

# **South Orange & Maplewood School District**

## **NJDOE 2020 School Health-Related Closure Plan**

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**MAY 18, 2020**

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## South Orange & Maplewood School District

### Background for NJDOE SOMSD 2020 School Health-Related Closure Plan:

On March 16, 2020, Governor Phil Murphy signed Executive Order No. 104 (EO 104), implementing aggressive social distancing measures to mitigate further spread of COVID-19 in New Jersey. Among other directives, Governor Murphy's Executive Order indefinitely closed all public, private, parochial preschools and elementary and secondary schools to students beginning on March 18, 2020. Executive Order No. 107, signed on March 21, 2020, superseded Executive Order 104 and continued the necessary closure of all schools.

As detailed in guidance issued by the New Jersey Department of Education (NJDOE) on March 5, 2020 and supplementary guidance issued on March 13, 2020, in order to count days during this closure period toward the statutory requirement to provide public school facilities for 180 days, school districts, charter schools, renaissance school projects and Approved Private Schools for Students with Disabilities (APSSD) were required to develop school health-related closure preparedness plans. These plans were designed to address continuity of critical school services such as remote instruction, special education and related services, and nutrition benefits. As a guidepost for districts in developing remote instruction plans, the NJDOE cited its regulations regarding home instruction due to a temporary or chronic health condition (N.J.A.C. 6A:16-10.1).

Requirement to Update the District, Charter, Renaissance and APSSD Public Health-Related School Closure Plan as of May 4, 2020

On May 4, 2020, Governor Murphy announced that all New Jersey school buildings would remain closed for in-person instruction for the remainder of the school year 2019-2020. Private schools with longer academic years will remain closed until at least June 30, 2020. To ensure that New Jersey students continue to receive high quality, standards-based instruction through the end of the school year, and to provide appropriate transparency, each school district, charter school, renaissance school project and APSSD must update and post to its website its school health-related closure preparedness plan. Pursuant to P.L. 2020, c.27, the revised plans must be approved by the district board of education or board of trustees.

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### About SOMSD

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The School District of South Orange and Maplewood serves more than 7,200 students in ten schools, including one early-childhood center, six elementary schools, two middle schools, and one high school. The community and its schools are racially and economically diverse with more than 90 percent of Columbia High School graduates planning to attend college each year.

The mission of the South Orange Maplewood School District is to empower and inspire each student to explore and imagine, to pursue personal passions, and to collectively create a better future by creating a learner-centered environment through multiple pathways; re-imagined structures, systems and supports; innovative teaching; partnering with families; and maximizing community expertise and resources.

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## Component 1: Equitable Access to Instruction Plan

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### Does the plan include equitable access to instruction for all students?

The District's approach to educating all students in the South Orange/Maplewood School District focuses on the following priorities:

1. Equitable instructional access
2. Engaging students;
3. Meeting learning outcomes for courses students are currently enrolled in;
4. Acknowledging circumstances that could perpetuate disparities among students and schools and
5. Creating a learning environment that considers the needs of all students in the District.

SOMSD's is providing equitable access for all students by ensuring that:

- Our plan adheres to our District's Equity in Educational Programs Policy # 5755 and Access and Equity Policy #5755.1;
- The district recommends that teachers use pre-recorded lessons when classes are scheduled, if a teacher chooses to lead live lessons they are to record the live lesson and upload it to Google Classroom so that students who could not attend the live lesson will have the opportunity to participate in the lesson at a later time in the day;
- All students have access to the Google-Suite through their school email addresses which ensures access to their teachers' Google Classrooms and supporting tools (Meet, Forms, hangouts, forms, drives, slides etc.);
- Students in the elementary grades have access to technology apps linked to Google Classroom (such as SeeSaw) that are aligned to their developmental level;
- Students who require hard copies of work have a teacher assigned a packet delivered or mailed to homes or picked up by families at Central Office;
- Teachers are instructed to avoid requiring students to print or scan/upload all assignments. Alternative assignments should be given to students who are unable to print or scan/upload;
- The District has prepared packets of school supplies, crayons, pens, pencils, paper etc., to be delivered or picked up for all students in need;
- Special education teachers will continue to collaborate with all teachers and case managers, in accordance with students' IEPs to the greatest extent possible;
- Consistent communication will be maintained across all preschool sites- Montrose, AppleCore, La Petite, and Zadie's of The Oranges. The Early Childhood Advisory Council has and will continue to assist in providing recommendations for improvements to the plan;
- In the planning and instruction process, all teachers will implement the accommodations stipulated in students' Section 504 Plans to the greatest extent possible; and
- Suggested daily schedules have been provided for all K-12 grade levels
  - Elementary parents and students - (sample schedule is included in the addendum)
  - Middle Schools modified schedules - periods for the day must be followed, but times are flexible (sample schedule is included in the addendum)
  - Columbia High School - modified schedule, periods for the day must be followed, but times are flexible (sample schedule is included in the addendum)

## District Demographic Profile

School	Ethnicity							
	American Indian	Asian	Black	Hispanic	Multiracial	Pacific Islander	White	Grand Total
Applecore Learning		1	13	5	6		21	46
Clinton Elementary School		41	108	40	48		375	612
Columbia High School	5	71	646	92	141	1	1014	1970
Jefferson Elementary School		24	93	14	67	1	345	544
Maplewood Middle School	2	25	262	44	65		432	830
Marshall Elementary School	1	11	91	12	84	2	327	528
Montrose Early Childhood Center	1	10	56	7	27		67	168
Out of District Placement		3	62	8	7		79	159
Seth Boyden Elementary School	2	9	281	25	59	1	113	490
South Mountain Elementary School		28	69	17	112	1	417	644
South Orange Middle School	1	35	196	27	89	2	435	785
Tuscan Elementary School		15	77	20	72		444	628
<b>Grand Total</b>	<b>12</b>	<b>273</b>	<b>1954</b>	<b>311</b>	<b>777</b>	<b>8</b>	<b>4069</b>	<b>7404</b>

School	Migrant	LEP	Students With Disabilities	Students Without Internet	Students Needing Chromebooks
Applecore Learning			7	2	7
Clinton Elementary School		55	83	8	90
Columbia High School		28	293	29	183
Jefferson Elementary School	1		62	2	60
Maplewood Middle School		7	138	9	88
Marshall Elementary School		1	66	3	70
Montrose Early Childhood Center			61		29
Out of District Placement			155		
Seth Boyden Elementary School	7		69	20	95
South Mountain Elementary School	1		78	1	69
South Orange Middle School			115	7	74
Tuscan Elementary School			68		82
<b>Grand Total</b>	<b>9</b>	<b>91</b>	<b>1195</b>	<b>81</b>	<b>847</b>

[Click Here for Full Chart](#)

## Addressing the Digital Divide

The district recognizes that there are many families in our community who do not have access to adequate Internet services or computing devices in their homes. Often, families may need to share one computer or tablet while having multiple students enrolled in the school district. This creates challenges for families to participate in remote instruction while performing their own remote job responsibilities.

The district has partnered with the township, a local education foundation, and a parenting support group to address the digital divide in our community. Each partnership has allowed the district to respond to the ever growing need for reliable devices and Internet for students in our community.

## Identifying the Need

The district recognizes that families who do not have Internet access at home cannot respond to online surveys due to lack of devices or Internet services. To that end, the district performed multiple automated telephone surveys to collect family responses. Families across the district were called and asked about access to devices in their home and overall interest in borrowing devices from the district. Utilizing this data, the district has been able to determine areas of need and form partnerships across our community to address these needs.

### Students Who Do Not Have Internet At Home

Row Labels	Hispanic	Black	Multiracial	White	Asian	Grand Total
<b>Applecore Learning</b>				<b>2</b>		<b>2</b>
Full Pay				2		2
<b>Clinton Elementary School</b>	<b>3</b>	<b>4</b>		<b>1</b>		<b>8</b>
Full Pay	2	1		1		4
Free	1	3				4
<b>Columbia High School</b>	<b>3</b>	<b>22</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>29</b>
Full Pay	2	9	1	1	1	14
Reduced		1				1
Free	1	12	1			14
<b>Jefferson Elementary School</b>		<b>2</b>				<b>2</b>
Full Pay		1				1
Free		1				1
<b>Maplewood Middle School</b>	<b>1</b>	<b>8</b>				<b>9</b>
Full Pay	1	3				4
Reduced		1				1
Free		4				4
<b>Marshall Elementary School</b>		<b>3</b>				<b>3</b>
Free		3				3
<b>Seth Boyden Elementary School</b>	<b>1</b>	<b>17</b>			<b>2</b>	<b>20</b>
Full Pay	1	4				5
Reduced		2			2	4
Free		11				11
<b>South Mountain Elementary School</b>		<b>1</b>				<b>1</b>
Full Pay		1				1
<b>South Orange Middle School</b>	<b>1</b>	<b>3</b>	<b>2</b>		<b>1</b>	<b>7</b>
Full Pay	1	3	2		1	7
<b>Grand Total</b>	<b>9</b>	<b>60</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>81</b>

