



## 2021-2022 District Goal Update

---

Dr. Ronald G. Taylor | Superintendent of Schools | March 21, 2022

# Agenda

---

- Brief Review of the NJSBA District Goal Process
- Review of the District Goals & progress thus far for the 2021-2022 school year, including but not limited to-
  - Facilities (Construction Projects);
  - Teaching and Learning;
  - Staffing and Recruitment;
  - Access and Equity; and,
  - Intentional Integration Initiative (Year 1 Review and Year 2 Considerations).

# District Goal Process

---



New Jersey School Boards Association

[About NJSBA](#)

[Our Services](#)

[Home](#) > [Our Services](#) > [Field Services](#)

## Field Services

Your field service representative (FSR) is a wonderful resource and your district's primary point of contact with NJSBA.

### Goal Setting

By setting goals for the public schools, the school board represents the community's aspirations for its students. Your field service representative can help you through the process with this valuable service, available as part of your board's NJSBA membership.

---

# District Goal Process

---

The formation of District Goals customarily begins with a Board of Education retreat facilitated by the New Jersey School Board Association field representative that is assigned to the applicable District.

1. The Board of Education and the Superintendent of Schools review the previous years outcomes, including challenges and triumphs.
2. The Board and the Superintendent then come to an agreement on the selected goals, understanding that some goals are so robust that they may take multiple years.
3. The goals are then formally adopted by the the Board of Education.
4. The Superintendent then takes the goals and facilitates **action plans** with the applicable School Leadership Team members. Action plans are then shared with the Board and the public and lays the road map for successfully addressing the goal(s).



# District Goal Process...Continued

---

5. The Superintendent reports out action plan updates in a timely manner to the Board and the public (One important caveat, these goals often drive the goal setting of other leaders in the District).
6. In the spring, the Superintendent provides artifacts and evidence of goal completion to the Board through the NJSBA's Superintendent Evaluation digital portal. The Board reviews the submission and meet to discuss and ultimately issue the Superintendent's evaluation to the CSA.



# 2021-2022 District Goal Facilities



## 2021-2022 District Goal Action Plan - **Facilities**

**DISTRICT GOAL:** The Superintendent of Schools will continue to lead the District's effort toward the successful completion of our \$160M multi-year construction project. An important part of the effort is the continued regular communication on the status of ongoing construction projects with the affected school communities. The secondary school construction projects should be fully developed, with timelines for regulatory approval, design, stakeholder review and construction and ready to be submitted for code review by March 31, 2022.

# Construction Update - Clinton & Jefferson Elementary Schools

## Project Manager's Weekly - Report March 14, 2022



*Framing, ductwork, sprinkler piping  
underway - Clinton Elementary School*



*Closing metal framing and prep for SOG -  
Jefferson Elementary School*



# **SOMSD 2021-2022 DISTRICT GOAL ACTION PLANS - FACILITIES**

## **Construction Update - Clinton & Jefferson Elementary Schools**

### **South Mountain/South Mountain Annex**

#### **CLINTON ELEMENTARY SCHOOL**

- Electrician continued working in conjunction with Masons for new outlets.
- Contractor completed masonry work and setting up to start new brick work.
- Contractor installed CMU block for new switchgear and filled with stone to pour slab.
- HVAC contractor started running pipe in new areas and ductwork.
- Started new Sprinkler Pipe installation in new areas.

#### **JEFFERSON ELEMENTARY SCHOOL**

- Contractor completed all footings and backfilled 95% of the areas. Ongoing.
- Contractor continued work on sloped roof metal framing .Inspected.
- Contractor planning on starting exterior CMU Block.
- Contractor removing old Fire Alarm System after school. (Ongoing).

#### **SOUTH MOUNTAIN ELEMENTARY/SOUTH MOUNTAIN ANNEX**

- Groundbreaking Ceremony March 22, 2022.



# Construction Update - Seth Boyden & Tuscan Elementary Schools

## Project Manager's Weekly - Report March 14, 2022



*Seth Boyden School - New Addition Roof*



*Tuscan School– Interior Classroom Entrance*



# **SOMSD 2021-2022 DISTRICT GOAL ACTION PLANS - FACILITIES**

## **Construction Update - Seth Boyden & Tuscan Elementary Schools**

### **SETH BOYDEN ELEMENTARY SCHOOL**

- Continue to work on the fire alarm wiring. Second shift
- Continue with the exterior/interior CMU wall installation at the first and second floor elevations.
- Continue with the electrical conduit installation at the exterior and interior walls. Continue with the new addition electrical panel installation and feeder conduit.
- Continue with the roofing installation and hydronic piping at the new classroom addition.

### **TUSCAN ELEMENTARY SCHOOL**

- Continue with installing the one remaining East window lintels.
- Continue to install exterior and interior CMU. Continue to install the electrical conduit in the CMU exterior/interior walls and electrical conduits at the ceiling.
- Continue with the roof insulation and sheathing.
- Continue with hydronic piping at the new classroom addition.



# SOMSD 2021-2022 DISTRICT GOAL ACTION PLANS - FACILITIES

## Construction Update - Schedule Update

### **CLINTON ELEMENTARY SCHOOL**

- Completion date estimated 9/2023 (On Schedule)

### **JEFFERSON ELEMENTARY SCHOOL**

- Completion date estimated 9/2022 (On Schedule)

### **SOUTH MOUNTAIN ELEMENTARY/SOUTH MOUNTAIN ANNEX**

- Groundbreaking Ceremony March 22, 2022. (On Schedule)

### **SETH BOYDEN ELEMENTARY SCHOOL**

- Completion date estimated 9/2022 (On Schedule)



# SOMSD 2021-2022 DISTRICT GOAL ACTION PLANS - FACILITIES

## Construction Update - Schedule Update

### TUSCAN ELEMENTARY SCHOOL

- Completion date estimated 9/2022 (32 day delay due to steel decking supply chain issue)

### SOUTH ORANGE MIDDLE SCHOOL

- Completion date estimated 9/2024 (SOMS is scheduled for asbestos abatement this summer; On Schedule)

### MAPLEWOOD MIDDLE SCHOOL

- Completion date estimated 9/2024 (MMS asbestos abatement is scheduled for the summer of 2023; On Schedule)

### COLUMBIA HIGH SCHOOL

- Completion date estimated 9/2024 (CHS is currently in the developing stage and is scheduled for bid in the fall of 2022; On Schedule)



# Previously Shared Updates...

# SOMSD 2021-2022 District Goal Action Plan - Facilities

In an effort to keep our District and community-at-large updated on these generational projects we post bi-weekly updates for each project that is underway. It is our hope that this methodology will assist in removing some of the spontaneity that is prevalent in large construction projects.

Construction Update – Clinton and Jefferson – 011922

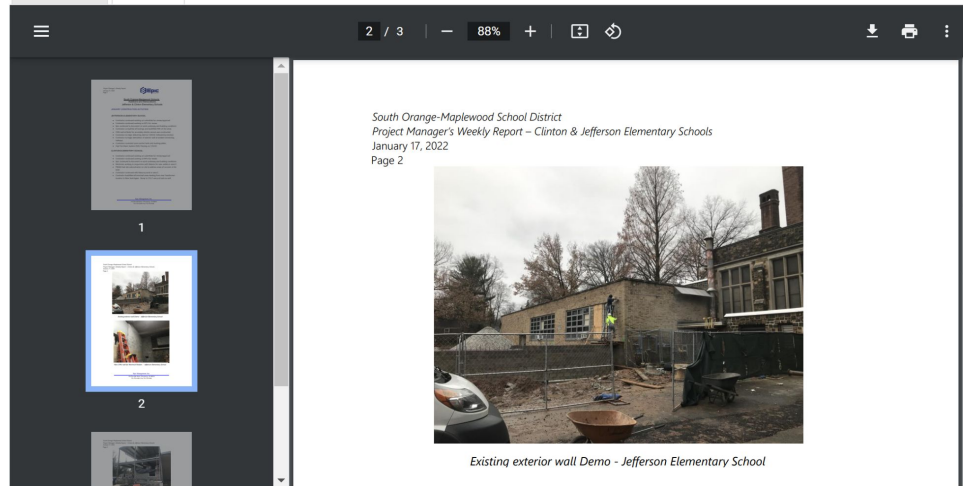
January 19, 2022 By [SOMSD Webmaster](#)

