Student Attendance Policy-(Policy Exceptions will be made on a case by case basis due to Covid-19.)*

#### **WSD Policy, Student Attendance, Absences and Truancy, JH**

##### **Attendance:**

Attendance to class/school is an important skill essential to the learning process. We urge students and parents to strive for perfect attendance to ensure scholastic success.

The School Board recognizes that absences from school may be necessary at times, but excessive absences that lead to poor academic performance may lead to loss of extracurricular activities and/or academic failure. It is the student’s responsibility to make up all school work and tests missed due to absences promptly after their return to school.

The Windham School District will recognize two (2) types of absences: excused and unexcused.

**Excused absences** – include the following:

- Hospitalization /illness (more than five (5) days requires physician note)- immediate notification of infectious or contagious diseases strongly encouraged

- Court appearances
- Religious holidays
- School testing
- Bereavement
- All school-sponsored activities
- Out-of-school suspensions
- Planned absences (college visits, family events, etc.)
- Medical or military appointments
- Other absences approved by the Superintendent

Parents/guardians are asked to coordinate with their child's teachers ahead of a planned absence to plan for making up any missed class work or assignments.

The student's parents/guardians need to notify the school about any excused absences. Any necessary documentation should be provided in a timely fashion.

**Unexcused absence** – an absence that occurs for any reason other than an excused absence.

#### **Appeal Process:**

Parents/guardians seeking to have their child's absence excused for a reason that is not otherwise allowed by this policy may file a written request with the Principal that specifies why and how long the student has to be out of school. The Principal will decide whether to grant an exception to the Policy and notify the parents/guardians. If the exception is denied, the parents/guardians may request a conference with the Principal to ask the Principal to reconsider his/her decision. The Principal's decision can be appealed to the Superintendent.

#### **TRUANCY**

Ten unexcused absences (each of them half day or longer) during a school year constitute habitual truancy as per state law. When the Principal or Principal's designee identifies a student, who is habitually truant or who is in danger of becoming habitually truant, he/she shall commence an intervention with the student, the student's parents/guardians, and other staff members as needed.

#### **Grading**

- Students will follow the regular grading practices of their designated school as outlined in the building level student handbooks.
- Pass/Fail is not an option.
- Parents at some grade levels will be required to turn in pre-determined assignments via scanning etc when technology makes it not possible for submission. Directions on how to submit assignments can be found in the appendix of this document.

#### **Assessments**

- Throughout remote learning your child will participate in benchmark, formative and summative assessments. It is vital that assessments are done independently by your child to ensure the validity of the assessments.
- Both formative and summative assessments are used to inform instruction. Teachers analyze their student data and format their lessons to ensure your child is meeting grade level standards. Assisting your child with completing assessments will provide inaccurate information to your child's teacher(s) which in turn could cause gaps in your child's learning.



## STUDENT & PARENT SUPPORT

### ***MTSS (Multi-Tiered System of Supports)/SST (Student Support Team)***

- Intervention services will be mandatory.
- Students offered services that decline will complete an opt-out of intervention form.
- Regular intervention times will be followed based on your school building.
- All remote learning concerns will be addressed through the building level protocols/SST process so documents and plans are consistent and documented through remote learning.
- Building level protocols for students not participating adequately in remote learning will be followed. The protocols for each school can be found in the appendix.

### ***504 Accommodation Plans***

- 504 accommodation plans will continue to be implemented
- Accommodations required for remote learning may be different than those required for in person learning
- If there are concerns about the 504 plan, contact the Assistant Principal who oversees 504 plans in the building

### ***School Counseling/Social Emotional Learning***

- Students will participate in video links and/or live lessons by counselors based on school buildings.
- Students will have access to school counselors through the SST or parent referral.
- Remote teachers will develop regular communication with a designated “learning coach” within the home. (parent, guardian, caretaker)
- Remote students are also eligible for school counseling via telehealth 1:1 calls through Google Hangouts or in person counseling.

## SPECIAL SERVICES

### ***Special Education Instruction***

- The district recommends that students that select remote learning plan to attend school for just their specialized instruction portion of the day.
- It may be necessary for some students with disabilities participating in the hybrid model to come into school on their remote day to receive direct special education services as designated in the student’s IEP. This may be for services only or for a full instructional day. Individual IEP Teams will make the determination as to whether this is necessary for any specific student.
- If this is not possible, then students will be supported via Zoom or another platform where they will receive direct instruction towards their goals based on decisions made by their IEP Teams.
- Although we recommend students follow their regular bell schedules, this could change due to the number of students who select In Person or Remote.