### Students Who Requested Chromebooks

Count of Student Number	Column Labels						
Row Labels	American Indian	Asian	Black	Hispanic	Multiracial	White	Grand Total
<b>Applecore Learning</b>					<b>3</b>	<b>4</b>	<b>7</b>
Full Pay Lunch					3	4	7
<b>Clinton Elementary School</b>		<b>5</b>	<b>26</b>	<b>10</b>	<b>13</b>	<b>36</b>	<b>90</b>
Free Lunch			10	7	1	2	20
Full Pay Lunch		3	14	2	10	34	63
Reduced Lunch		2	2	1	2		7
<b>Columbia High School</b>	<b>1</b>	<b>4</b>	<b>125</b>	<b>10</b>	<b>14</b>	<b>29</b>	<b>183</b>
Free Lunch			49	7	2	1	59
Full Pay Lunch	1	4	61	3	12	28	109
Reduced Lunch			15				15
<b>Jefferson Elementary School</b>		<b>4</b>	<b>16</b>	<b>2</b>	<b>11</b>	<b>27</b>	<b>60</b>
Free Lunch		1	5	2	3	1	12
Full Pay Lunch		3	11		8	26	48
<b>Maplewood Middle School</b>		<b>6</b>	<b>55</b>	<b>8</b>	<b>2</b>	<b>17</b>	<b>88</b>
Free Lunch		2	25	5	1	1	34
Full Pay Lunch		4	25	2	1	16	48
Reduced Lunch			5	1			6
<b>Marshall Elementary School</b>	<b>1</b>		<b>20</b>	<b>1</b>	<b>10</b>	<b>38</b>	<b>70</b>
Free Lunch			8	1	1	1	11
Full Pay Lunch	1		7		9	37	54
Reduced Lunch			5				5
<b>Montrose Early Childhood Center</b>		<b>3</b>	<b>9</b>	<b>1</b>	<b>6</b>	<b>10</b>	<b>29</b>
Free Lunch			3		1		4
Full Pay Lunch		3	3	1	5	10	22
Reduced Lunch			3				3
<b>Seth Boyden Elementary School</b>		<b>3</b>	<b>70</b>	<b>2</b>	<b>8</b>	<b>12</b>	<b>95</b>
Free Lunch			37	1	1	1	40
Full Pay Lunch		1	25	1	7	11	45
Reduced Lunch		2	8				10
<b>South Mountain Elementary School</b>		<b>9</b>	<b>7</b>	<b>3</b>	<b>14</b>	<b>36</b>	<b>69</b>
Free Lunch			3			1	4
Full Pay Lunch		9	3	3	14	35	64
Reduced Lunch			1				1
<b>South Orange Middle School</b>		<b>2</b>	<b>44</b>	<b>4</b>	<b>9</b>	<b>15</b>	<b>74</b>
Free Lunch			13	2	2		17
Full Pay Lunch		2	28	2	7	15	54
Reduced Lunch			3				3
<b>Tuscan Elementary School</b>		<b>5</b>	<b>11</b>	<b>1</b>	<b>6</b>	<b>59</b>	<b>82</b>
Free Lunch			5	1	1		7
Full Pay Lunch		5	3		5	59	72
Reduced Lunch			3				3
<b>Grand Total</b>	<b>2</b>	<b>41</b>	<b>383</b>	<b>42</b>	<b>96</b>	<b>283</b>	<b>847</b>



### **The Achieve Foundation and the Parenting Center Partnership:**

In an effort to provide unlimited Internet connectivity to families in need across the community, the South Orange Maplewood School District has partnered with The Achieve Foundation and The Parenting Center to purchase wireless hotspots. Smartphones that have been configured for wireless hotspot connectivity are provided to any family of need in our schools. The devices provide unlimited Internet connectivity and allow for multiple computing devices to be connected to them. Over 100 hotspots have been purchased as of May 2020.

### **The Maplewood Township Partnership:**

As part of a township's [participatory budget process](#) with the community, Maplewood Township has begun a project to provide wireless Internet access in the community. This wireless initiative creates a community wireless network using wireless antennas mounted on buildings through the township. Wireless radio equipment has been mounted on the roof of Seth Boyden Elementary School and in the school's networking closet, which will allow the township and the district to provide wireless connectivity to families in the Seth Boyden community. The district has provided the township with the addresses of families who may need Internet services in their homes and targeted communications alerting the families of the services has begun. In order to take advantage of the service, a small wireless receiver will be installed in the family's homes.

### **Distribution of Resources and Ongoing Support:**

The district has provided over 900 Chromebooks to families in the community. As the COVID-19 closures continue and family circumstances change, Chromebooks and hotspots will be made available to borrow from the district. Families are encouraged to inform the district of any need for devices by email [info@somsd.k12.nj.us](mailto:info@somsd.k12.nj.us). Alternatively, families can call their school's main office numbers (listed below) and leave a detailed message requesting Chromebooks and hotspots. Distribution locations are determined based upon request volume and need.

School	Phone #
Columbia High School	(973) 762-5600
Maplewood Middle School	(973) 378-7660
South Orange Middle School	(973) 378-2772
Clinton Elementary School	(973) 378-7686
Jefferson Elementary School	(973) 378-7696
Marshall Elementary School	(973) 378-7698
Montrose Early Childhood Center	(973) 378-2086
Seth Boyden Elementary School	(973) 378-5209
South Mountain Elementary School	(973) 378-5216
South Mountain Annex Elementary School	(973) 378-2801
Tuscan Elementary School	(973) 378-5221



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## Component 2: Addressing Special Education Needs Plan

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**Does the plan address the provision of remote/virtual instruction to implement Individualized Education Plans (IEPs) for students with disabilities to the greatest extent possible, including accessible materials and platforms?**

The Special Services plan reflects the input of staff and families who share the responsibility for our students' success. Families have expressed a need for tutorials or resources to equip them in support of their children's learning during the distance learning period.

While various platforms are being utilized across the district, and there is a focus on pre-recorded lessons, special education teachers specifically, will use Google Meet/Hangout to assist their students by using video or audio means to support the accommodations and modifications as set forth in IEPs.

Weekly interactive meetings have been added to the current plan. Students with an IEP in grades PreK-8 will be contacted at least once a week for personalized virtual interaction with their special education teacher. Teachers remain available during their daily "office hours" for questions, and families and students are encouraged to reach out to them directly with any questions on assignments.

The weekly live-interaction will be an opportunity with the teacher to follow-up on a pre-recorded lesson or activity directly with the student/family and assist with tracking/monitoring progress on IEP goals. This consistent communication will allow the teachers to review with students challenges that they may be having with a particular lesson or activity. This instructional guidance (i.e. personalized virtual interaction) will be accomplished by a variety of ways which may include; Google Meet, ShowMe, phone calls, among others.

Throughout the various learning platforms being utilized, resources and accommodations and/or modifications are in place to support the learning of students with an IEP while distance learning is in place to the greatest extent possible.

- All students enrolled in our PreK Program across all sites receive an Individualized Learning Packet (ILP) delivered to their home by District staff. Our teachers have identified families who will benefit from translated packets; therefore, ILPs are available in Spanish and French-Creole. Students with an IEP receive packets with individualized accommodations and modifications. A PreK Google Classroom has been set up by the PreK Master Teacher and the Supervisor of Preschool Education to provide additional instructional videos to support all PreK students with the home/school connection.
- Students who receive instruction in an Inclusion setting in Grades K-12, Google Classrooms are in place by teacher. Special education teachers are individualizing accommodations and modifications as part of their contributions to the Google Classroom.
- Students who receive instruction in a pull-out resource setting in Grades K-12 continue to be supported through Google Classroom for which students have log-in information. Special education teachers are individualizing accommodations and modifications within their Google Classroom.
- Students who receive instruction in a self-contained setting in Grades K-12 continue to receive an Individualized Learning Packet (ILP) delivered to their homes, as requested by individual teachers; however, students have log-in information for Google Classroom, and continue to be supported through this platform.

- Students who participate in the *In-School Therapeutic Education Program (ISTEP)* at Maplewood and South Orange Middle School have the opportunity to consult with program clinicians and academic teachers who are available to answer any questions through the use of email, telephone or video conferencing platforms. Support for parents is available and arranged to meet the needs of the family.
- Students who participate in the *Effective Schools Solution (ESS) Program at CHS*, will continue to receive support through program clinicians and weekly check-in sessions with the student's parents/guardians through the use of telephone or video-conferencing platforms. Additionally, therapeutic activities are shared with students via email during the course of each week.
- Students who participate in out-of-district programs follow the protocol established by the individual school. Since district staff serve as case managers, they follow-up with students, families, and out-of-district schools to ensure students are accessing the distance learning plan established.

**IEP Progress:** End-of-Year progress reports will be completed for all students. Progress monitoring reports aligned to IEP goals were completed in spring 2020 when report cards were made available.

**Related Services:** To provide meaningful and relevant services to students in Grades PreK-12, the Department of Special Services has implemented a plan that is responsive to the needs of approximately 600 students who receive an array of related services (Occupational Therapy (OT), Physical Therapy (PT), Speech and Counseling). While OT and PT services require extended hours as well, the District has been most responsive to the large number of students who are eligible for speech services. To this end, the District has extended services with related services vendors who are currently affiliated with the district, to expand on the services offered. District and contracted specialists are working through the implementation of an eclectic approach for service delivery, as illustrated here:

- **MODEL 1** - All students eligible for related services benefit from this model. Each therapist has created a Google Classroom per school, which is managed by that school's therapist or behavior specialist. Each week, a weekly assignment is posted to address grade level needs: PreK K-2 3-5 6-8, 9-12. The assignment includes a link to a Google Site (or possibly Seesaw) where specific therapists collaborate to create a tic-tac-toe board of three columns of categories including 3 rows of activity. Therapists respond to questions or comments in their Google Classroom and make themselves available via appointment during specified office hours.
- **MODEL 2** – Individual related services for students eligible for Extended School Year (ESY). Students whose IEP call for Extended School Year (ESY) services were contacted directly by therapists to schedule individual sessions. Sessions have been scheduled through Google/Hangouts Meet and the sessions may include the student and therapist or student/parent/guardian, or therapist and parent/guardian training. Sessions last 20 minutes and these may include an introduction to resources and follow-up activities at the conclusion of each session.

