



Haddon Heights Public Schools

Administrative Offices

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Good Afternoon,

The Haddon Heights Board of Education approved a revised reopening plan on August 20, 2020, that entails all schools in the district to begin the 2020 - 2021 school year in a full remote setting through October 30, 2020. We have set forth a robust remote learning plan for rigorous live (Zoom, Google Meet, etc.) remote instruction, classwork, assignments and extension activities. Teachers will be interacting live remotely with students. They will log on at the assigned times for each assigned period/subject. Teachers will deliver live instruction during that time period. All students have a district assigned Chromebook and internet access was established for students several months ago. The remote schedules that will be utilized during the fully remote time frame for all students are listed below and were board approved on August 19, 2020. Overall, when comparing the instructional time students will receive in our hybrid model (schedules located in our reopening plan) versus our full remote option there is a noticeable positive increase. The reason being, that in the full remote option, all students will be in one cohort, instead of three cohorts (Cohort A, Cohort B and the students that chose full remote). We also have plans and monitoring procedures in place to ensure all students in all subgroups get the assistance they need remotely and overall instructionally (including but not limited to the SEL component).

High School

(Schedule is subject to change.)

8:00-9:17 - Period 1/2

9:17-9:27 - Break

9:27-10:44 - Period 3/4

10:44-10:54 - Break

10:54-12:11 - Period 5/6

12:11-12:41 - Staff Lunch

12:41-1:58 - Period 7/8

2:05 - 2:57 - Office hours; Check-in with students that need additional assistance and individual student instruction as needed

*Weekly sample schedule for the High School.

(Schedule is subject to change.)

Monday: Students have periods 1, 3, 5, and 7.

Tuesday: Students have periods 2, 4, 6, and 8.

Wednesday: Students have periods 1, 3, 5, and 7.

Thursday: Students have periods 2, 4, 6, and 8.

Friday: Students have periods 1, 3, 5, and 7.

Following Monday: Students have periods 2, 4, 6, and 8.

Following Tuesday: Students have periods 1, 3, 5, and 7.

The same rotation would continue for the rest of the week.

Junior High School

(Schedule is subject to change.)

8:00-9:17 - Period 1/2

9:17-9:27 - Break

9:27-10:44 - Period 3/4

10:44-10:54 - Break

10:54-12:11 - Period 5/6

12:11-12:41 - Staff Lunch

12:41-1:58 - Period 7/8

2:05 - 2:57 - Office hours; Check-in with students that need additional assistance and individual student instruction as needed

***Weekly sample schedule for Junior High School.**

(Schedule is subject to change.)

Monday: Students have periods 1, 3, 5, and 7.

Tuesday: Students have periods 2, 4, 6, and 8.

Wednesday: Students have periods 1, 3, 5, and 7.

Thursday: Students have periods 2, 4, 6, and 8.

Friday: Students have periods 1, 3, 5, and 7.

Following Monday: Students have periods 2, 4, 6, and 8.

Following Tuesday: Students have periods 1, 3, 5, and 7.

The same rotation would continue for the rest of the week.

Elementary sample schedule if all students are full remote for grades 1-6, REACH, and PSD.

(Schedule is subject to change.)

8:40-9:00 - Morning Meeting/SEL and Attendance

9:05-9:30 - Special area class (will adjust based on special rotating to each grade)

9:35-10:05 - ELA live instruction/mini lessons

10:05-10:50 - ELA breakout sessions/small group/IEP/independent work

10:55-11:25 - Math live instruction/mini lessons

11:25-11:55 - Math breakout sessions/small group/IEP/independent work

12:00-12:25 - SS/SC live instruction/mini lessons

12:25-12:45 - SS/SC breakout sessions/small group/IEP/independent work

12:45-1:45 - Staff Lunch

1:45-3:00 - Office Hours/Homework/Extension Activities/small group

instruction/IEP/RTI/Planning/Possible Media and Spanish special area classes that cannot be worked into the morning rotation.

Kindergarten Full Remote through October 30th

(Schedule is subject to change.)

8:40-8:50 - Attendance

8:50-9:15 - Special area class

9:15-12:45 - Morning Meeting/SEL/Character Education; Math; ELA; SS/SC

12:45-1:45 - Staff Lunch

1:45-3:00 - Office Hours/Homework/Extension Activities/small group instruction/IEP/RTI

Kindergarten Full Remote beginning November 9th

(Schedule is subject to change.)

