

**CHERRY HILL PUBLIC SCHOOLS  
CHERRY HILL, NEW JERSEY**

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**CORONAVIRUS  
ACTION PLAN FOR CONTINUITY OF LEARNING  
March 2020**

**REVISED MAY 18, 2020**

**Dr. Joseph Meloche  
Superintendent**

# CHERRY HILL ACTION PLAN FOR CONTINUITY OF LEARNING

## CHERRY HILL SCHOOL DISTRICT

### ESSENTIAL PERSONNEL:

- Superintendent, Assistant Superintendent for Business/Board Secretary, Assistant Superintendent for PreK-12, Director of Human Resources, Director of Operations, Director of Pupil Services, Director of Security, Director of Curriculum, Assistant Director of Technology, Director of Transportation, Director of Facilities, Principals, Assistant Principals, Curriculum Supervisors, Pupil Services Supervisors, Buildings & Grounds Staff, Maintenance Staff, Custodial Staff, Technology Staff, Campus Police Officers, Food Service Employees, Xerox staff.

### DISTRICT DEMOGRAPHIC PROFILE:

- All demographic data is as of October 15, 2019
- Total Population: 10,848
- % Preschool: 1.9
- % Homeless: 0.4
- % Low Socioeconomic: 17.7
- % Students with Disabilities: 17.3
- % ELLs: 3.8

### STEPS TO FOLLOW UNDER CURRENT CONDITIONS:

- Maintain hand hygiene – provide time and supplies for students and staff to wash with soap and water.
- Respiratory Hygiene – use tissues or have students cough into their sleeves to prevent illness spread.
- Display posters (Cover Your Cough & Germ Stopper) that illustrate these concepts prominently.

- Communication with the local health department and keeping abreast of CDC updates is essential.
- Maintain regular communication with the Board of Education, students, staff, parents and community
  - Through direct contact, district website, district social media platforms.
- Maintain regular communication with the Mayor, Town Council, Police Chief, Fire Chief.

**SCHOOL CLOSURE:**

- The decision about school closure will be a local decision based upon recommendations from the Department of Health, number of cases, risk of Coronavirus spread, and the benefit of closure. School closure would close the school for students and staff.
  - Schools were formally closed by Governor Murphy’s Executive Order 104, effective March 18, 2020.
  - Schools were formally closed by Governor Murphys, through the remainder of the academic year, on May 4, 2020.
- School closures and dismissals will be reported to the CDC, Department of Health, and the Office of the Executive Camden County Superintendent.

**ADDITIONAL INFORMATION CAN BE ACCESSED AT:**

[cdc.gov](https://www.cdc.gov)    <https://covid19.nj.gov/>  
[www.chclc.org](http://www.chclc.org)    <https://www.chclc.org/Page/1720>

**CHERRY HILL ACTION PLAN FOR CONTINUITY OF LEARNING**  
**HEALTH RELATED ISSUES**

| <b>Task</b>  | <b>Responsible Person(s)</b>                              | <b>Existing Resources</b>             | <b>Timeline</b> |
|--|---|---------------------------------------|-----------------|
| Identify school-based individual(s) to educate staff about COVID-19  | Nurse, health teachers, principal, Director of Curriculum | Nurse, school doctor, health teachers | Ongoing         |
| Identify school-based individual(s) to educate students about hand washing, covering cough, and staying home when sick | Nurse, teachers, principal                                | Nurse, teachers                       | Ongoing         |

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| Identify school-based individual(s) to educate families about COVID-19  | Nurse, teachers, principal                               | Nurse, school doctor, teachers, video and web information, PTA | Ongoing                           |
| Distribute and post “Stop the Spread of Germs” posters or similar type posters  | Nurse, teachers, principal, Central Administration       | County Health Dept., CDC                                       | Sent to schools March 3           |
| Track the number of staff and students absent daily   | Nurse, human resources, attendance personnel, principals | Nurse, human resources, attendance personnel, principals       | Ongoing                           |
| School nurse will report absentee rates to the Office of Pupil Services, Assistant Superintendent, and principal that will include detailed information reporting the number of students absent due to illness, or potential exposure to COVID-19, or presenting with flu-like symptoms | Nurse, attendance personnel, principals                  | Nurse, attendance personnel, principals                        | Ongoing                           |
| Review procedures for sending ill students and staff home and make adjustments if necessary   | Nurse, doctor, principals                                | Nurse, doctor, principals                                      | Ongoing                           |
| Include within faculty meetings agenda items relating to COVID-19 issues  | Assistant Superintendent, Principals, nurses             | Assistant Superintendent, principals, nurses                   | Starting in March and ongoing     |
| Seek School Physician’s recommendation regarding acceptable protocol for identifying criteria relative to return of staff after COVID-19 illness  | Director of Pupil Services                               | School Physician, building nurses                              | Ongoing based on individual cases |
| Provide nurses and principals with protocol as per School Physician’s recommendation and advise as to importance of implementation  | Assistant Superintendent and Director of Pupil Services  | School Physician, Lead Nurse, building nurses, principals      | ongoing                           |
| Implement existing protocol for return of students after COVID-19 illness according to CDC guidelines   | Nurses, principal, Director of Pupil Services            | Nurses, principal, Director of Pupil Services                  | Ongoing                           |
| Notify medically compromised employees when any student or staff member in that school is reported to be infected by COVID-19   | Nurse, school doctor, human resources                    | Nurse, school physician, Human Resources                       | ongoing                           |

