

SOMSD Board of Education Meeting ‘All-Virtual’ Discussion

Dr. Ronald G. Taylor August 17, 2020

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Agenda

- + Brief Recap of the Task Force documents released on August 8, 2020.
- + Governor Murphy's Executive Order 175.
- + Considerations with regards to Executive Order 175.
 - Health and Safety
 - Facilities
 - Staffing
 - Family Instructional Delivery Preference
 - Tipping Point
- + Next steps...
- + Budget Implications



Executive Summary

Statement of the purpose

- + During these extraordinary times, we as a School District and community join our region, state and nation in doing all we can to responsibly adjust to the fluidity that the COVID-19 circumstances require of us. We as *humans* desperately seek normalcy in our day to day lives...whether it be a simple visit with friends, family and loved-ones or returning to our jobs, favorite restaurants and of course 'our' schools. We know that schools are living, breathing, complex, mini-societies where we learn more than academics. We learn...what it means to be a friend, what it means to have empathy, what it means to lead, what it means to a part of a solution and hopefully, what it means to be *seen, heard and appreciated*.
- + The harsh reality that we are **all** coping with is... while we yearn for the return of what we miss, our health, safety and lives must take precedence in these decisions.

Brief Recap of August 8, 2020 Reopening Plan Release

[**Click Here**](#) to review a brief recap of the original Reopening summary shared with the SOMSD community on 8/8 regarding reopening schools with a hybrid or virtual instructional option (provided prior to the District's shift to an all-virtual reopening announced on August 14, 2020).



SOMSD Restart & Recovery Plan Summary
August 8, 2020

Governor Murphy- Executive Order 175 - Health and Safety



Governor Murphy's Executive Order 175

EXECUTIVE ORDER NO. 175

WHEREAS, on March 9, 2020, through Executive Order No. 103, the facts and circumstances of which are adopted by reference herein, I declared both a Public Health Emergency and a State of Emergency throughout the State due to the public health hazard created by Coronavirus disease 2019 ("COVID-19"); and

WHEREAS, through Executive Order Nos. 119, 138, 151, 162, and 171 issued on April 7, 2020, May 6, 2020, June 4, 2020, July 2, 2020, and August 1, 2020, respectively, the facts and circumstances of which are adopted by reference herein, I declared that the COVID-19 Public Health Emergency continued to exist and declared that all Executive Orders and Administrative Orders adopted in whole or in part in response to the COVID-19 Public Health Emergency remained in full force and effect; and

WHEREAS, in accordance with N.J.S.A. App. A:9-34 and -51, I reserve the right to utilize and employ all available resources of State government to protect against the emergency created by COVID-19; and

Executive Order 175 (cont.)

New Public Health Recommendations from the NJDOH accompanied the Executive Order.



Outbreaks

While schools must report single cases to their local health department, LHDs should work with schools to determine if there is an outbreak. An outbreak in school settings is defined as two or more laboratory-confirmed COVID-19 cases among students or staff with onsets within a 14-day period, who are epidemiologically linked, do not share a household, and were not identified as close contacts of each other in another setting during standard case investigation or contact tracing.

Contact Tracing and Notification

Contact tracing is a strategy used to determine the source of an infection and how it is spreading. Finding people who are close contacts to a person who has tested positive for COVID-19, and therefore at higher risk of becoming infected themselves, can help prevent further spread of the virus.

Close contact is defined as being within 6 feet of someone with suspected or known COVID-19 for at least 10 consecutive minutes. In some school situations, it may be difficult to determine whether individuals have met this criterion and an entire cohort, classroom, or other group may need to be considered exposed, particularly if people have spent time together indoors.

In conjunction with the LHD, school staff should help identify close contacts of positive COVID-19 cases in the school.

- As with any other communicable disease outbreak, schools will assist in identifying the close contacts within the school and communicating this information back to the LHD.
- With guidance from the LHD, schools will be responsible for notifying parents and staff of the close contact exposure and exclusion requirements while maintaining confidentiality. For sample notification letters see [Appendix 2](#).
- The LHD contact tracing team will notify and interview the close contacts identified by the school and reinforce the exclusion requirements.

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Excerpts from a Recent Presentation on Schools and COVID 19

Guidehouse

- Guidehouse is the largest consulting firm in the world that works equally in the public sector and the commercial sector. We sit at the intersection between public health, disaster relief and recovery planning and the commercial markets providing healthcare to communities around the world. Our experts and advisors have been involved in public health crises including HIV, Ebola, H1N1, SARS and MERS – including significant experience in epidemiological program management. We work with a number of federal agencies such as the FDA and CDC.
- Our COVID-19 Team includes (bios included in appendix):
 - Medical doctors
 - PhDs in virology and immunology
 - MPH (leads Guidehouse teams serving CDC)
 - Former Deputy Director of CDC
- A list of representative work/clients and thought leadership is included in appendix



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Excerpts from a Recent Presentation on Schools and COVID 19

Children and COVID-19

- JAMA (7.30.20)
 - Infected children carry at least as much virus in noses and throats as adults
 - Kids under 5 can host up to 100 times more virus in upper respiratory tract than adults
 - Consistent with German study showing asymptomatic kids (1-11) had viral loads as high as adults or higher
- South Korea study (*JAMA Internal Medicine*, 8.6.20)
 - Confirms that asymptomatic (not just pre-symptomatic) carry as much virus in nose, throat and lungs as symptomatic
 - Dr. Birx quoted study on 7.24.20, stating that kids between 10 and 19 transmitted the disease the same as adults; under 10 also clearly spread the virus
- When children are hospitalized due to COVID-19, they need ICU as often as adults do (1 in 3); nearly 6% of those admitted needed to be put on a ventilator (*MMWR Hospitalization Rates and Characteristics of Children Aged <18 Years* 8.7.20)

Excerpts from a Recent Presentation on Schools and COVID 19

Important guideposts for reopening of schools

Per CDC Guidance (8.1.20)

- Must monitor and account for COVID-19 transmission rates in the immediate community and in the communities in which students, teachers, and staff live
- Best practices are the deployment and reinforcement of personal protective behaviors to prevent the spread of COVID-19 in school and in the community
- The more people a student or staff member interacts with, and the longer that interaction, the higher the risk of COVID-19 spread. The risk of COVID-19 spread increases in school settings as follows:
 - **Lowest Risk:** Students and teachers engage in virtual-only classes, activities, and events
 - **More Risk:** Small, in-person classes, activities, and events. Groups of students stay together and with the same teacher throughout/across school days and groups do not mix. Students remain **at least 6 feet apart** and do not share objects (e.g., hybrid virtual and in-person class structures, or staggered/rotated scheduling to accommodate smaller class sizes).
 - **Highest Risk:** Full sized, in-person classes, activities, and events. Students are not spaced apart, share classroom materials or supplies, and mix between classes and activities.

