



## Phased Return to School Update

Dr. Ronald G. Taylor | Date October 19, 2020

# Purpose

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- + To update our community on our efforts and plan to return to our school buildings.
- + Health and Safety Update
- + Tipping Point Updates
  - Facility
  - Staffing
  - Connectivity
- + Phased approach (milestones)

# Health and Safety Update from our Health Department

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- + NJ Transmission rate: 1.15 compared to 1.0 a month ago (each COVID + person passes infection to 1.15 people)
- + NJ Positivity rate: 3%. While the state positivity rate has stayed at 3% over the last month, **in the northern region our positivity rate one month ago was 2% and now we are up to 3%.**
- + Maplewood current + cases: 380 (increase of 11 for the month of OCTOBER 1)
- + Most Maplewood + cases are ages 50-59; but if we look at the cumulative over the period of August 1-October 12, we have seen an increase in the young adult age range from 20-29 years old

# Health and Safety Update from our Health Department

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- + South Orange + cases: 137 (increase of 11 since OCTOBER 1)
- + Most South Orange + cases are ages 42-70; but if we look at the cumulative over the period of August 1-October 13, we have seen an increase in the younger ages of 17-46 years old
- + The CDC recommends families quarantine for 14 days before travelling to see family for Thanksgiving or other holidays. Here is additional guidance for the upcoming holidays:  
<https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/holidays.html>



# NJDOH School Closure Guidance

The COVID-19 Regional Risk Matrix is one tool that can inform the decision-making process for school districts when considering when remote learning might be indicated.



## COVID-19 Regional Risk Matrix

*\*For use by LHDs when providing guidance to school districts*

Low Risk	Moderate Risk	High Risk	Very High Risk
<p>Evaluate alternatives to in-person learning to ensure continuity of work or educational services.</p> <p>In response to COVID-19 positive staff or student, follow <a href="#">COVID-19 exclusion criteria</a>; work with local health department to identify and exclude close contacts following CDC guidance; refer to guidance on <a href="#">cleaning and disinfection</a>.</p> <p>In response to ill students and staff, follow <a href="#">NJDOH School Exclusion List</a>.</p> <p>* If ill person had potential exposure in past 14 days, follow <a href="#">COVID-19 exclusion criteria</a>; wait at least 24 hours and <a href="#">clean/disinfect</a> areas where ill</p>	<p>Consider a mixture of remote and/or hybrid learning approaches, and/or fully remote learning.</p> <p>In response to COVID-19 positive staff or student, follow <a href="#">COVID-19 exclusion criteria</a>; work with local health department to identify and exclude close contacts following CDC guidance; refer to guidance on <a href="#">cleaning and disinfection</a>.</p> <p>In response to ill students and staff with <a href="#">COVID-19 compatible symptoms</a>, follow <a href="#">COVID-19 exclusion criteria</a>; wait at least 24 hours and <a href="#">clean/disinfect</a> areas where ill person spent time.</p>	<p>Consider implementing fully remote learning.</p> <p><b><i>If schools remain open for in-person learning:</i></b></p> <p>In response to staff or student who is COVID-19 positive <u>or</u> who has <a href="#">COVID-19 compatible symptoms</a> (not yet tested), follow <a href="#">COVID-19 exclusion criteria</a>; work with local health department to identify and exclude close contacts according to CDC guidance; refer to guidance on <a href="#">cleaning and disinfection</a>.</p> <p>* Decisions on when ill person's close contacts can return to school are dependent on the ill person's medical evaluation and COVID-19 test results.</p>	<p>Implement fully remote learning</p>

# NJDOH School Closure Guidance

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Closure is a local decision that should be made by school administrators in consultation with local public health. The following scenarios may help inform the decision for when schools should temporarily close.

SCENARIO	CLOSURE
1 confirmed case in the school	School remains open*; students and staff in close contact with positive case are excluded from school for 14 days.
2 or more cases in the same classroom (outbreak limited to one cohort)	School remains open*; students and staff in close contact with positive case are excluded from school for 14 days. Recommendations for whether the entire classroom would be considered exposed will be based on public health investigation.
2 or more cases within 14 days, but are linked to an exposure outside the school setting (e.g. in same household, exposed at the same event outside of school)	School remains open*; students and staff in close contact with positive cases are excluded from school for 14 days.
2 or more cases within 14 days, linked together by some activity in school, but who are in different classrooms (outbreak involving multiple cohorts)	Recommendations for whether school closure is indicated will be based on investigation by local health department.
A significant community outbreak is occurring or has recently occurred (e.g., large event or large local employer) and is impacting multiple staff, students, and families served by the school community	Consider closing school for 14 days, based on investigation by local health department.
2 or more cases are identified within 14 days that occur across multiple classrooms and a clear connection between cases cannot be easily identified (outbreak involving multiple cohorts)	Close school for 14 days.
Very high risk of community transmission (refer to <a href="#">COVID-19 Regional Risk Level Matrix</a> )	Close school until COVID-19 transmission decreases.



# Tipping Points



# Tipping Points

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When Executive Order 175 allowed for school districts in the state of NJ to select for an all remote start, health and safety of students and staff was (and remains) the driving factor. There were also other significant variables that required consideration.