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| <p>Identify a specific area within each school-- the nurse's office and any other designated location-- for the purpose of keeping students and staff who present with symptoms associated with COVID-19 Monitor staff and student health closely.</p> <ul style="list-style-type: none"> <li>☐ Encourage early evaluation and treatment by healthcare providers based on recommendations from the Department of Health and Center for Disease Control (CDC).</li> <li>☐ Students and staff ill or presumptively ill with COVID-19 will stay home following the 14 day self-quarantine protocols outlined by the CDC and directed by a healthcare professional. After a self-quarantine, students and staff will not be able to return to school or work until after medically cleared.</li> <li>☐ Routine cleaning of surfaces including door knobs, faucets, handrails, water fountains, and keyboards will be done frequently with appropriate cleaning products.</li> </ul> | Principal, nurse | Nurse     | ongoing   |
| Communicate to parents that students suspected of being infected with COVID-19 will not be transported by school bus to return home   | Principal        | Principal | Ongoing via individual communication with parents. If |

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|  |  |  | # of cases accumulate, this info could go into a general info letter to all parents. |
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**CHERRY HILL ACTION PLAN FOR CONTINUITY OF LEARNING  
SACC (School Aged Child Care)**

| <b>Task</b>  | <b>Responsible Person(s)</b>                         | <b>Existing Resources</b>        | <b>Timeline</b>  |
|--|--|----------------------------------|--|
| Seek BOE Approval for CHEA & EACH members to provide voluntary paid emergency substitute coverage at SACC.                                 | Nancy Adrian, LaCoyya Weathington                    | CHEA & EACH                      | March 2020   |
| Training SACC Staff on preventative measures (identifying sick children, hand washing, covering coughs and sneezes, staying home when ill) | Melissa Conklin, Karen Rockhill, LaCoyya Weathington | Karen Rockhill and Heidi Setchel | Ongoing  |
| Maintaining a Healthy Environment, cleaning and disinfecting   | Site Leaders   | Greg McCarty<br>Custodial Staff  | Ongoing cleaning efforts each day  |
| Timely notification of school closings or cancellation of after school activities  | District Administration                              | Email, telephone, Blackboard     | Provide adequate response time to notify parents of children enrolled in SACC/STEP, and staff. |

**CHERRY HILL ACTION PLAN FOR CONTINUITY OF LEARNING  
COMMUNICATION**

| <b>Task</b>  | <b>Responsible Person(s)</b>                          | <b>Existing Resources</b>                      | <b>Timeline</b> |
|--|---|--|-----------------|
| Provide hand washing and influenza precaution posters to schools.  | Barbara Wilson, Print Shop, Central Administration    | CDC and Department of Health posters           | Completed       |
| Post information on district website regarding COVID-19 precautions, pandemic preparation, and relevant links. | Barbara Wilson, Technology Department                 | CDC resources, other links (DOH, National PTA) | Completed       |
| Information can be translated on the website using Google translate.   | Barbara Wilson, Technology Department                 | CDC resources, other links (DOH, National PTA) | Ongoing         |
| Create video messages for website and social media platforms regarding COVID-19                                | Barbara Wilson, Technology Department, Superintendent | CDC resources, other links (DOH, National PTA) | Ongoing         |

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| precautions, pandemic preparation, weekly updates, critical information sharing, etc.  |  |  |                             |
| Provide updates to Zone PTA regarding COVID-19 prevention efforts.   | Superintendent, Barbara Wilson, LaCoyya Weathington                              | CDC resources, other links (DOH, National PTA)   | Ongoing                     |
| In the event of school closures:<br>--Notify parents via Blackboard, emails, website, social media<br>--Provide information about continuity of learning   | Barbara Wilson, principals,  | CDC resources, other links (DOH, National PTA)   | As needed                   |
| Direct parents to internet resources, Cherry Hill Public Library   | Barbara Wilson, Marc Plevinsky, media specialist                                 | Comcast and Verizon internet resources <a href="#">Comcast Internet Essentials</a><br>\$9.95+Tax - if qualify for free and reduced lunch | Ongoing                     |
| Communication with Food Pantries   | Barbara Wilson   |  | Ongoing                     |
| By school or centralized locations parents would be able to and responsible for signing out a device   | Farrah Mahan, Marc Plevinsky, Terri Nowakowski, Building Technicians, principals |  | Dependent on school closure |
| <p>Survey to parents to determine internet and device access at home</p> <p>Device distribution was held on: Monday, March 16th and Thursday, March 19, 2020. An additional device day for distribution of hot spots will occur once the hot spots are received.</p> <p>Data collected through Genesis Parent Access and paper collected surveys.</p> <ul style="list-style-type: none"> <li>- Devices requested -1,820</li> <li>- Devices deployed -1,775</li> <li>- Hot spots requested - 146</li> </ul> <p>All devices were cleaned with disinfectant prior to being given to parent / student.</p> | Farrah Mahan, Marc Plevinsky, Technology Team                                    |  | Began on March 9<br>Ongoing |