### ***Collaboration***

- General Education Teachers will provide their student’s special education teachers, paraprofessionals and interventionist their lesson plans at least 2 days in advance.
- Specify the case manager as the go-to-staff for special education students.
- Classroom Teacher and IEP teams will ensure workload balance during remote learning.

### ***Technology Needs***

- Students will access their Special Education teacher links and Zoom links directly from their Clever Page.
- Students who have technology devices as part of their IEP will be provided that equipment.

## ON-CAMPUS PARTICIPATION & EXTRACURRICULAR ACTIVITIES

### *Participation in Athletics and Extracurricular Activities:*

- NFHS/NHIAA rules and protocols will be referenced.
- Spectator attendance may be limited/prohibited.
- All staff, volunteers, and athletes must wear reusable/washable cloth face coverings over their nose and mouth when actively engaging in athletic activities when around others.
- Parents/guardians of minors attending a sporting event are asked to wear cloth face coverings while around other attendees, staff and athletes when social distancing is not possible.
- Participants should not use bench areas for storage of personal equipment. Centralized areas for congregating, such as locker rooms, benches should be avoided.
- Practices, training sessions, games, and/or competitions should be planned and implemented to maintain a minimum of 6 feet of distance between all athletes, volunteers, and staff.
- All practices and games are encouraged to take place outdoors.
- Cleaning schedules should be created and implemented for all athletic facilities to mitigate any communicable diseases.
- Shared training equipment provided by the coaches must be cleaned and disinfected according to CDC guidance after use between athletes.
- Alcohol-based hand sanitizer with at least 60% alcohol must be readily made available to staff and athletes and kept with staff and equipment at all times.
- Adequate breaks for water and hand sanitization/washing is vital.
- Athletes should bring their own water bottles. In the event they do not have water, building refillable water stations will be available.
- Bus Transportation may be limited to weekend events.
- Game schedules and athletic event dates/opponents are subject to change.

## TECHNOLOGY

### *NH Wiretapping Law*

- Parents and students will be expected to follow the NH Wiretapping Law to respect WSD educators and students.
- New Hampshire is a "two-party" or "all-party" state where every party to a conversation has to agree to the recording. The New Hampshire statute is RSA 570-A, Wiretapping and Eavesdropping. Intentional violations of RSA 570-A can result in a class B felony or a misdemeanor, as well as money damages.

### *Technology Related WSD Policies*

#### ***Communication with Personal Electronic Devices-JICJ***

The Board recognizes that communication with personal electronic devices is a rapidly changing field and the district's procedures and practices need to adapt to these changes. Personal electronic devices can be important communication tools for students and parents. They can also be disruptive to the educational process and create challenges to students' and employees' expectations of privacy. This depends on the time, place and manner of their use.

#### Elementary and Intermediate Schools

The use of personal electronic devices by any student in a Preschool – grade 6 school or while attending any school function during the school day is prohibited unless specifically authorized by a school official.

### Middle and High Schools

Personal electronic devices may not be used in bathrooms or locker rooms. In general, they will not be used in classrooms during the school day. They can be used in classrooms only at the discretion of the teacher. They may be used only in designated areas at appropriate times.

Student Handbooks shall include the rules for the use of personal electronic equipment based on this policy including designated areas for the middle and high schools.

### Use of Recording Devices

Any use of a personal recording device including applications on cellular telephones, and/or other electronic devices to knowingly intercept telecommunication or oral communications will be strictly prohibited on school property. Non Consensual recording of teacher-classroom discussions, student discussion, and/or personal matters; including releasing student information without consent; is in violation of the Family Educational Rights and Privacy Act (FERPA) as well as NH state law, RSA 570-A. Any person who intercepts this kind of communication without the consent of all parties to the communication could be found guilty of an unlawful act.

Exceptions of school-approved devices based on student's needs include:

- IEP that requires a personal device
- 504 that requires a personal device
- Medical reason that requires a personal device

## ***Intranet/Internet Acceptable Use, EGA***

Internet access is now available to students and school personnel in the Windham School District. We are very pleased to bring this access to the Windham School District and believe the Internet offers vast, diverse, and unique resources to both students and teachers. To gain access to this district-wide network (Intranet) and the Internet, all users must sign the attached form. All users under the age of 18 must obtain parental permission. Please read this document carefully and discuss it with your child before signing.

The Windham School's district-wide network (Intranet) will provide the gateway connecting students and school personnel to the Internet, the electronic highway connecting thousands of computers around the world. Students and school personnel will have access to universities, colleges, other schools, businesses, government agencies and to e-mail communication with people all over the world.

The Windham School District is committed to using the Internet as a global source of information within its educational programs. Our goal is to provide Internet service to promote educational excellence through communication, resource sharing, innovation, and research. It is our intention to provide an Internet environment that is safe and appropriate for the maturity level and needs of student users. Internet access by students will be supervised by district personnel and the degree of access to the Internet will be dependent upon the age of students. Students may be permitted access to the District's computer network without direct supervision by District staff, provided the students agree to act and demonstrate that they will act in a responsible manner.