Excerpts from a Recent Presentation on Schools and COVID 19

Children and COVID-19

- In the US, more than 97,000 kids tested positive in the last 2 weeks; 40% increase; highest since first measured in April 16 (*AAP and Children's Hospital Association*)
- 90% increase in number of cases in kids over last 4 weeks; 179,990 new cases in children between July 9 and August 6; more than 380,000 children infected as of August 6. (*AAP and Children's Hospital Association*)
 - “It’s not fair to say that this virus is completely benign in children. We’ve had 90 deaths in children in the US already, in just a few months. Every year we worry about influenza in children, and there are roughly around 100 deaths in children from influenza every year.... [it] is likely to impact more children with severe illness as well.... To protect everyone in our communities – children, teens and older adults – we must follow all the public health measures that we know can contain the virus. This includes physical distancing, wearing [] face coverings, washing our hands and avoiding large gatherings....” *Dr. Sean O’Leary, Vice-Chair of American Academy of Pediatrics Committee on Infectious Diseases*
 - “Children ages zero to five can be highly infectious to other people. It turns out they have a thousand times more virus in their nose than you need to infect, so they’re very, very contagious.... There’s every reason to suspect that this virus... behaves pretty much like a cold virus in terms of transmission. Who drives colds? Children drive colds.... And that’s true of almost all respiratory diseases, including the colds and including colds that are caused by coronaviruses. And this is one of those cousins.... It even uses the same receptor in the nasal passages as one of the cold viruses. It just happens to be a cold virus that also kills.” *Dr. William Haseltine, former Harvard Medical School Professor groundbreaking researcher on HIV/AIDS and human genome.*

Executive Order 175 Considerations for SOMSD

How and why did this impact our previously released reopening plans.

- + Previous NJDOE Mandates required that the 2020-2021 school year reopening include in-person instruction for students. The vast majority of districts (both locally and statewide) moved forward with the intent of serving our communities in compliance with this mandate via hybrid approaches that have been discussed ad nauseam.

Executive Order 175 Considerations for SOMSD

How and why did this impact our previously released reopening plans.

- + To that end, as has been previously shared, our District formed a Task Force and applicable sub-committees with more than 100 participants who contributed to the previously discussed planning. This includes our Township Health Department Leaders and other healthcare professionals.
- + A very important part of this process was also our parental feedback. Via multiple meetings with parental volunteers who participated in our virtual lottery and were selected to be a representative group of our community.
- + We also met multiple times with our PTA/HSA Presidents' Council to discuss concerns of families.

Executive Order 175 Considerations for SOMSD

How and why did this impact our previously released reopening plans.

- + The most important concern that took precedence over all conversations, both in the Task Force as well as with our Parents centered on *health and safety*. Both mitigation (social distancing, PPEs etc.), the ability to properly disinfect facilities and air circulation/purification among others.

- + When our district received Executive Order 175 for consideration I requested that our School Business Administrator and Facilities Manager to give an update on our preparation to ensure that we were not concerned about the progress of our plans.

Updated Facility Review

General Assessment of Building Readiness...

- Rooms are very clean. All rooms will be ready for an opening.
- Hand sanitizer dispensers are installed in each room
- Hand sanitizer dispensers in hallways and large rooms
- The district has the proper equipment and cleaning chemicals.
- Ventilation varies
 - Window unit a/c's will have to be set as fan only to draw in outside air. Teachers will be warm in the early months of school. The bond has new a/c for classrooms.
 - Not all windows open all the way, some tilt out instead.
 - Some windows are fastened shut as the spring is broken. These repairs are included in our planned bond construction.
- We are currently conducting a room by room inventory. The inventory will provide the size of the room, how it is vented, and if there are working windows. This information will be shared with principals to ensure they know the explicit capacity of each room especially those with limited air flow. There will be some rooms schools cannot use.

Updated Facility Review (cont.)

General Assessment of Building Readiness...

- We still have carpeting in elementary school classrooms. Removal of this carpet is part of the bond as in many cases the carpet is glued to an asbestos floor.
- Textbooks are still in bags in the CHS library awaiting the return of the Librarian. The staff has to inventory these items before the area can be properly cleaned. Principals and Supervisors handle textbook inventories. This will be a point of concern.
- Back ordered items
 - Antiseptic wipes are back ordered until 9/30/20. Clorox announced they will not have product until 2021. This will be an ongoing supply issue.
 - Not all plexiglass will be in before school starts
 - We have enough disposable gloves for the nurses and custodians until October. We should have 200 more cases in by 9/30.
- Custodians are being scheduled for training on new protocols.
- Will not know until next week if all air purifier equipment will be in on time.

Staffing Concerns

- + This summer our District has received a number of Human Resource requests regarding staff concerns around their personal (or immediate family members) health vulnerabilities. These requests have included-
 - Retirements;
 - 504 Accommodations; and,
 - Family Medical Leave Act (FMLA).
- + These requests have come from various staff in various categories in our District.

Staffing Concerns (cont.)

- + There are of course many concerns and guiding principles when managing the previously described requests.
- + Some surmise that our entire reopening plan serves as ‘accommodations’ under many circumstances. i.e. social distancing, lessen capacity of buildings and classrooms, PPE requirements, ventilation upgrades etc.
- + However, this does not apply to all cases according to the guidance received. Specifically...

8. A person who is advised by a healthcare provider or public health authority to quarantine, for example an individual who is immune-compromised

- **Can use up to 80 hours of Federal Emergency Paid Sick Leave.** Your employer pays you for this. This will expire at the end of the year and not roll over. It is at your regular rate of pay, capped at \$511 a day and a total of \$5,110. Learn more from the [U.S. Department of Labor](#).
- **Can use accrued Earned Sick Leave:** The Earned Sick Leave law states, in part, the permitted use of self-care: "*Time needed for diagnosis, care, or treatment of, or recovery from, an employee's mental or physical illness, injury, or other adverse health condition, or for preventative medical care for the employee;*" and, the permitted use to protect public health: "*because of the issuance by a public health authority of a determination that the presence in the community of the employee, or a member of the employee's family in need of care by the employee, would jeopardize the health of others.*"
- **Can apply for up to 39 weeks of Unemployment Insurance, if no longer receiving pay from your employer:** Unemployment benefits provide 60% of average wages, with a maximum of \$713/week (+ additional \$600/week through July). Apply online at myunemployment.nj.gov. Please review the FAQs for helpful tips and information.
- **After exhausting Unemployment Insurance benefits, or instead of Unemployment Insurance benefits, could be eligible for Temporary Disability Insurance (TDI):** A claim would need to be filed online at myleavebenefits.nj.gov; the health care provider would give the pre-existing diagnosis and the duration the individual is expected to be out of work. Available wage records on file would determine the amount of TDI benefits. It is against the law for employers to retaliate against employees for taking or seeking to take TDI benefits. In addition, some NJ workers are eligible for job-protected medical leave under the [Federal Family and Medical Leave Act \(FMLA\)](#).

Staffing Concerns (cont.)

- + Districts in most cases are not able to accommodate members of the same bargaining by providing drastically different work settings, expectations and requirements for employees within the same employment category, i.e. some teachers teaching from home while others are in-person with students.