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| <p>Deployment locations were “drive thru” parents and students did not have to exit their cars. For families / students who were not able to pick up we offered alternate locations monitored by Principals and delivery to the home.</p> <p>Parents / students were also offered age-appropriate books (they could keep) while they waited in line.</p> <p>Devices were electronically scanned and given to the parent / student. Parent / student had to provide student id number, a completed device loaner agreement (completed prior to arrival and logged in Genesis Parent Portal).</p> <p>Campus Police were on site for traffic control and for security.</p> <p>All staff supporting the distribution of devices were behind tables, wearing protective gloves, and at least 6 ft from families.</p> <p>Communication regarding deployment times and locations were shared via emails, text messages, district and school websites, and social media.</p> <p>We will continue to monitor and adjust the plan based on the duration of the closure and feedback from the community concerning technology access. We foresee broken devices, families needing devices after not initially requesting, etc..</p> |  |  |  |
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| Access by all administrators to Join me, blackboard, and conference call lines to communicate directly with staff and parents | Farrah Mahan<br>Marc Plevnisky |  | March 13 |
| Weekly Postcard/Enews updates to families and community members.  | Barbara Wilson<br>Joe Meloche  |  | ongoing  |
| Regular communication with the Mayor, Town Council, Police Chief, Fire Chief  | Joe Meloche                    |  | ngoing   |

## CHERRY HILL ACTION PLAN FOR CONTINUITY OF LEARNING

### TEACHING AND LEARNING

| Task  | Responsible Person(s)   | Existing Resources  | Timeline             |
|---|---|---|----------------------|
| Require staff to place student work on google classroom. Screencastify, e-mail, eboards, may be used in addition to enhance the instructional experience.     | Teacher, principal, technology department, curriculum department  | Teacher lesson plans<br>Staff 1:1 devices   | Ongoing<br>as needed |
| List of online resources that students and parents can access. This should include paid subscriptions by grade level and free sites to support learning.      | Curriculum and Pupil Services Departments will coordinate this.<br>Media Specialist<br>Speech Teachers<br>OT , PT, ESL teachers             | Curriculum and Pupil Services Departments will coordinate this.<br>Media Specialist<br>Speech Teachers<br>OT, PT, ESL teachers              | Ongoing              |
| Where necessary, IEP modifications and accommodations will be provided to students through virtual assignments and/or hard copies of instructional materials. | Curriculum and Pupil Services Departments will coordinate this.<br>Teachers, Media Specialist,<br>Speech Teachers,<br>OT , PT, ESL teachers | Curriculum and Pupil Services Departments will coordinate this.<br>Teachers, Media Specialist,<br>Speech Teachers,<br>OT , PT, ESL teachers | ongoing              |

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| Teachers prepare to provide online learning and ensure they and our students have the skills to post and access material in Google Classroom.  | Principals, teachers           | Principals, teachers           | ongoing |
| The content of the online learning will be developed by staff before and during the school closure.  | Principals, teachers           | Principals, teachers           | ongoing |
| Every teacher/certificated staff member updates their Google classroom.  | Certificated staff, principals | Certificated Staff, principals | ongoing |
| Each school will develop its own plan to enable staff, while school is in session March 10 - 13, to dry run the process of providing online learning. Each teacher must rehearse the steps with their students in order to mimic, in abbreviated fashion, the online learning process. The teacher pushes out material and a quick “to do” activity to the Google classroom for the class. The students access it, review the material, complete the “to do” as if they were at home, and submit the assignment.   | Certificated staff, principals | Certificated Staff, principals | ongoing |
| CHPS Online Learning: Phase 1, March 16-27, ES, MS, HS<br>Teachers posted learning material every day (15-20 minutes of learning) and minimally one exercise or “to do” activity every 2 days. Emphasis was on enrichment and reinforcement more than on introducing new concepts. Students’ grades should not have been negatively affected by online learning. Students submitted the work via Google Classroom. A consistent daily time for online group instruction was not maintained. Reading, as the most fundamental component of learning, was emphasized.  | Certificated staff, principals | Certificated staff, principals | ongoing |
| CHPS Online Learning: Phase 2, March 30-April 17<br>ES, MS, HS<br>CHPS online learning allows flexibility for families. Students are encouraged but not required to participate in real-time instruction. As students benefit from connection with their teacher and peers, real-time instruction may be scheduled on a teacher by teacher basis for a class and/or small groups. Teachers may invite students to join small-group conferences and instructional activities like morning meetings.<br><br>ES<br>Each teacher conducts a daily check in with all students. Each teacher provides times and the platform for how this daily check in will take place. New instruction in at least one core content area is delivered each day. The | Certificated staff, principals | Certificated staff, principals | ongoing |

teacher shares their weekly schedule with parents by Monday, March 30. Review and reinforcement activities continue to be posted. Teachers monitor Google Classrooms, provide support for students as needed throughout the day, and respond to parent communication within 24 hours. Encore teachers continue to post at least one activity per 5 day cycle. Students are expected to be logging in daily to Google classroom, participating in the remote learning activities, and submitting their work in a timely manner. Parents seeking assistance should contact their child’s teacher, school guidance counselor, or principal.

MS

Every teacher posts daily in Google classroom. Using an A/B rotation, Math, Science, and PE/Exploratory post new instruction on Monday and Wednesday, and English Language Arts, Humanities, and World Language post new instruction on Tuesday and Thursday. Fridays are used for making up missed assignments, reinforcement/enrichment, and remediation. Teachers are available throughout the course of the week to answer questions or address concerns. On Fridays specifically, teachers are available from 9-11 am and 1-3 pm to answer student questions, clarify information, and generally provide support to students. The new instruction takes place on a variety of forms: “live” via Google Meet, Zoom, or another platform, Screencasts, YouTube videos, Google Classroom posts, and more. Parents and students seeking information for any of their classes should reach out to their teacher.