Last Updated: *01-19-2022 12:33 pm*

Download

Share

Description Preview



The screenshot shows a PDF viewer interface. The top navigation bar includes a hamburger menu, page indicators (2 / 3), zoom level (88%), and icons for search, share, download, print, and refresh. The left sidebar displays a thumbnail gallery of the document's pages, with page 2 selected and highlighted in blue. The main viewing area shows the content of page 2, which includes the following text:

South Orange-Maplewood School District  
Project Manager's Weekly Report – Clinton & Jefferson Elementary Schools  
January 17, 2022  
Page 2

Below the text is a photograph of a construction site. The photo shows a brick building with a section of its exterior wall being demolished. A worker in a high-visibility vest is visible near the site. A wheelbarrow and other construction materials are in the foreground. The caption below the photo reads:

Existing exterior wall Demo - Jefferson Elementary School

# SOMSD 2021-2022 District Goal Action Plan - Facilities

The Superintendent, Business Office and Facilities Department have standing meetings with our Construction managers to receive regular updates on our progress and deadlines.

Construction Update – Seth Boyden and Tuscan – 011922

January 19, 2022 By SOMSD Webmaster

Last Updated: 01-19-2022 12:32 pm

Download

Share

Description

Preview

The screenshot shows a Microsoft Word document viewer interface. The title bar reads "Microsoft Word - January Construction Acti...". The document content includes the following text:

South Orange-Maplewood School District  
Project Manager's Weekly Report - Seth Boyden & Tuscan Elementary Schools  
January 17, 2022  
Page 3

Below the text is a photograph of a construction site. The image shows the structural steel framework of a building under construction. A red and white striped flag is hanging from a crane. In the foreground, there is a black chain-link fence with a white sign that has the EPIC logo and some text. The caption below the image reads "Tuscan School - Structural Steel Installation".



# **SOMSD 2021-2022 District Goal Action Plan - Facilities - Continued**

---

## **JEFFERSON ELEMENTARY SCHOOL**

- All footings completed and backfilled 95% of the areas.
- CMU (Concrete Masonry Unit) wall at boiler for secondary electric service was constructed.
- Contractor to begin delivering steel on 1/20/22, followed by erection.
- Fire Alarm System (FAS) Training on 1/12/22.

## **CLINTON ELEMENTARY SCHOOL**

- PSE&G had site subcontractor on site to address areas of concern in the field.
- Continued with masonry work.
- Contractor backfilled all trenched areas leading from new transformer location to new switchgear.

# **SOMSD 2021-2022 District Goal Action Plan - Facilities - Continued**

---

## **South Orange Middle School-**

- Bid Abatement Package in February- the abatement may need to take place the first summer 2022.
- Bid GC package Fall 2022.

## **Maplewood Middle School-**

- Bid Asbestos and General Contractor Fall 2022; Asbestos Abatement 2023

## **Columbia High School, Montrose, and Marshall**

- Design Phase and getting ready to review in Spring 2022
- Possibly bid in Fall of 2022

# 2021-2022 District Goal Teaching & Learning/Student Achievement



## 2021-2022 District Goal Action Plan - Teaching & Learning, Student Achievement

---

**DISTRICT GOAL:** SOMSD students live in a diverse community with rich cultures and histories. The District understands that our students' diverse cultures are an asset and should serve as a foundation to accelerate learning for all students. Research has shown that engaging in curriculum and instruction that is culturally responsive increases student engagement, attendance, and overall performance. By June 1, 2022, the Superintendent of Schools will establish a District-wide shared definition of CR-SE (Culturally Responsive-Sustaining Education) and share an action plan beginning in the 2022-23 school year to align resources, curriculum and staff capacity-building efforts in the following areas:

- Welcoming & Affirming Environment
- High Expectations & Rigorous Instruction
- Inclusive Curriculum & Assessment

## District Goal Action Plan - Teaching & Learning, Student Achievement

---

### Creation of Sub-Committees

- Sub-Committees continue to meet on a monthly basis
- Committees consist of elementary and secondary principals and K-12 supervisors
  - Welcoming & Affirming Environment
  - High Expectations & Rigorous Instruction
  - Inclusive Curriculum & Assessment

Teaching and Learning Task Force reconvened to develop a district definition of *Culturally Relevant Sustaining Education*

- Definition will be finalized by March, 2022. Definition ideas will be shared with District stakeholders (teachers, principals, supervisors, SLT) for input before final definition is approved.

## **District Goal Action Plan - Teaching & Learning, Student Achievement, Cont.**

---

### **Creation of Culturally Responsive-Sustaining Education District-wide Definition**

- Sub-Committee formed consisting of Principals, Assistant Principals, Supervisors and Teachers (January 2022)
- Input to be collected from all internal stakeholders

### **Creation an equity framed approach to calculating and sharing data**

Overall data breakdown of:

- Race, gender, ELL, Special Education, suspensions, access to AP/Honors, academic performance

### **Creation of data sets that focus on disproportionality cuts that focus on the following:**

- Composition, risk index, relative risk ratio
- Data tool developed and implemented in Powerschool (December 2022)

## District Goal Action Plan - Teaching & Learning, Student Achievement, Cont.

---

### **Creation of Culturally Responsive-Sustaining Education District-wide Definition**

- Sub-Committee formed consisting of Principals, Assistant Principals, Supervisors and Teachers (January 2022)
- Input to be collected from all internal stakeholders

Teaching and Learning Task Force reconvened to develop a district definition of *Culturally Relevant Sustaining Education*

Definition will be finalized by March, 2022. Definition ideas will be shared with district stakeholders (teachers, principals, supervisors, SLT) for input before final definition is approved.

# SOMSD 2021-2022 District Goal Action Plan - Teaching & Learning, Student Achievement, Cont.

---

## Creation an equity framed approach to calculating and sharing data

Overall data breakdown of:

- Race, gender, ELL, Special Education, suspensions, access to AP/Honors, academic performance

Creation of data sets that focus on disproportionality cuts that focus on the following:

- Composition, risk index, relative risk ratio
- Data tool developed and implemented in Powerschool (December 2022)
  - Risk ratio report can disaggregate by ethnicity, gender, SE,ELL, department, grade, course level and marking period grades.
  - A new sorting feature also allows to report whether students are above or below the attendance limit (February 2022)
  - Future goals are to also add sorting by course and teacher

Data:

***Ethnicity, Gender, SE, ELL, Course Level***

Additional Data:

***Attendance, State Testing***



## **SOMSD 2021-2022 District Goal Action Plan - Teaching & Learning, Student Achievement, Cont.**

---

### **Establishment of a shared approach to planning instruction grounded in UBD Framework**

- Teachers in K-8 have reviewed the diversity of mentor texts used in literacy units.
- Teachers in 9-12 are reviewing additional articles and texts to be used alongside the Canon.
- 9th Grade Humanities Project - students enter 9th grade as a English & History cohort for additional support.

### **January-March Update**

- The C&I Department has met with each Content Area Supervisors to discuss and plan curriculum revision ideas focused on supporting Culturally Relevant Sustaining Education in the district
- The Content Area Supervisors have begun to outline expectations for summer curriculum writing and curriculum development
- Content Area Supervisors worked with the C&I Department and the Business Office to submit staffing requests aligned to support this work (i.e.- Expanding the 9th grade Humanities Project)

## **SOMSD 2021-2022 District Goal Action Plan - Teaching & Learning, Student Achievement, Cont.**

---

### **Expanded Partnership with Equal Opportunity Schools (EOS) - Columbia High School**

- Teachers have completed the faculty survey and students are completing the student survey in January.
- In concert with EOS, the administrative team and counselors will use the data to help students with their registration process for next year (February - April).
- Middle States Accreditation self-study begins in March; EOS equity resources will be used for one of the goals.
- EOS-led Equity Team begins planning for next year/Middle States (May -June).