**Compensatory Education:** Upon students' return to school, IEP meetings will be scheduled to determine whether compensatory services will be owed, and to which extent. Occupational, physical and speech-language therapists will determine the extent of compensatory services needed by individual students, in consultation with parents. Regression/Recuperation criteria will be in place to respond to this emerging and unprecedented need.

**Case Manager Responsibilities:** Case Managers are working with teachers and guidance counselors to maintain contact with families. District staff maintain daily office hours, which provides them with the opportunity to reach out to families and students on a consistent basis. Teachers and case managers check email a few times a day to answer any questions parents may have. A contact log is being maintained by all case managers.

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**Paraprofessionals:** Paraprofessionals are undergoing extensive remote training during this period of distance learning. Beginning the week of May 25, 2020, 1:1 and shared paraprofessionals will begin providing supplemental supports to students they serve. These supports include check-ins with students they support.

**Special Education Meetings:** All special education mandated meetings are still occurring during this period of distance learning. Parents are offered the choice between virtual face-to-face meetings or calling in to the meetings. This includes identification meetings, re-evaluation meetings, eligibility meetings, and annual review meetings. Evaluations such as social history assessments, and functional assessments that are able to be completed virtually continue to be completed. Parents have been receiving Prior Written Notice regarding outstanding evaluations and the timeline for completion.

**Extended School Year PreK-12 (ESY):** The District will operate on 1 of 2 models this summer (depending on the status of NJ school closures). Due to the highly structured nature of ESY, live video instruction and related services will be provided if the District operates Model 2. A proactive approach is being used to equip students with the necessary technology to participate in the program, as outlined here:

Dates: July 1, 2020 – August 12, 2020

Schedule: Monday through Friday- four hour daily program

- Model 1 - In-person Instruction in the District's schools.
- Model 2 -Daily live video instruction and related services will be provided for all PreK-12 students who are eligible for and who participate in the program. A modified social skills curriculum will be embedded into the daily schedule.

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### Component 3: Addressing ELL and Bilingual Needs Plan

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**Does the plan include ESL and bilingual education to meet the needs of English Language Learners, (ELLs) including translation, alternate methods of instruction and access to technology?**

South Orange/Maplewood School District's plan includes meeting the needs of English Language Learners (ELLs) at the following grade levels:

Grade Level	Number of Students
Elementary	55
Middle School	7
High School	28

Distance learning has required now more than ever, that we tailor our instruction and delivery of instruction to meet the individual needs of our English Language Learners (ELL) students' grades Pre k - 12.

#### Elementary Grades:

- We understand that many of our ELL students and parents are unable to access their lessons on Google Classroom because of language and technology barriers. As a result teachers have been calling students and families daily via telephone to provide individual tutoring sessions and translation where needed.
- All student ESL and bilingual work is differentiated based on the individual needs of students and the specific curriculum content with tiered ESL/ELL vocabulary.
- Use of adaptive, interactive programs such as Imagine Learning allows us to continue to provide individualized English language and literacy activities while also tracking student progress.
- ELL teachers participate in the Google Classrooms of their general education teacher counterparts so that they can support ELL students throughout all subject areas.
- For beginning ELL students, teachers have created Readworks and BrainPop assignments in order for them to continue to progress in the acquisition of English.
- For some students, small group reading sessions are accomplished by sharing Raz Kids screens on Google Meet.
- General education teachers are using the tiered ESL guides for all newly revised curriculum per NJQSAC requirements.

#### Middle Schools and High School:

- Teachers are communicating with students via email, telephone, and video chats to offer emotional and academic assistance to our ELL students as needed.
- Both in the Middle school and in the high school, instructional assignments are differentiated and assigned through Google Classrooms.
- Google Classroom has been and will continue to be updated daily, in the middle school with new assignments and/or announcements pertaining to the needs of middle school students. Our high school students follow the A, B, C day schedule that was set up for all students.
- The middle school teachers target struggling ELL students to meet individually and on a recurring basis in order to facilitate virtual or distance learning in a more effective manner.
- At the high school level, teachers conduct live sessions with our ELL students and record the sessions so that if a student is unable to attend for any reason they still have access to the live instructional recording.

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- Teachers email students individually, call, and send Google Meet invites to check in and follow up on school work.
  - Teachers remind students to respond to their content area teachers during scheduled periods, remind them to check their school emails, and contact us if they need support in contacting their other teachers.
  - Teachers use the tiered ESL guides for all newly revised curriculum per NJQSAC requirements.

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## Component 4: Safe Delivery of Meals Plan

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Does the plan contain how the district will provide continued safe delivery of meals to students?

### District Food Service:

Staff continues to report to work at their regular hours and continue to be mandated to practice social distancing at all times. Staff is required to wear masks and gloves at all times while on-site. The district will provide masks and gloves to the fullest extent possible. All staff will be directed take their lunch/break times while maintaining social distancing. Food Service Director will take the temperature of all food service employees before entering. Employees displaying any signs of fever or illness will *be sent home*. *Food service employees will work in groups of no more than 4 people* to allow for social distancing.

SOMSD Food Service will provide meals to any district students and siblings under the age of 18, including the District's out of district placements, and those attending charter schools regardless of eligibility status. All meals are served using a grab and go process. Students are provided meals at the door and are not permitted entry into the building.

Packed /hot lunches are distributed from Seth Boyden School and Columbia High School Monday through Friday from 11:00AM – 1:00 PM.

The district is monitoring the locations of families experiencing food insecurities and monitoring the size of food serving lines. Additional serving locations will be opened in areas experiencing an increased demand and serving times will be extended if needed. Delivery arrangements are made for families that are not remote to serving locations or need to maintain quarantine.

### Parenting Center - Food Support Initiative:

If a family requires food support during school closure, the parenting center will arrange for food deliveries to the families by coordinating efforts with local food pantries. Community volunteers are trained and available to make a food deliveries.

### Summer Food Support:

SOMSD is working in partnership with Maplewood Township and Irvington School District to provide meals during the summer. Meal serving areas will be outside. Staff is required to wear masks and gloves at all times while on-site. Masks and gloves will be provided to the fullest extent possible. Temperatures of all staff will be taken daily. Staff displaying any signs of fever or illness will *be sent home*. *Staff will work in groups of no more than 2 people* to allow for social distancing.

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## Component 5: Length of Virtual or Remote Instructions Day Plan

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Is the virtual or remote learning plan designed to maximize student growth and learning to the greatest extent possible?

SOMSD's virtual instruction plan is designed by grade level to maximize student growth and meet the learning needs of our student body to the greatest extent possible, by ensuring:

### Academic Learning:

- Teachers follow the District approved and NJSL connected curriculum for their specific content areas. Due to abbreviated days and in some cases A, B, C schedules, department supervisors and teachers have modified the end of Q3 and all of Q4's units focusing on the most essential lessons. [ESL sample plans are included in the addendum]
- Building and Department administrators "visit" multiple Google Classrooms daily to "observe/audit" instructional lessons and to provide feedback. Teacher feedback is provided to students using Little Sis. A checklist is used to ensure that Google Classrooms have consistency and the directed Distance Learning components [Distance Learning Classroom Checklist](#)
- All assessments/assignments have been carefully considered, discussed and revised to be Distance Learning friendly using multiple modalities - uploaded student work, online apps (Quizlet, Edpuzzle, iClicker etc.) and 1:1 telephone calls or Google Meet etc. for teacher/student discussions.
- The District has decided that benchmark assessments and final exams will be canceled for the 2019-2020 school year.
- The District continues to focus on the wellbeing of all of our students and teachers. Our students and families have been living in circumstances that cause stress and trauma in their lives, so as a result the District has opted to forgo any formalized assessments during the final months of school in a response to voiced parental concerns.
- The District will create a plan for thorough student assessments in the fall so that a clear plan can be created to meet the needs of all students.

### Teacher Responsibilities:

- Teachers plan for 4 hours maximum instruction per day (This 4 hours maximum instructional period is across all subjects ELA, Social Studies, Math, Science, Physical Education, World Languages and Fine Arts).
- Teachers plan explicit instruction using resources such as: WebEx recorded lessons, Whiteboard, Vidyard, Edu Puzzle, ShowMe (These **resources** will vary by grade level and teacher experience comfort level).
- Teachers will assign students independent offline assignments on days when classes are scheduled.
- Teachers are required to maintain and post consistent daily Teacher/Student interaction sessions (90 minutes per day) for parents/students in need of extra support. These meetings can be done through Google Meet, telephone, email etc. and can be initiated by teachers, students, or families. Teachers will provide instruction on each Google Classroom class page about how to access office hours.
- Teachers must give students feedback on independent work a minimum of one time per week. Grades are to be entered in PowerSchool weekly.
- Special education teachers continue to be required to collaborate with all general education teachers and case managers, in accordance with students' IEPs to the greatest extent possible. In the planning process, all teachers will consider the accommodations stipulated in students' Section 504 Plans to the greatest extent possible.
- Teachers use the tiered ESL, 504, Students at Risk, Gifted and Talented guides for all newly revised curriculum per NJQSAC requirements.