8:40-8:50 - Attendance

8:50-9:15 - Special area class

9:15-11:30 - Morning Meeting/SEL/Character Ed/HIB; Math; ELA;

SS/SC

11:45-12:45 - Office Hours/Homework/Extension Activities/small group instruction/IEP/RTI

Pre-K Schedule

(Schedule is subject to change.)

8:40-9:00 - AM Pre-K - Attendance/Morning Meeting/SEL

9:00-11:05 - Live Instruction/Independent Activities/Extension Activities

11:05-12:35 - Staff Prep and Lunch

12:35-12:55 - PM Pre-K - Attendance/Morning Meeting/SEL

12:55-3:00 - Live Instruction/Independent Activities/Extension Activities

Listed below please find our answers to questions regarding our request to start the school year in a full remote setting through October 30, 2020.

1) The school building(s) or grade level(s) within the district that will provide full-time remote instruction;

All schools in the Haddon Heights School District.

2) The specific health and safety standard(s) that the school is unable to satisfy;

Supervision of Students:

Staffing the building efficiently in our hybrid model, from a supervision standpoint, has become a major concern. Recently, the number of requests for leaves, with a high majority of requests being supported by a physician's note, have drastically increased. Therefore, the ability to find quality in person replacement teachers is becoming impossible as the leave requests continue to increase this close to the opening of the school year. At this time, we have 16 staff members requesting leaves (with some additional requests that have been shared verbally; they have not submitted paperwork yet). We have 6 additional staff members within the past two weeks that have resigned (one of the six has only verbally informed us of their resignation). Two of those six staff members are two guidance counselors at the elementary schools (we only have two guidance counselors at the elementary level). We also have 5 positions that we have not found quality candidates for although we post in over 5 different forums (district website, K12 Job Spot, NJ School Jobs, Nemnet, Indeed). Together that is an approximate total of 27 positions in a small K-12 district.

Thus, being able to find quality in person replacement teachers is becoming very difficult as the leave requests increase. During the fully remote time frame we will continue the search for quality in person hybrid replacements while we are on full remote to have quality in person replacements when we return to the hybrid model.

Additionally, our substitute pool has been greatly impacted. Overall, our substitutes have shared that they are looking for a significant reduction in the days they have worked in the past due to COVID. I removed their specific names for confidentiality purposes, but listed below are their responses when we inquired about their availability for the 2020-2021 school year.

Substitute 1 - I am not sure I can work this year due to having an elderly parent.

Substitute 2 - I am not sure I can work this year due to having an elderly parent.

Substitute 3 - I can only work two half days when my children are in school.

Substitute 4 - I should be able to work 4 days a week.

Substitute 5 - I am unsure at this time.

Substitute 6 - I can only work two half days when my children are in school.

Substitute 7 - Wants to try it once and then will let us know if they want to continue.

Substitute 8 - I can do 2 to 3 days a week.

Substitute 9 - I can do 1 to 2 days a week.
Substitute 10 - I can do 5 days a week.
Substitute 11 - I can do 1 day a week.
Substitute 12 - I can do Friday's only.
Substitute 13 - I can do 3 days a week.
Substitute 14 - Mondays, Tuesdays, Fridays I should be able to do.
Substitute 15 - I can do 1 day a week.
Substitute 16 - I can do 3 days a week.
Substitute 17 - I can do 1 day a week.
Substitute 18 - I can do 1 day a week.
Substitute 19 - I can do 3 days a week.
Substitute 20 - Is a part-time instructional aide and may be able to do a few hours in the afternoon occasionally.
Substitute 21 - I can do 4 days a week.
Substitute 22 - I can do 1 day every two weeks.
Substitute 23 - I can do 1 day a month.
Substitute 24 - I can do 1 day a week.
Substitute 25 - I can do 1 day a week.
Substitute 26 - I can do 2 days a month.
Substitute 27 - From April on I can do 2 days a week.
Substitute 28 - I can do 3 days a week.
Substitute 29 - I can do 1 day a week.
Substitute 30 - I can do 1 day a week.
Substitute 31 - I can do 1 day a week.
Substitute 32 - I can do 1 day a month.
Substitute 33 - Is a part-time instructional aide and may be able to do a few hours in the afternoon occasionally.
Substitute 34 - I can do 1 day a month.
Substitute 35 - I can do 1 day a month.
Substitute 36 - Possibly I can work starting in January.
Substitute 37 - Possibly I can work starting in January.
Substitute 38 - I can do 1 day per week.
Substitute 39 - I can do 3 days per week.
Substitute 40 - I can do 1 day a month.
Substitute 41 - I can do 3 days a week.
Substitute 42 - I can do 1 day per week.
Substitute 43 - I can do 1 day a month.
Substitute 44 - I can do 2 days a week.
Substitute 45 - Is a part-time instructional aide and may be able to do a few hours in the afternoon occasionally.
Substitute 46 - I can do 1 day a month.
Substitute 47 - I can do 1 day a week.

