

- Reasonable accommodations for students and staff at *higher risk*

- Promote behaviors that reduce spread

- Training

- The district will utilize the interactive process to engage the staff and students in developing reasonable accommodations.

- Signage and class discussion will be utilized to educate our students on symptoms of COVID-19 and precautions students can take in school to maximize safety. Information similar to the signage and discussions will be sent home to families to maximize safety as well.

- Custodians will receive training on the appropriate methods of disinfecting/cleaning the buildings. All staff will receive training on the COVID-19 symptoms and safety precautions to ensure a safe environment through the Public Works module.

Classrooms, Testing and Therapy Rooms

- Student desks, workspaces, and eating spaces separated by 6'
- Physical barriers
- Face coverings when social distancing not possible
- Limit use of shared objects and supplies

- Student desks and workplaces will be placed 6' apart to maintain proper social distancing. Social distancing will be addressed by using a hybrid approach to reducing class sizes.
- When the proper social distancing is not possible, sneeze guards will be in place to protect staff and students.
- All students are expected to arrive at school wearing a mask unless doing so inhibits health (physician verification required). They must be worn in the building at all times (including, but not limited to the classroom, common areas, hallways, offices, bathrooms, etc.). The mask must cover the student's nose and mouth at all times. In the event that a student will not wear a mask, the following will take place: The staff member encourages the student to follow the above guidelines and document the interaction. If the student does not comply with the staff member's directive the administration will be notified. The interaction is documented. If the student continues to not comply with the directives of the administration, the student's caregivers will be contacted. Once the administration contacts the student's caregivers, the student will have another opportunity to follow the district's social behavior guidelines. If the student does not comply with the guidelines above, the student will be sent home for the day. Other disciplines and restorative practice measures may be implemented and communicated for that student that continues to not comply with the guidelines.
- The sharing of supplies/objects between students or employees will be strictly discouraged. If sharing is not totally unavoidable, supplies/objects will be properly disinfected between uses. Individual bins for students may be utilized to minimize the sharing of objects.

- Ventilation

- Hand Sanitizer

- Handwashing stations

- Early Childhood Considerations

- Medically Fragile Students

- District facilities have access to fresh air. The district will utilize the highly rated MERV-13 air filters which are utilized to trap particles. The filters will be changed monthly. As a proactive measure, an analysis of our HVAC systems is currently in progress.
- Hand sanitizer dispensers are at entrances, in hallways, and common areas of each school. Each classroom/office will have hand sanitizer and disinfectant wipes.
- Handwashing stations are available in some elementary classrooms and all preschool classrooms. All classrooms will have hand sanitizer accessible for use. At the elementary level, hand sanitizer will be provided by the teacher. At the secondary level, students will utilize the hand sanitizer upon entering the room.
- Close group activities will be avoided in early childhood classrooms. Carpets used as gathering places will not be used for these purposes. Teachers of early elementary students will ensure hand sanitizer is used under close adult supervision, that students wash and sanitize hands at the start of the day, before snack, after snack, after using the bathroom, after sneezing, wiping nose, or blowing nose, and whenever students return from any outdoor play. Extra PPE will be provided to Pre-K rooms. Gowns and gloves will be provided for changing of diapers. The rooms utilize non-porous surfaces, which will and can be wiped down frequently.
- The CST and the school nurses will work collaboratively to secure and maintain a supply of appropriate PPE for medically fragile students and will advise the Facilities Department of any additional requirements for cleaning and disinfecting classroom spaces beyond those followed in other areas of schools.

- Belongings from home

- Use of larger spaces (gyms, cafeteria, auditorium)

- Scheduling/Movement

- Training

- Students bringing items from home is discouraged. The school will provide necessary items in school to the extent possible.

- Principals will determine appropriate, alternate uses for large spaces such as cafeterias, all-purpose rooms, auditoriums, and gyms. Cafeteria/APR will not be used for lunch periods. Some tables in these areas will be setup with sneeze guards to provide a space for OT, PT, and Speech services. APR/Gyms/Cafeterias may be utilized as a swing room in case another room cannot be utilized during the day due to a necessary cleaning.

- A majority of elementary students will have their specials pushed in to reduce movement in the building. High school is utilizing block scheduling, which will allow less transitions. The junior high school will be mostly contained to that portion of building causing less movement in the hallways. At the junior high and high school, administration will mark one way hallways to the greatest extent possible. At the elementary level, movement overall will be greatly minimized and most special area teachers will instruct in the students' classrooms.

- Staff will complete COVID-19 safety trainings offered through Public Works.

Transportation

- Social distancing on buses
 - Cleaning
 - Board buses
 - Windows
 - Drivers
 - Aides
 - Aide in Lieu
 - Waive busing
- Students will be in assigned seating and utilize every other row per family. All students will be required to utilize masks.
 - Busses will be cleaned after the morning runs and after the afternoon runs.
 - Students will have assigned seats with the first stops being placed in the back of the bus (buses owned by the Haddon Heights School District). The bus will fill back to front as the run continues. Seats will be marked for use.
 - When possible, bus drivers will open windows for more air flow.
 - Haddon Heights School District Buses: Drivers will have appropriate PPE. Masks are required. Gloves and face shield will be optional. Wipes and hand sanitizer will be provided to wipe down surfaces. Drivers will need to undergo temperature check and a self-assessment before arriving to work.
 - Aides will have appropriate PPE. Masks are required. Gloves and face shield will be optional. Wipes and hand sanitizer will be provided to wipe down surfaces. Aides will need to undergo temperature check and a self-assessment before arriving to work.
 - The non-public bus run exceeds the cost of aide in lieu. This year the district will opt for aide in lieu to all non-public students who are eligible.
 - In the transportation letter, documentation on waiving transportation is included.

- Training

- Bus Drivers/Aides will receive the same training on COVID-19 symptoms and prevention as all other staff.

Student Flow, Entry, Exit, Common Areas

- Student and Staff Self-Check

- Parents will be given a COVID self-checklist/screening and will be asked to complete the self-checklist before their child leaves their residence to come to school. Employees will continue to use the COVID self-checklist that they have been using for several months. A sample student/employee self-checklist is listed below. If you reply YES to any of the 13 questions below, we strongly suggest you STAY HOME and follow the steps below:

- 1) Do you have a fever?
- 2) Is your temperature above 100.4?
- 3) Have you lost your sense of taste or smell?
- 4) Muscle Ache?
- 5) Throat sore?
- 6) Cough?
- 7) Shortness of Breath?
- 8) Chills?
- 9) Headache?
- 10) Nasal congestion?
- 11) Fatigue?
- 12) Have you experienced any GI symptoms such as nausea/vomiting/diarrhea/loss of appetite?
- 13) Have you, or anyone you have been in close contact with, been diagnosed with COVID-19 or been placed in quarantine for possible contact with COVID-19?