- Professional Development has been provided to teachers and administrators - Little Sis, Basic Google Classroom Training, Setting Up Video / Phone Conferencing Through Google Hangouts Meet, How To Record A Video And Post It To Google Classroom, and Switching to Online Learning - Teachers College Professional Developers.

### **Guidance Department**

The guidance department has established distance counseling and virtual crisis management protocols that include:

- Creating a partnership with Imagine, a Center for Coping with Loss, to create a Peer Grief Facilitator program
- Initiating small group counseling through telephone calls, Google Meet etc.
- Executing virtual instant "Decision Days" for our seniors with many colleges
- Producing virtual "Decision Day" commemorative video for seniors
- Rolled out our new college planning program, SCOIR, to students, families, and teachers
- Created and maintained:
  - Crisis outreach spreadsheet shared with CHS administrative team and Child Study Team to ensure frequent contact with at-risk population and those impacted by COVID-19
  - Counseling Center Google Classroom for each graduation cohort with daily updates
  - Counselor send daily text messages to students and families using the app Remind

The Guidance Department has also continued their regular practices, which include:

- Completing individual Junior meetings on Google Meet
- Producing virtual Senior Awards night
- Participating in all 504, I&RS, and IEP meetings
- Scheduling regular meetings with students and families on Google Meet focusing on at least 2 students they have not yet been in touch with every day with the goal of making personal contact with all students
- Managing schedule change requests for next year
- Providing individualized college counseling
- Monitoring graduation progress for the Class of 2020

### **Social Workers**

District social workers are expected to meet via Google Meet, telephone calls etc. with students based on their Individual Education Plans. They focus on the social and emotional well-being of our students and work with building administration and teachers to reach out to families in need of support.

### **Revised Grading Process:**

- **High School Grading 4Q** - Grades for the fourth marking period will only take the form of letter grades if they raise the student's overall course grade. Otherwise, the student will receive either a "Pass" (P) or a "Course in Progress" (CIP). If the student's letter grade is a passing grade (D- or higher) but does not improve the overall grade, then the student will receive a "Pass." If the student does not meet the criteria for a passing grade, then the student will receive a "Course in Progress" (CIP), and they will have the opportunity to make up the work for a new grade before December 1 of this year.

**Course in Progress (CIP)** - The District has created the Course in Progress (CIP) category, because we understand that a subset of our students, for various reasons, may be unable to complete the requirements during the fourth quarter. Some students may require more time to finish the assignments, while others may need more reliable Internet access. Others, despite District efforts, may continue to lack consistent use of technology if they are sharing the one district provided Chromebook with a sibling(s). Finally, Distance Learning may just not be the most effective way for some students to learn. As a result, the District is creating a plan and programs to support students during the summer of 2020 and, if necessary, through December 1, 2020.

Additional information regarding this plan will be finalized and provided in the next few weeks. Students who receive a Course in Progress (CIP) grade will have the opportunity to complete the requirements of the course to receive a grade of Pass. Incomplete assignments for each class that a student receives a Course in Progress (CIP) grade will be due on December 1, 2020. Columbia High School Juniors should be mindful that the first round of transcripts will be sent out to colleges by guidance counselors during the second week in September.

- **Middle School Grading 4Q** - For each course students take, the District's middle school students will receive one of the following three Q4 grades: "Pass with Distinction" (PD), if the average number grade for submitted assignments in the marking period would be 85 or above; "Pass" (P), if the average would be 60 to 84; or "Developing" (D), if the average for Q4 assignments would be 59 or below.
- **Elementary School Grading 3T** - In each category of skills on the student's progress report for T3, the student will receive either a "Concept Introduced (CI)," if the student has had a chance to exercise this skill, or a "Not Yet (NY)," if the student did not have the opportunity to work on this skill in T3.
- **Grading for Students with Disabilities** - Teachers will grade students based on the modifications and accommodations in their Individual Education Plan. An Individual Action Plan (IAP) will be developed in accordance with the Child Study Team if the marking period ends with a Course in Progress (CIP).
- **Grading for Students with Section 504s and I&RS Action Plans** - Teachers will grade students based on the accommodations in their 504/I&RS Action Plans.

#### Online Learning Platforms by Grade-Level:

*Online Learning Platforms by Grade-Level:*

Grade Level	Learning Platform	Platform for Recording Message	*Meeting Platform (recommendations))	Explicit Instructional Resources (suggested)
K-2	Google Classroom	<ul style="list-style-type: none"> <li>Google Meet</li> <li>WebEx</li> <li>Phone</li> </ul>	n/a	
3 - 5	Google Classroom	<ul style="list-style-type: none"> <li>Google Meet</li> <li>WebEx</li> <li>Phone</li> </ul>	<ul style="list-style-type: none"> <li>Google Meet</li> <li>Hangout</li> <li>WebEx</li> </ul>	<ul style="list-style-type: none"> <li>Screencast-o-matic.com</li> <li>Flipgrid(ShowMe)</li> <li>Webex recordings</li> </ul>
6 - 8	Google Classroom	<ul style="list-style-type: none"> <li>Google Meet</li> <li>WebEx</li> <li>Phone</li> </ul>	<ul style="list-style-type: none"> <li>Google Meet</li> <li>Hangout</li> <li>WebEx</li> </ul>	<ul style="list-style-type: none"> <li>Screencast-o-matic.com</li> <li>Flipgrid(ShowMe)</li> <li>Webex recordings</li> </ul>
9 - 12	Google Classroom	<ul style="list-style-type: none"> <li>Google Meet</li> <li>WebEx</li> <li>Phone</li> </ul>	<ul style="list-style-type: none"> <li>Google Meet</li> <li>Hangout</li> <li>WebEx</li> </ul>	<ul style="list-style-type: none"> <li>Screencast-o-matic.com</li> <li>Flipgrid(ShowMe)</li> <li>Webex recordings</li> </ul>

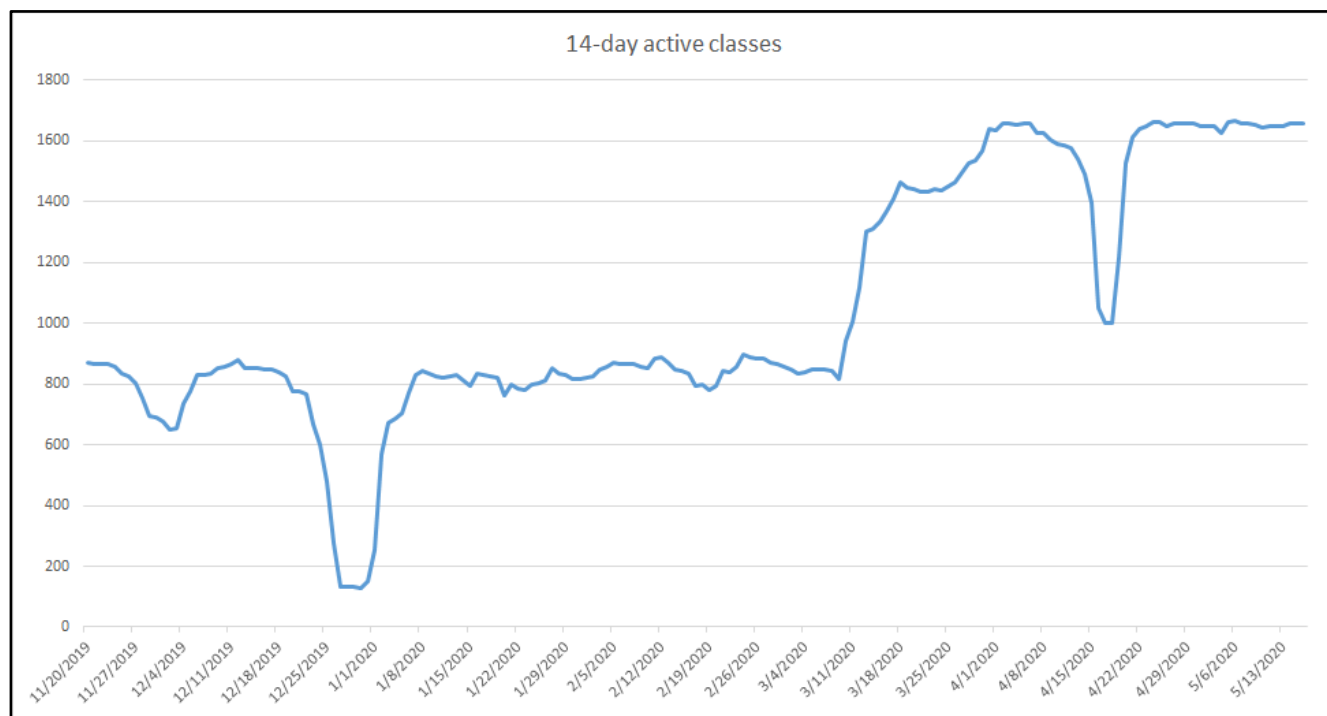
#### Monitoring School Use of Online Platform:

Google Classroom provides limited ability to monitor the overall participation for teachers and administrators. Built in reporting shows summary views of overall participation and use of the platform, but does not identify meaningful use or time spent within the platform. Supplemental services have been purchased by the district to aid administrators and district officials in determining the effectiveness of the district's online instructional plan. These additional services allow administrators to view specific Google Classroom classes and gain