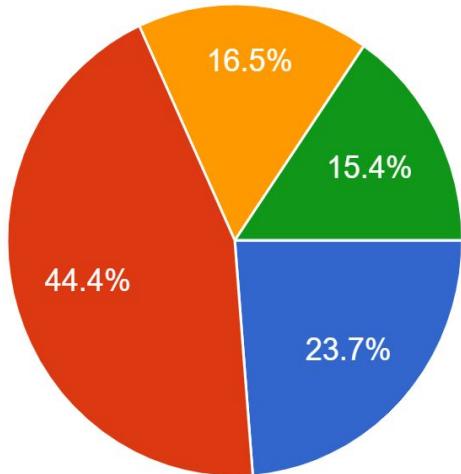
Parental “Return to School Preference”

- + To ascertain our parents comfort level with our reopening approach, we launched a survey on August 10, 2020. To date, 84% of District families have submitted their preference. We needed to determine the ratio of our Hybrid to Virtual preference. This outcome was extremely important as was previously described, we will not have ‘virtual only’ teachers. Therefore, our District has to account for scheduling students into cohorts per school, per class and prepare for teachers to be able to support those who were virtual with live instruction.

Parental “Return to School Preference” (cont.)

Please choose your instructional preference:

6,008 responses

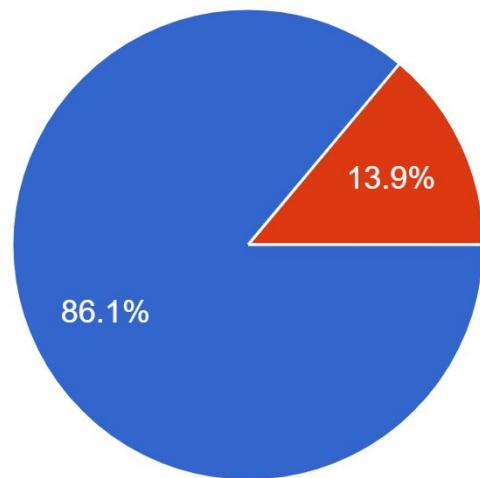


- All Virtual: My child will attend 100% virtually as outlined above (applicable for PreK - 12)
- Hybrid Instruction (in-person and virtual): My child will attend school for in-person instruction as outline above
- CHS Hybrid "Mostly Virtual Phase-In" (for high school only)
- All Virtual: My child will attend 100% virtually as outlined above

Parental “Return to School Preference” (cont.)

Any virtual session will require the use of technology. Please indicate what best describes your technology needs.

6,030 responses

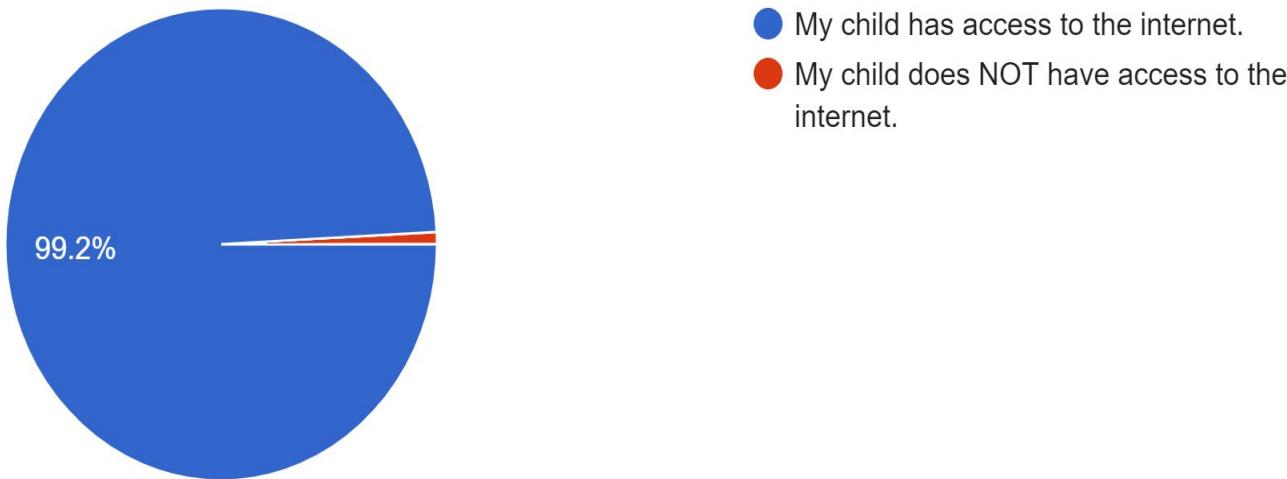


- My child has access to a LAPTOP, TABLET or DESKTOP Computer with a functioning camera and will not need the district to provide a device.
- My child does NOT have access to a technology device and will need the district to provide it.

Parental “Return to School Preference” (cont.)

Any use of technology will also require internet access.

6,030 responses

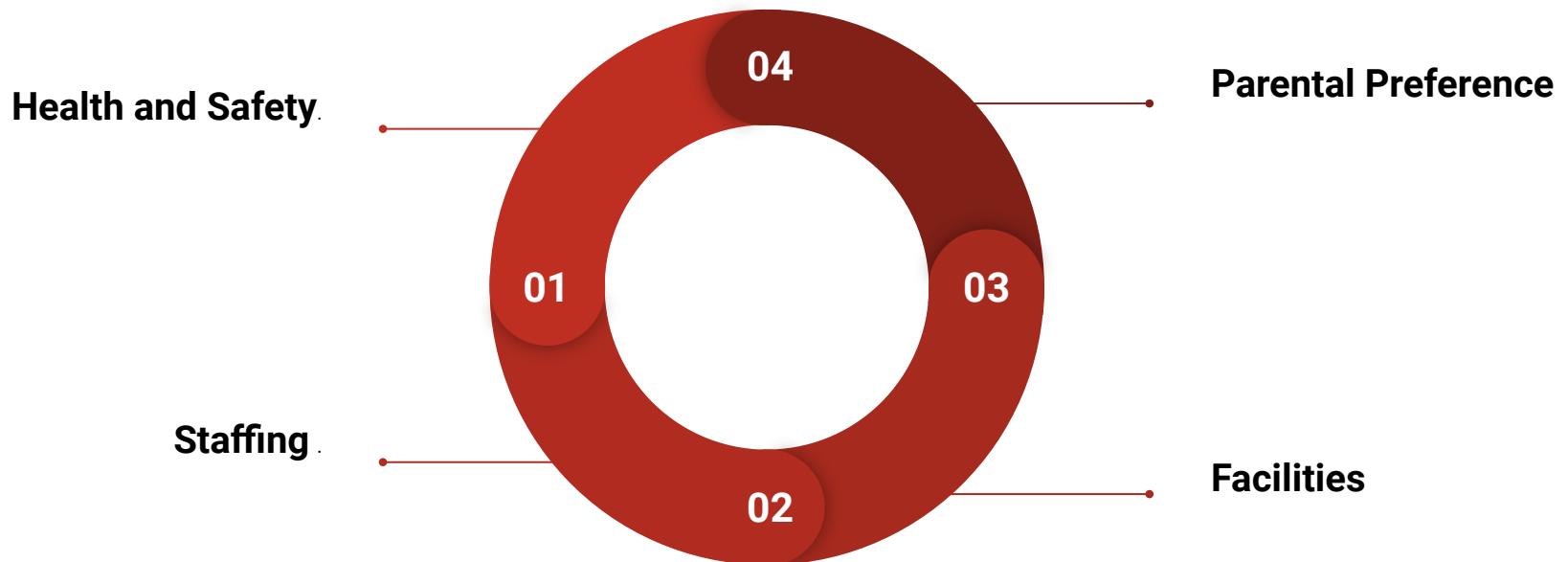


Parental “Return to School Preference” (cont.)