The District's Intranet and Internet services are provided for students and staff to conduct research, gather information and communicate with others for academic purposes. The network and Internet service may not be utilized for recreational purposes, personal, commercial or other non-academic purposes. The District's computer

network and Internet service shall not constitute a public forum. Students and staff have no right of privacy with regard to their use of the District's Intranet.

The Internet is a fluid environment where content is continually changing, and where the authenticity and validity of information at times can be questionable. Some material on the Internet may contain items that are illegal, defamatory, inaccurate or potentially offensive to some people. The Windham School District will monitor the on-line activities of users and operate a technology protection measure (filtering/blocking device) on all computers with Internet access, as required by law. While our intent is to make Internet access available to further educational goals and objectives, it is impossible to filter all Internet access, and students may find ways to access controversial materials. The Windham School District firmly believes that the valuable information and interaction available on this worldwide network far outweighs the possibility that users may procure material that is not consistent with the educational goals of the District. But ultimately, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information sources. It is the responsibility of the individual to use the Intranet/Internet in a legal, ethical, responsible, and considerate manner.

For these reasons it is necessary to establish guidelines that are reflective of the district's educational objectives for all Intranet/Internet users. Therefore all acceptable use of the Intranet/Internet must be in support of communication, research and education consistent with the purposes of the Windham School District and must not violate school policies and standards of behavior.

#### **USER RESPONSIBILITIES:**

It is the responsibility of the user to familiarize himself/herself with, and abide by, the rules of this Acceptable Use Policy and make appropriate use of the available resources. While it is not the intention of district personnel to be intrusive, users are advised that authorized school district personnel will be monitoring system activity and content of e-mail messages and files.

- User responsibilities include, but are not limited to:
- Users are not to reveal their last name, personal home address, home phone number, or phone numbers and addresses of any other individuals. Your name (first name only) on any e-mail must use the school address only
- Students must notify a parent/guardian and teacher or system administrator immediately if any individual is trying to make contact for illicit or suspicious activities.
- Users must not interfere with the normal and proper operation of the Intranet/Internet

The use of the Intranet/Internet requires that students abide by accepted rules of network etiquette. These include but are not limited to:

- Be polite, ethical and courteous
- Use appropriate language
- Respect the privacy of others
- Respect access rights of other
- Student produced material may be posted only after administrative review and parental permission and, at that point, will be considered fair use and available to the public.

#### **UNACCEPTABLE USES:**

The use of the Intranet/Internet is a privilege, not a right, and unacceptable uses may result in restriction/revocation of those access privileges and discipline as outlined below. Unacceptable uses may include, but are not limited to:

- sending, receiving or displaying offensive messages or pictures
- using obscene language
- harassing, insulting or attacking others
- violating copyright law
- using another user's password or account
- damaging or altering computers, computer systems or computer networks
- gaining access or attempting to modify others' folders, work or files
- using the network for non-educational, financial or commercial purposes
- misrepresenting oneself
- using the school's Intranet/Internet connection for any illegal or restricted activity intentional development or use of invasive software such as "viruses," "worms," and other detrimental activities

- intentionally wasting limited resources
- gaining unauthorized access to restricted resources or organizations
- using e-mail to reveal personal information
- students' using e-mail for non-educational purposes
- use of the Intranet/Internet for the purpose of purchasing products or services
- unauthorized services or mail lists (i.e. LISTSERVS, Newsgroups, Chat Rooms etc.)
- encryption of communications or files to avoid system security review

#### **DISCIPLINARY ACTIONS:**

- Depending on the severity of the offense, violation of this Acceptable Use Policy will result in one or more of the following disciplinary actions:
  - verbal and written warning
  - restriction or revocation of access privileges
  - removal from a class activity
  - removal from a course
  - student detention, suspension or expulsion
  - being reported to the appropriate legal authorities for possible criminal prosecution
  - financial restitution for inappropriate use

The Windham School District makes no warranties of any kind, whether expressed or implied, for the service it is providing. The Windham School District will not be responsible for any damages you suffer. This includes loss of data resulting from delays, non-deliveries, mid-deliveries, or service interruptions caused by its own negligence or your errors or omissions. Use of any information obtained via the Internet is at your own risk. The Windham School District specifically denies any responsibility for the accuracy or quality of information obtained through its services.

#### ***Student Computer and Internet Use, IJNDB***

Windham School District computers, network and Internet access are provided to support the educational mission of the schools. This policy and the accompanying rules also apply to devices issued directly to students, whether in use at school or off school premises.