HS

Google Classroom continues as the primary platform for all assignments and it will link to other resources used by teachers. Teachers primarily utilize Google Meet to conduct virtual meetings. Moving forward with new instruction starting March, 30th, each teacher posts two assignments per course per week to the Google Classroom by Monday at 7:30 am of that week. Assignment #1 is due by 11:59 PM on Wednesday and Assignment #2 is due by 11:59 PM on Friday of that week. Students are assigned 2 hours of student work per course per week including the assignments and participation in learning activities. Advanced Placement (AP) courses may require students to work in excess of the 2-hour allotment of time due to the

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| <p>need to prepare for AP testing. Each teacher has Office Hours per the schedule below to conduct meetings with a class, answer specific questions, provide instructional guidance, and more. Student participation in Office Hours is voluntary. Teachers continue to be available via email to answer questions throughout each week.</p> <p style="text-align: center;">Tues/Thur    Wed/Fri</p> <p>10:00 - 11:00 (60) Period A    Period C</p> <p>11:05 - 12:05 (60) Period B    Period D</p> <p>12:10 - 1:10 (60) Period E    Period G</p> <p>1:15 - 2:15 (60) Period F    Period H</p> <p>Regarding grading, students receive either full credit “completed” or no credit “not completed” for any assignments provided during Online Learning. This is the only decision that has been made about MP4 grading. All NJ districts are closed through at least May 15 under a directive from Governor Murphy. The date of any possible reopening of schools will factor in the decision-making regarding MP4 grading. Effective March 30th, all assignments completed will be counted within Marking Period 4. Make-up work for Marking Period 3 may be submitted through April 3. The weeks ahead are an opportunity for our students to focus on their learning and on communicating with and getting feedback from teachers on their work.</p> |   |   |                |
| <p>CHPS Online Learning: Phase 3, April 20 onward<br/>ES, MS, HS</p> <p>CHPS online learning allows flexibility for families. Students are encouraged but not required to participate in real-time instruction. As students benefit from connection with their teacher and peers, real-time instruction may be scheduled on a teacher by teacher basis for a class and/or small groups. Teachers may invite students to join small-group conferences and instructional activities like morning meetings.</p> <p>ES</p> <p>Each teacher conducts a daily check in with all students. Each teacher provides times and the platform for how this daily check in will take place.</p>   | <p>Certificated staff,<br/>principals</p> | <p>Certificated staff,<br/>principals</p> | <p>ongoing</p> |

New instruction in at least one core content area is delivered each day. The teacher shares their weekly schedule with parents by Monday, March 30. Review and reinforcement activities continue to be posted. Teachers monitor Google Classrooms, provide support for students as needed throughout the day, and respond to parent communication within 24 hours. Encore teachers continue to post at least one activity per 5 day cycle. Students are expected to be logging in daily to Google classroom, participating in the remote learning activities, and submitting their work in a timely manner. Parents seeking assistance should contact their child’s teacher, school guidance counselor, or principal.

MS

Every teacher posts daily in Google classroom. Using an A/B rotation, Math, Science, and PE/Exploratory post new instruction on Monday and Wednesday, and English Language Arts, Humanities, and World Language post new instruction on Tuesday and Thursday. Fridays are used for making up missed assignments, reinforcement/enrichment, and remediation. Teachers are available throughout the course of the week to answer questions or address concerns. On Fridays specifically, teachers are available from 9-11 am and 1-3 pm to answer student questions, clarify information, and generally provide support to students. The new instruction takes place on a variety of forms: “live” via Google Meet, Zoom, or another platform, Screencasts, YouTube videos, Google Classroom posts, and more. Parents and students seeking information for any of their classes should reach out to their teacher.

Starting the week of April 20<sup>th</sup>, the Continuity of Learning Plan workload expectations for students (80 minutes of work per content area per week) will include 2 assignments per subject per week for a total of 16 assignments from April 20-June 10. No assignments will be given after June 10th. Each assignment the student submits will be marked “Complete” or “In Progress.” Feedback will be given to students who accurately complete all tasks within an assignment. Their work will be marked as “Complete.” Specific feedback will be given to students who have not completed the task according to the set criteria. Their work will be marked as “In Progress,”

and they will have an opportunity to re-submit their work to meet the criteria for being “Complete.” Assignments will only be marked “Missing” if it is not turned in at all. Students have the opportunity to apply teacher feedback to improve any assignment marked “in process” up through May 29th for any assigned prior to May 29th and up through June 10th for any assigned on or after May 29th. This plan is for the 4th marking period, including if schools remain closed for the remainder of the school year, and applies to all middle school courses except the courses of Algebra, Geometry, and Introduction To Functions, which will follow the high school plan. Teachers of those courses will communicate with students and parents about that plan.

### HS

This plan incorporates feedback that we have received from students, parents, teachers and administrators and seeks to provide a framework for continued on-line learning until we are back in school. We feel this plan best focuses our collective energies on the essential learning by providing students with on-going teacher feedback and the opportunity to apply that feedback to improve their work and performance outcomes. Google Classroom continues as the primary platform for all assignments and it will link to other resources used by teachers. Teachers primarily utilize Google Meet to conduct virtual meetings. Each teacher posts two assignments per course per week to the Google Classroom by Monday at 7:30 am of that week. Assignment #1 is due by 11:59 PM on Wednesday and Assignment #2 is due by 11:59 PM on Friday of that week. Students are assigned 2 hours of student work per course per week including the assignments and participation in learning activities. Advanced Placement (AP) courses may require students to work in excess of the 2-hour allotment of time due to the need to prepare for AP testing. Each teacher has Office Hours per the schedule below to conduct virtual and/or passive meetings with a class, answer specific questions, provide instructional guidance, and more. Student participation in Office Hours is voluntary. Teachers continue to be available via email to answer questions throughout each week. Based on feedback that we have received, the teacher office hour schedule has been slightly altered to include a break in the middle of the schedule.