- + The percentages previously shown are very significant and help to inform our decisions and planning.
- + With our hybrid methodology applied to these percentages (live broadcasting of mini-lessons and one hour of live support by teachers for their virtual cohort once their in-person students leave for the day), the outcome could dramatically inhibit the instructional support of the many of our students.
- + An all-virtual setting provides more direct instructional support for all students as compared to our hybrid model that had an emphasis on 4 hours of live in-person sessions for cohort groups.

Tipping Point...

Executive Order 175 served as a Tipping Point for our District. While doing all we could to comply with the previous State directive for an in-person methodology to begin our school year. A convergence of circumstances necessitated the decision to delay our in-person option until the 2nd marking period.



Time Sensitive Decisions

There were also very time sensitive actions that required that this decision be made expeditiously...

**Time Sensitive levers that
were directly and
immediately impacted by
this decision and Executive
Order 175**



- Academic Master Scheduling for thousands of students.
- Significant Fiscal reappropriation recommendations to the Board that are ultimately determined by our re-opening methodology
- Parental childcare preparation and our support of this vital need

Why November?

Why November?

- + It is a natural break at the end of our Marking Period.
- + This allows for academic consistency and grading integrity.
- + It ensures a consistency of expectations for families, students and staff during uncertain times.
- + It allows for us to extend our daily ‘virtual’ schedule to a full day that mimics what a ‘normal’ day would be.
- + It allows for us to continue to improve the preparation of our buildings to be as safe as possible in compliance with COVID 19 best practices/recommendations.
- + Lastly, this allows for us to reassess our circumstances and prepare for a swift shift from virtual to hybrid. (Example hybrid selections from parents may shift from our recent survey, this could skew in-person hybrid class-size balance).

Next Steps



Next Steps



Dr. Ronald G. Taylor

Superintendent of Schools

Tel. (973) 762-5600 x1820/Fax (973) 378-9464

rtaylor@somsd.k12.nj.us

ventilation concerns (airflow, window repairs needed, carpeting that still needs to be removed), poses risks and challenges that will not be resolved for the start of the school year.

Stringent safety measures have been put in place in the areas of: transportation, screening, cleaning protocols, and staggering school schedules to support the start of in-classroom instruction. However, the uncertainty of this pandemic at this time lies in the fact, that even with all these measures in place, the threats posed are far too great for us to comfortably reopen schools for in-person learning (even in a limited capacity).

Childcare: South Mountain YMCA Collaboration

We understand that this is a shift from our original reopening plan; however, the changing landscape has warranted a pivot to full virtual learning. We also understand that this instructional change creates significant challenges for working parents and staff in our district; therefore, we are collaborating with the South Mountain YMCA to make necessary accommodations to offer childcare support. In addition, we will be working to train the YMCA to train their staff in using Canvas.

Through collaboration between the South Orange & Maplewood School District and the South Mountain YMCA, **we are pleased to announce scholarships and financial assistance for families in need**. We are also working with the Y to plan for possible expansion of their capacity utilizing targeted space in our schools if necessary. It is our priority to ensure equitable access to programming and the Y for All Financial Assistance Program is available to ensure scholarships are available to families who need our programs the most. District families can email Karen Weiland at kweiland@somsd.k12.nj.us for support in accessing financial assistance. To reach the Y directly, please contact James Goodger at jgoodger@metroymcas.org.

Below are links to the YMCA's child care needs survey for the fall. If you are a current YMCA member and have already completed a previously emailed School Age Child Care survey, there is no need to complete this one.

- YMCA Survey for Parents: www.surveymonkey.com/r/SMYSACC
- YMCA Survey for District Employees: www.surveymonkey.com/r/SOMADistrict



Next Steps

- + Our master schedulers are shifting their efforts to redesign our students' day to offer a full day of virtual instruction.
- + We have shared a childcare survey with our parents to determine the specificity of our communities need. We will be working the YMCA to support their capacity of service ***if needed***. (Facility availability will be determined also by health and safety mandates).
- + We are continuing our facility preparation regarding the previously described challenges.
- + We are utilizing our *recent summer programing* to support our planning of not just the scheduling of students and teachers but also the parameters of virtual interaction for our first marking period.



Summer Academic Programming Review



Summer Programming: Extended School Year (ESY)

This summer, we prepared an interactive virtual summer program for Extended School Year (ESY). ESY is a summer program mandated by Individual Education Plans (IEPs), whereas a student has demonstrated regression or recoupment challenges when faced with breaks in their educational program (ie summer break).

PK-12th Grade	<ul style="list-style-type: none">+ Virtual Field Trips+ Daily check-ins along with virtual instruction+ Movement breaks built in+ Social Skills+ All Related Services were completed virtually+ Paraprofessionals provided virtual supports+ Themed weeks with virtual activities to match+ All group sessions were recorded, and able to be viewed later+ Students had individual schedules with links to all events+ Social stories to support Mask wearing, social distancing, and COVID information+ Daily slides outlining work for the day
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Summer Programming ESY Schedule

Student ESY Day is 4 Hours BUT students will not be live with a teacher the entire time.

Components of Student Day (not all in this order):

Morning Meeting/Circle (K-2 30 minutes, 3-12 15 minutes)

English/Language Arts 1 Hour (30 minutes in small group with teacher, 30 minutes of individualized independent work assigned by teacher)

Math 1 Hour (30 minutes of small group with teacher, 30 minutes of individualized independent work assigned by teacher)

Independent Work/1-1 Check Ins with Teacher (Teachers will meet with each child/family for a set 15 minute conference each week. On days student is not with teacher, they will have individualized assignment).

Social Skills OR PE Live with a teacher 30 minutes Daily (Alternating day schedule)

Movement Break/Snack/Community Building (Students will have an opportunity to snack and teacher will lead students through a physical activity, read aloud and discussion or other social lesson).

Closing Circle (15 min)

*****Activity Lab-** Once a week, on Fridays, students will have the opportunity to socialize across grade level classes while discovering new interests, talents and passions. This time slot may also be used for virtual field trips and guest speakers.

Summer Programming ESY: Sample Daily Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 AM	Morning Meeting				
9:00 AM	1-1 Check Ins with Students/Families				
9:15 AM	Reading 1				
9:45 AM	Reading 2				
10:15 AM	Movement Break & Snack				
10:30 AM	PE	Social Skills	PE	Social Skills	PE
11:00 AM	Math 1				
11:30 AM	Math 2				
12:00 PM	1-1 Check Ins with Students/Families	ACTIVITY LAB			
12:15 PM	Closing Circle	Closing Circle	Closing Circle	Closing Circle	

Parental ESY Feedback

Glow

- + He made a new friend!
- + The ability to make friends and interact with teachers.
- + She feels more positively towards the school experience after a very difficult spring
- + Social Skills. He came alive during his time with Ms.J.
- + I love the fact the teacher had a schedule for each students was so easy to follow.
- + He was engaged and was learning this is the first time i've actually seen him show interest
- + My son did enjoy this virtual summer school program more than prior summer school programs in person.