Compliance with the school district's policies and rules concerning computer use is mandatory. Students who violate these policies and rules may, after being given an opportunity to respond to an alleged violation, have their computer privileges limited, suspended or revoked.

The building administrator [or other applicable administrator] shall have the final authority to decide whether a student's computer privileges will be altered, based on the circumstances of the particular case. Violations may also result in disciplinary action up to and including expulsion and result in referral to law enforcement and/or legal action.

Windham School District computers remain under the control, custody and supervision of the school unit at all times. Students have no expectation of privacy in the contents or information stored on district devices or in the use of school computers whether they are used on or off school property, provided, however, that in accordance with RSA 189:68 the school district shall not install or use remote surveillance software on a school supplied computer or technology device without written consent of a parent, foster parent or guardian. (In this paragraph "surveillance" means observing, capturing images, listening, or recording and shall not include locating equipment when there is reason to believe it is about to be or has been stolen or damaged.). The written authorization of the superintendent is required before an investigation of a student computer or device by school staff may occur.

The Windham School District utilizes filtering technology designed to block materials that are obscene or harmful to minors, including, but not limited to, images of child sexual assault, and pornography. Windham School District takes precautions to supervise student use of the Internet and electronic communications, and to prevent the unlawful disclosure, use or dissemination of personally identifiable information about students. Windham School District educates students about safety on the Internet, appropriate online behavior and

cyberbullying awareness and response, but parents should be aware that the Windham School District cannot reasonably prevent all instances of inappropriate computer use by students that may violate Board policies and rules, including access to objectionable materials and communications.

Students and parents shall be informed of this policy and the accompanying rules through handbooks, the school web site and/or other means selected by the Superintendent.

All devices will be equipped with software that permits the deletion of memory if the property is lost or stolen.

The Superintendent or his/her designee is responsible for implementing this policy and the accompanying rules. Additional administrative procedures or school rules governing the day-to-day management and operations of the school unit's computer system may be implemented by the Superintendent, consistent with Board policies and rules.

### ***Staff and Students' Acceptable Use of Technology, GBEP***

Staff and students shall be responsible for the appropriate use of technology and shall use the District's technological resources primarily for purposes related to education. Staff and students (parents/guardian) are hereby notified that there is no expectation of privacy on district computers, computer files, email, internet usage logs, and all electronic data.

The Superintendent shall establish administrative regulations and an Acceptable Use Agreement that outlines staff and student obligations and responsibilities related to use of District technology. He/she may also establish guidelines and limits on the use of technological resources. Inappropriate use may result in a cancellation of the staff member's or student's user privileges, disciplinary action, and/or legal action in accordance with law, Board policy, and administrative regulations.

The Superintendent or designee shall provide copies of related policies, regulations, and guidelines to all staff and students (parents/guardian.) Staff and students (parents/guardian) shall be required to acknowledge in writing that they have read and understood the District's Acceptable Use Agreement.

### ***Technology Devices***

- 1:1 devices will be provided for students in Grades 1 -12
  - WHS students will be provided 1:1 MacBook laptop computers.
  - Grades 1-8 will be provided 1:1 Chromebooks.
  - Kindergarten students will not be provided with 1:1 devices
  
- Chromebooks and Google Accounts
  - A ***Chromebook*** is a laptop running Chrome OS as its operating system. Chromebooks use the Google Chrome browser with cloud based applications and data storage rather than relying on programs running on the machine itself. Minimal student files are saved to the device so Chromebooks are easily interchangeable with no data loss.
  - A ***G Suite for Education*** account is provided for all students and staff within the District. This account is a Google Account created and managed by the Windham School District.
  - A student's Google *Username and Password* is used to login to Chromebooks as well as a variety of applications that offer Google Single Sign-On (SSO) i.e. Unified *Classroom* and *Clever*. The Google SSO login also applies when signing into applications via iPads and other tablets.
  - G Suite offers students and staff a suite of cloud based computing, productivity and collaboration

tools, software and products developed by Google such as Google Docs, Slides, Sheets, Drive, Mail, etc. that are accessible from any device.

- The District recommends using the *Chrome* browser to access student applications on any non-school issued devices.

### **Internet Accessibility:**

- Adequate internet will be required in order to connect devices and access online learning.

### **Responsible Internet Use and Digital Citizenship:**

- Refer to WSD policies included above

### **District Zoom Etiquette:**

In an effort to respect the teaching and learning environment for all students, teachers, and families, the following Zoom or online call protocols have been created. It is vital for the success of our students that they are adhered to. In the event that students/families do not follow these guidelines, they may be removed from the Zoom meeting.