- Location and Process for student and staff health screenings

- Temperature checks will be conducted on all students and employees as they enter the building. Students will enter the building through marked areas designated by the building principals to promote social distancing. If a student or employee is identified as needing a further assessment (after the initial temperature check) they will be sent to an isolation room (one is set up in each building). Appropriate personnel (nurse) will make another assessment and the student or employee will be sent home if warranted.

- Procedures for symptomatic students or staff

- Procedures for Symptomatic Students or Staff
The student or employee will be immediately isolated and a family member will be notified for pickup. The student must return with a doctor's note that certifies their return or a negative test result.

Return to Campus after Testing (from the Camden County Department of Health)

Contact Tracing

- Educate staff, families, and the broader community on the role of contact tracing in keeping communities safe.
 - Develop policies with Dept. of Health, including triggers to activate and notification protocols
 - Identify how district can help w/contact tracing
 - Notification protocols and cooperation with the CCDOH
 - Communications system to allow staff and families to self-report symptoms/suspected exposure
- The superintendent and any designee(s) will work closely with the Camden County Health Department to support any efforts towards identifying students/staff necessary to facilitate contact tracing for confirmed COVID-19 cases that impact the district/school community.
 - The district may distribute materials to families on the importance of contact tracing and cooperating with health officials should the need arise.
 - Contact tracing and notification will be conducted according to Guidelines published by the CCDOH. The School District will work with the CCDOH to facilitate contact tracing for confirmed COVID-19 cases.
 - The district will maintain accurate attendance to the greatest extent possible on busses, at athletic events, and in the buildings to provide information to the CCDOH.
 - The notification and contract tracing will be done according to the information contained in the following links:
 - [Flow chart with degrees of separation for schools](#)
 - [Response to COVID Cases Scenarios Actions Communications](#)
 - The district will work with the CCDOH to facilitate contact tracing for any confirmed cases.
 - Families will be asked to notify the school nurse as soon as possible if a student is experiencing symptoms of COVID-19.

Facilities Cleaning Practices

- Develop a procedures manual to establish cleaning/disinfecting schedules for routine and post-positive case instances
- Increase cleaning high-touch surfaces

- The Facilities Department will follow a protocol for routine cleaning and disinfecting both during and after the school day, as well as on any full remote learning days. A manual of procedures have been created along with checklists for custodians and schedules to complete tasks.
- Contact with traditional high touch point surfaces (door knobs, light switches, railings, etc.) will be reduced through changes in behavior. Protocols will include guidance for all staff to assist in reducing high touch surfaces in the school. Custodians will routinely clean traditional high touch surfaces throughout the day.

Staffing Requirements:

All staff will be required to wear at a minimum a cloth face mask at all times in the building. Other PPE would be available to staff depending on the individual and the circumstances. For instance, the use of different chemicals may require different PPE. Examples of these other options are Face Shields, Gloves, and KN95 masks. Employees are trained on proper use of all equipment and chemicals. Employees will be instructed that all chemical cleaning will be done when students and district staff are not present. Employees will continue to practice social distancing within the building to the extent feasible. They will practice hand washing to reduce exposure and spread. Employees will continue to complete the self-assessment and engage in the temperature checks at work. Employees are instructed to stay home when feeling ill.

Daily Disinfecting of Areas:

Surfaces will be cleaned and disinfected daily. We will prioritize disinfecting frequently touched surfaces. (i.e. light switches, doorknobs, counter tops, desktops as requested etc.)

Staff restrooms will be cleaned mid-day and at the end of each day due to working full days in the buildings. Student restrooms will be cleaned daily.

Special program rooms will require a cleaning midday in preparation of another session.

Special program rooms may require periodic cleaning depending on use such as a sensory room.

Kindergarten rooms will be cleaned prior to the PM students arriving.

Wipes will be present in shared spaces in order to wipe down these areas between uses.

All areas in use will be cleaned daily upon the students' dismissal. Staff restrooms will be cleaned twice a day due to full-day of work.

Hand sanitizer and disinfectant wipes will be available in all classrooms.

Hand sanitizer stations will be placed at student entrances and in the hallways.

On Friday's remote learning day, the building will receive a deep clean.

Protocols:

- Checklists will be created for staff to ensure that necessary areas are cleaned accordingly.
- Schedules will be built that will focus on cleaning beginning around 12:30 - 1:00 each day.

Products:

- We will utilize appropriate products that disinfect surfaces and materials. We will apply disinfectants by:
 - Hand/Wiping (utilizing flex wipes).
 - Using a Vital Oxide Machine where appropriate.
 - All restrooms will be sanitized on a daily basis. They will be monitored from the hallway to ensure the number of students using it at one time is very limited.

- Restrooms

- Restrooms will be sanitized daily. Restrooms will be monitored and the number of students using the bathroom at one time will be limited. Staff restrooms will be cleaned mid-day and at the end of each day due to working full days in the buildings. Student restrooms will be cleaned daily.

- Water fountains

- Students and staff will be encouraged to bring refillable water bottles from home. No-touch bottle fill fountains are available in each school. Water Fountains will utilize only the bottle filling portion.

- Hand Sanitizer

- Hand sanitizer dispensers are located at entrances and exits, in hallways and common areas of each school. Each classroom/office will have hand sanitizer.

- Provide sanitizing wipes to staff, cleaner and disinfectant to custodians and staff

- Sanitizing wipes will be provided to all staff.

- Bus cleaning/sanitizing procedures
- Add physical barriers in schools, where needed
- Training

- Busses will be cleaned after morning and afternoon runs. The busses would be disinfected after each athletic run.
- When social distancing is not possible, the district will utilize sneeze guards.
- Staff will complete a COVID-19 training through Public Works.

Meals/Food Service

- Develop cafeteria schedule and procedures for students
- Develop cafeteria procedures for food service staff
- Types of meals to be served

- Lunch will not be served Pre-K – 12. Boxed/bagged lunch will be available for students at dismissal on the select days if needed. Our food service company, NutriServe, will provide a Google Form for ordering lunch. All lunches will be provided in bulk (5 days of food) on Tuesdays and Wednesdays for the different cohorts. For students that have selected the full remote option: All students (Pre-K – 12) that have selected the full remote option may pick up their meals between 1:00 and 2:00 pm on Tuesday and Wednesday at the Jr./Sr. High School.
- For meal distribution purposes, food service staff will be trained in safety and sanitation procedures.
- Grab and go lunches will be provided one day per week with five meals.

Recess/Physical Education

- Groups: If groups are at recess simultaneously create 6' separation
- Hygiene
- Playground equipment
- Locker Rooms

- The Elementary Physical Education classes will be a combination of push into the classroom activities/instruction as well as outdoor activities/instruction. Students will maintain 6' apart and will participate in individual activities.
- Students will be prompted to use sanitizer or hand washing stations before and after Physical Education class.
- Equipment will not be shared until properly sanitized. Students can use items from home but cannot be shared amongst students or staff.
- All swings, sliding boards, etc., will be off limits unless properly sanitized in between usage by a student.
- Elementary students will not use locker rooms.
- Equipment will not be shared until properly sanitized. Students can use items from home but cannot be shared amongst students or staff.