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| <p style="text-align: center;">Tues/Thur    Wed/Fri</p> <p>10:00 - 11:00 (60) Period A    Period C</p> <p>11:05 - 12:05 (60) Period B    Period D</p> <p>12:05 - 12:35 (30)            Break</p> <p>12:40 - 1:40 (60) Period E    Period G</p> <p>1:45 - 2:45 (60) Period F    Period H</p> <p>Regarding grading, beginning on April 20, 2020 the following will be in place:</p> <ul style="list-style-type: none"> <li>--Students will continue to receive a maximum of 2 assignments per week; no more than 2 hours of activity per course.</li> <li>----These assignments will be graded for accuracy in the following manner:</li> <li>----Assignments meeting 86 - 100 percent accuracy will earn = 100 points</li> <li>----Assignments meeting 71 - 85 percent accuracy will earn = 85 points</li> <li>----Assignments meeting 51 - 70 percent accuracy will earn = 70 points</li> <li>----Incomplete assignments or assignment earning less than 50 percent accuracy will earn = 50 points</li> <li>----All assignments will be weighted equally and be recorded in the Minor Assessments category section.</li> <li>----Missing assignments will be input as missing/incomplete</li> <li>----All 4th marking period missing assignments can be made up for credit prior to the May 29th deadline above.</li> <li>----Any assignment not completed by May 29th will default to a zero</li> <li>----All 4th marking period missing assignments assigned after May 29th can be made up for credit prior to June 10th</li> <li>----Students have the opportunity to apply teacher feedback to improve assignments and earn up to full credit for each assignment according to the timeframes outlined above.</li> </ul> <p>Grading for March 30th to April 20th</p> <ul style="list-style-type: none"> <li>--There is a maximum of 4 assignments to be included in the 4th Marking Period grade from this time period.</li> </ul> |  |  |  |
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| <p>--Completed Assignments will be counted as 100%.<br/> ----Students have until May 29th to complete the assignment for full credit.<br/> Additional Information<br/> --No final exams regardless of return date.<br/> --If schools remain closed: The above plan is for the 4th marking period.<br/> --If schools return before the end of the year: The above plan makes up a percentage of the marking period based on the number of days relative to the number remaining. The calculation would be- Number of days under this learning plan divided by total days in the marking period. For example, if school were to reopen on May 1st then this learning plan would be 39% of the 4th Marking period=19/49.<br/> ----Total days- 49 (Beginning 3/30/20-6/12/20)<br/> ----Days in learning plan if returning 5/1/20- 19<br/> ----Days remaining in the school year- 30</p>   |   |   |                           |
| <p>Attendance: all students (ES, MS, HS) are marked present each day. Work completion is not used as a measure of attendance as students may access learning materials in Google Classroom but not complete all assignments. As all students are marked present during this period of remote learning, attendance is not a factor in promotion or retention. Students are promoted in the same fashion as before remote learning. Very few students, if any, are retained in a typical year. Graduation is affected by attendance per district attendance policy as applicable prior to remote learning. Each school's goal is to have 100% of students participating in online learning. Each school keeps a record of students who have not participated and the contact attempts made.</p> <p>ES<br/> If the student is not participating in online learning, the teacher will be required to contact home. The teacher can email; however, if no contact is made, then the teacher will call. If the teacher is unsuccessful in securing contact with the parent then the guidance counselor will be notified. If the guidance counselor requires assistance in securing contact with the parent then the guidance counselor will include the grade-level administrator in the process. Emergency contacts in Genesis will be used as alternate points of contact if attempts to reach the parents are unsuccessful. If all</p> | <p>Certificated staff,<br/>principals</p> | <p>Certificated staff,<br/>principals</p> | <p>daily/<br/>ongoing</p> |

building-based efforts are unsuccessful, the school administration will contact the Assistant Superintendent and/or complete and email an Attendance Referral form to our Pupil Services Office, so that our Attendance Officer can make a wellness visit to the student's address.

MS

After 3 missing assignments the teacher will be required to contact home. The teacher can email; however, if no contact is made, then the teacher will call. If the teacher is unsuccessful in securing contact with the parent then the guidance counselor will be notified. If the guidance counselor requires assistance in securing contact with the parent then the guidance counselor will include the grade-level administrator in the process. Emergency contacts in Genesis and class peers will be used as alternate points of contact if attempts to reach the parents are unsuccessful. If all building-based efforts are unsuccessful, the school administration will contact the Assistant Superintendent and/or complete and email an Attendance Referral form to our Pupil Services Office, so that our Attendance Officer can make a wellness visit to the student's address.

HS

After 3 missing assignments the teacher will be required to contact home. The teacher can email; however, if no contact is made, then the teacher will call. If the teacher is unsuccessful in securing contact with the parent then the guidance counselor will be notified. If the guidance counselor requires assistance in securing contact with the parent then the guidance counselor will include the grade-level administrator in the process. Emergency contacts in Genesis and class peers will be used as alternate points of contact if attempts to reach the parents are unsuccessful. If all building-based efforts are unsuccessful, the school administration will contact the Assistant Superintendent and/or complete and email an Attendance Referral form to our Pupil Services Office, so that our Attendance Officer can make a wellness visit to the student's address.