### **Teachers Zoom Etiquette**

- Mute your microphone if you aren't talking, if you are traveling, or are not alone in a room.
- Use your real name
- Be on time
- Dress appropriately to your regular school day
- Only post chat messages relevant to the lessons
- Use the video off feature to decrease distractions to others if necessary i.e. traveling, interacting with others
- Be aware you are on camera and try to avoid doing other tasks, checking emails, looking at your phone, etc.
- When applicable use the gallery view to try to avoid talking over/at the same time as other participants
- Ensure your settings are set for the meeting. For example, turning off chat, setting up a doorbell etc.
- Start your meeting 3-5 minutes before the meeting begins to ensure the Zoom call is functioning correctly.
- Limit other distractions during teaching time with your students.

### **Parent Zoom Etiquette**

- Mute your microphone if you aren't talking
- Use your real name
- Be on time
- Dress appropriate to a school meeting
- Only post chat messages relevant to the meetings
- Sit at a desk or table for the duration of the call
- Refrain from eating during your session
- Student zoom meetings are for your students only. Students only should answer questions as they would in the regular school setting
- Limit other distractions during meetings with teachers or staff members
- Have your video on unless you are experiencing connection issues

## Student Zoom Etiquette

- Mute your microphone if you aren't talking
- Students use their correct screen name
- Be on time
- Wait your turn to talk
- Dress appropriate to your regular school day
- Only post chat messages relevant to the lessons
- Sit at a desk or table for the duration of the call
- Refrain from eating during your session
- Refrain from bringing siblings, parents, pets or toys to the call
- Have your video on unless you are experiencing connection issues
- Close unnecessary tabs on your device to keep video working optimally
- Students will be removed from the room by the host if they do not follow rules or aren't considerate to others
- Be mindful of the lighting in your room - too much light from behind may be darkening, lighting from in front shows you better


## Zoom Personal Meeting Rooms

- WSD utilizes a Zoom School Subscription. The School subscription permits students under the age of 18 to access Zoom meetings without setting up separate Zoom accounts. Students join meetings via teacher supplied links or emailed invitations.
- In order to simplify the Zoom invitation process teachers (especially at the lower grades) will include a link to their Zoom *Personal Meeting Room* on their Unified Classroom or Clever Teacher pages. A *Personal Meeting Room* is a virtual room that is permanently reserved for access via the teacher's Personal Meeting ID (PMI) link. At the scheduled time students click on the PMI link and enter the *Teacher's Waiting Room*. Teachers then allow students to enter individually. Teachers may opt to add Meeting Room passwords and/or to change the meeting link often to discourage misuse although the Waiting Room should prevent any unauthorized students from entering.


## **Student Emails**

- All grade level students will have and know how to use their email appropriately.
- Lessons on proper use in grades K-8 will take place at the start of the year. This will occur for all students in person or remote in the event we pivot back to remote learning at any point in time.

## **Clever/Unified Classroom**

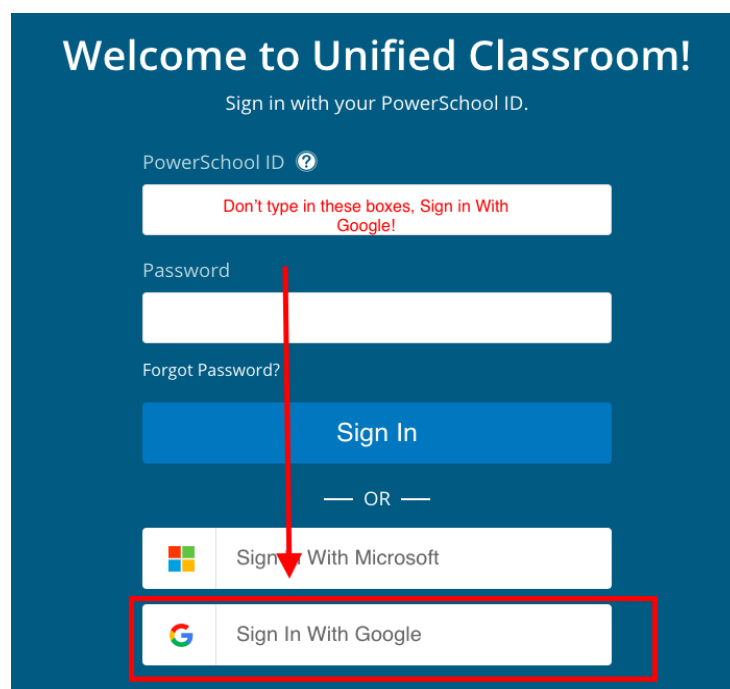
-  Clever is an easy way for students to log in and learn with all of the online programs they use at school. Within personalized teacher portals students access resources specifically selected by teachers and the District. Clever's Single Sign-On (SSO) capability eliminates the need to remember multiple usernames and passwords. At the District level many of Clever's application partners sync rosters with PowerSchool to create continuously updated, automatically generated rosters thus minimizing manual setup. The Clever Badge sign-in offers the District's youngest learners independent access to learning programs whether on laptops or tablets.