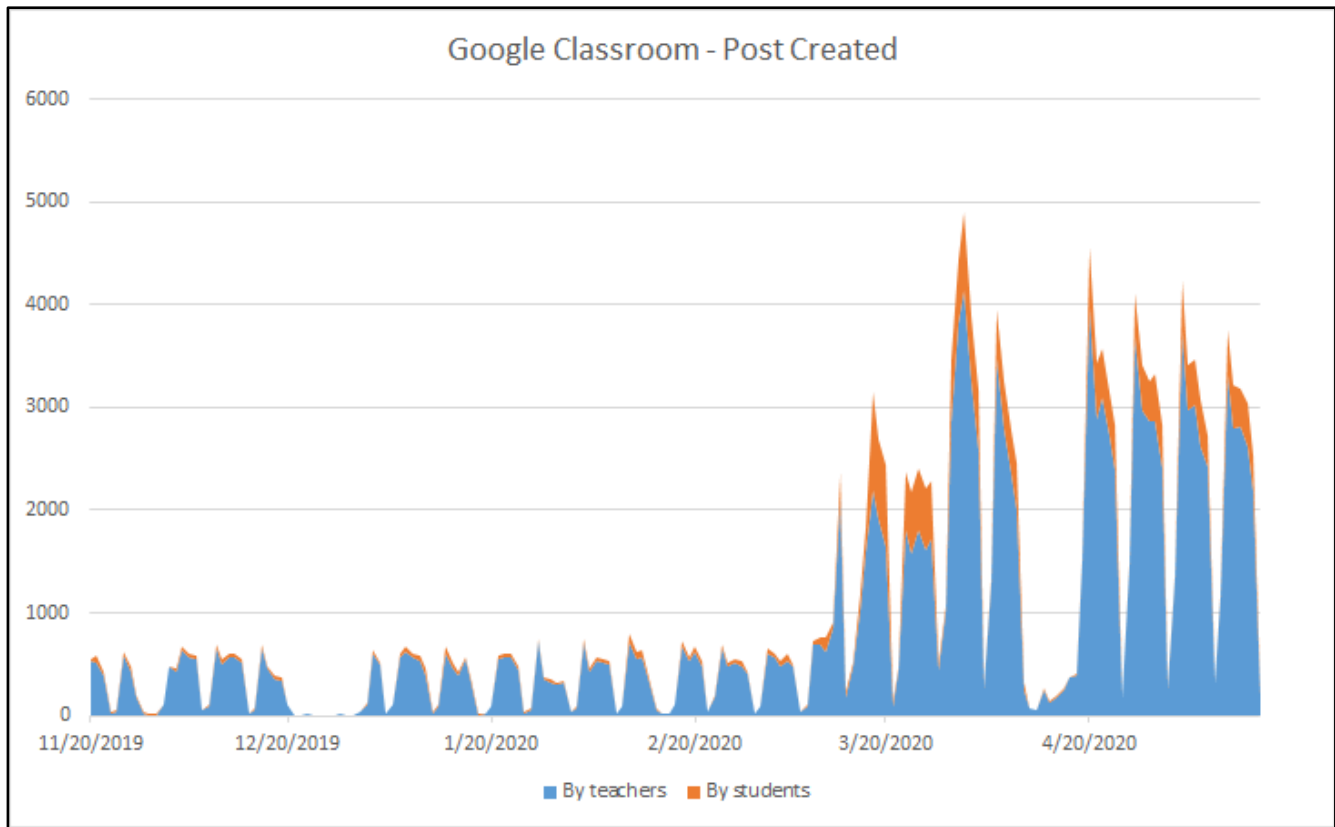
visibility into frequency of assignments being posted. Unfortunately, even with these additional tools, auditing actual use has been a laborious process.

The district continues to explore additional platforms that will provide a uniformed experience for teachers and students. Ideally, roster creation would be handled by the platform so that teachers do not have to spend time creating their class list and inviting students to their classes. In addition, the district would like to use a platform that would allow teachers to draw from a resource bank of assignments and lessons that have been approved by content area leaders and school administrators. This will allow alignment of assignments and classwork to the common core standards, allowing for performance based reporting of student work.

While Google Classroom has very specific limitations, the district has seen an overall increase in use of the platform. The screenshots below show the increase in use of the platform overtime and distribution of assignments by school.



**14 Day Active Classes Report:** Shows the number of active classes within a 14 day window ([Click here for larger view](#)).



**Google Classroom - Post Created Report:** Shows the number of posts created by teachers and students ([Click here for larger view](#)).

Classwork analysis by school

2019-2020

This heatmap shows the classwork items created by teachers associated the schools set up in Little SIS. [Manage your schools](#)

Last refreshed a month ago.

School

Code

Classwork date field

Created

Display rows with no classwork

11 / 11

School	Code	Teacher count	With classwork	% w/ no classwork	Classwork	12/02	12/09	12/16	12/23	12/30	01/06	01/13	01/20	01/27	02/03	02/10	02/17	02/24	03/02	03/09	03/16	03/23	03/30	04/06	04/13	04/20	04/27	05/04
Jefferson Elementary School	JES	56	57	-1%	1258	8	10	8		2	7	7	5	11	5	4	8	5	13	116	131	199	413	201				
Clinton Elementary School	CES	71	63	12%	1087	19	32	8	1	5	33	16	11	27	30	18	24	33	29	59	61	73	223	111				
Columbia High School	CHS	254	243	5%	14746	403	388	265	6	229	461	365	318	209	406	372	440	390	479	955	942	957	1706	779				
District Wide	DIST	1239	838	33%	35931	998	946	543	15	517	1071	803	786	695	969	844	940	941	1033	2227	2111	2296	5324	2829				
Maplewood Middle School	MMS	89	112	-25%	6668	201	181	115		106	238	233	231	226	222	169	198	263	248	410	296	230	521	348				
Marshall Elementary School	MES	59	40	33%	744															1	10	87	425	221				
Montrose Early Childhood Cen...	MECC	30	4	87%	5																				4	1		
Seth Boyden Demonstration S...	SBDS	71	65	9%	766	6	60	5	8	13	5	4	4	7	11	9	18	3	8	39	23	115	204	128				
South Mountain Elementary S...	SMES	59	35	41%	479	2	4	2			2	6	2		5	4		4	6	72	72	51	150	62				
South Orange Middle School	SOMS	59	35	41%	479	2	4	2			2	6	2		5	4		4	6	72	72	51	150	62				
Tuscan Elementary School	TES	63	63	0%	1641	4	6	3		2	3	4	11	6	18	12	11	14	8	104	137	170	661	373				

**Supplemental Google Classroom Report - Classwork Analysis:** Provides overview of the number of classwork assignments posted in Google Classroom. ([Click here for larger view](#))

Teacher analysis														2019-2020
Teacher analysis is based on a snapshot of your Google classroom data. This snapshot can be updated at any time.														Last refreshed a month ago.
Teacher	Owned Classes (Primary Teacher)					Classwork								
	Total	Active	Archived	Provisioned	Declined			Co-teacher						
	25	25	0	0	0	8	0	0	110	110	0	0	47	
	23	23	0	0	0	0	0	0	55	46	9	0	337	
	22	14	8	0	0	14	0	0	174	156	0	18	67	
	22	2	20	0	0	0	0	21	77	77	0	0	75	
	21	15	6	0	0	20	0	14	4	4	0	0	0	
	18	16	2	0	0	0	0	0	63	63	0	0	85	

*Supplemental Google Classroom Report - Teacher Analysis: Provides overview of teacher profile in Google Classroom (assignments posted, students assigned to class, number of announcements, etc.). ([Click here for larger view](#))*

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## Component 6: Attendance Plan

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**Does the plan address attendance aligned to the district policy on including how the district determines whether a student is present or absent, and how a student's attendance will factor into promotion, retention, graduation, discipline, and any other decisions that will affect the student?**

Policy # 5200 ATTENDANCE has guided the District's decisions surrounding the attendance of students in Grades PreK-12 during the *COVID-19 Emergency Pandemic*. Understandably, attendance recording is one among the many processes that has changed in the daily operation of our schools and District alike. While the New Jersey Department of Education has not provided guidance on the monitoring of student attendance, the Department does encourage attendance tracking for the district's own purposes.

Monitoring when students miss opportunities to learn during remote learning is critical in strengthening the collective efforts of teachers, school and central office administrators and local community agencies to reduce or eliminate the adverse impact of this pandemic on the South Orange and Maplewood District's students.

The District recognizes that some students may continue to lack access to Wi-Fi or digital devices, families may be focused on fulfilling basic necessities like securing food, attending to siblings or parents who may be fulfilling work responsibilities at home or away from home, or for whom reporting students present may be a time-consuming task, particularly for families with multiple children attending different schools.

Additionally, monitoring student attendance during the *COVID-19 Emergency Pandemic* has been instrumental in identifying families who had been struggling because of illness or poor health of nuclear and extended family members, and the loss of life for several of our families. Furthermore, school administrators have exercised autonomy or flexibility in their student attendance tracking approach that is most responsive to the needs of their students and families.

Monitoring student attendance has been addressed on a periodic basis through parent communication.

*Does my child need to "sign-in" online each day for attendance purposes?*

- *Yes, all students in grades 3-12 should email their classroom teacher (2nd-period teacher at Middle Schools and High School) by 10:00 AM every morning and teachers will record their attendance from the email. Kindergarten - 2nd-grade students do not need to email teachers for attendance purposes District Email Directory <https://www.somsd.k12.nj.us/directory/>*

*Attendance Protocols:*

- K-8 Continue the same protocols you have been using since the start of distance learning
- NEW - Grades 9-12 every student must sign in to each class on the dates shown between 10 am to 1 pm. Attendance will be recorded by teachers in PowerSchool.

