



Derry Cooperative School District 2021-2022 Reopening Plan Roadmap to 2021-2022 School Year

Approved by the Derry Cooperative School District School Board

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Introduction

The Derry Cooperative School District welcomed all of our students, staff, and families back to our schools, onsite, on August 31, 2021. We continue to implement health and safety measures in order to maintain the highest possible standard of care as we learn, grow, and connect. During the 2021-2022 school year, the district focus is on the following priority areas: social-emotional well-being, unfinished learning, health and safety, and technology integration. The information included in this plan is subject to change as this school year continues, based on the most current circumstances, data, and guidance from national, state and local health officials.

Recommendations and guidance from national, state, and local agencies continue to change and evolve. “NH DHHS Recommends face masks for everyone when: Level of NH community transmission reaches “substantial” in the region where the school or child care program is operating” (New Hampshire Department of Education, 2021). The requirement for face coverings indoors is based on the Face Covering Decision Matrix (see [Appendix A](#)). Outdoor activities are excluded from face covering requirements. Changes throughout the school year will be informed by guidance from federal, state and local health officials.

Transmission rates are continually monitored and decisions are made accordingly. Since before school began in August, Derry has been at a substantial level of transmission. During the past two school years, the Derry Cooperative School District has focused on meeting students' needs in the safest possible way with flexibility and adaptation while monitoring ongoing conditions associated with the pandemic. As we move into the second half of the 2021-2022 school year, we will continue to adjust health and safety protocols as necessary.

Guiding Principles for Planning

- Protect and monitor the health and safety of students and staff.
- Monitor access and support for students to meet their academic and social-emotional health needs.
- Identify and address unfinished learning through targeted instruction.
- Provide 1:1 technology devices to support learning and instruction.
- Maintain a strong communication system between families and the School District.
- Enhance cleaning and sanitization protocols to meet the most recent recommendations and guidance.
- Continue to collaborate with South Central Public Health Network and Pinkerton Academy to provide closed-pod vaccination clinics whenever possible.
- Monitor national, state, and local mandates, emergency orders, recommendations and guidance.

National, State and Local Guidance

- New Hampshire Department of Health and Human Services (NH DHHS)
- New Hampshire Division of Public Health Services (NH DPHS)
- New Hampshire Department of Education (NH DOE)
- State of New Hampshire Governor
- Center for Disease Control (CDC)
- American Academy of Pediatrics (AAP)
- U.S. Department of Transportation

2021-2022 Plan Overview

Completely Open/Onsite	<ul style="list-style-type: none"> ● School facilities are open to all students, staff, families, other visitors and outside organizations. Individuals must follow current district health and safety measures and requirements. ● “NH DHHS Recommends face masks for everyone when: Level of NH community transmission reaches “substantial” in the region where the school or child care program is operating” (New Hampshire Department of Health and Human Services: Division of Public Health Services, 2021). The requirement for face coverings indoors is based on the Face Covering Decision Matrix (see Appendix A) and Community Transmission Metrics (see Appendix B). Changes throughout the school year will be informed by guidance from federal, state and local health officials. ● “Face mask recommendations do not extend to most outdoor locations, but school and child care facilities may consider for high-risk situations or activities (e.g., close/physical contact sports)” (New Hampshire Department of Health and Human Services: Division of Public Health Services, 2021). ● When face coverings are required, breaks will be provided outdoors and/or at a distance of 6 feet or more. ● Accommodations for face coverings are determined through the Eligibility Determination for Face Covering Exemption form (see Appendix C). ● Students have access to after-school activities, including interscholastic athletics.
Health and Safety	<ul style="list-style-type: none"> ● Continuously review guidelines from NH DPHS, CDC, AAP, NH DOE, NH School Nurses Association and available medical literature on COVID-19. ● Collaborate with state and local health experts. ● Implement appropriate mitigation protocols and adjust practices as needed. ● Utilize school nurses to communicate with staff and families in providing guidance on return to school after illness or exposure based on NH DHHS/DPHS current guidelines. ● Health attestation agreement to daily home health screening of their child(ren) will be signed by parents/guardians at the start of the school year with periodic reminders via school communications. ● Follow NH DPHS guidance for contact tracing, isolation and quarantine.
School Environment	<ul style="list-style-type: none"> ● The goal for social distancing is at least 3 feet of separation. ● Maintain social distancing floor markings in office spaces, hallways, restrooms, and common areas. ● Staff is required to complete a sign-in/sign-out procedure for each classroom they enter. Specific procedures are developed and implemented at the school level. ● Instruction for hand washing and hygiene protocols are designed according to the developmental level of students. ● Students may eat lunch in classrooms, outdoors, cafeteria, library, or gymnasium.
Classroom Design	<ul style="list-style-type: none"> ● Chairs, desks, and tables are arranged so that, where possible, students are spaced at least 3 feet apart. ● Desks are positioned to minimize direct face-to-face exposure. ● Students are organized in assigned seats. ● Efforts are made to minimize student-to-student sharing of materials.