### **January-March Update**

- The CHS Administrative Team & the C&I Department have met to discuss and analyze the data.
- Data collection is continuing with CHS students until we reach the 90% completion threshold (CHS teachers have reached 90%).
- EOS will be providing data overview at the April C&I Committee meeting.

# Previously Shared Updates...

# SOMSD 2021-2022 District Goal Action Plan - Teaching & Learning, Student Achievement

---

## Creation of Sub-Committees

- Sub-Committees created in October, 2021 (Welcoming & Affirming Environment, High Expectations & Rigorous Instruction, and Inclusive Curriculum & Assessment)
  - Committees consist of elementary and secondary principals and K-12 supervisors
  - Monthly planning meetings

## **SOMSD 2021-2022 District Goal Action Plan - Teaching & Learning, Student Achievement, Cont.**

---

### **Creation of Culturally Responsive-Sustaining Education District-wide Definition**

- Sub-Committee formed consisting of Principals, Assistant Principals, Supervisors and Teachers (January 2022)
- Input to be collected from all internal stakeholders

### **Creation an equity framed approach to calculating and sharing data**

Overall data breakdown of:

- Race, gender, ELL, Special Education, suspensions, access to AP/Honors, academic performance

Creation of data sets that focus on disproportionality cuts that focus on the following:

- Composition, risk index, relative risk ratio
- Data tool developed and implemented in Powerschool (December 2022)

# How to Calculate a Risk Ratio

---

1. Decide what you want to measure
2. Decide how you want to compare
3. Calculate totals
4. Compare groups

# How to Calculate a Risk Ratio

1. Students with A's or B's in Q1 Business classes
2. Compare by grade level (9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup>)

**Risk Ratio** SOMSD

**Report Filters**

Academic Year	Department	Stored Grades Type	Grade
21-22	BUSINESS	Q1	6 Selected

Students	Group 1	Group 2
All Students	Grade Level	

Select parameters and click submit

- Select All
- A
- A+
- A-
- AU
- B
- B+
- B-

# How to Calculate a Risk Ratio

3. Calculate totals
4. Compare groups

**1.0 is our anchor**

Students with  
ANY grade

Ratio of selected  
to total grades

Grade Level	Total	Group Total	Group Ratio	Non-Group Ratio	Risk Ratio
9	39	27	0.69	0.81	0.85
10	71	47	0.66	0.84	0.79
11	64	53	0.83	0.79	1.05
12	105	95	0.9	0.73	1.24

Students with  
SELECTED grades

Ratio for  
everyone else



# Risk Ratio

---

- Other options:
  - Ethnicity, Gender, SE, ELL, Course Level
- Other thoughts:
  - Attendance, State Testing
- Next Steps:
  - Double Check Data, trial reports

## **SOMSD 2021-2022 District Goal Action Plan - Teaching & Learning, Student Achievement, Cont.**

---

### **Establishment of a shared approach to planning instruction grounded in UBD Framework**

- Teachers in K-8 have reviewed the diversity of mentor texts used in literacy units.
- Teachers in 9-12 are reviewing additional articles and texts to be used alongside the Canon.
- 9th Grade Humanities Project - students enter 9th grade as a English & History cohort for additional support.

### **Expanded Partnership with Equal Opportunity Schools (EOS) - Columbia High School**

- Teachers have completed the faculty survey and students are completing the student survey in January.
- In concert with EOS, the administrative team and counselors will use the data to help students with their registration process for next year (February - April).
- Middle States Accreditation self-study begins in March; EOS equity resources will be used for one of the goals.
- EOS-led Equity Team begins planning for next year/Middle States (May -June).

## SOMSD 2021-2022 District Goal Action Plan - Teaching & Learning, Student Achievement, Cont.

---

District will establish a comprehensive and detailed approach to implementing Restorative Practices across the PreK - 12 continuum.

- The District's Restorative Practices Consultant met with Superintendent and SLT members to discuss ways to support our school leaders.
- A follow up meeting was held with the leaders of ASCA.
- District Administrators were kept informed of the progress towards engaging in thoughtful customized job-embedded professional development on this important topic.

## SOMSD 2021-2022 District Goal Action Plan - Teaching & Learning, Student Achievement, Cont.

District will establish a comprehensive and detailed approach to implementing Restorative Practices across the PreK - 12 continuum.

- District principals, assistant principals and supervisors were surveyed to determine future professional development (December, 2021)
- The results of these surveys will be utilized to finalize the upcoming Restorative Practices professional development for our Administrators.



### Restorative Practices Professional Development

Form description

This form is automatically collecting emails for South Orange Maplewood School District users. [Change settings](#)

Name \*

Short answer text

Building/Position \*

1. CHS



# Restorative Practices Professional Development & Coaching Sessions

---

## New Building Administrators

- Introduction to Restorative Practices (3/2/22)
- Circles: Proactive and Responsive (3/3/22)

## All Building Administrators

- Stress, Trauma and Learning (3/16/22)
- Social and Emotional Learning - Students (3/22/22)
- Creating the Proper Environments for Learning (5/4/22)
- Social Emotional Learning - Staff (5/18/22)
- Creating Inclusive Conditions for Learning (June, 2022 DAT Meeting)
- A Village Approach: Restorative Practices Across Schools, Families and Communities (June, 2022 DAT Meeting)
- Coaching Sessions (June DAT Meeting & July 12, 2022)

# Social Emotional Learning Professional Development

---

## Districtwide Training

August 31st & September 1st

- **Trauma informed framework overview:** -Virtual learn about session explaining the WHY of our work and the importance of anti-bias anti-racist education
- **QPR Suicide Gatekeeper Training for Certified and Non-Certified Staff:** -Virtual combination learn about / workshop experience for staff to identify the signs of suicide and practice asking the suicide question -5 QPR trainers, 15 total 2-hour sessions., approx. 40 staff per session -Includes QPR training materials for each participant
- **Listening Circles:** -A trauma informed strategy for immediate teacher use in the classroom to process events of significant trauma of COVID-19 -3 listening circle facilitators, 9 total 2-hour sessions, approx. 60 staff per session

## Counselors, Psychologists, Social Workers and SACs

February 22nd - 25th

- Don't Leave It Up To Chance: Comprehensive Crisis Intervention and Risk Assessment  
Universal Screening for Depression: A Proactive Approach to Mitigate Our Mental Health Crisis

# Anti-Bias and Anti-Racist Professional Development

---

## All Elementary Staff

- 10/12/21- Create a new lens to view the world around us
  - The power of everyone's story
  - Restorative mindset
- 12/7/21 - Single Narrative Exploration
- 2/1/22 - Diversifying the Narrative and Teaching Black History
- 3/22/22 - TBD

# 2021-2022 District Goal Staff Recruitment, Retention & Development





## SOMSD 2021-2022 District Goal Action Plan- Staff Recruitment, Retention & Development

---

**DISTRICT GOAL:** The Superintendent of Schools will foster purposeful adult learning communities to build capacity of educators to create welcoming and affirming environments that center students' lived experiences and make learning responsive, rigorous and relevant. These communities of practice should provide educators with concrete opportunities to learn from one another, to join in community with each other and to strengthen their daily practice.

## Aspiring Administrators Academy

- The Cohort I pilot targeting teaching staff interested in future school administration professional opportunities launched on February 17, 2022 with 18 participants. The Superintendent and members of the School Leadership Team (Cabinet) participated in this virtual event. Three additional workshops are scheduled moving forward (monthly) and the pilot program will end in May 2022.
- Currently the feedback from participants has been positive with them defining specific areas of interest for increased pragmatic knowledge/discussions/experience.