The South Orange & Maplewood School District has developed an attendance monitoring framework that is conducive to supporting students and families through the end of the school year, as illustrated below:

**Outreach by School and Central Office Staff:**

- School Administrators
- Classroom Teachers
- School Counselors/Substance Awareness Counselors
- Non-Child Study Team Social Workers
- Child Study Team Members
- Secretarial Staff

- School Nurses
- Central Office Staff and Content Area Supervisors

#### **Mode of Tracking/Communication:**

##### **Elementary Schools:**

- Teachers are required to report on students who check in by 10 am. If students check in after 10 am, teachers are expected to update attendance accordingly.
- Students respond to classroom sign-in sheets by marking them present or by answering a question.
- Schools use parent email reporting a student's absence.

##### **Middle Schools:**

- In our middle schools, attendance is taken during period one every day. There is a google sign in form on each period # 1 teacher Google Classrooms. If a student forgets to sign-in but is "working" the absent mark is changed to tardy.

##### **Columbia High School (CHS):**

- Individual administrators have used a collaborative approach to engage key staff that is knowledgeable about individual students in making telephone calls and using email to reach individual students.
- Teacher/guidance counselors contact Assistant Principal (AP) when they have not heard from or had any contact with a student. APs call and/or email students and families.
- Students have to submit their attendance in each teacher's Google Classroom by 1:00 pm that school day. CHS follows an A-B-C Schedule

##### **Central Office:**

- A tracking system is used to monitor feedback or concerns communicated by school administrators. A telephone call is made by central office staff to further support the school-based efforts;
- If needed, a letter from the Superintendent is shared with individual families concerning their child's absenteeism; and
- As a final resort, if needed, the Division of Child Protection and Permanency (DCP&P) is contacted to solicit support for individual students and their families.

Attendance record during the Emergency Pandemic period will not adversely impact students' promotion, retention, graduation, discipline, or any other decision regarding the academic standing of individual students.

***Does the plan describe how the district is following up with the family when a student is not participating in online instruction and/or submitting assignments?***

#### **Outreach by School and District Staff:**

- School Administrators
- Classroom Teachers
- School Counselors, Substance Awareness Counselors
- Non-Child Study Team Social Workers
- Child Study Team Members
- Central Office Administration
- Content Area Supervisors



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## Strategies:

### Elementary Schools:

- School administrators maintain regular communication with teachers. Weekly faculty meetings allow for a review of the home-school interaction and for the identification of gaps and trends.
- Administrators request that teachers follow up with phone calls, and escalate to administration if there are more than three consecutive days of students "not checking in."
- Teachers reach out in a variety of ways including emails, phone calls, requests to meet via Google Meet, including FaceTime.
- The teacher whose assignments are not being turned in, contacts the student via Google Classroom or the students' email address;
- School social workers and school counselors reach out to families when family stress/struggle is identified.
- Some students have standing "check in" times with staff to support the completion of work.
- Communications outreach identified the need for technology devices or connectivity. This allowed for a wider distribution of Chromebooks and hotspots. School and district staff members have been instrumental in delivering these devices to the students' homes and/or to make them available for pick-up at the central office building.

### Middle Schools:

- School administrators maintain regular communication with teachers. Weekly faculty meetings allow for a review of the home-school interaction and for the identification of gaps and trends.
- If no response the teacher reports the concern to the Team Leader who determines if it is unique to a particular class or whether a pattern has been established. Parents are contacted first via email and then via phone call. This step allows schools to identify any issues at home that need follow up - Chromebook, need for hard copies, or students' need in prioritizing the assigned work.
- Middle School Team Leaders meet with the administrative team weekly to discuss issues or concerns. If follow up is needed, phone calls are made by the Student Support Team (SST): school counselor, child study team case manager, social worker, other specialists and nurse.

### Columbia High school:

- School administrators maintain regular communication with teachers. Weekly faculty meetings allow for a review of the home-school interaction and for the identification of gaps and trends.
- Upon learning that a student is not handing in assignments, Assistant Principals place a call and/or email students and families to determine how a student/family can be supported. This has proven to be an effective strategy. Some students may need more frequent check-in's via phone, video, or email with the AP or guidance counselor. Other students may require a plan to be put in place due to the number of assignments or classes s/he is struggling with.
- Students may be referred to Student Assistance Counselor if mental health and socio-emotional needs have surfaced and/or an Achieve Tutor may be assigned.
- If contact cannot be established via email, phone, or another platform, after several attempts from teachers, counselor, substance awareness coordinator (SAC), and administration, a wellness check is made to ensure the safety of the student by the local authorities and feedback is provided to each grade level administrator concerning the outcome of the wellness check.

### Central Office Administration:

- Dr. Taylor, Superintendent, leads weekly articulation meetings with school principals: Day 1 Elementary and Day 2 Secondary.

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- Dr. Taylor, Superintendent, leads daily articulation meetings with the District Administrative Team.
  - Director of Curriculum and Instruction leads frequent meetings with content area supervisors and school administrators, as needed.
  - Assistant Superintendent of Special Services leads daily meetings with supervisors of special education.
  - Supervisors of Special Education lead weekly meetings with child study team case managers and related services providers (Speech-Occupational Therapy, Physical Therapy, and Counseling).
  - Content area supervisors host weekly meetings with teachers and more frequently as needed.

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## Component 7: Facilities Plan

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Does the plan contain an outline of how the building will be maintained throughout this extended period of closure?

### Custodial:

Staff is to report at their regular time and will be mandated to practice social distancing at all times. Staff is required to wear masks and gloves at all times while on-site. The district will provide masks and gloves to the fullest extent possible. All staff will be directed to take their lunch/break times while maintaining social distancing. Head Custodian will take the temperature of all custodians before entering. Employees displaying any signs of fever or illness will *be sent home*. Custodians will work in groups of no more than 2 people to allow for social distancing.

- Day #1 - Group A (2 employees) will empty classrooms – approximately 4 rooms per day = 20 per week / 100 per month
- Day #2 - Group B (2 employees) on the next day, will go behind them to detail clean and disinfect each room - 4 rooms per day
- Day #3 -Group C (2 employees) will go behind strip and wax classroom.
- Day #4 – Group D (2 employees) will start setting up classrooms again.

### Room count per location.

– CHS	160
– SOM	120
– MM	150
– Marshall	70
– Montrose	20
– South. Mtn.	60
– Annex	20
– Seth Boyden	80
– Clinton	65
– Jefferson	70
– Tuscan	80
– Underhill	6

If Group A starts on a Monday, group D puts everything back by Thursday.

All cleaning is scheduled to be completed by August 7<sup>th</sup>. This will give time for custodians to go back in the remaining weeks to disinfect one more time.

Custodians will use ES364 Disinfectant at all times and disposable rags to clean. The rags will be discarded between rooms. Gloves are to be changed between rooms. Custodian will attend to the grass in court yards and around the building once a week.

### Maintenance:

Staff is to report at their regular time. Maintenance Supervisor will take the temperature of all Maintenance personnel before entering. Employees displaying any signs of fever or illness will *be sent home*. All staff are mandated to practice social distancing at all times. All staff is required to wear masks and gloves at all times while on-site. Masks and gloves will be provided by the district to the fullest extent possible. Staff is to take

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their lunch/break times while maintaining social distancing. Staff will be assigned to separate vehicles. Work orders are to be sent via email or through the work order system to minimizing contact with office staff.

School grounds will be maintained on a bi-weekly rotating schedule.

Week 1 – *Monday* – Annex & South Mountain  
*Tuesday* – Montrose & Marshall  
*Wednesday* – Seth Boyden & Clinton  
*Thursday* - Tuscan & Jefferson  
*Friday* – Work orders

Week 2 – *Monday* - Underhill  
*Tuesday* – Columbia Ritzer Field  
*Wednesday* - South Orange Middle  
*Thursday* – Maplewood Middle  
*Friday* - Work orders

**Deliveries:**

Deliveries are to be called/scheduled in advanced. The loading dock will be accessible and monitored. All delivery personnel are mandated to practice social distancing at all times. Deliveries will be sprayed with disinfectant and handled with gloves. Deliveries are not to be touched or brought to their destination until the packages have been disinfected. Disinfectant ES364 is to be used on all deliveries

**Vendors:**

Vendors will be scheduled through the buildings and grounds department. Vendors must notify the Head Custodian at each building before entering. Head Custodian will take the temperature of all vendors before entering the building. Vendors will not be permitted access if they have an elevated temperature or display signs of illness. Vendors must wear masks and gloves the entire time while on-site. Vendors are mandated to practice social distancing at all times.

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## Component 8: Summer Programming Plan

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Does the plan contain a preliminary outline for the provision of summer services, including: ESY, 21<sup>st</sup> century programs, assessment of credit loss, assessment of learning loss, STEM, Title I and preliminary plans for Calls of 2020 graduation ceremonies?

The South Orange & Maplewood School District will continue all previously offered summer programs recognizing that we may need to create additional programs or expand the enrollment numbers in these programs to support students who might have regressed academically during Distance Learning. We also realize that we must create opportunities for high school students to resolve their Course in Progress (CIP) grade by the end of the summer if they are a senior or by December 1, 2020 for all other high school students. Some of our classes do come with a fee. Scholarships are available for students who are not able to pay the fee. Supervisors and teachers will create summer learning packets for all secondary students to complete over the summer.