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| <p>As a district we will continue to address the digital divide and access to devices and the internet by allowing students to keep all remote learning technology throughout the summer months. This slight shift in our district practice will allow students to continue to engage in optional remote learning activities provided by the district over the summer as well as activities provided for free by a variety of organizations. The “student support” hotline / email will be accessible all summer for families to ask technology based questions and to troubleshoot device concerns with a district technology staff member.</p>   |   |   |                |
| <p>Our ESL students continue to receive ESL instruction as identified in our district’s Continuation of Learning Plan. ESL teachers use Google Classroom as the central means for sharing lessons, resources, and activities. Our primary resource is National Geographic’s Cengage Reach (grades K-5), Inside (grades 6-8) and Edge (grades 9-12). Fortunately, many of our ESL teachers and ELL students were already familiar with the MyNGconnect platform so this was a smoother transition. For students who were unable to participate in online learning, we have prepared, printed, and mailed differentiated ESL home learning resources. Additionally, ESL teachers have continued to collaborate with content area teachers to ensure students receive any needed accommodations and modifications (i.e. providing visuals) to access content area instruction.</p> <p>The district utilizes various strategies to communicate with our ELL families. All information on our district website, including information about obtaining technology, accessing meals, and the Continuation of Learning Plan, can be translated using the embedded Google Translate feature. Additionally, our district utilizes various communication apps with translation features, such as Talking Points, Class Dojo, and Remind to communicate with our ELL families. Through the use of these apps, families can send messages in their preferred language and the district can translate and respond in the same preferred language. Lastly and most importantly,</p> | <p>ESL teachers,<br/>principals, curriculum<br/>supervisors</p> | <p>ESL teachers,<br/>principals,<br/>curriculum<br/>supervisors</p> | <p>Ongoing</p> |

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| <p>our ELL teachers and guidance counselors, who have a strong connection to our ELL families, have been making calls home to ensure our ELL students and families are safe, well, and engaged in our continuation of learning.</p> <p>Our ESL teachers collaborated with guidance counselors and principals to ensure all ELL families that needed technology were provided a chromebook (one per student) and a hotspot. Our district utilized our bilingual staff to reach families and ensure they had access to technology. When transportation was a barrier, our district mailed or dropped off chromebooks and hotspots. Lastly, as mentioned above, for students who were unable to participate in online learning, we have prepared, printed, and mailed differentiated ESL home learning resources.</p> |  |  |  |
|--|--|--|--|

**CHERRY HILL ACTION PLAN FOR CONTINUITY OF LEARNING  
FOOD SERVICE, TRANSPORTATION, CROSSING GUARDS**

| Task  | Responsible Person(s) | Existing Resources  | Timeline |
|---|-----------------------|---|----------|
| Identify if bus companies are able to operate in the event of a high incident of absences   | Linda King            | Vendor  | Ongoing  |
| Identify if in the event there is a high incident of absences by our crossing guards, how will that operation continue                              | Tony Saporito         | Cherry Hill Police Dept.                                      | Ongoing  |
| Identify if substitute employees are available in the event of a high incident of absences  | Nancy Adrian          | S4T   | Ongoing  |
| SDA AGREEMENT NUMBER:00700800<br><br>Distribution is planned for Monday (two lunches and breakfasts) and Wednesdays (three lunches and breakfasts). | Lynn Shugars          | Aramark, NJDA, USDA, Buildings & Grounds Staff, Campus Police | Ongoing  |

|   |  |  |  |
|---|--|--|--|
| <p>Meals will be provided to any Cherry Hill resident student that attends public, and private schools and family members in the household under 18. Families may pick up at any location.</p> <p>Meals will be distributed in a “drive by” manner – and can be picked up without exiting vehicles or entering buildings. Individuals may also walk up to area to access.</p> <p>Prepackaged food items with longer shelf lives and less processing will be utilized. Options for students with allergies will also be available. Meal content will meet all meal pattern requirements.</p> <p>The normal protocols of cleanliness and food temperature maintenance will be adhered to and monitored. Plastic gloves will be worn by food preparers and distributors.</p> <p>Campus police will be present at food distribution sites.</p> <p>Communication regarding pick up times and locations will be shared via our emergency notification system (phone calls and emails), district and school websites, social media, television, and newspaper.</p> <p>We will continue to monitor and adjust the plan based on the duration of the closure, feedback from the community concerning access, and ability of the District to continue to provide the service due to additional State mandates, product availability and personnel. Adjustments to the number and location of current distribution sites may also be considered.</p> |  |  |  |
|---|--|--|--|

**CHERRY HILL ACTION PLAN FOR CONTINUITY OF LEARNING**  
**FACILITIES AND OPERATIONS**

| <b>Task</b>  | <b>Responsible Person(s)</b>             | <b>Existing Resources</b>   | <b>Timeline</b> |
|--|--|---|-----------------|
| Identify protocols, materials, compatibility, performance and personnel responsibilities   | Lynn Shugars, Greg McCarty               | Operations and Management Manual  | Ongoing         |
| Identify chemicals and proper use for cleaning and daily maintenance   | Lynn Shugars, Greg McCarty               | Operations and Management Manual  | Ongoing         |
| Review staffing contingency and plans for facility access and management:<br>Buildings and grounds staff will return to work full time on May 18, 2020.<br>Mail delivery will be conducted on Monday and Wednesdays.<br>Buildings and Grounds supervisors will be on site daily. | Lynn Shugars, Nancy Adrian, Greg McCarty | Staffing Roster, Operations and Management Manual, Building and Grounds Staff members and supervisors | Ongoing         |
| Identify budgetary opportunities and constraints   | Lynn Shugars, Nancy Adrian, Greg McCarty | Lisa Ridgway, Greg McCarty  | Ongoing         |
| Review - Supply and vendor follow up – adjust supplies/quantities as required to meet demand   | Lynn Shugars, Greg McCarty               | Vendors   | On-going        |