# Recruitment

- The District recruits talent continuously. Participation at recruitment fairs present a significant pool of candidates that have yielded several viable prospects.
- Our efforts persist to increase diversity amongst our staff through all available outlets. We have maintained our traditional relationships with colleges and universities such as Seton Hall, Montclair and Kean University. Our district works in partnership with local colleges and universities, providing internships for potential educators. School Administration usually recommends promising students that desire to join the SOMSD team.
- March and April are peak recruitment seasons at our local universities. Administrators are engaged in attending these events virtually and in-person. This year administrators are planning to attend recruitment fairs hosted by 9 colleges and universities in New Jersey. These fairs target recent graduates and alumni. NJSchoolJobs also hosts a well attended fair for a myriad of educational candidates.



## Recruitment continued...

- District openings are advertised via Applitrack, internal job posting and newspapers/related websites. Our openings are also listed on academic websites, such as 'Handshake and College Central' expanding our reach regionally.
- Through our partnership with the Black Parents Workshop (BPW), we have established communication with key HBCU representatives. We are staying abreast of their upcoming recruitment fairs for the Educational program and assess our availability to attend.



# Exit Interview Trend Analysis

- The District understands that ‘life happens’ and that staff members may make the decision to leave us based on various factors. Whether its spouse job relocations, family illness, maternity/paternity etc., we give all staff members the opportunity to share with HR their experiences in our District and their reasons for leaving. This opportunity has both digital and in-person options. As we work to continually improve our District, our HR Director is working with our IT Director to digitize the review of these submissions in order to provide a trend analysis/data points that we can use to drive our decision making and plans for improvement.
- We'll accomplish this by using data visualization tools (Google Data Studio and Word Clouds) that tie in with the Google Form that is already created by (and in use) our HR Director.



# Previously Shared Updates...

## SOMSD 2021-2022 District Goal Action Plan- Staff Recruitment, Retention & Development

---

### Professional Learning Communities:

- Introduction of research-based protocols
- Introduction of K-12 book study
- Staff Members at all buildings decide the topics of Professional Learning Communities

# SOMSD 2021-2022 District Goal Action Plan- Staff Recruitment, Retention & Development

---



## ASPIRING ADMINISTRATOR ACADEMY

- **Aspiring Administrators Academy**
  - Program design written and introduced at January 2022 at the school administrators meeting. The brochure and application was distributed, districtwide, to all certificated staff.
  - Program will begin in February 2022. The initial session is for Cohort I, targeting teaching staff interested in school based administration. In four monthly workshops 8 areas of administration will be covered. Executive Staff members and community stakeholder will serve as presenters. Attendees will receive 1.5 professional development CE's each workshop completed. Mentoring opportunities will be provided based on interest and availability.



# SOMSD 2021-2022 District Goal Action Plan- Staff Recruitment, Retention & Development

NJSCHOOLJOBS.COM

[Why Attend](#) [Candidate Instructions](#) [NJ Certification](#) [Participating Schools/District](#) [School/District Instructions](#) [Login](#)

[Job Openings](#)



VIRTUALLY CONNECTING EDUCATION CANDIDATES  
TO NEW JERSEY'S K-12 SCHOOLS

2022 New Jersey Virtual Education Job Fair



Wednesday, January 19, 2022



4:00-7:30 PM (EST)

CANDIDATE REGISTRATION

Open January 1, 2022

[CLICK HERE TO LOGIN](#)

vFairs Technical Support

- **Our District Administration was well represented very recently at the NJSchools.com Virtual Recruitment Fair.**
  - 10 district administrators were in attendance. There was a pool of 389 applicants for this event. Our team worked collaboratively, over 3 1/2 hours, interviewing 30+ interested parties. The team fielded talent via the host platform and google meets/zoom platforms. There were some promising prospective candidates. District has access to all candidates attending the event for the next 30 days.

# 2021-2022 District Goal

## Access and Equity



## **SOMSD 2021-2022 District Goal Action Plan - Access & Equity**

---

**DISTRICT GOAL:** SOMSD is committed to creating a welcoming and affirming environment for our students and families as a building block for ensuring access and equity for all. The District is also committed to examining our systemic processes to ensure that we abide by existing law and regulations, instill an attention to detail, and examine for bias and unintended consequences. The focus on this goal will be the first experience our children and families have with SOMSD: registration and onboarding for a new school year. In this District Goal, the Superintendent is tasked with reviewing the District's registration process with an intentional equity lens. While understanding that the Board has a fiduciary responsibility regarding residency, the focus of this goal is rethinking our enrollment processes for our Pre K thru 12 continuum. By June 1st, 2022, the Superintendent of Schools will present to the Board impact data demonstrating improved outcomes in the registration and onboarding process for students and families.

# **District Goal - Access and Equity Update**

---

## Registration Survey...

As was previously shared, our Superintendent Registration survey was shared with all Superintendents in our County multiple times and was also shared with the New Jersey Association of Administrators (NJASA) who also agreed to share/post for members to participate.

So far we have received 8 responses that confirm the following best practices-

- + Having 1 to 2 dedicated staff members serve as full-time Registration Staff members is customary.
- + Some smaller districts have Registration Staff that also have other full-time duties.
- + There are some districts that have school-based staff contribute to registration duties.
- + Lastly, the reverification of residency for families once they join the district had a variety of survey responses.

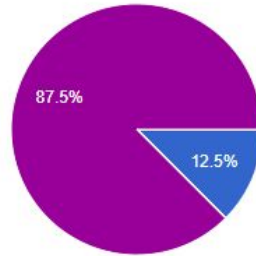


# Survey Results

---

## District Grade Span:

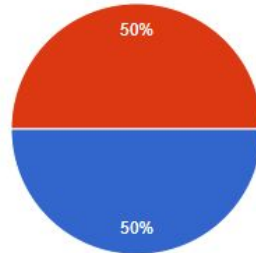
8 responses



- Pre-K - 5th Grade
- K - 5th Grade
- Pre-K - 8th Grade
- K - 8th Grade
- Pre-K - 12th Grade
- K - 12th Grade

## Do you have a dedicated registrar for your District?

8 responses



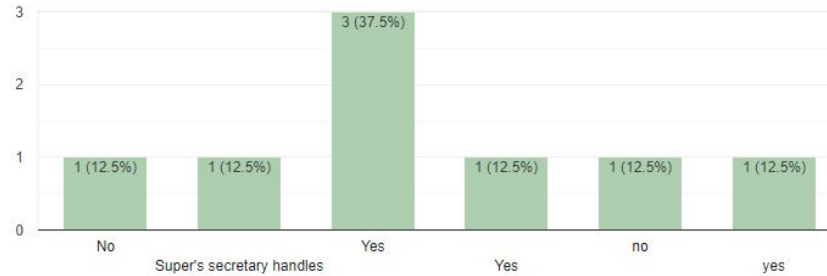
- Yes
- No

# Survey Results

Is registration a shared responsibility among school-based clerical personnel?

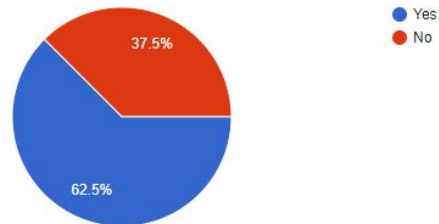


8 responses



Is the Registrar a Central Office position?

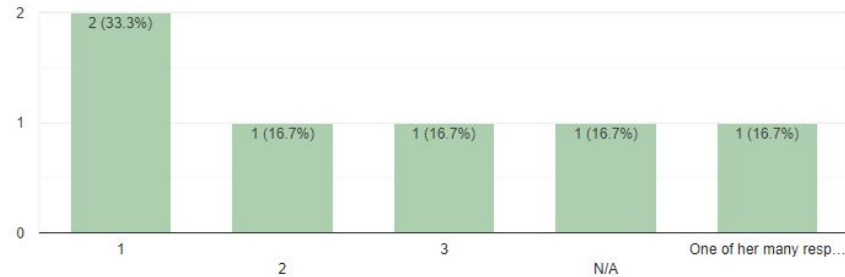
8 responses



# Survey Results

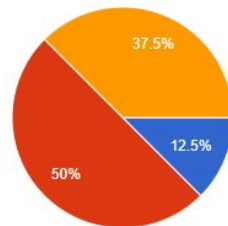
If so, how many people work in your registrar's office?