### Columbia High School Credit Recovery Program:

Every year CHS holds a credit recovery program for summer school. This program provides the opportunity for any student who has failed a course over the year to make up that course and obtain credits. The program usually consist of the following courses:

World History  
US History I  
US History II  
Physics  
Biology  
Chemistry  
Algebra I  
Algebra II  
Geometry  
English I/II  
English III/IV  
Spanish I/II  
Health 9/11/12  
Driver's Education  
Physical Education  
Practical Art (30 hr. course)  
Personal Finance (30 hr. course)

In addition to offering these courses we also employ 8 special education teachers to co-teach with our regular education classes (2 per core subject area). A guidance counselor and an attendance secretary. The program services approximately 10% of the school population, normally just over 225 students and runs Monday through Friday from 8:00 am to 1:00 pm. We do anticipate that the summer 2020 program may be virtual and that there may be a bigger demand for instructional support this year due to the COVID 19 crisis.

In addition to the online platform that our teachers we often have an online component via an outside vendor that is provided for classes that we do not offer during the summer. As well as classes that students may wish to take for advancement

All credit recovery summer school courses are at cost. The students pay \$350 for a full year class, \$195 for a semester course, \$125 for a quarter course. Scholarships are available for students who are not able to pay the fee. Students may take a maximum of 2 courses over the summer period in house and 1 online for a total of 3 courses maximum. Annual courses are 60 hours, Semester courses are 30 hours, and Quarter courses are 12

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hours. Students are allowed to miss up to two days (4 hours of a course without penalty). Anytime over the four hours results in failure and no credit being provided.

**Extended School Year PreK - 12 (ESY):**

The District will operate on 1 of 2 models this summer (depending on the status of NJ school closures). Due to the highly structured nature of ESY, live video instruction and related services will be provided if the District operates Model 2. A proactive approach is being used to equip students with the necessary technology to participate in the program, as outlined here:

Dates: July 1, 2020 – August 12, 2020

Schedule: Monday through Friday- four hour daily program

- Model 1 - In-person Instruction in the District's schools.
- Model 2 -Daily live video instruction and related services will be provided for all PreK-12 students who are eligible for and who participate in the program. A modified social skills curriculum will be embedded into the daily schedule.

**ELL Summer School:**

Our ELL program currently consists of a total of 5 teachers, 3 for the elementary grades and 2 for the middle and high school grades. All instructional levels focus on developing language and literacy skills. We usually have the program extend - unclear for 20 days and for about 3 hours a day. We separate students in groups based on grade level (K-5) (6-12) and proficiency levels. Teachers develop lessons and activities that allow for all students to be together and learn and support each other. For many of these students, summer school is their only opportunity over the summer to practice English and maintain and improve their proficiency level. Through Distance Learning teachers will continue to develop language and literacy skills through a thematic approach, as we have done every year. Small group interactions on Google Classroom will be critical to the development of oral language skills. Virtual trips to interesting places -- zoos, aquariums, etc. could be incorporated. Teachers will participate in live sessions with our students and will be supported by some of the programs we have been using, Brain POP, ESL Library, Scholastic Online, and Google Classroom among others.

**Cougar Prep:**

Columbia High School holds a summer school transition program, Cougar Prep, for approximately 25 incoming 9th graders. There are 4 teachers and 1 guidance counselor along with an administrator who will work with the students. The program is scheduled for 16 days in August and is focused on ELA and pre-Algebra. Pre-assessments take place at the beginning of the program and throughout the program, students are equipped with strategies to strengthen their academic skills. Students complete the ELA course producing a book about a person involved in the Civil Rights Movement.

Anticipating this year's program may be virtual and that there may also be a larger demand, we will train teachers in the virtual administration of ELA running records, and pre-algebra assessments. Classes will be taught as a whole class, with potential smaller break out groups being utilized as needed. Teachers will be asked to have students interact with one another remotely when they are not working independently on reading/writing tasks.

**CHS Math Advancement:**

Columbia High School offers Math Advancement courses in Algebra 1, Geometry and Algebra 2. These are full courses taught for credit and GPA. They are taught by CHS Columbia High School teachers and follow our District approved curriculum. We employ a Special Education teacher to co-teach in all classes and provide support as needed. Students are in the class for 26 days, 5 hours daily (8am to 1pm). The last two days of the course are NJSL-Math testing days. The fee is \$350 for the course and scholarships are available for students who are not able to pay the fee

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In a virtual setting, teachers will teach the course using Google Classroom and students will need to be logged in for the school day (same schedule as above). Since this is a GPA and credit bearing class, students will have to take their assessments during the class period. As far as books, Textbook distribution and collection will include established and publicized pick-up and return dates before and after the course.

### **CHS AP Chemistry Prep:**

Columbia High School offers a 3 week AP Chemistry Prep course. Students meet for 2 hours each day with their teacher to go over introductory content and help with the summer assignment. While this course is not required, it does benefit students in AP Chemistry next year. The fee is \$50 and Scholarships are available for students who are not able to pay the fee

In a virtual setting, teachers will teach the course using Google Classroom and students would need to be logged in for the school day (same schedule as above). Since this is a GPA and credit bearing class, students will have to take their assessments during the class period. As far as books, Textbook distribution and collection will include established and publicized pick-up and return dates before and after the course.

### **Middle School Intervention Program:**

The Middle School Intervention program is for those students who are not meeting academic proficiency in two or more areas. This program is designed to provide additional support to students to enhance/enrich their math and language arts skills. The objective of the program is to fill in some of the learning gaps from their current grade and set a strong foundation for the upcoming school year. It is also designed to maintain continuity through the summer when learning retention often wanes. Pre-assessments take place at the beginning of the program and throughout the program.

This program is normally staffed by 5 teachers for Math, ELA and Study skills, as this is often the problem for their lack of success during the school year. It is a 3 week program from 9-12pm, with a capacity of 60 rising 7th and 8th graders (30 per grade level).

Teachers will pre-record lessons and also allow opportunities for students to have live small group instruction. The purpose of the program is to allow students to ask critical questions, and receive immediate feedback. An increase in the number of students in the program due to Covid-19 will necessitate an increase in teaching staff. Due to the current situation, it may also be helpful to have a counselor on site for students.

### **Middle School 6th Grade Bridge Program:**

Our Middle School Bridge program is designed for incoming 6th grade students. The program will provide academic, emotional, and social support where needed. It will be held in August. We are looking for students who are already experiencing or may experience one or more of the following listed below.

- Academically: Remedial skills in ELA and Math will be provided to those who may need a head start on 6<sup>th</sup> grade academic management or struggled retaining the 5<sup>th</sup> grade core curriculum.
- Socially: Assistance building strong social skills by participating in fun team-like activities. A child who may be shy, quiet, anxious, or find it difficult making friends easily. Are new to the district and/or are unfamiliar with a public school setting.
- Emotionally: May find it hard to maneuver a new building/space. May have experienced or are likely to experience school phobia or avoidance.

Students for this program are recommended from the elementary schools. We have a capacity of 30 students and we incorporate 4 teachers.

If this program is virtual we will really only be able to cover the academic portion as the other two areas require group activities and navigating the building physically.



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**Clinton Elementary School:**

Clinton holds a summer program called, Rising Stars, for rising first graders through rising third graders to support and accelerate students' acquisition of reading, writing, and mathematical skills. Students are selected based on progress reports, district assessments, and teacher recommendations. Primarily these are students receiving academic intervention during the school year. There are four teachers and one lead teacher. The program runs for four weeks, Monday through Thursday for 3 hours per day. Anticipating that the program will be virtual in design, it would be scheduled as a "Virtual Rotation" using Google Classroom as the platform so that students get intensive small group live instruction.

**Seth Boyden Rising Stars:**

The Seth Boyden Rising Stars summer program is available to rising 1st-5th graders that benefit from continued instruction and additional support over the summer break. Students receive support in math, reading and writing. Academic intervention in major content areas is also provided by intervention teachers with one ELA interventionist per K-2 and 3-5 grade span, and one math interventionist for grades 3-5. Students are chosen based on academic needs exhibited on the progress reports, shared by classroom teachers, academic intervention teachers and district/state assessments. The classes run for approximately 4 weeks, five 5 days a week for three 3 hours a day. We have one 1 lead teacher and 11 staff members. We have offered snacks and in house field trips in the past. We have also included our garden teacher for outdoor learning a few days a week. Typically, project-based learning supported academic ideas taught in classrooms. Virtual instruction would be conducted using Zoom Breakout groups allowing students to break into classrooms for small group live instruction with teachers and internationalists. Teachers utilize Screen Share and Google documents/slides and presentations for instruction to prepare students for the upcoming grade.