<ul style="list-style-type: none"> • Equipment • Mixing cohorts 	<ul style="list-style-type: none"> • Cohorts of students will not be mixed. They will attend on different days.
<p><u>Field Trips, Extra-Curricular Activities, Use of Facilities by Outside Groups</u></p> <ul style="list-style-type: none"> • Social distancing 	<ul style="list-style-type: none"> • Non-athletic, co-curricular activities, including instrument lessons, will be limited through at least October 1. When/if limited activities are reinstated, staff and student participants must adhere to all guidelines for distancing and hygiene. School athletics will follow guidance provided by the NJSIAA. • High School sports will continue to follow the mandated NJSIAA guidelines. <p><u>Junior High School Sports</u> Junior High School sports may also follow the NJSIAA guidelines and will start on September 14th.</p> <p><u>Jr./Sr. High School and Elementary Clubs</u> Administration and club advisors will determine what clubs can be effectively run solely remotely. A list will be published by building level administration in the near future.</p> <p><u>For students that select the full remote option</u> If you choose the all remote option, your child is still eligible for sports and clubs. Extracurricular activities will engage in their activity remote to maintain social distancing. Athletics will abide by NJSIAA guidelines.</p>

<ul style="list-style-type: none"> • Field Trips • Assemblies, Large Group Gathering • Use of Facilities by Outside Groups • In-Person Gatherings Outside School Hours 	<ul style="list-style-type: none"> • Field Trips will not operate until the district returns for 5 days per week and the conditions determine that travel is safe. • Assemblies and outside groups will not be permitted until a full return to school. • Outside groups will not be permitted to use the facilities until a full return to school. • The buildings will not be utilized after school hours due to the need to disinfect the areas effectively and efficiently each night.
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Social Emotional Learning (SEL) and School Culture and Climate

<p><u>Educator Well-Being</u></p> <ul style="list-style-type: none"> • Support educator well-being so they may best support students/Staff Wellness Program • Student Supports 	<ul style="list-style-type: none"> • An online course entitled, Managing Stress and Anxiety during the Coronavirus Pandemic, is also available for employees. • To ensure our students receive emotional support during remote and in-person instruction we plan on providing resources that address their social/emotional and mental health needs. Last year, the district completed a strategic plan which provides guidelines for school staff on creating emotionally supportive K-12 classrooms using the social emotional framework. District staff will be provided with online and paper resources to begin implementing social emotional practices in their classrooms. District employees such as Guidance Counselors, Case Managers, Mentors, and other staff
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volunteers will be trained on trauma-based strategies to address students and staff needing additional support when returning to school. Mindfulness techniques were introduced last school year throughout the district in classrooms and counseling services. Students will have access to these resources during virtual and in person instruction. Within the Strategic Plan, there are also numerous SEL supports.

- Students who choose the full remote option will be contacted by their guidance counselor for weekly check ins to discuss their mental health and academic needs.
- Students who will be attending school will also receive check ins with their guidance counselors in addition to the other services offered during the school day.
- Teachers will be encouraged to utilize the “ice breaker” activities to re-establish/ develop relationships with students.
- Local organizations (NAACP/ ACLU) will provide staff with materials to address any anxiety or trauma related to the recent civil/ racial unrest. School staff will receive resources on how to address student questions/ and help students process their emotions surrounding these issues.
- Guidance and CST staff will also be available to help students process any trauma/ emotions regarding recent racial tensions.
- Counselors will check in weekly with students who are struggling academically or behaviorally to ensure their needs are met.
- Students will be encouraged to seek out a trusted adult to discuss any ongoing concerns with. Students are encouraged to use ANY staff member they have a connection to.

Trauma-Informed SEL- Before September

- Staff and Student Trauma

- Importance of SEL to student success

- Deliberate Opportunities to Connect

- Professional Development

- Prepare/Review agreements with mental health service providers

Trauma-Informed SEL- School Year

- Create opportunities for staff and students to reflect on SEL competencies

- Staff will be offered PD on Trauma informed practices, in addition to being encouraged to report any students who need mental health services to Guidance/ CST.
- School Staff who are experiencing trauma related symptoms will be encouraged to speak with mental health professionals within the district who can provide outside resources for help.

- There have been numerous studies which explain the importance of creating an SEL friendly environment within the schools, as many students often struggle to develop Social/Emotional skills. Students who learn in SEL friendly environments are often more academic and behaviorally successful.
- The schools will share the district's emphasis on SEL and the importance of SEL for student's overall success.

- Staff and Students will be provided opportunities during class in person and remotely to connect and develop relationships.

- The staff will be trained in Zones of Regulation. It will include Social Thinking and Whole Body Listening.
- The staff will be trained on trauma and how it impacts the brain/ learning environment.

- The district will continue to review and develop relationships with community based mental health providers and establish referral procedures.

- Staff and students will take time for discussions about SEL related topics. These discussions will be

- Careful Conversations around impacts of COVID-19
- Training

supported by school district mental health professionals when needed.

- Students will be encouraged to discuss the impacts of COVID-19 on their lives. Any student who shows signs of distress will be referred to Guidance/ CST.
- Ongoing Professional Development will be provided throughout the school year on SEL strategies/ techniques.

<p><u>School Culture and Climate</u></p> <ul style="list-style-type: none"> • Positive School Culture 	<ul style="list-style-type: none"> • Schools will prioritize health and emotional well-being and assess school culture to identify vulnerabilities
<p><u>Utilizing the Strengths of Staff</u></p> <ul style="list-style-type: none"> • School Leaders • Student Support Staff • Teachers 	<ul style="list-style-type: none"> • The District and Schools will reinforce the message that SEL should receive the same level of importance as attendance and grades. Staff members will support positive culture and social emotional learning, including a system to ensure every student has one caring staff member and every staff member has one caring administrator to which they can turn. • Counselors and CST members will provide resources and strategies to leaders and teachers; connect w/families to provide support; provide PD to staff; support school leaders in establishing protocols for identifying and supporting students' SEL needs. • Teachers will embed SEL skills into lessons, provide opportunities for students to connect, monitor student behavior and performance, and seek support for students who are struggling.
<p>Multi-Tiered System of Supports (MTSS)</p>	
<ul style="list-style-type: none"> • Universal Screening • Collaborative Problem-Solving Teams • Family Engagement • Data-based Decision Making 	<ul style="list-style-type: none"> • Student gaps in learning will be determined by utilizing data from LinkIt and MAP benchmarks as well as summative and formative data collected. • Teams will include department chairpersons, instructional leaders, specialists, counselors, and administration. • Parents and students will be involved in the process through the IEP process and the I&RS process. • Data from LinkIt and MAP benchmarks and data collected from formative and summative assessments

will be used to identify gaps in learning and to drive instruction.