Social-Emotional Well-Being

Schools continue to play an important role in supporting the well-being of the school community by helping students and staff cope and build resilience. Social-Emotional well-being has been identified as a priority area for our district as the COVID-19 pandemic has had a lasting and profound impact on students, families, and staff.

Recommendations to support students' social-emotional well-being:

- Recognize students that need additional social-emotional support.
- Provide students, families and staff with information on how to access resources for mental health and wellness. Website links can be found on the school district website.
- Continue communication with families and students in providing additional support for students.
- Continue connection with community mental health providers.
- Provide ongoing staff professional learning, as needed, on a variety of topics that may include:
 - Anxiety and depression in children and adolescents
 - Resilience and coping strategies
 - Self-care strategies
 - Core competencies for social-emotional learning
- Continue to research the procurement of additional resources to support increased student needs.
- Include a social-emotional component in the Quarantine Support program ([Appendix E](#)) and Unfinished Learning Support ([Appendix F](#)).

Operations

Cleaning and sanitization

- All plans follow the most recent CDC guidance for cleaning and disinfecting.
- A schedule for cleaning and disinfecting surfaces including high-touch areas such as railings, doorknobs, water bubblers/filling stations, and bathrooms is provided to staff and students.
- Appropriate protocols are used to clean and disinfect if a COVID-19 case is suspected and/or confirmed.
- Hand sanitizer dispensers are located in each room as well as common areas such as hallways, gymnasium, and cafeteria/dining hall.
- Custodial staff continues to participate in training for cleaning and disinfecting procedures.
- Electrostatic sprayers are available for custodial staff to use to disinfect non-porous surfaces.
- Schedule custodial staff, as needed, to be available during the school day for routine cleaning and enhanced disinfecting.

Water and ventilation systems

- The District is currently using MERV 13 air filters that are replaced every two months. This will be revisited as necessary.
- Continuous fresh air intake and optimal ventilation are always maintained.
- Drinking water continues to be tested per state and federal recommendations.

Child Nutrition Program

- Breakfast and lunch are available to all Derry students at no cost to families.
- Meals continue to meet federal guidelines, however, the number of options for each component are fewer than normal.
- Where possible, foods are pre-packaged or individually wrapped to ensure limited exposure.
- All condiments are pre-packaged.
- All containers, napkins, and utensils are disposable.

District Communication and Planning

Communication Tools for Messaging

- The District will provide updated details of the plan. Archived versions will be made available on the district website.
- Email, text message alerts, Facebook, Twitter, Local Cable Television, and the District and individual school websites will be utilized to distribute and post updated information regarding the plan.