1. Health and Safety upgrades for our school facilities to ensure mitigation and needed ventilation.
2. Staff members who notified our District of needed accommodations to return to school buildings at that time.
3. Connectivity for a hybrid methodology of broadcasting lessons as well as the digital divide among our families.



# Tipping Points:

## 1. Facilities Upgrades



# Facility Update

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Many steps have been taken to upgrade our building to ensure the health and safety of our students and staff. These upgrades include...

- + Ventilation systems.
  - +HEPA filters installed in each classroom univent
  - +HEPA filters in classroom univents have a MERV rating of 16
  - +Each classroom uninvent draws air in directly from the outside
  - +HEPA filters installed in rooftop systems
  - +HEPA filters in rooftop systems have a MERV rating of 18
  - +HEPA filters installed in windows air conditions
  - +HEPA filters in windows air conditioners have a MERV rating of 16



# Facility Update

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Many steps have been taken to upgrade our building to ensure the health and safety of our students and staff. These upgrades include...

- + Medical supplies (Nursing Staff)
  - N95 masks
  - Disposable masks
  - Disposable gloves
  - Disposable gowns
  - Face shields
  - Non touch thermometers
  - New non touch waste baskets with lids

# Facility Update

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Many steps have been taken to upgrade our building to ensure the health and safety of our students and staff. These upgrades include...

- + PPE staff
  - Cost prohibitive to provide disposable masks
  - Cloth reusable masks are available for staff
  - Plastic face shields available for staff (Delivery Oct. 16th)
  
- + PPE students
  - Cost prohibitive to provide disposable masks
  - Cloth reusable masks are available for students that need it.

# Facility Update

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Many steps have been taken to upgrade our building to ensure the health and safety of our students and staff. These upgrades include...

- + Custodial staff equipped with
  - EPA approved disinfectants.
  - Non touch thermometers
  - Electrostatic guns and foggers
  - PPE
  
- + Additional custodians will be hired as district shifts to in person instruction.





# Facility Update

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Many steps have been taken to upgrade our building to ensure the health and safety of our students and staff. These upgrades include...

## + Classrooms

- Seating removed or marked to ensure students are social distancing.
- Hand sanitizer dispensers installed in every classrooms

## + Hallways

- All carpeting removed from hallways
- Hand sanitizer dispensers installed

## + Signage

- +“Social Distancing” signs posted throughout the schools.
- +“Wear Masks” signs posted throughout the schools.
- +“Wash Hands” signs posted throughout the schools



# Facility Update

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Many steps have been taken to upgrade our building to ensure the health and safety of our students and staff. These upgrades include...

## + Other

- Plexi-glass installed in office locations.
- Purchased hydroxyl air purifiers for:
  - Large common areas
  - Nurses office
  - Bathrooms

Hydroxyl air purifiers are safe to use in occupied areas. The technology is used for removing odors while killing viruses and bacteria in occupied spaces such as hotels, funeral homes, apartments, offices, schools, hospitals, nursing homes, fitness centers, day care centers and warehouses.



# Facility Update: Safety Measures

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# Facility Update: Safety Measures & Signage

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# Facility Update: Safety Measures & Signage