Mathematically, the staffing (supervision/safety concern) breakdown overall is as follows:
-11 of the 15 teaching staff members that put in for a leave requested to work remotely (accompanied with a doctor's note). If they work (teach students remotely) we would need a substitute in the classroom with the students supervising them while the teacher is remotely instructing the students.
-So far that is 11 substitutes we would need.
-Typically, from a teaching staff and support staff perspective only (does not include administrators or custodians, maintenance or building and grounds employees) we have a range of 15 to 25 people absent throughout the district each day.

-If we use the lowest number of the range, which is 15, that is 15 additional substitutes we would need per day.

At this point in the explanation we are up to 26 substitutes needed on a daily basis. Previously, I mentioned that 11 of 15 teachers requested a leave and to work remotely. The 4 remaining staff members requested leaves of absence, but did not include the request to work remotely. Thus, we are now up to 30 substitute/replacement teachers that are needed on a daily basis. We still have 11 positions that need to be filled and a tremendously small pool of candidates (for some of those positions we have no candidates). Typically, we have an abundance of applicants so we can only assume it is related to COVID 19. When you include those 11 vacant positions we also have to fill that puts our total at a minimum of **41 positions** we need covered on a daily basis (keeping in mind I took the low end average number of typical daily absences). At this point, not having enough candidates to fill open positions or a substitute pool to fill these positions has created a safety concern from a supervision perspective. Typically, by mid-August, we are fully staffed (we may have an instructional aide or two that needs to still be filled at most) and our substitute pool is interested in working 3 to 5 days a week.

HVAC/Ventilation Analysis

We stressed to stakeholders at previous Board of Education meetings and in the reopening plan sent to all stakeholders that we hired a HVAC company to evaluate our ventilation system. The HVAC company completed their inspection of one of our buildings. The remainder of our buildings will be inspected in September. The company stated they could not perform this work sooner due to deadlines involving potential penalties.

The inspection is the result of two items. First, in December 2019 a damper failed to work and a pipe froze, causing significant damage. It was further discovered that the unit needed more significant repairs. In July, it was mentioned that other dampers may have similar issues. Currently, we have manually opened the dampers to 20% in preparation for reopening to bring fresh air in the building. Nevertheless, the inspection is important to us because it may provide insight into other issues that require remediation that may need addressing in the short term.

The HVAC company has completed one school with the report expected soon. The district is continuing the inspections to ensure that any issues are uncovered and can be addressed. Though the district feels that operable windows, turning blowers on the central air conditioning units, and manually adjusting the dampers to 20% provide the necessary fresh air to mitigate the spread of the virus, a possible delayed in person hybrid start will give the company more time to evaluate the ventilation system and for the district to develop a plan, based on the results, to efficiently move forward from a HVAC perspective.

Additionally, several weeks ago we ordered MERV 13 air filters which are utilized to trap particles, but the timeframe for delivery is 4 to 6 weeks, which puts us into the beginning of September. When received, the district will need to test the filters to ensure the unit ventilators, which are older, can handle the new filters.

3) The school's anticipated efforts to satisfy the identified health and safety standard(s);

Supervision of Students:

- Continue to contact recent retirees and ask them to return as substitutes.
- Continue to explore options with 100 day substitute positions.
- Create and send out a recruitment flyer to surrounding colleges/universities/communities.

- Host a virtual event where interested applicants can learn about the district and apply to become a district substitute.
- Advertise further on social media.
- Explore an increase in the substitute rate.
- Continue to explore use of contracted service providers for substitutes.
- Continue to explore shared services for staffing and substitutes.
- Continue to explore staff to teach beyond their contracted periods for compensation as per the contract.
- Discuss the potential of positions that can be used in emergency situations (specialists, aides).
- Continuing to look into ways to combine classes across buildings (while maintaining social distancing).

HVAC/Ventilation

Upon receipt of the reports on the HVAC system, develop a plan encompassing both short and long term goals. The short term goals will involve the reopening of schools while the long term goals may include broader areas of concern that require more planning to complete. The developed plan will be discussed with the Board of Education.

4) A date by which the school anticipates the resumption of in-person instruction.

At this point we anticipate a possible return to the hybrid model on November 9, 2020 (the BOE approved district calendar has us off from October 31st through November 8th).

Sincerely,



Michael W. Adams
Superintendent