Parental ESY Feedback (cont.)

Grows

- + Technology issues.. sound/video
- + Got tired closer to lunch
- + When there were breaks, he did not do anything school related
- + He would listen to his teacher more than mom
- + Not having Para physically there for help
- + The toughest part of ESY for my grandson was getting up initially for morning meeting. Once he started his day he was fine with following the schedule

Summer School Programs- Columbia High School

Credit Recovery Program

- Provided the opportunity to make up a failed course and obtain credits
- Staff - general education and special education teachers co-teach, a guidance counselor and an attendance secretary.
- The program serviced approximately 10% of the school population
- Students could take a maximum of two courses over the summer
- Teachers delivered instruction through a combination of live and pre-recorded lessons via Google Suites.
- Teachers used outside resources and videos to enhance lessons
- Teachers held daily office hours
- Enrollment: 168 Students

Course in Progress (CIP) Program

- Provided the opportunity for students who received a CIP on their 4th marking period report card to make up the work needed to receive a grade of Pass (P).
- Teachers delivered instruction through a combination of live and pre-recorded lessons via Google Suites.
- Teachers used outside resources and videos to enhance lessons
- Teachers held daily office hours
- Enrollment: 79 Students



Summer School Programs- Columbia High School (cont.)

Literacy Program

- This Program was designed to support and accelerate students' acquisition of reading skills.
- Teachers delivered instruction through a combination of live and pre-recorded lessons via Google Suites.
- Teachers used outside resources and videos to enhance lessons
- Teachers held daily office hours
- Enrollment: 37 Students

Math Advancement Program

- Courses offered: Algebra 1, Geometry and Algebra 2
- Full courses taught for credit and GPA standing
- Teachers delivered instruction through a combination of live and pre-recorded lessons via Google Suites.
- Teachers used outside resources and videos to enhance lessons
- Teachers held daily office hours
- The model used for this program is helping to structure our classes at CHS in the fall
- Enrollment: 75 Students

AP Summer Chemistry Prep Program

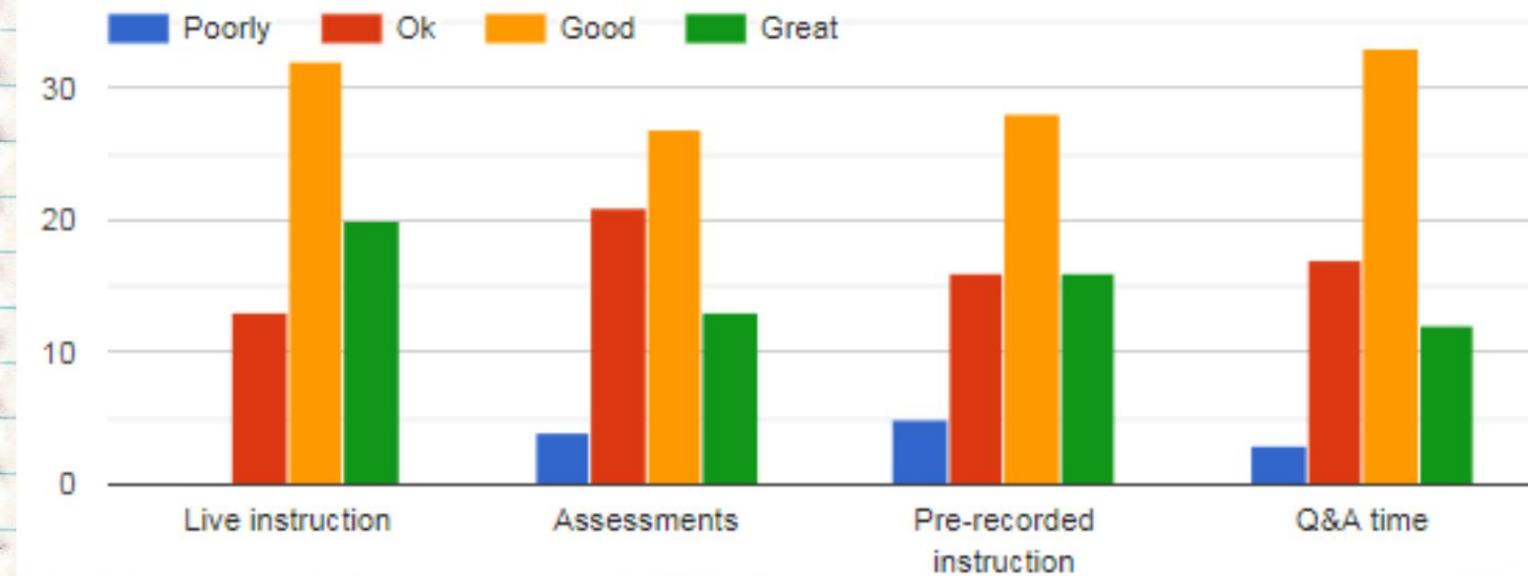
- The course benefited students taking AP Chemistry in the fall
- Students met with their teacher to pre-teach introductory content and to receive help with the summer assignment
- Teachers delivered instruction through a combination of live and pre-recorded lessons via Google Suites.
- Teachers used outside resources and videos to enhance lessons
- Teachers held daily office hours
- Enrollment: 32 Students



Summer School Programs- Columbia High School (cont.)

Rate the different learning times below as far as how well they went for you

(NOTE: teachers split up the “school day” into the sections below)



Summer School Programs- Columbia High School (cont.)

What aspects of this course were most useful or valuable?

The workflow got me ready for the hardest class I may take and makes the classes I thought would be hard seem easy.

I really liked the combination of videos and live teaching.

The youtube videos that Ms. Savoia provided us

The ability to have lots of contact time with the teacher so that we could clear up what we didn't understand, having lots of work to make sure we understand concepts (although a little much)

I liked the zoom meetings and having a google classroom, because it made the communication way better.

we had khan academy videos to watch if we didn't understand a topic

The aspects of the course that were the most useful to me was the live classes where I could ask questions about the assignment.

The reflections helped understand what I got wrong and why I got it wrong

The teacher was literally always available and worked 24/7 (you could tell), so it was nice having her ready to help.

The prerecorded lectures helped a lot. The packets were a lot of work, but helpful. Edulastic is a good system and I hope we can find a way to re-implant it



Summer School Programs- Columbia High School (cont.)

How would you improve this course?

More time to learn and reinforce topics before testing them

I guess more help for when a student is confused on a subject that has already past because the fast nature of the course may cause some students to be left behind not understanding information that is crucial for future units.

Well personally, I would enjoy not getting up at such early hours. I didn't mind the amount of work, although, I would like it to be spread out more (not so many assignments crammed in one day.)

longer so their is less stuff to do in one day

I would improve this course by having all the students me more interactive, as some just turned off their cameras and microphones and didn't participate. It would be better if everyone was required to participate to a certain extent.