Wraparound Supports

- Mental Health Supports

- Primary Health and Dental Care

- Family Engagement

- Mental health supports.
- Level 1: Supports include mental health resources, check-ins and SEL overall programming.
- Level 2: Appropriate staff provides more intensive support for students in need.
- Level 3: More individualized support through school staff or community providers.
- School nurses maintain lists of resources for families and coordinate referrals to government services including NJ Family Care, NJSNAP, NJHelps, health clinics and dental clinics.
- Staff, parent and student surveys previously distributed.
- Some Parents/guardians were on the reopening committees.

Food Service and Distribution

- Feeding students

- Students will be able to pick up 5 meals in bulk each week. Remote students will have a set time to pick up lunches.

Quality Child Care

- Childcare

- Jr./Sr. High School: There will be no early arrival (coming into the cafeteria before school starts; only exception is if busses that bring students have to leave right away by contract).
- Elementary Schools: There will be no before or after school care staff led programs. Aftercare provided by an outside program, such as the YMCA, is still being explored.

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Leadership and Planning

Requirements to Re-Open

<i>Critical Area</i>	<i>District Actions and Person(s) Responsible</i>
<p><u>What We Know</u></p> <ul style="list-style-type: none"> • Public Health Trends Support School Re-Opening • Schools Must Reopen for In-Person Instruction Start of School Year • Many Schools Will Operate on Reduced Capacity • Districts Need to Prepare to Pivot to Remote Instruction 	<ul style="list-style-type: none"> • An Elementary, Junior High School, High School, and District reopening committees were formed and utilized. In addition to student, staff and parent surveys to obtain stakeholder feedback. • We will reopen by providing a hybrid model of in person learning and remote learning. A full-remote option is also being provided for families who are interested. • In order to provide in person learning while maintaining proper social distancing guidelines, our schools will be operating under reduced capacity. • Haddon Heights has developed a plan to transition to full remote if need be.

Operational Requirements

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| <ul style="list-style-type: none">• Prepare Buildings and Grounds | <ul style="list-style-type: none">• Buildings are being prepared for reopening by assessing and evaluating:
Water Fountains
HVAC/Air Circulation
Disinfectant/Cleaning Procedures
Signage
Screening Equipment and PPE
Social Distancing Requirements and Physical Barriers
Assessing Classrooms and Spaces
Circulation Patterns in the buildings |
| <ul style="list-style-type: none">• Form Pandemic Response team in the District | <ul style="list-style-type: none">• There is currently an Elementary, Junior High School, High School and District pandemic team (reopening committees). |
| <ul style="list-style-type: none">• Clear Communications Protocols | <ul style="list-style-type: none">• Communication will come from the Central Office (district wide decisions) and the Principals/School Administrators (school-based decisions). |
| <ul style="list-style-type: none">• Adopt Contingency Plans in Event Schools Must Close | <ul style="list-style-type: none">• In the event that the CCDOH requires the District to close, all schools will transition to fully-remote learning. |
| <ul style="list-style-type: none">• Collect Feedback from Stakeholders | <ul style="list-style-type: none">• Reopening Plans have been established at each school as well as at the district level. Committees overall included administrators, teachers, parents, students, guidance counselors, school physician, CST members, support staff and community members etc. The District used staff and family surveys and feedback from Board of Education members to develop and refine its plan. |
| <ul style="list-style-type: none">• Key Considerations re: Policy and Practice Changes | <ul style="list-style-type: none">• The district plan will evolve over time as regional health conditions change and as we learn from implementation. As the plan evolves, decisions will be based on the following questions: Will the change (a) encourage distancing? (b) discourage cohort mixing? (c) improve hygiene practices? (d) impact mental health?• Administration has, and will continue to, inform the stakeholders of all protocols whether operating under full in-person instruction, remote instruction or a hybrid model. |

- Contingency plans have been created in the event schools must close and deliver full remote learning to all students.
- Feedback is collected through the committees as well as surveys sent to all stakeholders.
- The district will continue to monitor policy and changes in practices and adapt the schedules accordingly.

School-Level Pandemic Response Teams

Establish School-Level Pandemic Response Teams (PRT)

- Identify PRT in Each School
- Identify Responsibilities of PRT

- Elementary, Junior High School, High School and District response teams have been created and utilized in the district.
- Committees overall included administrators, teachers, parents, students, guidance counselors, school physician, CST members, support staff and community members, etc.
- Responsibilities of the Pandemic Response Teams were outlined and shared to all members.

Scheduling

- School Year, School Day
- Recommendations
- Hybrid Guidelines

Haddon Heights School District
Jr./Sr. High School
 Half Day Model Schedule 2020-2021
 Cohorts of Students - Half Day

Monday	Tuesday	Wednesday	Thursday	Friday
Cohort A In-person instruction Periods 1,3,5,7 (All students - masks required) 8:00 am-12:42 pm Gr. 7-12 ----- Remote Learning Cohort B Cohort C	Cohort A In-person instruction Periods 2,4,6,8 (All students - masks required) 8:00am-12:42pm Gr. 7-12 ----- Remote Learning Cohort B Cohort C	Cohort B In-person instruction Periods 1,3,5,7 (All students - masks required) 8:00am-12:42pm Gr. 7-12 ----- Remote Learning Cohort A Cohort C	Cohort B In-person instruction Periods 2,4,6,8 (All students - masks required) 8:00am-12:42pm Gr. 7-12 ----- Remote Learning Cohort A Cohort C	Cleaning Day Remote Instruction for all Students 7-12

Jr./Sr. High School 4x4 Block Schedule
During the 2020-2021 school year the high school will follow a 4x4 full block schedule.

Jr./Sr. High School Hybrid Model Information for Fridays

On Fridays, remote learning will take place for all students. Students will log in at the assigned times for each period. Teachers will deliver live instruction during that time period. Friday afternoon staff will check on students who need extra assistance or who have not logged in during the morning.

Jr./Sr. High School Special Education Information

- Students in Special Class Program, REACH, will be offered in-person instruction 4 days per week and remote instruction on Fridays.
- Students in Special Class Program, Multiply Disabled 9/10, will be offered in-person instruction 4 days per week and remote instruction on Fridays.
- Consideration will be given to increase in-person instruction time, based on need and availability, to those students receiving special education services.

- Students receiving related services will be scheduled in person and/or remotely through those providers.

Jr./Sr. High School Cohorts

Students in each grade level will be equally distributed into cohorts alphabetically by last name. Parents will be notified by high school administration regarding what cohort their child is in by August 11th.

Siblings

Siblings within the same building will go to school on the same days.

Jr./Sr. High School Attendance

Attendance will be taken daily for all in person and remote instruction.

- *Siblings will go to school on the same days*
- *Students in REACH will be offered in-person instruction 4 days per week and remote instruction on Fridays.*
- *Lunch will not be served. Boxed/bagged lunch will be available for students at dismissal if needed.*
- *Cleaning will start after 1PM daily for all common areas (bathrooms, gyms, unused PM rooms/offices, hallways, etc.). Classrooms will be cleaned after teachers are dismissed (2:57pm). Deep cleaning will take place on Fridays.*

Sample In-Person/Remote Schedule Grades 7-12:

7:15-7:45 Bus students arrive.