**ADDENDUM 1 - Communication:**

Notice from Camden County Department of Health regarding first presumptive case of COVID-19 in Camden County (Cherry Hill)  
<https://www.camdencounty.com/first-presumptive-positive-case-of-covid-19-identified-in-camden-county/>

Language for parent survey regarding technology

In the event of a school closure due to the impact of COVID-19 (coronavirus) we want to ensure that all families have access to Internet connectivity and a device to continue learning. If you do not have Internet connectivity at home or access to a device with a keyboard at

home, and would like information on how to secure Internet connectivity or be interested in borrowing a school issued device, please complete the survey below.

### **ADDENDUM 2 - Communication with Students by staff and families:**

Brain Pop short movie explaining Coronavirus to kids (if used, stop at 3:56 mark)

[https://www.brainpop.com/health/diseasesinjuriesandconditions/coronavirus/?mkt\\_tok=eyJpIjoiWkRjMU5URTBPRGRqT1RWbSIsInQiOiJYc1VuWmtLNIBMSk5FYjV1XC9qN1ZzaXk2aDg4cFVSQXBmQWFnQWRvczFzSGt4Z01TeXp2bWU2QmrcFZQZTB6UVFWazVIMUpkR3VXYWp4dWh0RmZQNGc9PSJ9](https://www.brainpop.com/health/diseasesinjuriesandconditions/coronavirus/?mkt_tok=eyJpIjoiWkRjMU5URTBPRGRqT1RWbSIsInQiOiJYc1VuWmtLNIBMSk5FYjV1XC9qN1ZzaXk2aDg4cFVSQXBmQWFnQWRvczFzSGt4Z01TeXp2bWU2QmrcFZQZTB6UVFWazVIMUpkR3VXYWp4dWh0RmZQNGc9PSJ9)

<https://www.npr.org/sections/goatsandsoda/2020/02/28/809580453/just-for-kids-a-comic-exploring-the-new-coronavirus>

<https://www.nytimes.com/2020/03/02/well/family/coronavirus-teenagers-anxiety.html?referringSource=articleShare>

<https://youtu.be/OTYfke545vI> (HS audience)

<https://mysteryscience.com/mini-lessons/germs#slide-id-8055> How do germs get inside of your body? Mystery Science Grades K-5

<https://mysteryscience.com/mini-lessons/germs-sanitizer> How does hand sanitizer kill germs? Mystery Science Grades K-5

### **ADDENDUM 3 - Health/Medical Info Resources:**

Center for Disease Control - <https://www.cdc.gov/>

Center for Disease Control FAQ - <https://www.cdc.gov/coronavirus/2019-ncov/faq.html>

Camden County - [www.camdencounty.com](http://www.camdencounty.com)

New Jersey Department of Health - [https://www.nj.gov/health/cd/topics/covid2019\\_schoolbusiness.shtml](https://www.nj.gov/health/cd/topics/covid2019_schoolbusiness.shtml)

### **ADDENDUM 4 - Resources for Parents**

“How to” FLYER for parents on logging into Google classroom: <https://tinyurl.com/CHPSGClassroomLogin>

### **ADDENDUM 5 - Resources for Teachers**

[https://docs.google.com/document/d/1EgUN4fAGq07KJU4F6QrLKDoYPJkTYYKsNVoW-8\\_wWbw/edit?ts=5e67ce7a](https://docs.google.com/document/d/1EgUN4fAGq07KJU4F6QrLKDoYPJkTYYKsNVoW-8_wWbw/edit?ts=5e67ce7a)  
Library Databases by School

[https://docs.google.com/document/d/1835hoJXXK\\_\\_44jsoztnEiCD2-iRInLfVU6LrJMhMRJQ/edit?ts=5e67be98](https://docs.google.com/document/d/1835hoJXXK__44jsoztnEiCD2-iRInLfVU6LrJMhMRJQ/edit?ts=5e67be98)  
Library Databases by School

<https://www.katemessner.com/read-wonder-and-learn-favorite-authors-illustrators-share-resources-for-learning-anywhere-spring-2020/>

[https://libguides.njstatelib.org/covid2019?fbclid=IwAR38Jjzk\\_ZMJv27tSUZe\\_1yOC2mh5dWNkbr15S6jzGx3gEr43JIg1Ezmlrs](https://libguides.njstatelib.org/covid2019?fbclid=IwAR38Jjzk_ZMJv27tSUZe_1yOC2mh5dWNkbr15S6jzGx3gEr43JIg1Ezmlrs)

### **ADDENDUM 6 - The Provision of Appropriate Special Education and Related Services for Students with Disabilities**

Does the plan include adapted materials and assignments to meet student needs? Does the plan prepare for how evaluations, Individualized Education Program (IEP) reviews, eligibility meetings and reevaluation meetings, will be rescheduled?