**Graduation Activities:**

- **Columbia High School:** A virtual graduation will be held for graduating seniors. The graduation video will be pre-recorded and professionally produced and will include a mix a speakers (i.e. Superintendent, Principal, Teachers, Celebrities and other prominent officials) with a finale montage video that incorporates photos and video statements from the class of 2020. Following the graduation, SOMA families will be asked to go outside on their porch/front lawn (or apartment complex) at 8:20 pm and make noise for the Class of 2020 (local fire departments and police departments are also be asked to join in the festivities by blaring their sirens). We are calling it #makenoiseat820fortheclasseof2020. In addition, the HSA will be selling Salute Signs (to the class of 2020) to all families in the community; and local businesses will also receive one to display. Finally, all students will receive a personalized graduation lawn sign with their name on it to display at their home.
- **Maplewood Middle School:** MMS is finalizing logistics for a virtual graduation ceremony for their 8<sup>th</sup> grade students.
- **South Orange Middle School:** SOMS is finalizing logistics for a virtual graduation ceremony for their 8<sup>th</sup> grade students.
- **Elementary Schools (5<sup>th</sup> graders, Kindergarten, 2<sup>nd</sup> grade):** Schools with students moving up to key transitioning grade levels are also working on creating virtual graduation ceremonies for their students and families.

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## Component 9: Board Approval

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Is the plan Board approved?

Presented to the BOE on Monday, May 18, 2020.

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## Component 10 & 11: Posted on Website & Essential Employees

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The SOMSD School Health-Related Closure Plan is posted on the District website:	<a href="https://bit.ly/SOMSDCovidUpdates">https://bit.ly/SOMSDCovidUpdates</a>
Essential Employee name/titles are listed on the District website:	<a href="https://www.somsd.k12.nj.us/district/districtdepartments/">https://www.somsd.k12.nj.us/district/districtdepartments/</a>

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## Addendum

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### Sample Class Schedules (by Grade Level)

#### Columbia High School 3-Day Class Rotation:

*Rotation begins on Wednesday, April 1, 2020 (with "A" Day)*

*[A more detailed schedule with dates, times, new attendance protocols and additional guidelines will be emailed to all CHS families/students. Schedules will also be available on CHS Google Classrooms and the CHS website]*

Day A	Day B	Day C
Period 1: 10am - 10:55am	Period 2 - 10am - 10:55am	Period 7 - 10am - 10:55am
Period 3 - 11am - 11:55am	Period 4 - 11am - 11:55am	Period 8 - 11am - 11:55am
Period 5 - 12pm - 12:55pm	Period 6 - 12pm - 12:55pm	Period 9 - 12pm - 12:55pm

#### Maplewood Middle School Schedule:

**½ Day Schedule (30 minute periods) |** *Rotation begins on Wednesday, April 1, 2020 (with "A" Day)*

	Day A	Day B
Grade Level		
6	Period 1 Period 2 - Related Arts Period 3 Period 4- Related Arts Period 6 Period 7 Period 8 Rotation	Period 1 Period 2 - Related Arts Period 3 Period 4- Related Arts Period 6 Period 7 Period 8 Rotation
7	Period 1 Period 2 Period 3 - Related Arts Period 4 Period 5 Period 7 - Related Arts Period 8 Rotation	Period 1 Period 2 Period 3 - Related Arts Period 4 Period 5 Period 7 - Related Arts Period 8 Rotation
8	Period 1 Period 2 Period 3 Period 5 Period 6 - Related Arts Period 7 Period 8 - Related Arts	Period 1 Period 2 Period 3 Period 5 Period 6 - Related Arts Period 7 Period 8 - Related Arts

**South Orange Middle School Schedule:****½ Day Schedule (30 minute periods) | Rotation begins on Wednesday, April 1, 2020 (with "A" Day)**

	Day A	Day B
Grade Level		
6	Period 1 Period 2 Period 3 Period 4- Related Arts Period 6 Period 7 - Related Arts Period 8 Rotation	Period 1 Period 2 Period 3 Period 4- Related Arts Period 6 Period 7 - Related Arts Period 8 Rotation
7	Period 1 Period 2 - Related Arts Period 3 Period 5 Period 6 - Related Arts Period 7 Period 8 Rotation	Period 1 Period 2 - Related Arts Period 3 Period 5 Period 6 - Related Arts Period 7 Period 8 Rotation
8	Period 1 - Related Arts Period 2 Period 3 - Related Arts Period 4 Period 5 Period 7 Period 8	Period 1 - Related Arts Period 2 Period 3 - Related Arts Period 4 Period 5 Period 7 Period 8

**Grades 3-5 - Sample Schedule for Families:***Begins on Wednesday, April 1, 2020*

9:00 - 9:15	Morning Round-up - Meeting
	Math - Instruction and Practice
10:00 - 10:15	Brain Break - GoNoodle
10:15 - 11:00	Reading - Mini lesson and Independent practice and responses
11:00 - 11:15	Snack
11:15 - 12:00	Writing - Mini lesson and Independent Writing
12:00 - 12:30	Science

12:30 - 1:00	Social Studies
1:00 - 1:30	Art, Music, PE, Spanish

### **Grades K-2 - Sample Schedule for Families:**

*Begins on Wednesday, April 1, 2020*

9:00 - 9:15	Morning Meeting/Phonics/Word Study/Handwriting
9:15 - 9:45	Reading – Mini Lesson and Independent Practice
9:45 - 10:00	Brain or Movement Break
10:00 - 10:30	Writing – Mini Lesson and Independent Writing
10:30 - 10:45	Snack
10:45 - 11:15	Math – Instruction and Practice/Math Games
11:15 - 11:30	Brain and Movement Break
11:30 - 12:00	Art, Music, and PE
12:00 - 12:30	Science and Social Studies Exploratory activities – imagination, fine motor, creativity, virtual field trips

### **Addendum #2: Sample ELA Curriculum Outline Response to the Pandemic**

Since the outset of teaching via Distance Learning the focus in the ELA Department has been to maintain the current curriculum in all grades with modifications to delivery based on the grade level.

<b>Grade</b>	<b>Meeting Messages (Talking Points)</b>	<b>Unit/Lesson Links</b>	<b>Email Links</b>
K-2	Teachers have maintained the curriculum units outlined with an emphasis on key skills & strategies and the modification of student's submitting 1 assignment a week for feedback orally.	Sample of Kindergarten Reading, Writing and Phonics Units of Study - Lesson plans and	K-2 Guidelines and Resources  Sample of K-2 Invite for Staff Developer meetings

	<ul style="list-style-type: none"> <li>Resources on Heinemann that support remaining Units of Study for Reading and Writing Curriculum as scheduled.</li> <li>Developed timelines for delivery of instruction for reading and writing</li> <li>Provided resources to support delivery of curriculum mini-lessons on various platforms.</li> <li>Provide support in developing online and eBooks for students to access to support the curriculum and the Units of Study.</li> <li>Provided support in delivering the phonics and word study instruction and curriculum with modifications</li> <li>Worked with TC Staff Developers to determine essential lessons/skills/strategies from the Units of Study that will provide most efficient and effective lessons for K-2 students.</li> </ul>	<p>Sample of First Grade Reading and Writing Units - Meeting Characters and Learning Lessons and Writing Scenes to Series Books</p> <p>Sample of First Grade Phonics Unit Lessons and Resources</p> <p>Sample of 2nd Grade Nonfiction Reading and Writing Units of Study</p>	
3-5	<p>Teachers have maintained the curriculum units outlined with an emphasis on key skills &amp; strategies and the modification of student's submitting 1 assignment a week for feedback orally and in writing.</p> <ul style="list-style-type: none"> <li>Resources on Heinemann that support remaining Units of Study for Reading and Writing Curriculum as scheduled.</li> <li>Developed timelines for delivery of instruction for reading and writing</li> <li>Provide resources to support delivery of curriculum mini-lessons on various platforms.</li> </ul>	<p>Grade 5 - Reading Research Unit</p> <p>Sample Grade 3 Writing about Research Unit and Nonfiction Book Clubs Unit</p> <p>Grade 5 Westward Expansion Unit - Reading in the Content Area</p> <p>Grade 5 - Writing through the Lens of History Unit</p> <p>Grade 4 Historical Fiction Reading and Writing Unit Plans</p>	3-5 Guidelines and Resources

	<ul style="list-style-type: none"> <li>● Provided support in developing online and eBooks for students to access to support the curriculum and the Units of Study.</li> <li>● Provided support in delivering word study instruction and curriculum with modifications.</li> <li>● Teachers met and received guidance and support in alternative texts as outlined in the curriculum to address and respond to student's social and emotional needs during pandemic but addressing skills and strategies as per curriculum outline.</li> </ul>		
6-8	<p>Teachers have maintained the curriculum units outlined with an emphasis on key skills &amp; strategies and the modification of student's submitting 1-2 assignments a week for feedback.</p> <ul style="list-style-type: none"> <li>● Developed timelines for delivery of instruction for reading and writing.</li> <li>● Provided resources to support delivery of curriculum mini-lessons on various platforms.</li> <li>● Provided support in developing online and EBooks for students to access to support the curriculum and the Units of Study.</li> <li>● Provide support in delivering word study instruction and curriculum with modifications.</li> <li>● Teachers met and received guidance and support in alternative texts as outlined in the curriculum to address and respond to student's social and emotional needs during</li> </ul>	<p>April 9th Grade 6 - Unit Plan</p> <p>8th Grade Journalism Unit 4/27-5/1</p> <p>7th Grade Poetry Unit 4/20</p>	<p>6-8 Guidelines and Resources</p> <p>Middle School Pacing Guide Q4</p>

	pandemic but addressing skills and strategies as per curriculum outline.		
9-12	Teachers continued with the curriculum outlined with modification of adhering to the A, B, C day schedule and student's submitting 1-2 assignments a week for feedback.	Sample Lesson Plan Lit. Criticism 4/1-4/9	CHS Guidelines and Resources April 24th Email CHS May 1st Email CHS May 8th Email CHS May 15th Email CHS