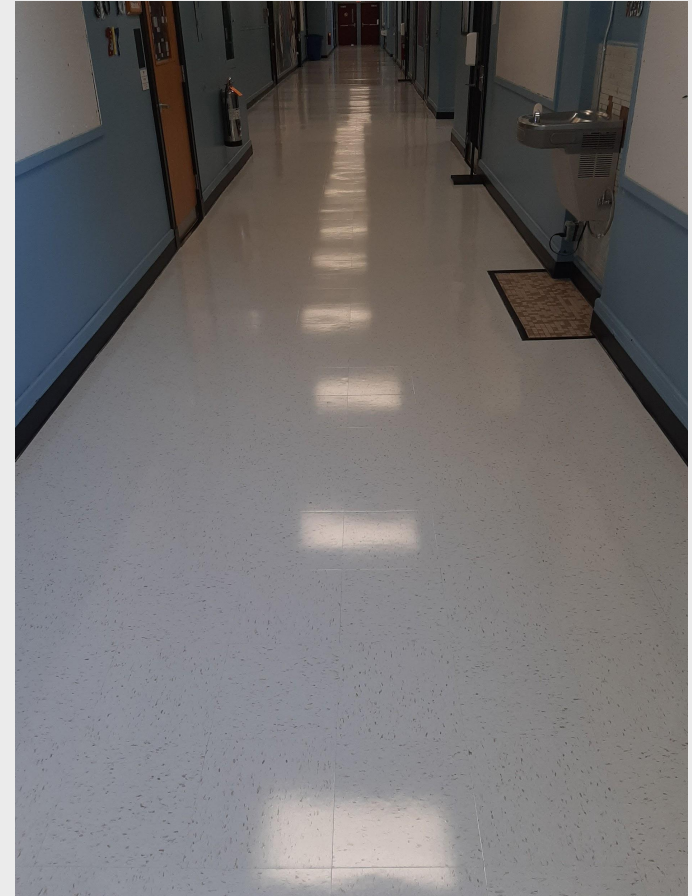
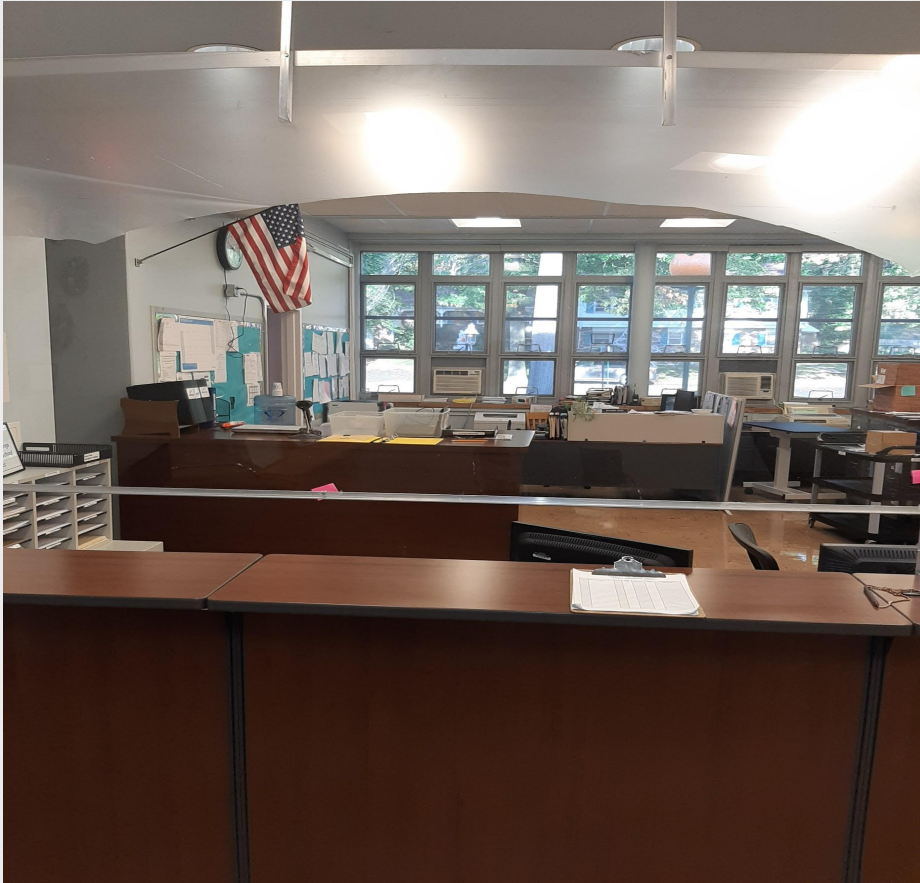
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# Facility Update: Building Photos

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# Facility Update: Classroom Photos

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# Facility Update: Classroom Photos

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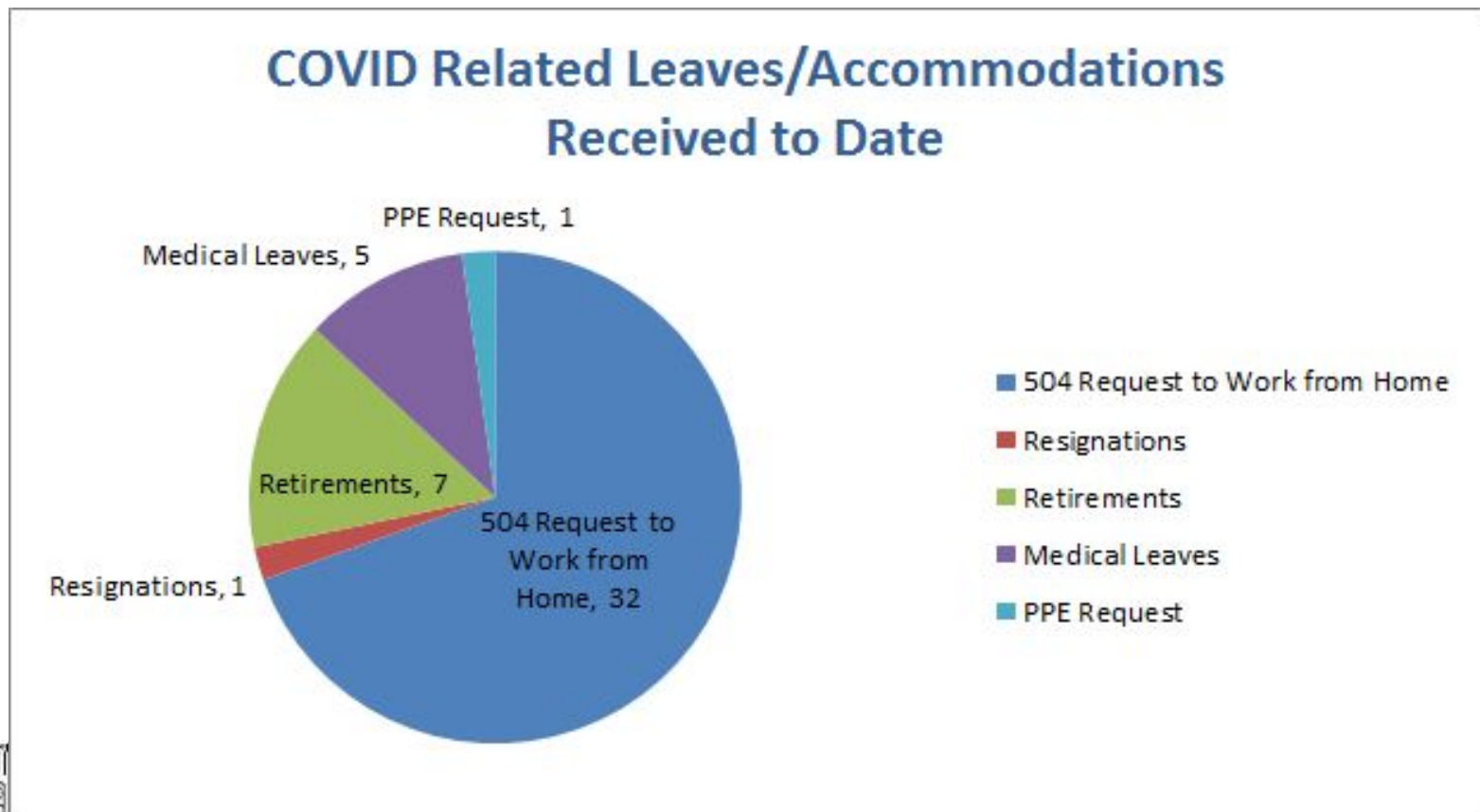
# Tipping Points:

## 2. Staffing



# Tipping Point Staffing...

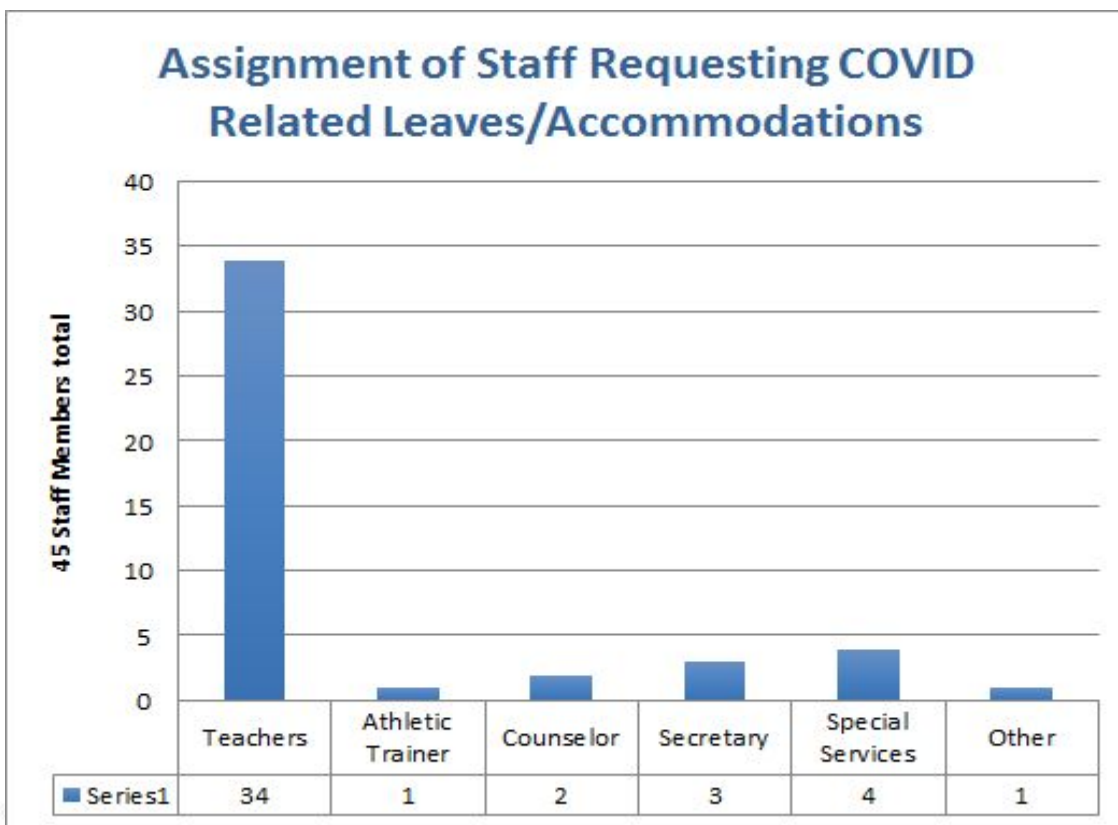
- + The information below represents totals of leave requests received thus far by category.





# Tipping Point Staffing...

- + The information below represents totals of leave requests received thus far by category.



Schools affected by Leave requests:

- CHS - 13 staff members
- MMS - 5 staff members
- SOMS 7 staff members
- CLIN - 2 staff members
- JEFF - 2 staff members
- MARS - 1 staff member
- SB - 3 staff members
- SM - 2 staff members
- TUS - 3 staff members
- Multiple - 7 staff members
- CO - 2 staff member

# **Tipping Points:**

## **3. Connectivity & Broadcasting Live Lessons from Classrooms**



# Tipping Point Connectivity...

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- + While connectivity was not previously stated as a reason for our virtual start, it is of course a very significant piece of our successful virtual start and is connected to our transition to a hybrid design.