District Planning

Planning is a continual process of developing a strategy, monitoring its implementation, and making adjustments. Teams will meet as necessary:

- Leadership
- Pandemic Response Team, which may include a School Board representative, local health representatives and community leaders/partners
- Individual School-Based
- Other District-Wide Teams, which may include educators, staff, parents/guardians, administrators, School Board members, union representation, local health representatives

Timeline/Action Steps

- Develop an updated reopening plan for 2021-2022, based upon NH DOE request - May/June 2021
- Present the vision for the 2021-2022 Roadmap to Reopening Schools plan - June 8th School Board meeting
- Post the draft plan on the district website with a link to a survey for families and staff to share their input - June 2021
- Review survey input from family, staff, and community (District Leadership) - June 2021
- Review and approve 2021 Reopening Plan - School Board; June 22, 2021
- Post approved 2021 Reopening Plan will on the District website - After June 22, 2021
- Present revised version of 2021 Reopening Plan, if not approved at the June 22nd School Board Meeting - July 13, 2021
- Finalize changes to 2021 Reopening Plan, if necessary - August 2021 School Board Meeting
- Review and revise reopening plan as necessary - District Teams; September-December 2021
- Present plan revisions - December 14, 2021, School Board Meeting
- Distribute and post the updated plan on District website - After December 14, 2021, School Board Meeting

Monitoring School Attendance, New Cases, Community Transmission and Face-Covering Status

The School Nurse Team Leader provides a weekly student attendance/COVID-Like Illness (CLI) report to the Superintendent and Assistant Superintendent on the final day of each school week, or sooner, if necessary. Additionally, each school sends a weekly update to families indicating the number of new positive cases within their school community. A chart representing weekly data that details the number of new positive cases reported for the School District is available on the District website. This chart also indicates the current level of community transmission and face covering status.

Curriculum, Instruction, Learning, and Assessment (CILA)

Teaching and Learning

Guiding Principles for Instruction:

- Robust integration of technology with instruction
- Accessible by all students for which the learning is intended
- Responsive to diverse learning groups
- Purposeful alignment to curriculum standards and instructional learning targets
- Mindful consideration for the whole child and the connection to the home environment

School Community Communication

- Maintain consistent connections with families using various communication mediums, including both online and offline formats when possible.
- Schools accommodate for potential communication barriers (such as language and Internet connectivity).
- Provide resources for learning and social emotional needs on the district website.
- Share routines, processes and expectations focused on how to support students.
- Utilize various modes of communication with families, including both online and offline formats.

Instructional Plan

- Create standards-aligned lessons that work toward mastery of the learning targets that incorporate elements of technology.
- Use district curriculum guides and curriculum committee guidance to inform instructional planning and prioritize standards.
- Incorporate Learning Management Systems (such as Google Classroom and SeeSaw) into regular daily instruction, allowing students and families to become adept at accessing and using them for communication and assignments.
- Address unfinished learning based on assessment data through targeted instruction, including the integration of individualized learning paths (such as Edmentum Exact Paths).
- Provide additional opportunities to address unfinished learning through the Quarantine Support program ([Appendix E](#)) and Unfinished Learning Support ([Appendix F](#)).
- Focus on quality assignments that work toward mastery of the learning target over the quantity of work.
- Design activities as evidence of learning, allowing for student voice and choice.
- Create activities at varying Depth of Knowledge (DOK) levels.
- Provide assignments that require authentic application, meaningful independent practice, or written reflection.
- Include instructional activities that build relationships, develop learning strategies and foster social-emotional well-being.
- Provide ongoing professional learning for teachers and staff, including the effective use of technology and balancing students' social-emotional well-being.

Technology Integration

- Provide all PK-8 students computing devices.
- Allow students to take devices home as necessary.
- Provide ongoing professional learning for teachers and staff to extend technology skills.

Student Services

IEP and Section 504 Plans

- Accommodations for medically compromised students are determined through the 504/IEP process.
- IEP, 504, and parent/guardian meetings are held in the buildings with the option to be remote as needed.
- Additional PPE is provided to staff and students as needed.
- Existing health and safety plans and/or school protocols are modified to meet student specific needs.
- Use data to identify growth and unfinished learning for academic, social and behavioral needs and adjust service delivery as needed.