7:45- Teacher arrival; temp check; students report to their first class

8:00-9:05 1st class period

9:09- 10:14 2nd class period

10:18-11:23 3rd class period

11:27-12:42 4th class period

12:45-1:15 Staff Lunch

1:15-2:42 Office hours, small group as needed, one on one as needed, IEP modifications as needed

Sample Friday Full Remote Day Grades 7-12 (All 8 periods)

Period 1: 8:00-8:31

Period 2: 8:36-9:07

Period 3: 9:12-9:43

Period 4: 9:48-10:19

Period 5: 10:24- 10:55
 Period 6: 11:00-11:31
 Period 7: 11:36-12:07
 Period 8: 12:11-12:42
 Teacher Lunch 12:45-1:15
 Common planning time for subject area coherence across
 the district: 1:15-2:42

Haddon Heights School District
ATLANTIC, GLENVIEW, SEVENTH AVENUE SCHOOLS
 Half Day Model Schedule 2020-2021SY
 2 Cohorts of Students - Half Day

Monday	Tuesday	Wednesday	Thursday	Friday
Cohort A In-person instruction (All students - masks required) 8:40am- 1:00pm Gr. 1-6 ----- Pre K - No Cohorts 8:40-10:40 for PreK 3 Cleaning 11:00-1:00 for PreK 4 ----- K 8:40-12:00 for K Students ----- PSD/REAC H No Cohorts 8:40-1:00	Cohort A In-person instruction (All students - masks required) 8:40am- 1:00pm Gr. 1-6 ----- Pre K - No Cohorts 8:40-10:40 for PreK 3 Cleaning 11:00-1:00 for PreK 4 ----- K 8:40-12:00 for K Students ----- PSD/REA CH No Cohorts 8:40-1:00	Cohort B In-person instruction (All students - masks required) 8:40am- 1:00pm Gr. 1-6 ----- Pre K - No Cohorts 8:40-10:40 for PreK 3 Cleaning 11:00-1:00 for PreK 4 ----- K 8:40-12:00 for K Students ----- PSD/REAC H No Cohorts 8:40-1:00	Cohort B In-person instruction (All students - masks required) 8:40am- 1:00pm Gr. 1-6 ----- Pre K - No Cohorts 8:40-10:40 for PreK 3 Cleaning 11:00-1:00 for PreK 4 ----- K 8:40-12:00 for K Students ----- PSD/REAC H No Cohorts 8:40-1:00	Cleaning Day Remote Instruction for all Students PreK-6

Elementary Attendance

Attendance will be taken daily for all in person and remote
 instruction. Please see the elementary parent handbook for
 more information.

- *Siblings will go to school on the same days*
- *Students in Pre-K, PSD and REACH will be offered in-person instruction 4 days per week and remote instruction on Fridays.*
- *Lunch will not be served. Boxed/bagged lunch will be available for students at dismissal if needed.*
- *Cleaning will start after 1PM daily for all common areas (bathrooms, MPR rooms, gyms, unused PM rooms/offices, hallways, etc.). Classrooms will be cleaned after teachers are dismissed (3:15pm). Deep cleaning will take place on Fridays.*
- *No Kindergarten after care, No morning care, No YMCA (cleaning, staffing and space will be an issue).*
- *No remote live instruction when a teacher is absent for the day. The independent work will be pushed out for the remote students. In-person students will have a substitute teacher present and will follow the sub plans provided by the classroom teacher.*

Sample In-Person/Remote Schedule Grades 1-6:

8:25am - Staff Arrival

8:40-9:00 - Arrival/temp

check/unpack/announcements/attendance/remote students sign on

9:00-9:15 - Morning Meeting/SEL

9:15-10:45 - ELA

10:45-11:45 - Math

11:45-12:10 - Special

12:10-12:20 - Snack (TBD)

12:20-12:50 - SS/SC

12:50-1:00 - Dismissal/pack up

1:00-2:00 - Staff lunch

2:00-3:00 - Office hours, small group as needed, one on one as needed, IEP modifications as needed

Sample In-Person/Remote Kindergarten Schedule:

8:25am - Staff Arrival

8:40-9:00 - Arrival/temp

check/unpack/announcements/attendance/remote students sign on

9:00-9:15 - Morning Meeting/SEL

9:15-10:05 - ELA

10:05-10:15 - Snack (TBD)

10:15-10:50 - Math

10:50-11:15 - Special
11:15-11:50 - SS/SC
11:50-12:00 - Dismissal/pack up
12:00-12:44 - Office hours, small group as needed, one on one as needed, IEP modifications as needed
12:44 - Staff Dismissal

Sample Friday Full Remote Day Grades 1-6:

8:40-9:00 - Announcements/attendance/remote students sign on
9:00-1:00 - Remote live instruction and independent work-whole A/B cohort group and small groups, IEP instruction
1:00-2:00 - Staff lunch
2:00-3:00 - Common planning time for grade level coherence across the district

Sample Friday Full Remote for Kindergarten:

8:40-9:00 - Announcements/attendance/remote students sign on
9:00-12:00 - Remote live instruction and independent work-whole A/B cohort group and small groups, IEP instruction
12:00-12:44 - Common planning time for grade level coherence across the district

Elementary School Cohorts

Elementary students will be equally distributed in each cohort. Parents will be notified by elementary school administration regarding what cohort their child is in by August 11th.

Kindergarten Schedule

Kindergarten students will go to school each day (4 days per week) and full remote on Fridays until October 30, 2020. Starting November 9, 2020, Kindergarten will then follow the same cohort schedule as grades 1-6.

The Kindergarten schedule from September 9th through October 30th is as follows:

Cohort A

Monday – Thursday 8:40-11:05 in-person instruction

Friday - 9:00-11:00 remote instruction

Cohort B

Monday - Thursday 12:35-3:00 in-person instruction

Friday - remote instruction 9:00-11:00

Special Education (Elementary)

Students with IEPs for PSD, REACH, POR and/or ICS will be offered in-person instruction 4 days per week and remote instruction on Fridays.

- Students receiving special education services may be grouped in a pull-out setting for their alternate cohort day if needed.
- Students receiving related services will be scheduled in person and/or remotely through those providers.

Starting October 12, 2020 (Special Education)

The special education classes listed below will be starting on October 12th.

The parents and staff are aware of the October 12th starting date for those

classes. Students that select full remote in those scenarios will be getting

instruction remotely (not through prerecorded videos).

High School REACH A

High School REACH B

Elementary Preschool Disabled

Elementary Preschool Inclusion

Elementary REACH 1

Elementary REACH 2

Siblings

Siblings within the same building will go to school on the same days.

Aftercare

There will be no Kindergarten aftercare or morning care. We are still in conversations with the YMCA regarding possible aftercare.