# Digital Divide/ Virtual Learning Update

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- + For purposes of this event we will focus on the digital divide, which is defined as...
  - ...the gulf between those who have ready access to computers and the Internet, and those who do not."a worrying "digital divide" based on educational attainment and income"
- + We as a District are aware that there is a digital divide within the universe of families that we serve and it is based on socioeconomic status...among other mitigating factors.

# Digital Divide-Continued....

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- + As a district, we did not yet have a one-to-one (1:1) standard device methodology: While schools have chromebook carts and labs etc., these setups are in many cases checked out on a daily basis triggered by teacher need or a predetermined rotating schedule (these machines were not designed to be issued to students/families).
  
- + What does 'one to one' mean?
  - The term **one-to-one** device usage (also known as mobile or **1:1 devices**) refers to the practice in educational establishments, such as **schools**, of allowing students to use an electronic device to access digital content, the internet or digital textbooks. **One-to-one devices** will include laptops, tablets and Chromebooks.
  - Whereas students are assigned a particular device and are also allowed in many cases to take devices home.

# Our Digital Divide Response

In short, we surveyed families, disassembled equipment and issued technology to our district families.

- **Digital Divide Tasks-Timeline**



- ☐ Districts in the State of NJ were directed to prepare for a two week closure. In preparation, hard copies of the two week plans were made available for families who did not have devices or connectivity.
- ☐ Simultaneously we created multiple telephone surveys to ascertain which (and how many) families were in need of devices and/or connectivity.
- ☐ Once it was apparent that we would be closed far longer than 2 weeks, our techs worked with school based staffs and Principals to disassemble our chromebook carts.
- ☐ School-based dissemination schedules were created in conjunction with the social distancing guidelines.
- ☐ We then partnered with the Achieve Foundation and our Parent Center to purchase hotspots for parents who are in need of connectivity.

# Digital Divide Update-

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- In the spring of 2020 we issued approximately 1000 chromebooks to families who expressed a need for a device for distant learning.
- So far this year we have issued an additional 1,200 chromebooks to families who expressed need.
- Some of the demographics of this distribution are as follows....



# Summary of Digital Divide Data Survey Responses mid spring 2020

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Available demographics of device survey respondents (847 families), of course many other families did not respond to the survey but later expressed need through other platforms:

- + **American Indian-2**
- + **Asian-41**
- + **Black- 383**
- + **Hispanic-42**
- + **Multi-racial-96**
- + **White-283**

## Summary of Digital Divide Data now...

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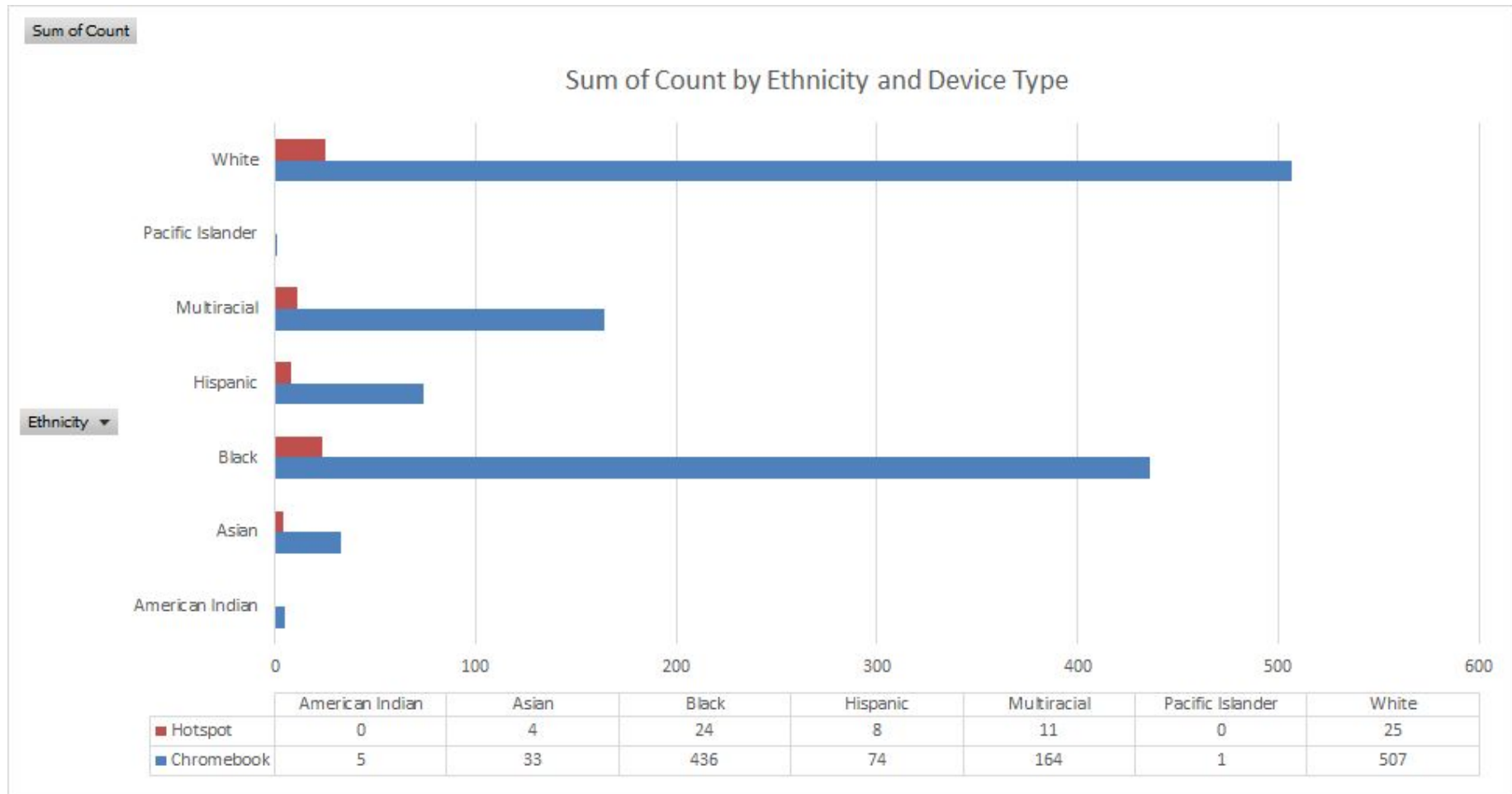
<input type="checkbox"/> <b>Chromebook</b>	<b>1220</b>
American Indian	5
Asian	33
Black	436
Hispanic	74
Multiracial	164
Pacific Islander	1
White	507
<b>Grand Total</b>	<b>1220</b>