6 responses



Do you have a practice of students/families re-verifying their residency in a particular grade?

8 responses



- All students/families re-verify their residency annually
- Once students/families prove residency when they join the District there is no re-verification
- We re-verify in transitional grades as students traditionally move to a new school building/grade (i.e. 2nd, 6th, 9th grades)

# Recommendations...

---

## Staffing Review-

- + Continue with the current design of the Registrar's Office that was implemented 2 years ago for the 2022-2023 school year (1 District Registrar and 1 Assistant District Registrar with oversight from the Assistant Superintendent for Access and Equity). We believe this design maintains both a reasonable FTE ratio as well as an equity lens which is necessary after thoughtful reflection of parental/community/Board concerns previously expressed.





# Recommendations...

---

## Technology Upgrade

- + Complete the pilot of the Clear Program (previously discussed) with the Board recognized limitations of use and continue the procurement and review of this platform for the 2022-2023 school year. Physical residency verification visits should continue to be the very last step (if required at all) and governed by Board Policy. We believe this tool assists us in ensuring not only efficiency in our processes but also a reduction in possible implicit bias or harm to our students and families.



# Recommendations...

## Efficiency Upgrade

- + Clerical Staff members of each school will be trained (retrained for some) to support the registration process for families during the busiest time of the school calendar (late summer and early fall). We believe this will assist in reducing lag time in the student enrollment process. The delay in student processing for enrollment (during the most challenging times of the school year) was identified as one of greatest concerns from parents.



# Previously Shared Updates...

# SOMSD 2021-2022 District Goal Action Plan - Access & Equity

## Review established registration designs in our surrounding districts. Including:

1. Is registration centralize or school-based?
2. Is there a dedicated registration staff?
3. Ratio of number of registration staff members to size of school district/number of school buildings?
4. Is there an established re-verification of residency? If so, what grade spans (transitional)?

The image shows a screenshot of a survey form titled "District Registration Process Inquiry Survey". The form is displayed within a light green frame. The survey content is as follows:

**District Registration Process Inquiry Survey**

Hello Colleagues, we in the South Orange and Maplewood School District are considering ways to improve our District's Registration Processes. If you have a few minutes kindly complete this survey to assist us. Your valuable feedback will provide much needed context. Many thanks for your consideration.

This form is automatically collecting emails for South Orange Maplewood School District users. [Change settings](#)

Superintendent's Name:

Short answer text

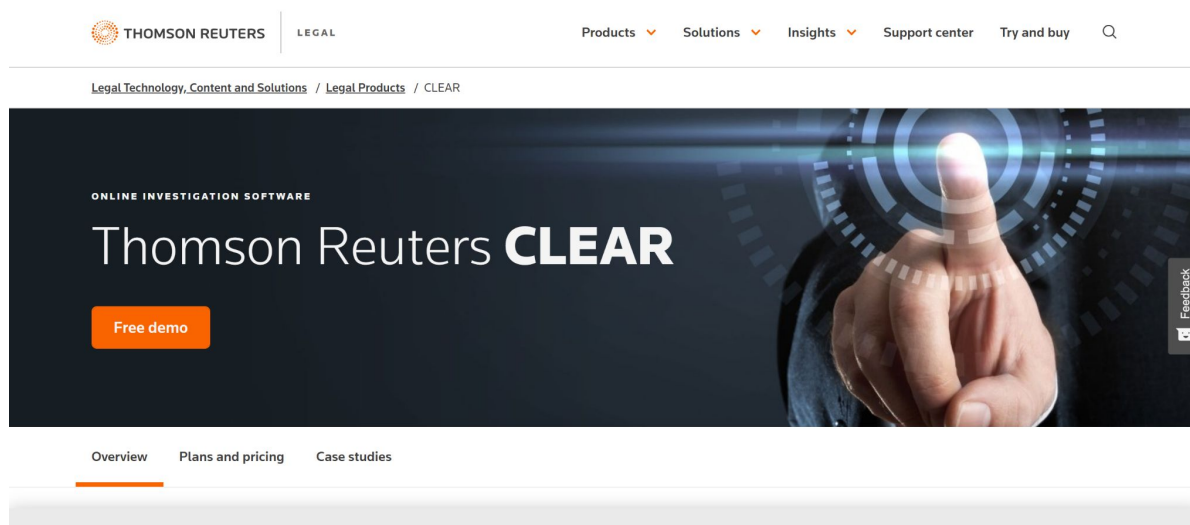
Name of District: \*

Short answer text

# SOMSD 2021-2022 District Goal Action Plan - Access & Equity

**Procured and trained staff on the CLEAR platform with a goal of reducing a likelihood of residency investigative home visits and implicit bias.**

- We have included our attorneys in departmental conversations on the use of this tool to ensure expectations are clear.
- Use of this digital review is limited to a single district user and will be peer monitored to ensure confidentiality.
- This tool will be used to reduce the need for investigative visits during this year's pilot.
- Future plans for re-verification will be most likely grade span based and will not include this tool for sweeping reviews.



The screenshot shows the Thomson Reuters CLEAR website landing page. At the top, the Thomson Reuters logo and 'LEGAL' are on the left, and navigation links for 'Products', 'Solutions', 'Insights', 'Support center', and 'Try and buy' are on the right. Below the navigation is a breadcrumb trail: 'Legal Technology, Content and Solutions / Legal Products / CLEAR'. The main content area features a dark background with a hand pointing at a glowing digital interface. The text 'ONLINE INVESTIGATION SOFTWARE' is above 'Thomson Reuters CLEAR'. An orange 'Free demo' button is positioned below the main title. At the bottom, there are three navigation links: 'Overview', 'Plans and pricing', and 'Case studies', with 'Overview' being the active link. A vertical 'Feedback' button is visible on the right side of the main content area.

# 2021-2022 District Goal District Integration



## **SOMSD 2021-2022 District Goal Action Plan - District Integration**

---

**DISTRICT GOAL:** The South Orange Maplewood School District's Intentional Integration Initiative (III) will continue to be led by the Superintendent of Schools. As we monitor and grow our intentional integration efforts at the elementary level, the Superintendent of Schools will ensure all elementary schools are positioned to support a diverse range of learners with the goal of a coherent approach to academic and social-emotional intervention and supports to be consistently implemented across all elementary schools. The goal of the method of assigning students shall be that each elementary and middle school closely reflects the district as a whole. The Superintendent of Schools will continue to keep the District community updated on the III.

# Intervention and Referral Services (I&RS)

---

The *Curriculum and Instruction and Special Services Departments* have worked collaboratively to conduct a needs assessment for our I&RS programming across the district. Information was collected from the administrators in each school regarding their current practices related to the following areas:

- Members of the I&RS Team
- Schedules
- Process and Procedures
- Forms

Additional areas examined during the analysis of this information included:

- Documentation Storage
- Resources teams are using to identify appropriate interventions for students

The results of this needs assessment is described on the following slides



# Intervention and Referral Services (I&RS)

---

## I&RS Needs Assessment - Members of the Team

Area	Concerns	Suggestions
Members of the Team	Members of the I&RS team seem to be different across different schools.	All schools should have unified requirements for members of the team including: <ul style="list-style-type: none"><li>● Administrator</li><li>● Gen Ed Teacher</li><li>● Spec Ed Teacher</li><li>● Specialist Teacher</li><li>● Social Worker</li><li>● Academic Interventionist</li><li>● CST member</li><li>● Referring Teacher</li><li>● Parent</li><li>● As appropriate:<ul style="list-style-type: none"><li>○ ELL Teacher</li><li>○ Nurse</li><li>○ Related Srvcs</li><li>○ Student</li></ul></li></ul>

# Intervention and Referral Services (I&RS)

---

## I&RS Needs Assessment - Schedules

Area	Concerns	Suggestions	Notes
Schedules	Each school appears to have a different schedule with a different amount of meetings per year and different spans of time between meetings.	<p>We feel different schedules in different schools are appropriate and necessary in order to meet the needs and resources of each school. However, each school should have minimum standards to meet:</p> <ul style="list-style-type: none"><li>• Each school should develop their own schedule, including due dates for forms, data etc. to be delivered to the administrator. This schedule should be shared with the Asst. Superintendent of Sp Services, Asst. Superintendent of C&amp;I and Director of C&amp;I by the end of Sept.</li><li>• New referral meetings should occur monthly starting in Oct. If there are no new referrals, this meeting can be canceled for the month.</li><li>• Follow up meetings should occur for each student who has an I&amp;RS plan or is being monitored for an I&amp;RS plan every 6-8 weeks.</li></ul>	It is recommended that each team member be provided with the packet of information/data for each student to be discussed at the meeting well in advance so they can review the information prior. This will lead to much more efficient meeting time for everyone.