Implementation Strategies

- | | |
|--|--|
| <ul style="list-style-type: none">• Communication | <ul style="list-style-type: none">• Communication will come from the Central Office (district wide decisions) and the Principals/School Administrators (school-based decisions). |
| <ul style="list-style-type: none">• Attendance | <ul style="list-style-type: none">• Clear attendance policies will be developed for hybrid in-person, hybrid remote and full remote students. |
| <ul style="list-style-type: none">• Access to Technology | <ul style="list-style-type: none">• All students have or will be given a Chromebook. Students without access will be given reduced/free options for connectivity. |
| <ul style="list-style-type: none">• Professional Development | <ul style="list-style-type: none">• Staff will receive professional development in various online strategies such as Flipped Classroom, Class Dojo, MTSS and other remote learning options. Additionally, the junior-senior high school staff will receive training in teaching in a block schedule format. |
| <ul style="list-style-type: none">• Feedback Loops | <ul style="list-style-type: none">• Feedback will be garnered from stakeholders throughout the process. |
| <ul style="list-style-type: none">• Contingency Planning | <ul style="list-style-type: none">• Principals have created contingency plans in the event school personnel are unable to perform their assigned duties and in the event that substitutes are difficult to replace staff. |
| <ul style="list-style-type: none">• School Personnel | <ul style="list-style-type: none">• The Director of Special Education/CST and Supervisor of Guidance will establish roles for team members to support students and staff. |
| <ul style="list-style-type: none">• Access to Supports | <ul style="list-style-type: none">• Students will have access to all supports. This includes CST, guidance, and I&RS. |
| <ul style="list-style-type: none">• Accommodations | <ul style="list-style-type: none">• Students will continue to receive accommodations based on individual IEPs, 504s, I&RS and specific accommodation based on needs and our current circumstances.• Google Classroom will serve as the learning management system for the district. PowerSchool will continue to be the district's student management platform as well. |

Staffing

Guidance

- Mentoring
 - <https://www.nj.gov/education/covid19/teacherresources/mentguidance.shtml>
 - <https://www.nj.gov/education/covid19/teacherresources/devaluation.shtml>
- Educator Evaluation
 - EdTPA
<https://www.nj.gov/education/covid19/teacherresources/edtpaguidance.shtml>
- Certification
 - Certification
<https://www.nj.gov/education/covid19/teacherresources/ppcert.shtml>
 - <https://www.nj.gov/education/covid19/teacherresources/mentguidance.shtml>
 - <https://www.nj.gov/education/covid19/teacherresources/devaluation.shtml>

Administration, Instructional Staff, Educational Services, and Support Staff

- School Operations
 - Staff will continue to supervise all students in their charge. In addition to their normal responsibilities, staff will also be asked to monitor and reinforce standards of effective safety and social distancing.
- Instructional Contributions
 - In addition to their subject areas expertise, staff will learn and oversee online platforms. Staff will communicate all expectations to students and parents alike.
- Wellness
 - Staff will continuously monitor student health and welfare while also making it a point to monitor their own social-emotional health.
- Feedback and Assessment
 - Staff will communicate all expectations for all assessments, in-person and online.

<ul style="list-style-type: none"> • Materials 	<ul style="list-style-type: none"> • Staff will provide students and parents a list of supplies needed in school and at home. Sharing supplies is greatly discouraged.
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Educator Roles Related to School Technology Needs	
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<u>Preparation</u> <ul style="list-style-type: none"> • Support • Access • Devices • Setup • Training 	<ul style="list-style-type: none"> • The IT department will provide support for staff, students and parents. • The IT department will provide access while in school and provide resources for those outside of school who have limited or no resources. • The IT department provides teaching staff and students a Chromebook. • The IT department sets up the Chromebook with necessary software and maintains and repairs devices in need. • Teachers will be trained in Flipped Classroom, Class Dojo, Screencastify and other remote learning options.
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Policy and Funding	
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School Funding	
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<i>Critical Area</i>	<i>District Actions and Person(s) Responsible</i>
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<p><u>ESSE Relief Fund (CARES)</u></p> <ul style="list-style-type: none"> • Allocation and Uses 	<ul style="list-style-type: none"> • The CARES Grant was allocated to purchase additional Chromebooks to continue our 1-1 initiative, an extra custodian to help in disinfecting the schools, disinfectant supplies and PPE for staff. The funds are mostly utilized/encumbered. • The district will utilize these funds for the unexpected costs before utilizing the current budget.
<p><u>Federal Emergency Management Agency (FEMA)</u></p> <ul style="list-style-type: none"> • Eligibility • Uses 	<ul style="list-style-type: none"> • The District has applied for FEMA relief based on expenditures through June 30, 2020. The Business Office will ask for additional expenditures where applicable. • Areas that the district will look to utilize these funds would be for disinfecting items and PPE that exceed the amount utilized in the CARES grant.
<p><u>State School Aid</u></p> <ul style="list-style-type: none"> • Accounting 	<ul style="list-style-type: none"> • The district did not receive a decrease in state aid in May/June. Our proposed budget is still the budget that we are working within. • Our accountant ensures that revenues are appropriately monitored and inputted and reconciles the accounts monthly to ensure our records are complete and accurate.
<p><u>Purchasing</u></p> <ul style="list-style-type: none"> • Procedures 	<ul style="list-style-type: none"> • The current procedures involve staff inputting requisitions for approval by supervisors and then the Superintendent and the Business Office The current procedures involve staff inputting requisitions for approval by supervisors and then the Superintendent and the Business Office.

Reserve Accounts, Transfers,
Cash Flow

- Unexpected Needs

- Emergency Accounts

- Transfer

- Cash Flow

- Significant unexpected expenses are expected in preparation of reopening. The district saved costs in facility areas and will utilize funds from the strategic planning portion of the budget to alleviate the unexpected needs. The district will also be utilizing the CARES Grant funding to offset costs in technology, an extra custodian, and cleaning supplies and PPE.
- Currently, the district has funds in both capital and maintenance reserve. The current maintenance reserve is at \$400,000. If necessary, we would utilize these funds to fund maintenance projects during the year.
- At this time, we do not expect transfers outside of the 10%. If the district will need to move significant funding above 10% due to the unexpected expenses, the proper submission of the transfer to the County will be submitted.
- Our current cash flow is healthy. The Business Office continues to evaluate monthly to ensure that the district has the appropriate cash on hand to pay bills and personnel costs.

Costs and Contracting

- E-rate program
- Cooperative Contracts, Purchasing Information, and resources for Districts and Families

- District currently participates in the E-Rate program.
- District utilizes state contract and cooperative purchasing when possible. The district is a part of ESCNJ, HESC, CCESC, NIPA, TIPS, and a participant in the Ed-Data program.