## Summary of Digital Divide Data now...

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 <b>Hotspot</b>	<b>72</b>
Black	24
White	25
Multi Racial	11
Hispanic	8
Asian	4

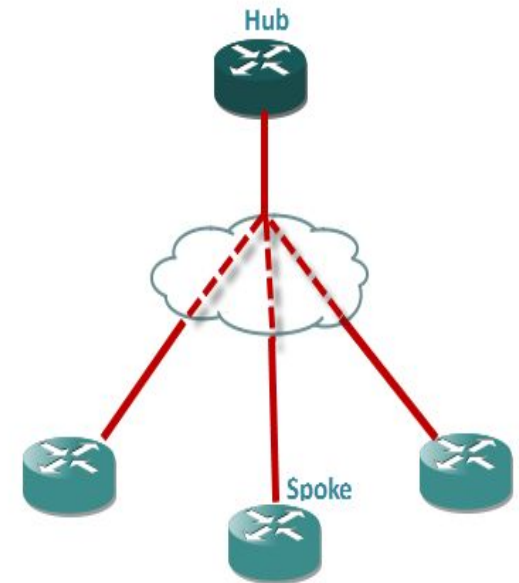
# Summary of Digital Divide Data now...



# Broadband Upgrades...

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- District network uses a hub and spoke (star) logical topology. All district schools are connected to a central aggregation point to provide internet connectivity and content filtering.
- Leased fiber lines running between the schools and the aggregation point (WAN) provide 1 Gbps of connectivity between the schools.
- Internet Connectivity for district has been upgraded from 1.5 Gbps to 5 Gbps in anticipation of increased internet connectivity needs.
- District firewall modules being upgraded to allow for increase in Internet speeds.



**Hub and Spoke Topology**

# Learning Management System Investment...

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- Canvas Learning Management System purchased in August 2020 to allow for synchronous and asynchronous learning.
- Canvas Instructor led training provided to teachers and staff from August 17th - October 13th.
- Teq edtech training on Canvas and Google Apps for Education provided during professional development days first two weeks in September.
- Canvas Instructor led training provided to parents from September 9th - 11th.
- Additional Canvas trainings will be provided to teachers and staff throughout the year.

# Anticipated Bandwidth Requirements - Hybrid

School	50% Student Capacity - Full Staff and Teachers								
	Students	Teachers	Admins	Office Staff	Student Bandwidth	Teacher Bandwidth	Admin Bandwidth	Office Staff Bandwidth	Total Bandwidth Required (Mbps)
Clinton Elementary School	305	49	2	4	305	196	3	6	510
Columbia High School	1006	139	6	30	1006	556	9	45	1616
Jefferson Elementary School	248	45	2	4	248	180	3	6	437
Maplewood Middle School	416	71	3	15	416	284	5	23	727
Marshall Elementary School	251	36	2	4	251	144	3	6	404
Montrose Early Childhood Center	43	7	1	2	43	28	2	3	76
Seth Boyden Elementary School	227	47	2	4	227	188	3	6	424
South Mountain Elementary School	333	50	2	5	333	200	3	8	543
South Orange Middle School	405	78	3	15	405	312	5	23	744
Tuscan Elementary School	318	51	2	4	318	204	3	6	531
Administration Building	0	0	0	40	0	0	0	60	60
Transportation / Facilities	0	0	0	10	0	0	0	15	15
Totals	3550	573	25	137	3550	2292	38	206	6085



**\*Teacher Bandwidth - 4 Mbps (3 Mbps Web Conferencing / 1 Mbps Web traffic)**

**\*\*Student and Staff Bandwidth - 1 Mbps**



# Remaining Connectivity Concerns...

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- Wireless Network Availability
  - 513 Wireless Access Points deployed.
  - “Dead Spots” in buildings, limiting wireless network availability.
  - Older 802.11a/b/g/n access points deployed in some classroom spaces, limiting range and concurrent connections.
  - Replace older access points (as needed) with newer 802.11ac wave 2 support access points.
- District has upgraded to maximum Internet bandwidth available from ISP. An additional internet circuit would be needed to provide speeds higher than 5 Gbps.
- Core networking switch blades and optics will need to be upgraded to handle speeds above 5 Gbps.
- WAN circuits may need to be upgraded beyond 1 Gbps at each site if links become saturated with network traffic.