I could say that I was a lot of homework and work, but it's basically compiling a school year's worth of work, so it make sense to give that much. Honestly, there isn't much I would improve, and it was really informative and nice. Plus I had an amazing teacher
more time for tests/quizzes

I think it would be better if the tests were open-notes



Summer School Programs- SOMSD Middle Schools

Intervention Program

- This program was created for those students who struggled through the first two marking periods of the school year in Math and/or ELA and those who may need an extra push academically
- Purpose: Close learning gaps from their current grade and create a strong foundation for the upcoming school year
- The Program helps maintain continuity through the summer
- Teachers delivered instruction through a combination of live and pre-recorded lessons via Google Suites.
- Teachers used outside resources and videos to enhance lessons
- Enrollment: 95 Students

Summer Math Program

- This program focused on giving students extra practice and support in math
- Purpose: to support student equity while providing access to higher level courses
- Teachers delivered instruction through a combination of live and pre-recorded lessons via Google Suites.
- Teachers used outside resources and videos to enhance lessons
- Enrollment: 188 Students



Summer School Programs- Seth Boyden and Clinton ES

Rising Stars

- The program is designed to support and accelerate students' acquisition of reading, writing and mathematical skills
- Teachers delivered instruction through a combination of live and pre-recorded lessons via Google Suites.
- Teachers used outside resources and videos to enhance lessons
- Enrollment: 75 Students

English Language Learners K-12

- All instructional levels focused on developing language and literacy skills
- Small group interactions on Google Classroom allowed for the development of oral language skills
- Virtual trips to interesting places - zoos, aquariums, etc. were incorporated in students' day
- Teachers delivered instruction through a combination of live and pre-recorded lessons via Google Suites.
- Teachers used outside resources and videos to enhance lessons
- Enrollment: 43 Students



Enrollment Comparison of Subgroups in all Programs

Economically Disadvantaged, Black Students and White Students

	2020 Economically Disadvantaged	2020 Black Students	2020 White Students
District	310	431	309
CHS	77	99	107
Middle Schools	71	98	103
Elementary	37	48	13
Special Education	86	136	85
ESL	39	22	1

Economically Disadvantaged, Black Students and White Students

	2020 Economically Disadvantaged	2020 Black Students	2020 White Students
District	41	61	133
CHS	5	23	37
Middle Schools	36	38	96

Instruction (previously shared)



- + All staff will use the Learning Management System, Canvas, to assign, organize, and create lessons whether delivering lessons in person or virtually.
- + Students and parents will have access to Canvas accounts that will organize all their learning by subject each day. Students, families, and teachers will use Canvas to communicate with each other, conduct office hours, and students will also be able to work independently or as part of a team.

Assessment: Learning Gaps (previously shared)

All District Students	All students will be given benchmark assessments in person and remotely at the beginning of the year to find gaps in learning that may have been a result of the transition into distance learning in the spring. Students who qualify for support/intervention services will be given these supports/programs in-person and virtually.
Students Showing Signs of Regression or Gaps in Learning	Students who have shown signs of regression or gaps in learning may be brought to the Intervention and Referral Team (I&RS) to create an individual I&RS Action Plan.
Preschool Students	Preschool Students showing delays in learning will be referred to the Preschool Intervention and Referral Team (PIRT) to create a PIRT Action Plan.
New Students	Newly registered students who might qualify for ESL services, based on the language survey, will be assessed in-person using the State approved assessment
Special Services	Compensatory Services: The IEP team will utilize a compensatory checklist to review student data and progress to determine whether critical skills were lost during remote instruction. IEP teams will be meeting to determine the need for possible additional services to address learning loss, regression and recoupment of skills within a reasonable length of time.

Technology Update (March thru Current Prep for Fall)



Technology - Immediate Impacts

- + Prior to the COVID - 19 pandemic:
 - All teachers assigned a Windows laptop for classroom and home use.
 - All support staff assigned a Windows laptop or desktop, depending on requirements.
 - CHS Students had the opportunity to borrow a Chromebook, Laptop, & Mobile Hotspot from CHS library (District and Achieve Foundation).
- + COVID - 19 closures increased access needs to technology for staff and students.
- + Hardware repairs heavily impacted by availability of computer repair components, replacement devices, and PPE for technicians.
- + Immediate need for web conferencing tool for staff and students.
- + Increased reliance on cloud / subscription based tools and remote access to internal resources.

Technology - Addressing Device & Connectivity Needs

- + Automated telephone surveys to the community:
 - Access to internet at home
 - Availability of device at home
 - Identify families interested in borrowing equipment from district.
- + Partnered with the Achieve Foundation to procure 100 Hotspots to loan to families.
 - Significant delays with vendors providing hotspots to customers (orders not expected to arrive until early June 2020).
 - Utilizing Achieve Foundation resources, worked directly with Verizon Wireless to procure cell phones that can be utilized as hotspots (cell phones arrived in April 2020).
- + Schools and Central Office held device distribution days.
 - Families in need could borrow Chromebooks and Hotspots
 - Over 1,100 devices given out as of July 2020.

Technology - Addressing Device & Connectivity Needs (cont.)

- + Neighborhood Wifi - Seth Boyden Area
 - July 2019 - Township participatory budget process identified providing free wireless internet access to Seth Boyden community (WiFi pilot program).
 - August 2019 to March 2020 - Township and School District officials worked with vendor to plan and deploy free wireless internet service to Seth Boyden Community. Antennas and wireless equipment installed on the roof of Seth Boyden.
 - April 2020 - Economically disadvantaged families in the area were contacted and informed of the process to participate in the program.
- + Support staff who primarily use a desktop were provided with the option to borrow a Chromebook to perform work from home.
- + Teaching staff were provided with loaner Chromebooks when Windows laptops were broken (extended in warranty repair times and extended out of warranty parts delivery).

Support and Preparations for the 2020-21 School Year

- + 3,000 Chromebooks purchased to replace obsolete devices (orders placed in May 2020 and July 2020).
 - Significant delay in anticipated order fulfillment for Chromebooks. Initial device deliveries scheduled for August 2020. ETA of Chromebooks now scheduled for November 2020
 - General supply chain issues associated with increased demand for Chromebooks across the country.
 - US Department of Commerce added additional delay with manufacturer.
 - July 20, 2020, the US Department of Commerce's Entity List added eleven Chinese entities to its trade sanctions list, alleging human rights violations.
 - One of the 11 companies is in the supply chain for Lenovo chromebooks, which are commonly used in K-12 education.
 - Lenovo immediately halted doing business with the company. "Halting production at these particular sites is the right course of action. Lenovo and Motorola hold all suppliers and vendors to high standards of ethics, quality, human rights and safety for any goods and services provided to our companies".
 - Lenovo migrating production to other companies.
 - Multiple school districts across the country impacted ([Patterson school district](#) | [Alabama school district](#))

Support and Preparations For The 2020-2021 School Year (cont.)

- + 170 Windows laptops purchased for support staff and teachers.
 - Replace laptops that can no longer be repaired.
 - Provide laptops to staff who have desktops in school and were provided Chromebooks.
- + Increased district internet bandwidth for district from 1.5 Gbps to 5 Gbps.
- + Purchased additional network hardware to accommodate increase in internet connectivity.
- + Wireless access points to address dead spots in instructional spaces.
- + District enterprise license for Cisco Webex (March 2020) for web conferencing.
- + District enterprise license for Google Enterprise (increased Google drive analytics, Google Meets features, etc).
- + Expanded remote licensing (Citrix and Parallels).
- + Auto Rostering and Single Sign On Tool Implementation.