-  Powerschool's *Unified Classroom* is the Learning Management System (LMS) for the Windham School District. Unified Classroom offers teachers, parents and students a single location to access all classroom related information including assignments, grades, attendance, etc.
- Grades K-4**
  - Clever: At this grade level the intent is for Students to sign into the Clever Portal as the entry point to independent learning. Within the Clever portal will be the direct link to each teacher's Unified Classroom Page, Zoom Meeting Room, and all applications and resources used in the Classroom. In addition to home room teachers, students will have access to links for assigned Unified Arts, Special Ed, and RTI teachers.
  - Unified Classroom: Unified Classroom pages will be used as a common place for weekly class assignment listings and learning resources geared toward Learning Coaches who will be assisting remote students.
- Grades 5-12**
  - Clever: Students login to the Clever Portal to access grade level applications and teacher Zoom meeting links. Clever's auto-rostering ability leads to using Clever as a Single Sign- On method for assorted curriculum applications.
  - Unified Classroom: At the upper grades Unified Classroom pages would remain the main source for accessing and submitting assignments and resources. To aid this process Unified Classroom Teacher Pages will be set up with similar formatting throughout the district.

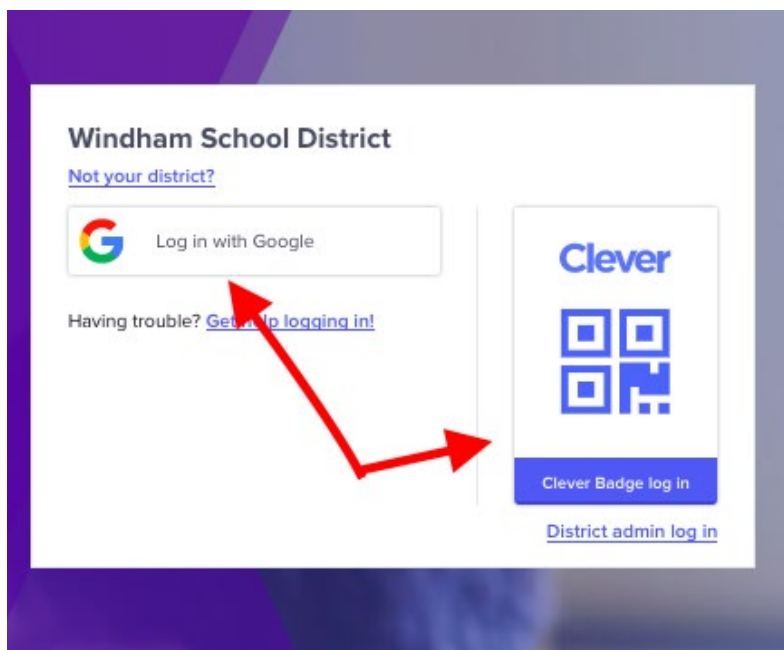
### Logging into Unified Classroom

- <https://classroom.powerschool.com/> or via student's Clever Portal
- DO NOT enter PowerSchool ID and Password, simply *Sign in with Google*



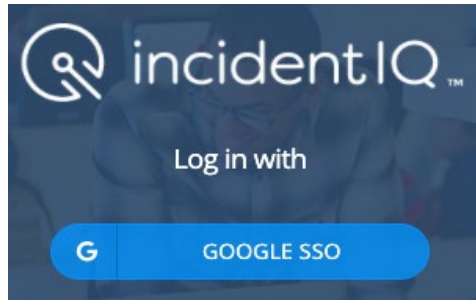
## Logging into CLEVER

- Clever can be accessed via multiple methods:
  - WSD will preload the Clever Chrome Extension on school devices. The Clever icon will appear on the Chrome Toolbar beside the URL box for students to click on to access the Clever login screen 
  - Clever can also be accessed via URL: <https://clever.com/> then 'Search School'
  - Bookmark the direct WSD Clever link <https://clever.com/in/windhamsd>
  - iPads should download the Clever iOS App
  - At this time there is NOT a Clever app for Android or Kindle but students may still access the website version of Clever via the tablet's browser
- Once at the WSD Clever login page students can either *Login with Google* or use the *Clever QR Badge* which will be distributed to GBS students K-2. (Any WSD Teacher can print QR badges for any student at any time). The QR badge is especially convenient for students using iPads. The Badge sign in will require the device camera to turn on for a moment to capture the QR image and then will log the student into the student's Clever portal. QR badge login enables the youngest learners to independently log into their Clever applications.