# A few closing thoughts for context

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We are continuing to receive individual requests for devices from families and are responding in-kind with a weekly distribution.

Our Board of Education approved in June, a significant investment that will help us to increase the number of devices in our District. While we already had an approved *device replacement master plan*, this latest approval allows for us to expedite the procurement of thousands of replacement devices. These computers will of course be used to support our continued efforts toward bridging the digital divide in our district, in the name of *Access and Equity*.

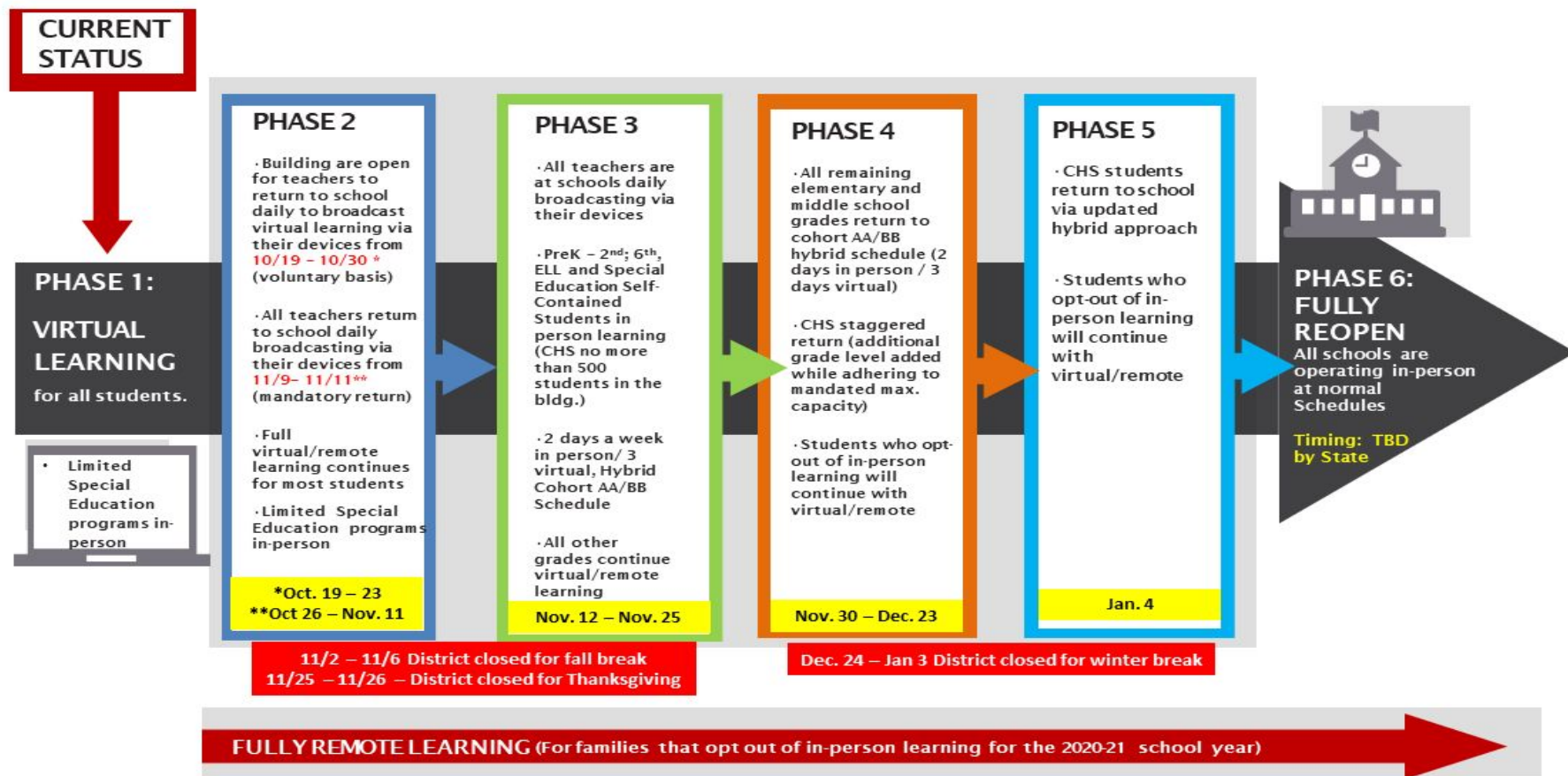
# Phased Return to School



# Phased Return...

2020-21 SCHOOL YEAR

## SOMSD Schools Stages of Re-entry



All re-entry decisions will be made taking into consideration guidance from the Maplewood and South Orange health departments and federal and state guidelines.