Support and Preparations For The 2020 - 2021 School Year (cont.)

- + Working with the Curriculum office, identifying commonly used Instructional Technology Applications and purchasing district wide licenses (ongoing).
- + Technology Trainers (10 month technicians) retasked to assist with Canvas support and district approved EdTech applications. Collaborate with C&I Office to support Instructional Technology Professional Development in District.
- + Expanded content filtering to support online learning (expansion of GoGuardian).

Budget Implications



Three Budget Adjustments

- + \$2.2 million in State aid reductions
- + \$0.4 million increased spending for online learning
- + \$3.3 million Increased spending for reopening schools
- + \$5.9 million total

State Aid Reductions

June - There was a discussion on how the district was going to address the expected \$600,000 in state aid reductions

- + Eliminate the Construction Supervisor, C&I Director of 6-12, Asst. Transportation Supervisor, and a Technology Trainer position.
- + Reduced spending on equipment and supply lines (school bus replacement, etc.)
- + Noted that the district was expecting a reduction in pre-school aid.

State Aid Reductions (cont.)

July revised state aid notices were received:

- + \$ 602,136 - K-12 program
- + \$1,623,090 - PreSchool Program
- + \$ 2,225,226 - Total state aid reduction

State Aid Reductions (cont.)

- + \$602,136 - Reduction in central office spending
- + Eliminate the Construction Supervisor, C&I Director of 6-12, Asst. Transportation Supervisor, and Technology Trainer positions.
- + Reduce spending on equipment and supply lines (school bus replacement, etc.)

-

State Aid Reductions (cont.)

Pre-School Aid Reductions

- + \$2.9 million - 19-20 school year
- + \$5.9 million - 20-21 school year as of March 2020
- + \$4.3 million - July 2020 Revised 20-21 Pre-School Aid

This is an increase of \$1.2 million as compared to the 19-20 school year and a \$1,623,090 reduction as compared to the approved 2020-21 school year budget.

The district increased the number of students served by local providers by a smaller amount in response to the reduction of aid.

State Aid Reductions (cont.)

A resolution is presented to amend the 2020-21 budget to reflect the reductions in state aid. The resolution details the change in appropriations by account number.

Increased Spending



Increased Spending: Online Learning

- + July 2020 - The district purchased an online learning platform.
- + Additional cost will be incurred to provide professional development.
- + The district applied for the CARES Grant and was awarded \$395,370 (\$386,830 for the district and \$8,540 non-public) to cover the cost of the LMS, PD associated with online learning, and hotspots for economically disadvantaged students.

A resolution is presented to accept \$395,370 of funding from the CARES grant.

Increased Spending: Reopening of Schools

- + As of August 10th the district was projecting a \$3.3 million dollars increase in spending required to keep buildings safe for reopening of schools.
 - \$1.5 million for additional custodians and transportation aides
 - \$0.7 million for additional equipment to help improve air quality
 - \$1.2 million for additional cleaning supplies
 - Masks, shields, tissues, wipes, hand sanitizer, disinfectant, etc.

Increased Spending: Reopening of Schools (cont.)

- + \$1.5 million of anticipated expenditures for additional staff will be revised due to the change in date that students will be reporting to district buildings.
 - Additional staff not required to start until a later date

Increased Spending: Reopening of Schools (cont.)

- + \$0.7 million for equipment to improve air quality is still required.
- + The recommendation is to use maintenance reserve funds to purchase this equipment.
- + Two resolutions are presented
 - Approve a \$727,767.42 transfer of funds from maintenance reserve
 - Approve a \$727,767.42 purchase of equipment.

Increased Spending: Reopening of Schools (cont.)

- + The district is transferring \$1,120,000 to the custodial supply account.
 - For the Purchase cleaning supplies in preparation of reopening.
- + \$1,120,000 is transferred out of contract services.
 - The reduced spending in these areas reflect changes in school schedules and instructional delivery.
 - Paraprofessionals are not required to cover lunch, snack, nap time time.
 - May need to adjust this depending on schedules and changes in delivery of service.

Agenda Restated....

- + Brief Recap of the Task Force documents released on August 8, 2020.
- + Governor Murphy's Executive Order 175.
- + Considerations with regards to Executive Order 175.
 - Health and Safety
 - Facilities
 - Staffing
 - Family Instructional Delivery Preference
 - Tipping Point
- + Next steps...
- + Budget Implications



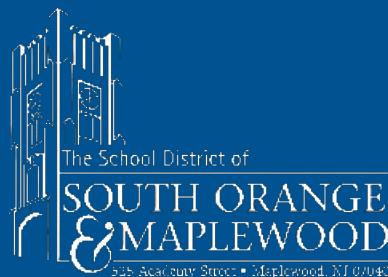
SOMSD Virtual Academic and Social Emotional Informational Town Hall Discussion

Save the Date- September 2, 2020

Appendix:

Restart & Recovery Reopening Plan for Schools (from August 8, 2020)

**(Presentation as shared to SOMSD community
from 8/8, prior to District's 8/14
announcement to shift to all-virtual
instruction for fall 2020 school reopening)**



SOMSD Reopening 2020 - 2021

The NJ Department of Education has charged every NJ Public school district with developing in collaboration with community stakeholders a Restart and Recovery Plan to reopen schools for 2020-21 that will address the needs of ALL students.

+ **Mandates**

- To provide an instructional program for all students across all cohorts safely
- Ensure all families have access to an all virtual instructional option

+ **Goals**

- Provide a reopening plan and strategy to address students' developmental and learning needs in either a hybrid or virtual environment while preserving the safety of all students and staff and adhering to behaviors that prevent the spread of COVID-19
- Plans are guided by the provision of the New Jersey Department of Education as well as recommendation from the NJ Department of Health and are informed by the Centers for Disease Control (CDC) and Prevention guidance

Back to School Transition: Two-Week Virtual Start

- + **All District students will begin the school year with a two-week virtual start,** from September 8 to September 18
- + On Monday, September 21, in-person learning at schools will begin (virtual only students will continue their instruction online)
- + The District believes that introducing a two-week virtual start will support the physical and mental health as well as learning needs of our community by allowing:
 - *Orientation to the online (Canvas) platform for staff, students and families;*
 - *Staff that are coming in-person to be able to teach from their school buildings and schools to be able to practice together entry, exit and bathroom schedules, etc.;*
 - *Schools to run daily health messages to staff and students;*
 - *Two-week period for students and families to be home and not travelling to areas of high incidence of COVID-19; and*
 - *Time for Parent/Guardian and Staff agreement letters collection, organization and follow-up*

At a Glance: What Returning to School Will Look Like

Face Coverings

Face coverings are required for students and staff in SOMSD buildings or on the school bus, unless it will inhibit the individual's health. Short face covering breaks for students may be incorporated into the schedule as feasible, but only when social distancing can be maintained. Recommended time for face covering breaks is no more than five minutes indoors, ideally with windows open, and no more than ten minutes outdoors. Face coverings must cover the nose and mouth. If an individual refuses to wear a face covering for a non-medical reason, that individual may not enter the building. A student who refuses to wear a face covering for a non-medical reason may learn virtually. Have multiple cloth face coverings so you can wash them daily and have back-ups ready (if possible, at minimum have at least 2 reusable face masks ready for your child for back to school)

Social Distancing

Schools in the district will allow for social distancing within the classroom to the maximum extent practicable. All instructional and non-instructional rooms in schools and district facilities must comply with social distancing standards to the maximum extent practicable. Instructional staff will reinforce social distancing protocol with students and co-teacher or support staff. Social distancing protocols will be implemented in classrooms, during transitions, and in common areas, and will include the following:

- Facial coverings;
- Six-feet social distancing, when possible;
- Plexiglass shields in high-traffic areas such as front offices;

What Returning to School Will Look Like (cont.)