Extended Learning Opportunities

Target Unfinished Learning

Summer Learning Path

- Instruction and activities to build and strengthen skills in mathematics and literacy
- Individualized learning paths in mathematics and reading, with teacher guidance and feedback
- Group activities focused on social-emotional well-being and growth in the DCSD dispositions (such as perseverance, problem-solving, and self-motivation)
- Structured movement activities focused on physical health and teamwork

Ongoing Unfinished Learning Support ([Appendix F](#))

- Learning opportunities available before or after school to provide additional targeted instruction in mathematics and literacy
- Activities related to social-emotional well-being are integrated as needed

Temporary COVID-Related Quarantine and Isolation

Specific plans for DCSD students who are unable to attend classes in person because of temporary COVID-related quarantine or isolation are referred to a district-wide quarantine team. ([Appendix E](#)) This program includes the following components:

- Students are provided with content materials and assignments online, such as Google Classroom.
- Students have live access to designated teachers and staff to provide additional support.

Building administrators will oversee quarantine-related student absences and ensure a connection occurs with students and families. Contact may include email, phone, and/or video conferencing from:

- School Nurse
- Building Administrator(s)
- School Counselor
- Home to School Coordinator
- Teacher(s)

Student Transportation

Families drive students to and from school

- Avoid congregating on school grounds during arrival and dismissal.
- Family members remain in vehicles.
- Expectations are communicated to students and families.

Students ride school buses to and from school

- Students with symptoms do not ride the bus.
- Students on buses will be required to wear face coverings at all times.
- Physical distancing between students is not guaranteed on buses.
- Students are encouraged to sit facing forward.
- Siblings are encouraged to sit in the same seat.
- Students are encouraged to sanitize their hands prior to boarding the bus.
- Expectations are communicated to students and families.
- All changes to the bus ridership must be approved by the school administration.

In addition, the bus company:

- Requires drivers to wear face coverings at all times.
- Follows a regular schedule to disinfect buses.
- Disinfects high-touch surfaces before each bus run.
- Opens windows to ventilate buses whenever possible.
- Assigns students to seats and maintains current seating charts.

Funding

The District uses available federal funds for staffing and materials to support:

- Student and family connections
- Social-emotional well-being of students and staff
- Unfinished learning (interrupted learning during the COVID-19 pandemic)
- Technology
- Health and safety of students and staff
- No cost breakfast and lunch for all students

Appendix A: Face Covering Decision Matrix

Decision Matrix: Recommendations for use of face coverings indoors based on the level of community transmission and COVID-19 transmission within Derry Cooperative School District facilities.

Face Covering Decision Matrix				
		Level of Community Transmission		
		Minimal	Moderate	Substantial
Cases within District	Sporadic cases without evidence of transmission within district facilities	Optional ¹	Optional ¹	Universal ³
	Single cluster within a district facility	Targeted ²	Targeted ²	Universal ³
	Multiple clusters or a larger outbreak within district facilities	Universal ³	Universal ³	Universal ³

¹ Face coverings are optional in all district facilities.

² Face covering use is “targeted” in the setting of a cluster/outbreak for a specific group of individuals and time limited if a cluster/outbreak is small and confined (work with public health).

³ Face coverings are universal in all district facilities.

(Adapted from State of New Hampshire School & Childcare Toolkit 2021-2022 School Year, August 2021)

Appendix B: Community Transmission Metrics

Community Transmission Metrics			
Criteria	Level of Community Transmission		
	Minimal	Moderate	Substantial
PCR test positivity as a 7-day average	<5%	5-10%	>10%
Number of new infections per 100,000 population over prior 14 days	<50	50-100	>100

Note: Community transmission level is assigned based on the highest level identified by either one of the criteria.

Adapted from the NHDPHS Community Transmission Metrics

8/27/2021

Appendix C: Eligibility Determination for Face Covering Exemption

Derry Cooperative School District
Eligibility Determination for Face Covering Exemption
Please return this completed form and attachments to your child's school nurse.