# Intervention and Referral Services (I&RS)

---

## I&RS Needs Assessment - Process

Area	Concerns	Suggestions	Notes
Process	The schools all seem to have slightly different processes for I&RS referrals and meetings.	<p>District I&amp;RS procedures should be uniform:</p> <ul style="list-style-type: none"><li>• Teacher talks with parent about concerns and explains the referral process</li><li>• Teacher submits referral paperwork (for staff or on behalf of parents)</li><li>• I&amp;RS administrator schedules meeting with parent</li><li>• Each student receives a meeting to discuss concerns and brainstorm supports</li><li>• A copy of the action plan is provided to the parent.</li><li>• After 6-8 weeks, the plan and the related data are reviewed and discussed. A revision or adjustment is made to the plan if needed.</li><li>• CST are consulted during the meeting if a referral is being considered.</li></ul>	For schools with a high number of cases, they may want to consider assigning case managers for each student on a rotating basis amongst the consistent members of the IEP team to balance the paperwork aspect. For schools with a low number of cases, the administrator may remain the case manager for all of the students.

# Intervention and Referral Services (I&RS)

---

## I&RS Needs Assessment - Forms & Documentation Storage

Area	Concerns	Suggestions
Forms	Everyone seems to be using district-created forms. However, some are using old forms and some are using new forms. Not everyone is using all of the district forms.	We think the forms should be reviewed for revisions to make them more user friendly (esp. intake forms) and everyone should use the same, current forms. Schools should be required to use all of the forms to ensure consistent, uniform collection of information and data.
Documentation Storage	Some schools are utilizing a shared drive to house their paperwork, but not all of them. Some are maintaining hard copies of documentation	We feel all schools' I&RS teams should maintain a shared drive with all of the student's documentation, data, etc. in it. It should be shared with the Asst. Superintendent of Spec Svcs, the Asst. Superintendent of C&I and the Director of C&I.

# Intervention and Referral Services (I&RS)

---

## I&RS Needs Assessment - Interventions

Area	Concerns	Suggestions
Interventions	Some schools have a wider base of intervention resources than others	<p>A bank of interventions should be created for the teams to use and share with everyone.</p> <p>The district should also purchase a current, post pandemic PRIM book for all teams. In addition, research should be done about other similar resources that may be available, especially with post pandemic recommendations.</p>

## Intervention and Referral Services (I&RS)

---

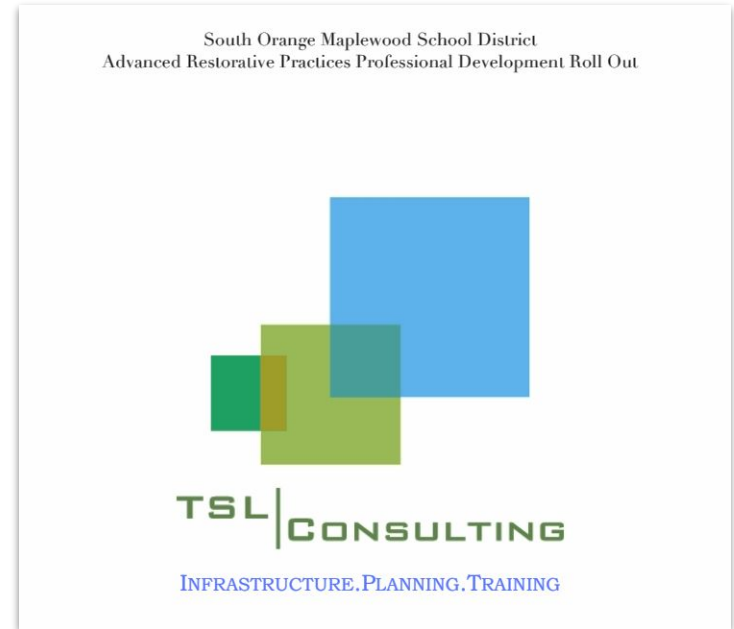
### Next Steps:

- Curriculum and Instruction and Special Services are reviewing this data and creating an internal action plan to assist in the standardization of the I&RS intervention framework.
- Areas of highest concern will be identified to be addressed in the first phase, secondary concerns in the second phase, etc.
- Planning will take place to provide the necessary professional development and monitoring procedures according to the action plan.

# Restorative Practices Professional Development

---

In conjunction with the Board of Education's moratorium of student suspensions, the Superintendent engaged with District Leaders to plan a customized restorative justice/practices professional development suite for our School-based Leaders.



# Restorative Practices Professional Development

---



## Restorative Practices Professional Development

rtaylor@somsd.k12.nj.us [Switch account](#)



Your email will be recorded when you submit this form

\* Required

Name \*

Your answer

Building/Position \*

Choose

Have you ever received professional development from our District on the topic of Restorative Practices? \*

Yes

No



## **Restorative Practices Professional Development**

---

These conversations included the leads of ASCA as well as SLT members and our Restorative Practices Consultant. The survey allowed for us to create cohorts for engagement based on previous levels of training on this important topic. (These meetings and discussions were connected to our Suspension Task Force efforts as well.)

Sessions are ongoing and will continue into the 2022-2023 school year. While launched in association with the aforementioned moratorium, we believe it also overlaps with our preparation to ensure our school leaders are prepared as the Intentional Integration Initiative (III) continues to foster more diverse student enrollments for our schools.

# Restorative Practices Professional Development

Examples of some of the topics that we are engaging with...

SESSION TOPIC	DESCRIPTION	OBJECTIVES
<a href="#">Stress, Trauma and Learning</a>	The brain is a complex organ that works with the nervous system to control all human functions. It seeks safety and flourishes in environments in which it identifies meaningful connection. Independent incidents of stress (i.e. real and/or perceived obstacles), chronic stress and trauma send distress signals throughout the body making it nearly impossible to problem solve, think critically and learn.	<ul style="list-style-type: none"> <li>To understand stress and trauma in an inclusive way</li> <li>To deconstruct the body's Stress Response System through the analysis of "real-life" classroom/school-based experiences</li> <li>To explore the impact of chronic stress and trauma on the brain and body</li> <li>To merge Restorative Practices and trauma knowledge to support students, staff and schools</li> </ul>
<a href="#">Creating the Proper Environments for Learning</a>	The human brain desires safety and order. It is designed to keep the individual safe from any and all forms of harm including physical, emotional or social threats. At an unconscious level, brain structures are constantly scanning the environment to detect threats of any nature. Environmental dysfunction rooted in incongruent values and inconsistent expectations and behaviors trigger the brain and causes internal disorder within individuals experiencing such dysfunction (i.e. staff and students).	<ul style="list-style-type: none"> <li>To examine the needs of the brain and Nervous System to inform classroom practices</li> <li>To assess (self-assess) classroom and communal spaces within schools to determine if they promote a sense of safety, order, well-being and belonging based on established criteria</li> <li>To reinforce the use of the physical environment as the "second teacher."</li> <li>To practice and reinforce the use of ritual and routine to promote a sense of safety and well-being in classrooms and in schools overall. (i.e. Restorative Classroom Protocol, common value system, shared academic and behavioral expectations, etc.)</li> </ul>
<a href="#">Creating Inclusive Conditions for Learning</a>	The human brain is wired for connection. According to research, students learn best when they feel connected to people they trust. Trusting relationships are the most critical aspect of ensuring students' success and achievement because they provide students with the sense of safety needed to step outside of their comfort zones to take the risks	<ul style="list-style-type: none"> <li>To build an awareness of the psychological and physiological needs for inclusion</li> <li>To build an awareness of the presence of implicit bias, stereotypes and microaggressions as neuro programs</li> <li>To practice utilizing restorative tools</li> </ul>