Classroom Modifications & Common Area Modifications

Schools in the district will allow for social distancing within the classroom to the maximum extent practicable. This will be achieved by ensuring students are seated at least six feet apart. Students will be monitored in all common area locations to encourage social distancing practices. Install plexiglass shields in main offices and security desks.

Controlled Movement Patterns

Students will have assigned entrances and exits. Facial coverings are required. Schools will provide physical guides such as tape on floors and sidewalks and signs on walls as applicable, to help ensure that staff and students remain at least six feet apart in lines and at other times (i.e., guides for creating one-way routes in hallways).

Additional Hand Sanitizing Stations

Hand sanitizing stations with alcohol-based sanitizer/wipes (60% alcohol) will be prepared: in each classroom (for staff and children who can safely use hand sanitizer); at entrances and exits of buildings; near lunchrooms and toilets. In addition, to hand sanitizing stations - for classrooms that have existing sinks/handwashing stations – soap and paper towels will be prepared.

What Returning to School Will Look Like (cont.)

Health & Wellness Protocol

Parents will screen students before their children leave the house for in-person instruction. This includes temperature and symptom checking. A Parent Agreement Letter of Compliance with COVID-19 Guidelines will be sent to each district family. The letter will include: signs and symptoms of COVID-19; what to do when a child is ill; medical, health department and health insurance resources; travel advisory information; how to update emergency contact information on PowerSchool; the importance of sending healthy children to school with a facial covering; and the necessity of picking up ill children from school promptly.

Extracurricular Activities & Athletics

All extracurricular activities, with the exception of some athletics will be significantly diminished to the fullest extent possible to allow for proper cleaning time; social distancing and hygiene protocols will be maintained by these groups under the supervision of their coaches and activity leaders. In addition, SOMSD will cancel field trips, assemblies, and/or other large gatherings. Finally, external community organizations that use school/district facilities will not be allowed. Virtual group events, gatherings , or meeting in lieu of field trips will be pursued.

Instructional Models



PreK -12 families will have a choice between hybrid (in-person/virtual) or an all virtual instruction model. **Families must respond to the [“Return to School Preference” form by Friday, August, 14.](#)** After the two-week virtual school start for all students, the District will introduce in-person learning.

Hybrid Instruction

or

Virtual Only

Preschool, Elementary & Middle Schools

- Hybrid students will attend school in person 2 days per week (4 hours in the morning) and virtually 3 days per week (Friday will be virtual for all)
- Students will attend school for in-person hybrid instruction in two cohorts (A and B) that will be composed of students separated alphabetically based on actual # of students per alphabet.
 - *Cohort A* - Students with last names beginning (example: *X - Y)
 - *Cohort B* - Students with last names beginning (example: *Y - Z)
 - Consideration will be given to keep families together and should siblings or family members with different last names need to be placed in the same cohort, parents should contact their building administration to discuss.

Special Services/ELL

- Subset of Special Services/ELL student population will attend in person 4 days per week, 4 hours per day in the morning
- One day per week, all students will learn virtually



Virtual Only

- Virtual students will attend virtually 5 days per week via Canvas



Instructional Model Summary by Groups

Hybrid Model (PreK, Elementary & Middle Schools)	<p>Students will be split into 3 groups - A, B, and C. Each group will have at least 2 days of in-person learning and 3 days of at least 60 minutes of live virtual interaction with a teacher along with 3 additional hours of remote learning activities. Group C will have additional in-person learning opportunities per English Language Learner and Special Education programming needs.</p>
Hybrid Model: Mostly “Virtual Phase-In”: High School Only	<p>CHS students will begin the school year with a “mostly virtual” phase-in approach. Students will have synchronous, direct instruction with teachers every day when not in the building. Students will be divided into cohorts, and will have check-ins to meet with their teachers in person once every two weeks. Group C will have additional in-person learning opportunities per English Language Learner and Special Education programming needs. <i>The CHS schedule will be shared separately with families/students.</i></p>
Special Services (special needs and ELL learners)	<p>(Group C) - ELL and select special education programs will receive 4 days of in-person learning 4 hours a day and 1 virtual day with at least 1 hour of live interaction with a teacher along with 3 additional hours of remote learning activities.</p>
Virtual Only	<p>Students will have 5 days of virtual instruction which will include a mix of: live virtual instruction, pre-recorded instruction, teacher led small-groups and independent practice.</p>

Hybrid Model (In-Person/Virtual)



Hybrid Model - (A/A & B/B) Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
In-Person / Virtual Instructional Days	Group A 4 Hours of instruction in school - in the Mornings	Group A 4 Hours of instruction in school - in the Mornings	Group B 4 Hours of instruction in school - in the Mornings	Group B 4 Hours of instruction in school - in the Mornings	Group A Group B Group C 4 Hours All Virtual Instruction (mix of live, pre-recorded and independent work)- Morning Session
English Language Learner and Select Special Needs Programs 4 Day In-Person Instruction	Group B <ul style="list-style-type: none"> 3 Hours *virtual instruction in the morning 1 Hour live with a teacher in the afternoon 	Group B <ul style="list-style-type: none"> 3 Hours *virtual instruction in the morning 1 Hour live with a teacher in the afternoon 	Group A <ul style="list-style-type: none"> 3 Hours *virtual instruction in the morning 1 Hour Live with a teacher in the afternoon 	Group A <ul style="list-style-type: none"> 3 Hours *virtual instruction in the morning 1 Hour Live with a teacher in the afternoon 	Group C 4 Hours of instruction in school - in the Mornings

Virtual Only Model



Virtual Only Model					
	Monday	Tuesday	Wednesday	Thursday	Friday
Virtual Only Students	4 Hours of instruction, which may include a mix of: Live virtual instruction Pre-recorded instruction Teacher led small-group instruction Independent practice 1 hour live with a teacher in the afternoon				All District Virtual Day 4 Hours All Virtual Instruction (mix of live, pre-recorded and independent work)– Morning Session

IMPORTANT: Changing Instructional Model Options

- 1. Hybrid Instruction**
 - a. Once school begins, parents selecting hybrid only instruction who want to switch to all virtual instruction should contact their building principal.
- 2. Virtual Only Instruction**
 - a. Once school begins, parents selecting virtual only instruction can only request a switch to hybrid instruction during the following windows:
 - i. Mid-quarter - October 9th
 - ii. End of quarter - November 12th
 - b. All requests will be handled at the school level