## Technology Support

- **Unified Classroom: Need help accessing a Parent or Student account?**
  - Email: [powerschool@windhamsd.org](mailto:powerschool@windhamsd.org)
- **Clever: If a student is unable to log in to Clever or encounters a problem with one of the programs on Clever, contact the class or homeroom teacher.**
- **Student Devices: For problems with student devices open a STUDENT IT ticket.**
  - [https://www.sau95.org/students/tech\\_helpdesk](https://www.sau95.org/students/tech_helpdesk)
  - Use the Google SSO sign in (this link is also located at the District Website under the 'For Students' tab).



- **Additional support is offered at the District Website <https://www.sau95.org/>**

## Scanning Assignments to Teachers

*Scanning creates a .pdf file which offers far better clarity than a photo image.*



**iPhone: If you have iOS 13+ use the new FILES App**



1. Tap the FILES App and go to "Browse"
2. Tap the three-dot ● ● ● ellipsis icon top left of screen
3. Tap on "Scan Documents",
4. Position the document in view of the camera as horizontal as possible
5. If your device is in 'Auto' mode your document will be automatically scanned, keep pulling back until the document has a yellow or blue tinge which shows the camera is recognizing it as a document. The SCAN should happen automatically, no need to push the shutter. Scanning multiple pages collects them together in one .PDF file
6. Tap Save, choose where you'd like to save it, double tap the scan name to rename it

**iPhone: If you don't have iOS 13+ use the NOTES App**





1. Tap the NOTES app and  to create a new note
2. Tap , then tap "Scan Documents"
3. Position the document in view of the camera as horizontal as possible
4. If your device is in 'Auto' mode, your document will be automatically scanned, keep pulling back until the document has a yellow or blue tinge which shows the camera is recognizing it
5. Double tap the scan name to rename it

6. You can add additional scans to the document or tap SAVE when you're done. The scan is saved as a .PDF in Notes from where you can email, airdrop, etc.

### Android phone:



1. Tap on the Google Drive app
2. Click the “plus” icon
3. Tap “scan” 
4. Position the document in view of the camera as horizontal as possible. Take a ‘picture’ of the document. The DRIVE app will automatically crop the image as a document and change it to a PDF (manual editing is also possible)
5. Tap the + sign to add an additional scanned page to the document file
6. Tap the  checkmark to save
7. Rename the file and choose where to save it

## APPENDIX

### *Student Remote Learning Protocols by School*



### GBS Student Remote Learning Concerns Protocol

1. Teachers will create a classroom google document within their own classroom to keep track of their own student data/parent contacts that will be used in the event the concern needs to be brought to the SST- Student Support Team. This document will be shared with anyone who works with the student so they can also document concerns or parent contact (i.e. case manager, paraprofessionals, interventionist, UA).
2. The classroom teacher/case manager (if applicable) will contact parents via phone or email with concern. Don't forget to use \*67 before dialing the number.
3. If the parent doesn't respond within 48 hours of the email or phone call, the classroom teacher or special education case manager (if applicable) will contact the school counselor who will make a second attempt to contact the parent. **(Classroom teachers will keep track of dates and responses on their own personal data collection sheet in the event you need to refer to SST)**
4. If the school counselor is able to get in contact with the parent and the parent agrees to get the child back on track, no further action needs to be taken. The school counselor will report back to the teacher about communication with the parent and the classroom teacher will document this. If the parent is struggling to support their child with remote learning or the child does not get back on track within a week, move to step 5.
5. The classroom teacher will complete the SST-Student Support Team Remote Referral Form with concerns and an SST meeting will be scheduled to discuss remote learning concerns and a plan will be put in place to support the student.
6. If the SST-Student Support Team Plan created is not working after 1 week, the classroom teacher will contact both the SST Coordinator and administrative team so an administrator can make contact with the child's parents.
7. The administrator who contacts the parent, will email the SST Coordinator and teacher or teachers with an update. The SST Coordinator will update the plan with new information based on the discussion with the parents.
8. If progress is not being made, the classroom teacher/special education case manager will contact the SST- Student Support Team Coordinator to be scheduled back to the SST Team to make a new plan and ensure all the pieces are documented in one spot.