# Instructional Model Approach



# Instructional Models



PreK -8 families will have a choice between hybrid (in-person/virtual) or an all virtual instruction model. **Families must respond to the revised “Return to School Preference” form by Wed., October 28 @ 6pm**

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/E LL

- 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)	Students will be split into 3 groups - A, B, and C. Each group will have at least 2 days of <b>in-person learning</b> and 3 days of live virtual interaction with a teacher along with asynchronous learning activities. Group C will have additional in-person learning opportunities per English Language Learner and Special Education programming needs.
CHS Hybrid Model	CHS will share the detail of their model with families/students separately. They will also host a CHS Return to School Town Hall WebEx on Tuesday, October 27 @ 7:30pm to provide additional details and answer Q&A for families.
Special Services (special needs and ELL learners)	(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.
Virtual Only	Students will have 5 days of <b>virtual instruction</b> which will include a mix of: live virtual instruction, pre-recorded instruction, teacher led small-groups and independent practice.

# Hybrid Model (In-Person/Virtual)




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

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

## IMPORTANT: Changing Instructional Model Options

### 1. Hybrid Instruction

- 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 requested move to in-person instruction will be honored and should be expected to be implemented after the New Year to coincide with the next marking period. All requests will be processed at the school level.



# Philosophical Approach: Flipped Classroom

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- + The teacher provides the students with materials that the students are expected to review ***before they get to class.*** These materials can be short recorded lecture videos from the teacher or another resource, reading assignments, etc.
- + With the lecture/introduction to a new concept given ahead of time, class time can instead be used for deeper learning, interactive discussions, activities, and assignments.



# Important Updates/Events



# Family Preparation for Hybrid Return: Important Reminders

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- + The CDC recommends families quarantine for 14 days before travelling to see family for Thanksgiving or other holidays. Here is additional guidance for the upcoming holidays:  
<https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/holidays.html>
- + The CDC recommends that everyone 6 months and older should get a flu vaccine each season with rare exceptions. Getting a flu vaccine is more important than ever during 2020-2021 to protect yourself and the people around you from flu, and to help reduce the strain on healthcare systems responding to the COVID-19 pandemic. Please consult your Healthcare Provider about getting the flu vaccine.
- + Families should please submit documentation of their children's updated mandated childhood vaccinations to their school nurse.
- + Please continue to diligently practice and encourage your children to practice behaviors that prevent the spread of COVID-19 such as wearing a mask/face covering, practicing hand hygiene and covering your cough and sneeze, social distancing of six feet and keeping your gatherings to small groups.



**Maplewood and South Orange website COVID-19 pages with NJDOH updated guidance and resources:**

- <https://www.twp.maplewood.nj.us/COVID19>
- <https://www.Southorangecovid19.com>

# Preparation for Hybrid Return: SOMSD COVID-19 Parent Agreement

**IMPORTANT: All parents sending their child back to school for hybrid-instruction WILL BE REQUIRED to sign a one-time agreement promising to adhere to daily screening check for their child. An individual agreement must be signed for each child in the eCollect section of PowerSchool. More information will be shared in the coming weeks.**



## PARENT AGREEMENT LETTER OF COMPLIANCE WITH COVID-19 GUIDELINES

I \_\_\_\_\_ the parent/guardian of \_\_\_\_\_ will follow the SOMSD requirements for in-person attendance at school and any SOMSD activity/event.

- I will only send my child to school if they are not exhibiting any signs/symptoms of COVID-19 (see list of symptoms below) and have not been exposed to someone with COVID-19 (or presumed to have COVID-19) in the past 14 days. This is to protect the health of my child and others.
- I will review symptoms with my child. I will take my child's temperature every day before my child leaves the house to attend in-person school/activities/events.
- I understand that facial coverings are required. I will send my child to school with a facial covering.
- If my child becomes ill during the school day, ***I will ensure they are picked up from school immediately.\**** (Students who are ill are not permitted to be transported home via SOMSD busses.) I will follow-up with an authorized health care provider/health department and comply with recommended quarantine or isolation as directed. If my child is ill, I understand that a release to return to in-person activity from an authorized health care provider MAY be required.

### Signs and Symptoms of COVID-19 based on CDC Guidance:

- |   |                              |
|---|------------------------------|
| • Fever (100 F or greater)                    | • Headache                   |
| • Chills                                      | • New loss of taste or smell |
| • Cough                                       | • Sore throat                |
| • Shortness of breath or difficulty breathing | • Congestion or runny nose   |
| • Fatigue                                     | • Nausea or vomiting         |
| • Muscle or body aches                        | • Diarrhea                   |

Students must be free of fever without the use of fever-reducing medications for the period of time



# Upcoming Important Dates

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- + **Mon., October 26 @ 7:30pm:** PreK-8 Virtual Return to School Academic Update Town Hall (via WebEx)
- + **Tues., October 27 @7:30pm:** CHS Virtual Return to School Academic Update Town Hall (via WebEx)
- + **Wed., October 28 by 6pm:** All return to School Preference Form Submissions Due
- + **November 1 - 6:** District Fall Break
- + **Thurs., November 12:** District Hybrid Instruction begins (PreK - 2 and 6th grade) with Cohort B
- + **November 26 - 27:** Thanksgiving Holiday - District Closed





The School District of

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**SOUTH ORANGE  
& MAPLEWOOD**

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525 Academy Street • Maplewood, NJ 07040

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