South Orange/Maplewood School District Professional Development Schedule March 22, 2022			
Building Administrators			
Time	Topic	Link	Facilitator
1:00 - 4:00 pm	Restorative Practices Social and Emotional Learning - Students	Join Zoom Meeting <a href="https://us02web.zoom.us/j/89082373180">https://us02web.zoom.us/j/89082373180</a>  Meeting ID: 890 8237 3180	Tanya Lewis
District Secretaries			
Time	Topic	Link	Facilitator
2:00 - 4:00 pm	Trainings with Liana and Caralyn	Will Be Updated By Tuesday	Caralyn Moore Liana Cuadrado
District Health & PE Teachers			

# Restorative Practices Professional Development

---

Examples of some of the follow up resources being provided...

Trauma & Adverse Childhood Experiences (ACEs)	Trauma Sensitive Schools
<ul style="list-style-type: none"><li>• <a href="https://www.ncsl.org/research/health/adverse-childhood-experiences-aces.aspx#:~:text=Adverse%20childhood%20experiences%20(ACEs)%20are,can%20even%20affect%20future%20generations.">https://www.ncsl.org/research/health/adverse-childhood-experiences-aces.aspx#:~:text=Adverse%20childhood%20experiences%20(ACEs)%20are,can%20even%20affect%20future%20generations.</a></li><li>• <a href="https://www.cdc.gov/violenceprevention/aces/index.html">https://www.cdc.gov/violenceprevention/aces/index.html</a></li><li>• <a href="https://www.nea.org/professional-excellence/student-engagement/trauma-informed-schools">https://www.nea.org/professional-excellence/student-engagement/trauma-informed-schools</a></li><li>• <a href="https://www.echotraining.org/online-courses/">https://www.echotraining.org/online-courses/</a></li><li>• <a href="https://www.echotraining.org/trauma-training/">https://www.echotraining.org/trauma-training/</a></li></ul>	<ul style="list-style-type: none"><li>• <a href="https://traumasensitiveschools.org/">https://traumasensitiveschools.org/</a></li><li>• <a href="https://traumasensitiveschools.org/trauma-and-learning/the-flexible-framework/">https://traumasensitiveschools.org/trauma-and-learning/the-flexible-framework/</a></li><li>• <a href="https://safesupportivelearning.ed.gov/trauma-sensitive-schools-training-package">https://safesupportivelearning.ed.gov/trauma-sensitive-schools-training-package</a></li><li>• <a href="https://www.echotraining.org/">https://www.echotraining.org/</a></li></ul>

## PLC Review Update...

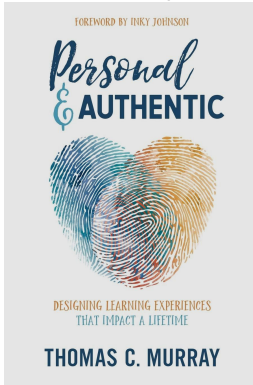
---

The District will establish a re-development of the professional learning community (PLC) structure to ensure focus is consistently aligned to District goals in service of student outcomes. PLC structure re-design should address protocols for collaborative learning, use of student work, progress monitoring and roles/responsibilities.

# PLC Review Update...

The District will establish a re-development of the professional learning community (PLC) structure to ensure focus is consistently aligned to District goals in service of student outcomes. PLC structure re-design should address protocols for collaborative learning, use of student work, progress monitoring and roles/responsibilities.

- The District's Assistant Superintendent (and Director) of Curriculum and Instruction trained all Assistant Principals in DuFour and Dufour's PLC protocols
- Assistant Principals trained building staff in new PLC protocols using a common book, *Personal and Authentic* by Tom Murray
- Staff are currently using new protocols with topics of their choice



THE COLLABORATIVE ASSESSMENT PROTOCOL (20-30 minutes)	
<b>1. Getting Started: 2 minutes</b>	
>	The group chooses a facilitator who will make sure the group stays focused on the particular issue addressed in each step. (Put Technology Away)
>	The presenting teacher puts the selected work in place where everyone can see it or provides copies for the other participants. He/she says nothing about the work, the context in which it was created, or the students until Step 5.
>	The participants observe or read the work in silence, perhaps making brief notes about the aspects of it that they particularly notice.
<b>2. Describing the Work: 4 minutes</b>	
>	The facilitator asks the group, "What do you see?"
>	Group members respond without making interpretations, evaluations about the quality of the work, or statements of personal preference.
>	If evaluations or interpretations emerge, the facilitator asks the person to describe the evidence on which these comments are based. (I wonder...)
<b>3. Asking Questions About the Work: 3 minutes</b>	
>	The facilitator asks the group, "What questions does this work raise for you?"
>	Group members state any questions they have about the work, the child, the assignment, the circumstances under which the work was carried out, and so on.
<b>4. Speculating About What the Student is Working On: 3 minutes</b>	
>	Facilitator: "What do you think the child is working on?"
<b>5. Hearing from the Presenting Teacher: 10 minutes</b>	
>	The facilitator invites the presenting teacher to speak.
>	The presenting teacher provides his/her perspective on the student's work, describing what he/she sees in it, responding to the question raised, and adding any other information that he/she feels is important to share with the group.
>	The presenting teacher also comments on anything surprising or unexpected that he/she heard during the describing, questioning, and speculating phases.
<b>6. Implications for Teaching and Learning: 10 minutes</b>	
>	Everyone is invited to share any thoughts that have been stimulated by the examination of student work...could include thoughts about their own teaching or student learning.
<b>7. Reflecting on the Collaborative Assessment Protocol: 2 minutes</b>	
>	The group reflects together on their experience of or reactions to the conference as a whole or to particular parts of it.

# **I&RS Review, PLCs and Restorative Practices Professional Development**

We believe that the efforts occurring in the important areas of Intervention and Referral Services (I&RS), Professional Learning Communities (PLCs) and Restorative Practices/Justice are positioning our schools to support a diverse range of learners as we move towards the goal of ensuring that a coherent approach to academic and social-emotional intervention and supports will be consistently implemented across our District's elementary and middle schools.

# Plans for K-5 Marshall and Jefferson - Update

---

Currently, Marshall and Jefferson have a feeder design where Marshall services Kindergarten thru 2nd Grade, after which those students enroll at Jefferson where they stay until they matriculate out after 5th grade.

***In the 2018-2019 school year, the Board voted for the design of each elementary school to eventually take on a K-5 design. This was very important as it gave direction to our architects as they began the work of bringing our Long Range Facilities Plan to fruition. The District's Intentional Integration Plan was Board approved in June 2020 and addressed the usage of an algorithm to be applied to the Kindergarteners who will be joining our District in September of 2021, with a plan to monitor this pilot and adjust if necessary (as future classes enter our District).***

- + Jefferson's construction is scheduled to be completed Fall of 2022.
- + Marshall's construction is scheduled to be completed in 2024.