### WCS Student Remote Learning Concerns Protocol

1. Each grade level team will create a Google document to keep track of student concerns/parent contacts that will be used in the event concerns need to be brought to the SST-Student Support Team. This document will be shared with all staff who work with the students (i.e. case manager, interventionist, team teachers, UA).
2. The classroom teacher, designated team member or case manager (if applicable) will contact parents via phone or email with concern. Don't forget to use \*67 before dialing the number.
3. If the parent doesn't respond within 48 hours of the email or phone call, the classroom teacher or special education case manager (if applicable) will contact the school counselor who will make a second attempt to contact the parent. **(Classroom teachers will keep track of dates and responses on their own personal data collection sheet in the event they need to refer to SST)**
4. If the school counselor is able to get in contact with the parent and the parent agrees to get the child back on track, no further action needs to be taken. The school counselor will report back to the teacher about communication with the parent and the classroom teacher will document this. If the parent is struggling to support their child with remote learning or the child does not get back on track within a week, move to step 5.
5. The classroom teacher will complete the SST-Student Support Team Remote Referral Form with concerns and an SST meeting will be scheduled to discuss remote learning concerns and a plan will be put in place to support the student.
6. If the SST-Student Support Team Plan created is not working after 1 week, the classroom teacher will contact both the SST Coordinator and administrative team so an administrator can make contact with the child's parents.
7. The administrator who contacts the parent, will email the SST Coordinator and teacher or teachers with an update. The SST Coordinator will update the plan with new information based on the discussion with the parents.
8. If progress is not being made, the classroom teacher/special education case manager will contact the SST-Student Support Team Coordinator to be scheduled back to the SST Team to make a new plan and ensure all the pieces are documented in one spot.



### WMS Student Remote Learning Concerns Protocol

1. Each grade level team will create a Google document to keep track of student concerns/parent contacts that will be used in the event concerns need to be brought to the SST-Student Support Team. This document will be shared with all staff who work with the students (i.e. case manager, interventionist, team teachers, UA).
2. The classroom teacher, designated team member or case manager (if applicable) will contact students and/or parents via phone or email with concern. Don't forget to use \*67 before dialing the number.
3. If the parent doesn't respond within 48 hours of the email or phone call, the classroom teacher or special education case manager (if applicable) will contact the school counselor who will make a second attempt to contact the parent. **(Classroom teachers will keep track of dates and responses on the team data collection sheet in the event they need to refer to SST)**
4. If the school counselor is able to get in contact with the parent and the parent agrees to get the child back on track, no further action needs to be taken. The school counselor will report back to the teacher about communication with the parent and the classroom teacher will document this. If the parent is struggling to support their child with remote learning or the child does not get back on track within a week, move to step 5.
5. A classroom teacher will complete the SST-Student Support Team Remote Referral Form with concerns and an SST meeting will be scheduled to discuss remote learning concerns and a plan will be put in place to support the student.
6. If the SST-Student Support Team Plan created is not working after 1 week, a classroom teacher will contact both the SST Coordinator and administrative team so an administrator can make contact with the child's parents.
7. The administrator who contacts the parent, will email the SST Coordinator and teacher or teachers with an update. The SST Coordinator will update the plan with new information based on the discussion with the parents.
8. If progress is not being made, the classroom teacher/special education case manager will contact the SST-Student Support Team Coordinator to be scheduled back to the SST Team to make a new plan and ensure all the pieces are documented in one spot.



### WHS Student Remote Learning Concerns Protocol

1. The school will create a Google document to keep track of student concerns/parent contacts that will be used in the event concerns need to be brought to the SST-Student Support Team. This document will be shared with all staff who work with the students (i.e. case manager, interventionist, team teachers, UA).
2. The classroom teacher, designated team member or case manager (if applicable,) will contact students and/or parents via phone or email with concern. Don't forget to use \*67 before dialing the number.
3. If the parent doesn't respond within 48 hours of the email or phone call, the classroom teacher or special education case manager (if applicable) will contact the school counselor who will make a second attempt to contact the parent. **(Classroom teachers will keep track of dates and responses on the team data collection sheet in the event they need to refer to SST)**
4. If the school counselor is able to get in contact with the parent, and the parent agrees to get the child back on track, no further action needs to be taken. The school counselor will report back to the teacher about communication with the parent and the classroom teacher will document this. If the parent is struggling to support their child with remote learning or the child does not get back on track within a week, move to step 5.
5. A classroom teacher will complete the SST-Student Support Team Remote Referral Form with concerns and an SST meeting will be scheduled to discuss remote learning concerns and a plan will be put in place to support the student.
6. If the SST-Student Support Team Plan created is not working after 1 week, a classroom teacher will contact both the SST Coordinator and administrative team so an administrator can make contact with the child's parents.
7. The administrator who contacts the parent, will email the SST Coordinator and teacher or teachers with an update. The SST Coordinator will update the plan with new information based on the discussion with the parents.
8. If progress is not being made, the classroom teacher/special education case manager will contact the SST-Student Support Team Coordinator to be scheduled back to the SST Team to make a new plan and ensure all the pieces are documented in one spot.