- Students were sent home with a packet of individualized instructional materials. Each child’s packet includes activities and materials that align with his/her IEP goals and objectives. Upper elementary children also have online learning opportunities through Google Classroom.
- Students in Grades 6-12, receive instruction through a variety of platforms, including hard copies of materials, online resources, student and staff email, teacher websites, and access to modules such as Google Classroom.
- Where necessary, IEP modifications and accommodations are provided to students through online assignments and/or hard copies of instructional materials.
- IEP team meetings are occurring online via Google Meet. Meetings are continuing as scheduled or initiated in accordance with required timelines. Teachers and related service providers have Google accounts and access the meetings from home. Social evaluations are continuing.

Does the plan include communication with all parents, including those of students in out-of-district schools and contracted providers (e.g., Head Start and private preschool providers), in their native language?



- The district has been in contact with OOD schools. They provide packets or an online platform for students dependent on the school's own continuity plan. Case managers will remain available to communicate with parents during the closure.
- The district continues to use a vendor for translation and interpretation. This vendor remains available to provide services via telephone or in a virtual setting.

Does the plan consider the needs of students who are medically fragile?

- Students who are deemed medically fragile and require home instruction, receive instructional materials and resources that align with their current IEP programming.

Does the plan outline the determination of how related services will be provided or how compensatory services for related services will be determined?

- Counselors are providing services using a virtual platform allowing students to receive direct counseling services as opposed to check-ins. Services began the week of April 20, 2020. Contracted providers also resumed services.
- Speech and Language Specialists (SLPs) began telepractice through online platforms on April 20, 2020. The speech therapists (both employees and contracted providers) were in-serviced by district administrators on April 2 and received content training on April 13 that provided guidance on the provision of teletherapy. SLPs contact parents directly regarding the schedule of services. Speech and Language Specialists also continue to share supplemental activities and materials via email and Google classroom.
- Occupational Therapists (OTs) began telepractice via online platforms on April 20, 2020. The OTs received training on April 13 that provided guidance on the provision of services which included relevant activities and materials. Occupational therapists continue to work with families to ensure parents/guardians understand how to support students when completing therapeutic activities.
- Physical Therapists (PTs) began telepractice via online platforms on April 20, 2020. The PTs received training on April 13 that provided guidance on the provision of services which included activities and materials. The PTs contact parents directly regarding the schedule of services.
- Therapists are documenting services provided and services needed using SEMI.

Does the plan include communication with out-of-district schools where district students are attending including what will happen if the district is closed and the school is not?

- Out of district schools are currently closed.

Does the plan consider transportation for students attending out-of-district schools and when and how to inform vendors if schools close?

- Out of district schools are currently closed.

Describe the delivery of remote/virtual instruction to implement Individualized Education Plans (IEPs) for students with disabilities to the greatest extent possible, including accessible materials and platforms.

- Students were sent home with packets of individualized instructional materials. Each child's packet includes activities and materials that align with his/her IEP goals and objectives. Preschool students are receiving instruction through class dojo. Lower elementary students are accessing materials and lessons through Google Classroom. Upper elementary children may also have online learning opportunities through Google Classroom.
- Students in Grades 6-12, will instruction through a variety of platforms, including hard copies of materials, online resources, student and staff email, teacher websites, and access to modules such as Google Classroom.

Describe the methods used to document IEP implementation including the tracking of services, student progress as well as the provision of accommodations and modifications.

- Related service providers are tracking services through SEMI and also logging their services on a tracking form that has been provided by the district.
- Student progress toward IEP goals continues to be monitored and progress is being reported to families based upon the schedule identified within the IEP.
- Teachers are providing students with accommodations and modifications in accordance with the IEP to the greatest extent possible.

Describe how case managers follow up with families to ensure services are implemented in accordance with IEPs to the greatest extent possible.

- Case managers have maintained regular communication teachers/families to support student participation/engagement.
- Case managers are following up with families who have concerns or questions about their child's program and services.

Describe how the district conducts virtual IEP meetings, evaluation, and other meetings to identify, evaluate, and/or reevaluate students with disabilities

- All IEP team meetings are occurring online via Google Meet in accordance with required timelines. Teachers and related service providers have Google accounts and access the meetings virtually. Social evaluations are continuing as planned.
- The district is exploring assessment options that will yield the most reliable results while also ensuring the safety of staff and students. The goal is to begin testing as soon as possible, while complying with state mandates.
- The district has developed a CST committee to explore options for evaluating students.

## Summer Programming -

Provide a preliminary outline for the provision of summer services, including: Extended School Year (ESY) for students with disabilities including how ESY will be delivered

- Instruction will occur remotely
- Related services will be provided remotely
- Supplemental services will be provided remotely
- Program dates/times: 4/week - July 6 - July 30 (9-12)  
5/week - July 6 - Aug 6 (9-2)
- The district has formed a Return to School to Committee. The committee has been charged with addressing the return to school in September 2020 focused on parallel learning paths - Remote learning/ Hybrid (remote and in-person)/ In-person from a curriculum and instruction perspective. One of the other main areas the committee will address is unfinished learning. This will encompass addressing the critical areas of unfinished learning across the four core content areas and how to begin the academic year to intentionally address gaps in learning. This will include an audit of the current scope and sequence for each curricular area. In addition to the areas mentioned, the committee is also addressing learning loss and remediation options for students during the Summer of 2020.
- Title 1 extended learning programs
- Due to the school closure the traditional Title I program provided for students in grades 1 - 4 will not be offered this summer. With the uncertainty of transportation, social distancing regulations, and the sanitization of schools, it was not feasible to provide the robust, interactive, and hands on program we have provided in the past. Individual schools may explore virtual live interactions with Title 1 students over the summer utilizing Title 1 funds.