Continuity of Learning	
Student Growth, Special Populations	
<i>Critical Area</i>	<i>District Action and Person(s) Responsible</i>
<u>Student Growth 2019-2020</u> <ul style="list-style-type: none"> • Assumptions Student Growth • Prioritizing Students Who Need In-Person instruction Most 	<ul style="list-style-type: none"> • Student growth will be measured through benchmark assessments given by LinkIt and MAP. These benchmarks are aligned to state standards and assessments. • Haddon Heights will give priority to those students who need in-person instruction, especially, but not limited to students with disabilities, ELL students, homeless students, struggling students, etc.
Delivery of Special Education and Related Services	
<u>Students with Special Needs</u> <ul style="list-style-type: none"> • Medically Fragile Students • Growth Students with Disabilities • Evaluation Processes • Postsecondary Plans 	<ul style="list-style-type: none"> • The Child Study Team will work with school nurses and the district physician to determine what accommodations can be made to return medically fragile students to the district. Remote instruction and related services will be offered as well. • Student growth will be evaluated through formal and informal assessments through both in person and virtual learning. Reports on Progress toward IEP goals will be sent at least 2x year. General Progress Reports will be sent each Trimester or Quarterly. • The Child Study Team will resume the evaluation processes for new Evaluations and Reevaluations when the district resumes in person instruction. Assessments that can be completed remotely, with validity, will be completed. Support for students, in process of evaluation, will be offered. • Structured Learning Experiences will be offered, if permitted by the NJDOE and approved by the district. Person Centered Approaches in Schools and

<ul style="list-style-type: none"> • Communication 	<p>Transition Elective will be offered at the High School Level. Case Managers and Counselors will review Postsecondary Plans with students and work towards individual goals. Speakers will be scheduled and resources will be shared with stakeholders.</p> <ul style="list-style-type: none"> • The Child Study Team and Department acknowledges that being a parent/guardian at any time, although rewarding, can be challenging and thus we appreciate all efforts to work collaboratively. Continued partnership will be emphasized through frequent announcements to parents through direct contact with Teachers and Case Managers, e-mail blasts and calls from the Administrative Team, Special Education Parent Group Training and Social Media Posts/District Website Information.
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Technology, Connectivity, Participation, and Platforms

<p><u>Technology and Connectivity</u></p> <ul style="list-style-type: none"> • Devices • Connectivity • Setup/Training 	<ul style="list-style-type: none"> • Every student in the district will have a school-issued Chromebook. • Students who lacked connectivity were given reduced and free options. • The IT department issues Chromebooks and offers repairs for devices in need. Tech support is also available for parents and students who have questions. Teachers likewise work with parents and students to answer any technological questions. Some teachers have created handy how-to videos to access.
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Technology Considerations

- Tracking Participation Rates/Attendance
- Platforms
- Technical Assistance

- Staff is working on a plan to track participation and attendance.
- PowerSchool and Google Classroom will be utilized by the district.
- The IT department will provide technical assistance for staff, students, and parents.

Curriculum, Instruction, and Assessment

Delivering High-Quality Instruction in Hybrid Environment

- Staff Training / Refinement
- Equitable Access
- Engagement
- Assessment
- Relationships

- Staff will be trained in various remote options. Additionally, staff at the Junior-Senior High School will be trained in teaching in block scheduling. Staff will also be trained in MTSS. The elementary teachers will have training on utilizing Reflex Math and the Sunday system.
- Every student will have a Chromebook.
- Teachers will turnkey engaging and effective strategies for hybrid learning.
- Both LinkIt and MAP provide online benchmark assessments. Additionally teachers will share formative and summative assessments that were effective in the hybrid model.
- Teachers use morning meetings and class meetings to check in on students and build relationships.

- Consistency

- Administration has used surveys to provide more consistency in instruction for the fall. For example, more video lesson will be provided based on parent and student feedback.

Virtual and Hybrid – Curriculum

- | | |
|---|--|
| <ul style="list-style-type: none">• Loss of Learning and Learning Gaps• Accelerated Learning• Prioritize Learning Goals• Communication• Consistency | <ul style="list-style-type: none">• Learning gaps will be identified by utilizing the MTSS model and reviewing data from the spring. Once identified teachers will provide scaffolding for the skills that are pertinent for that specific unit.• Each student will be provided specific intervention based on identified outcomes from available data.• Teachers will prioritize the most critical skills needed for each student. Curriculum will be adapted to meet those needs.• Both students and parents will be made aware of the gaps in learning and the plan to address those gaps from building level administration and the Director of Curriculum and Instruction.• Faculty meetings and PLCs will be used to ensure consistency in approach. |
|---|--|

<p><u>Virtual and Hybrid – Instruction</u></p> <ul style="list-style-type: none"> • Shared understanding • Types of Learning • Goal 	<ul style="list-style-type: none"> • Principals have met and agreed upon a shared understanding of what to expect. These expectations in turn will be shared with teachers. • The hybrid model will include both in-class instruction and remote instruction. Certain sections of the class period will be designated for live instruction and small group instruction will be held as well. • Staff, building level administration, and the Director of Curriculum and Instruction will use some of the professional learning time to identify priority standards and priority learning goals.
<p><u>Virtual and Hybrid – Assessment</u></p> <ul style="list-style-type: none"> • Types of Assessments • Assessment Strategy • Professional Development 	<ul style="list-style-type: none"> • Pre-assessments will be used to determine gaps in learning. Formative and summative assessments will be utilized as well as online assessments. • More pre-assessments will be used to determine gaps in learning. Formative and summative assessments will be used to determine progress and eventually mastery. • Professional development will be held in the summer, in September and throughout the year. Teachers will turnkey engaging and effective remote learning strategies.

Professional Learning

- Remote/Hybrid Learning

- Learning Loss/Gaps

- Planning Time

- Technology

- Ongoing Professional Learning

- Professional Development Plans

- Mentoring

- Evaluation

- ScIP

- Staff will have professional development in various remote options, including Flipped Classroom, Class Dojo, Screencastify, Zoom, etc.

- Staff will receive professional development in MTSS to identify gaps in learning.

- Staff will utilize the designated cleaning day, prep time and PLC time to plan collaboratively.

- Teaching staff has been issued Chromebooks.

- Professional Development days are preloaded in September but staff will also utilize faculty meetings and PLC time to maintain ongoing professional development throughout the year.

- The Professional Development Plan is formulated by staff surveys and includes areas staff feel are pertinent for the upcoming year. The PDP plan is board approved annually.

- New teachers are assigned a mentor and work with that mentor throughout the year. New Teacher meetings are held in August and monthly.

- The district utilizes the Marzano Evaluation Tool.

- The School Improvement Panel meets to provide feedback for professional development, observations, and evaluations.

ADDENDUM
Haddon Heights School District
Restart and Recovery Plan for Education

At the August 19, 2020 Board of Education meeting, the Board of Education approved to update our Reopening Plan to reflect all virtual learning for all students through October 30, 2020. Listed below are the schedules that were approved for a full remote setting for all students.