Student Name: _____ DOB: _____ Age: _____

School: _____ Grade: _____

Parent/Guardian Name(s): *(Please Print)*

SECTION 1. Source(s) of documentation (indicate each one included) Attach Documentation to Form

<input type="checkbox"/>	Physician's Diagnosis	<input type="checkbox"/>	Licensed Mental Health Professional Diagnosis	<input type="checkbox"/>	Disability (current IEP/504)
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- a. According to the attached documentation, does this student have a physical or mental condition that would impede wearing a face covering for long periods of time?

☐ Yes

☐ No

- b. According to the attached documentation, does this student have a disability under the Americans with Disabilities Act (something that affects a major life activity such as concentrating, breathing, communicating, etc.) that prevents them from wearing a face covering safely?

☐ Yes

☐ No

SECTION 2. Possible Accommodations

Accommodations that may be available that will effectively limit the spread of respiratory droplets and aerosol.

For Example:

<input type="checkbox"/>	Wear a face shield in place of a face covering
<input type="checkbox"/>	At least 6 feet of distancing
<input type="checkbox"/>	Separate seating area within the class

Other:

<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	

Physician/Mental Health Provider Signature: _____ Date: _____

SECTION 3. Signature acknowledgement for all staff that will have regular contact with the student

	Printed Name	Signature	Date
Parent/Guardian			
Principal/Asst. Principal			
School Nurse			

Appendix D: Heat Index



Derry Cooperative School District

HEAT INDEX

The determination of the School District shifting to a remote learning day for all students will be determined, in part, by the heat index for Derry, New Hampshire, according to the National Weather Service.

Heat Index	Risk Level	
80° F - 90° F	Lower (Caution)	Basic heat safety and planning
90° F to 103° F	Moderate (Extreme Caution)	Implement precautions and heighten awareness (Possible School District shifting to remote learning)
103° F and above	High (Danger)	The School District shifts to remote learning.

Appendix E: 2021-2022 Quarantine Support

Background

The pandemic has challenged students, families, and schools in ways that are unique and novel. In order to support student growth, connections, and learning, the DCSD provides a live, virtual experience for students to receive support from teachers and staff during a required quarantine.

Quarantine

In order to seamlessly support students in quarantine, elementary schools have assembled a voluntary team of staff and the middle schools have assembled a voluntary team of staff.

Middle School

- Team includes a teacher representative certified in each core subject area.
 - Primary Role: Live and real-time academic support
- Team includes a counselor representative.
 - Primary Role: Notify families of schedule and access, secure permission form, relay pertinent family information to school-based teams
- Team schedules a live Google Meet, Monday-Thursday, from 3-4 PM.
- Students in quarantine can drop into the session with academic questions from their work in Google Classroom and breakout with subject-specific staff.

Elementary School

- Team includes two certified teacher representatives from each grade level.
 - Primary Role: Live and real-time academic support
- Team includes a counselor representative.
 - Primary Role: Notify families of schedule and access, secure permission form, relay pertinent family information to school-based teams
- Team schedules a live Google Meet, Monday-Thursday, from 4-5 PM.
- Students in quarantine can drop into the session with academic questions from their work in Google Classroom and breakout with grade-specific staff.

Appendix F: 2021-2022 Unfinished Learning Support

Background

The pandemic has challenged students, families, and schools in ways that are unique and novel. In order to support student growth, connections, and learning, the DCSD intends to provide an in-person experience for students identified as learners who have unfinished learning as a result of the pandemic to receive direct support from teachers and staff.

Unfinished Learning

In order to support students who have identified unfinished academic learning or increased social or emotional needs, each school will identify a voluntary point-person to coordinate staff requests and manage scheduling staff with students and families.

Process

- School staff submits a request specific to a student and provides three (3) pieces of data to identify the need for unfinished learning support.
- Point-person processes the request from staff and, in coordination with building administration, approves or denies the request.
- Point-person secures family permission in writing.
- Point-person maintains a live schedule that pairs approved staff requests with students and families to a certified staff member.
- Point-person ensures students are picked up at the conclusion of the session.
- All sessions are held between 2:00-3:00 PM at the middle school, and between 3:15-4:15 PM at the elementary level.

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