# Plans for K-5 Marshall and Jefferson - Update

---

- + Important considerations that are being discussed -
  - What is the least disruptive and yet most efficient method to transition these schools to K-5 populations?
  - Furniture for school expansions is not covered by our construction costs and will need to be budgeted each year prior to full capacity site use.
  - What is more favorable...
    - A singular shift after Jefferson is completed (lottery perhaps);
    - An annual/gradual shift for Marshall organically growing and keeping some of the students that would normally go to Jefferson with Jefferson eventually receiving a large transfer of younger students; or,
    - Other???



## Plans for K-5 Marshall and Jefferson - Update

---

- + One important note ... we have recently received notice regarding an expected delay of transformers from PSE&G. Our Construction Manager for the South Mountain and Annex project was informed that they are experiencing a potential 52 week delay. We are seeking further clarification, but please know that this could have a significant impact going forward for all projects.

# Previously Shared Updates...



## **Intentional Integration Initiative Yr. 1 Review & Yr. 2 Considerations**

*Dr. Ronald G. Taylor, Superintendent of Schools | March 21, 2022*

# Previously Shared Updates...

# Transition to III Presentation...

# SOMSD 2021-2022 District Goal Action Plan - District Integration

---

- Implement anti-bias and anti-racist professional development for staff
  - Three year partnership with FC Cares that focuses on:
    - Re-exploring the origins of our racial divide, understand how trauma is passed down through generations, learn the steps to stop racist policy and practice, and how that culminates in a culturally responsive classroom.
    - Self-examination of our own implicit biases, racist tendencies, and the micro-movements that we must take to change our mindsets, classrooms, and communities.
- Implementation of CR-SE Focus Curriculum
  - Sub-Committee formed consisting of Principals, Assistant Principals, Supervisors and Teachers (January 2022)
  - Input to be collected from all internal stakeholders



## SOMSD 2021-2022 District Goal Action Plan - District Integration, Cont.

---

- Create a comprehensive intervention plan that focuses on academic and SEL supports
  - Three year partnership with Fiedeldiy that focuses on training teachers in social emotional learning (SEL). SEL Professional Development topics to date:
    - Risk Assessment Standardization:Co-planning the customization of standard operating procedures (SOP) and forms for suicidal ideation risk assessment Professional learn about session on utilizing Columbia Suicide Severity Rating Scale
    - A Trauma informed framework to proactively address mental health: Virtual learn about session explaining the WHY of our work. Addressing social emotional learning as a proactive measure to mitigate the stigma and impact of intersectionality on mental health

## **SOMSD 2021-2022 District Goal Action Plan - District Integration (Cont.)**

---

- QPR Suicide Gatekeeper Training for Certified and Non-Certified Staff: Virtual combination learn about / workshop experience for staff to identify the signs of suicide and practice asking the suicide question 5 QPR trainers, 15 total 2-hour sessions, approximately 40 staff per session. Includes QPR training materials for each participant.
- Promoting Social Emotional Healing and Positive Mental Health through Listening Circles: A trauma informed strategy for immediate teacher use. Helping staff and students process the emotional and mental health impact of COVID-19. 3 listening circle facilitators, 9 total 2-hour sessions, approx. 60 staff per session



# SOMSD 2021-2022 District Goal Action Plan - District Integration

Columbia High School Leadership Team and Staff Members have been having ongoing discussions on the topic of equity and diversity at their faculty meetings and will be adopting it as a goal during the upcoming **Middle States self-study** in March.



## **SOMSD 2021-2022 District Goal Action Plan - District Integration, Cont.**

---

We have held follow up meetings with our Intentional Integration Initiative (III) work group. The meetings discussions included:

- A review of year one, including a comprehensive report that is now available to the public.
- Plans for year two, including an analysis of the demographics of our middle schools including socio-economic status as well as our current 5th grade (rising 6th graders).
- We have reviewed the number of kindergarteners riding school buses this year (135) as compared to last year (88).
- A review of special education programming including plans for student placements and services.
- Ways to collect more information about III variables (voluntary self-reporting).

# SOMSD 2021-2022 District Goal Action Plan - District Integration, Cont.



## SOMSD INTENTIONAL INTEGRATION INITIATIVE (III)

In the 2018-2019 school year, the Board voted for the design of each elementary school to eventually take on a K-5 design. This was very important as it gave direction to our architects as they began the work of bringing our Long Range Facilities Plan to fruition. The District's Intentional Integration Plan was Board approved in June 2020 and addressed the usage of an algorithm to be applied to the Kindergarteners who will be joining our District in September of 2021, with a plan to monitor this pilot and adjust if necessary (as future classes enter our District).



[SOMSD Intentional Integration Initiative: Year One Report \(January 2022\)](#)

[2022-2023 SY Kindergarten ...](#)

[News & Updates](#)

[III Request to Change Place...](#)

2022 - 2023 NEW STUDENT REGISTRATION

STUDENT REGISTRATION

New Student REGISTRATION INFORMATION

COMING SOON

The SOMSD community will be alerted when new student registration information and enrollment for the 2022 - 2023 school year for fall, September 2022, opens.

### About the SOMSD III

Spearheaded by the office of the Superintendent, the SOMSD Intentional Integration Initiative (SOMSD III) focuses on equity and access, including developing an integration plan that ensures that the student populations in each of our schools are reflective of

# SOMSD 2021-2022 District Goal Action Plan - District Integration, Cont.

---

YEAR 1 REPORT

SOMSD SES KINDERGARTEN ASSIGNMENT ALGORITHM

Michael Alves and Nancy McArdle

January 5, 2022

## Introduction

This report assesses the efficacy of the Year 1 implementation of the new multifaceted, socioeconomic, “nearest school,” Kindergarten integration assignment algorithm in the South Orange/Maplewood School District (SOMSD) in the 2021-22 school year. The Report is divided into the following four sections and has been prepared by Michael Alves and Nancy McArdle in accordance with their approved scope of services for the implementation of the SES (socioeconomic status) algorithm in the 2021-22 school year.

- Part 1 discusses the development and key features of the new South Orange/Maplewood School District’s multifaceted, socioeconomic, “nearest school,” Kindergarten assignment algorithm for the 2021-22 school year.
- Part 2 documents and discusses the implementation and results of the ten student assignment rounds<sup>1</sup> for the District’s five elementary schools that enrolled Kindergarten students in the 2021-22 school year: Seth Boyden, South Mountain, Tuscan, Clinton and Marshall.
- Part 3 documents and analyzes the socioeconomic and racial/ethnic integration results of the Year 1 implementation of the new SES algorithm and the challenges faced in achieving equitable student travel distances in light of residential segregation and differing school enrollment capacity.
- Part 4 sets forth a series of recommendations that are intended to enhance the efficacy of the SES algorithm during Year 2 implementation for the 2022-23 school year.

The “best practices” referred to in this report are based on procedures and features that have been successfully implemented in other school districts implementing diversity-conscious, multifaceted, socioeconomic student assignment plans, including Champaign, IL; White Plains, NY; Cambridge, MA; Wake County, NC; Charlotte/Mecklenburg County, NC and the inter-district, controlled choice,

# SOMSD 2021-2022 District Goal Action Plan - III & Access and Equity Overlap

*Our District and Board of Education are fully committed to ensuring access and equity in our offerings for the students that we serve. The questions listed below will assist in validating current census data (socio-economic conscious) used to inform our Intentional Integration Redistricting Initiative (III). Your responses will help our District continue with its commitment to maintaining an equitable lens with all aspects of our programming.*

*Information submitted is for internal purposes only and will remain confidential. For more information regarding the District's Intentional Integration Initiative (III) please visit: [bit.ly/SOMSDIII](https://bit.ly/SOMSDIII)*

## SES / Self-Reported Information

Our District and Board of Education are fully committed to ensuring access and equity in our programming for the students that we serve. As the District continues with its commitment of socio-economic programming, the questions listed below help validate current census information used in the Intentional Integration Model.

Information submitted is for internal purposes only and will remain confidential.

1) Family Gross Annual Income

Prefer Not to Answer

2) Parents'/Guardians' Highest Educational Attainment

- Select -

3) Number of Adults in the Household

- Select -