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
9:00-10:10 - Live Instruction/Independent Activities/Extension Activities
10:10-10:45 - Prep
10:45-11:05 - PM Pre-K - Attendance/Morning Meeting/SEL
11:05-12:15 - Live Instruction/Independent Activities/Extension Activities
12:15-1:15 - Staff Lunch
1:15-3:00 - Office Hours/Homework/Extension Activities/small group instruction/other supports

Home Support Protocol for students that have 1:1 aides or are in the Pre-School Disabled class.

Dear Parents/Guardians:

You are receiving this notice because the team has recommended home support during the time period of September 9, 2020 through October 30, 2020. This plan will be re-evaluated prior to November 1, 2020 to determine if it will continue. Although the district is using a remote learning model for this time period, the team believes that the services outlined below can further support student success. Following is the schedule and protocol for any in-home services.

Protocol:

Your assigned staff member will complete a district **Health Self-Assessment** checklist prior to entering your home. If the staff member responds yes to any of the questions, the session will be cancelled by the staff member. A substitute will not be sent. This is the same checklist that you will complete for yourself and your child.

To support the health and safety of everyone, you should review the checklist prior to the staff member arriving, as well. It is your responsibility to cancel the appointment with the staff member, should you answer yes to any of the questions. A message can be left on the Child Study Team Office voicemail at 856-547-1322 X2000, to cancel any sessions.

Upon entering your home, the staff member will take both you and your child's temperature using a temporal scanner thermometer. If the temperature is above 100.4 your child's session will be cancelled. If below 100.4, you will be asked to review a self-checklist. You will not have to answer yes/no verbally. If you answer "yes" to any of the questions, your session will be cancelled. Please see the questions below:

- 1) Do you have a fever?
- 2) Is your temperature above 100.4?
- 3) Have you lost your sense of taste or smell?
- 4) Muscle Ache?
- 5) Throat sore?
- 6) Cough?
- 7) Shortness of Breath?
- 8) Chills?
- 9) Headache?
- 10) Nasal congestion?
- 11) Fatigue?
- 12) Have you experienced any GI symptoms such as nausea/vomiting/diarrhea/loss of appetite?
- 13) Have you, or anyone you have been in close contact with, been diagnosed with COVID-19, or been placed in quarantine for possible contact with COVID-19?

An adult must be present at all times during the session.

A space where the staff member and child will work together should be identified with ventilation for optimal indoor air quality. Wipes may be provided to keep the area clean.

Anyone entering this area is also expected to wear a mask.

Face coverings are required for the staff member, guardian, and child.

A distance of 6 feet apart will be maintained during the sessions (to the extent possible).

Hand sanitizer and/or wipes will be provided and used at arrival and throughout the session as needed.

Any failure to comply with protocol expectations or should the staff member deem the conditions unsafe, a suspension of in-home services may occur.

We look forward to working with you and your child!

Sincerely,
Jocqueline Renner

COVID-19 Daily Screening for Staff

In addition to wearing a mask (which is mandatory) and maintaining social distance, please review the updated document listed below prior to coming to work each day. If you answer "yes" to any of the posed questions on this daily screening, please do not come to work, follow your typical call out procedures (when applicable) and contact your supervisor (when applicable). If you start feeling sick during your shift or when you are attending any school affiliated activities, please notify your supervisor immediately. You also need to have your temperature checked when you enter the building. Please use the temperature check machines located at each building. If your temperature is 100.4F or above please do not enter the building. If you travel to different schools throughout the day you must use the temperature check machine before you enter each building.

* Required

Staff First Name *

Your answer

Staff Last Name *

Your answer

COVID Screening

Any of the symptoms below could indicate a COVID-19 infection and may put you at risk for spreading the illness to others. Please note that this list does not include all possible symptoms and those with COVID-19 may experience any, all, or none of these symptoms.



Please indicate if you have any of the symptoms/contact exposures listed below. If you do not have any of the symptoms or contact exposures listed below, please select the last item in the list which states, "I have no symptoms and/or COVID contact." *

- Fever (measured at 100.4 or greater within the last 24 hours)
- Cough (New or worsening)
- Shortness of Breath or Difficulty Breathing
- New Loss of Taste or Smell
- Chills or shivers
- Muscle Aches (not related to injury or exercise)
- Headache (a headache that is different from tension or eye strain or migraine or other headaches)
- Sore Throat (different from seasonal allergies you may have from time to time)
- Nausea or Vomiting
- Diarrhea
- Excessive Fatigue
- Congestion or Runny Nose (different from seasonal allergies you may have from time to time)
- I have had close contact, within 6 feet of an infected person for a total of 15 minutes or more over a 24-hour period, with a person with confirmed COVID-19.
- Someone in the my household is diagnosed with COVID-19.
- I have traveled to a state on NJ's Travel Advisory List (<https://covid19.nj.gov/faqs/nj-information/travel-and-transportation/which-states-are-on-the-travel-advisory-list-are-there-travel-restrictions-to-or-from-new-jersey>).
- I have no symptoms and/or COVID contact.

If ANY of the symptoms or exposures above are checked, please do not come to work and notify your supervisor for further instructions.



COVID-19 Daily Screening for Students

Dear Parents/Guardians: Please complete this mandatory form each day your student attends school in person. A separate form must be completed for each student. This form is not required on remote days.

* Required

Student ID Number (This number can be found in the header under your student's name in PowerSchool. It is a unique 6 digit number that is also in your child's Chromebook password.) *

Your answer _____

Student's School *

- Atlantic Avenue
- Glenview Avenue
- Seventh Avenue
- Junior/Senior High School

COVID Screening

Any of the symptoms below could indicate a COVID-19 infection and may put your student at risk for spreading the illness to others. Please note that this list does not include all possible symptoms and those with COVID-19 may experience any, all, or none of these symptoms.



Please indicate if your student has any of the symptoms/contact exposures listed below. If your student does not have any of the symptoms or contact exposures listed below, please select the last item in the list which states, "My child has no symptoms and/or COVID contact." *

- Fever (measured at 100.4 or greater within the last 24 hours)
- Cough (New or worsening)
- Shortness of Breath or Difficulty Breathing
- New Loss of Taste or Smell
- Chills or shivers
- Muscle Aches (not related to injury or exercise)
- Headache (a headache that is different from tension or eye strain or migraine or other headaches)
- Sore Throat (different from seasonal allergies you may have from time to time)
- Nausea or Vomiting
- Diarrhea
- Excessive Fatigue
- Congestion or Runny Nose (different from seasonal allergies you may have from time to time)
- The student has had close contact, within 6 feet of an infected person for a total of 15 minutes or more over a 24-hour period, with a person with confirmed COVID-19.
- Someone in the student's household is diagnosed with COVID-19.
- The student traveled to a state on NJ's Travel Advisory List (<https://covid19.nj.gov/faqs/nj-information/travel-and-transportation/which-states-are-on-the-travel-advisory-list-are-there-travel-restrictions-to-or-from-new-jersey>).
- My child has no symptoms and/or COVID contact.

If ANY of the symptoms or exposures above are checked, please do not send your child to school and notify the school nurse.

