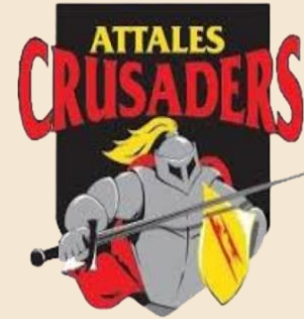


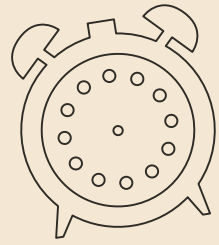
Absecon School District

Road to Reopen:
Board of Education
Presentation

July 28, 2020
7:00pm



POINTS TO REMEMBER



- The challenges of the committee:
- What drives our efforts:
 - Above all: Health, and safety of our students and staff
 - Also, we are committed to providing a high quality education while supporting the social, emotional, and behavioral well-being of our students.
 - Finally-Collaboration: Robust and Affordable PALS Program



COMMUNICATION

FACEBOOK

Absecon Public Schools
Follow our NEW Page!

INSTAGRAM

@abseconpublicschools

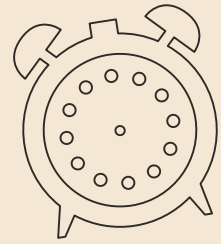
TWITTER

@Abseconschools

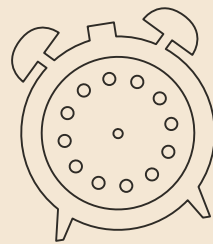
DISTRICT WEBSITE

www.abseconschools.org

STUDENT/PARENT Tab
includes a link for
Reopening Information
and Resources



PERSONAL PROTECTIVE MEASURES



3



- ☐ Teacher Clear Face Masks
- ☐ Teacher Face Shields
- ☐ School Logo Face Mask for students
- ☐ Pre K - 5th Desk Cubicles
- ☐ Temperature Scanning Kiosk
- ☐ Non-Contact Thermometer
- ☐ Industrial Air Scrubbers (Nursing Offices and Isolation Room)
- ☐ 2.5 Additional Custodians

- ☐ Bio-blasting Machines
- ☐ Additional Custodians
- ☐ Additional Hand Sanitizing Stations
- ☐ Changing of Air Filters twice as often as recommended by manufacturer
- ☐ Stocked on sanitizing and disinfecting supplies
- ☐ Decals





Atlantic County Department of Health

Frequently Asked Questions

Transportation: Consortium

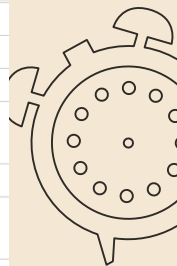
Routes to Marsh and Attales Schools:

8	\$22,972	Re-bid - Estimate 10% inc
9	\$24,847	
10	\$22,972	
11	\$24,428	
PK-SE	\$52,721	
ESY - Marsh/Attales	\$5,037	
Aide on Bus 9	\$13,500	
ABSC-B	\$27,391	
ABSC-C	\$23,328	
Admin Fee	\$13,032	
TOTAL	\$230,228	

LEASE - (1) 54 PASSENGER / (2) 29 or 26 PASSENGER BUS			
Buses	\$38,295		
Gas	\$5,000		
Maintenance	\$5,205		projected
Insurance	\$12,000		quarterly inspections /
Transport			repairs / parts
Crdrtr	\$38,000		projected
FICA	\$2,907		
Health Benefits	\$5,500		
Transport Asst.			
Crdrtr	\$35,000		
FICA	\$2,678		
Health Benefits	\$5,500		
Bus Driver	\$27,500		
FICA	\$2,104		
Health Benefits	\$14,190		
Car Seats	\$2,250		proj \$150 @ 15 each
Custodian -			
Stipend	\$5,000		
TOTAL	\$201,129		



3



Transportation: Internal

Potential:	
OCC	\$42,574
ACIT - 1	\$33,859
ACIT - 2	\$55,714
ACIT-3	\$33,859
Charter-Tech	\$26,139

Maintain Jointures:

Pleasantville High School

Galloway Charter School

Mainland

ACSSSD - Mays Landing

Non-Public Routes

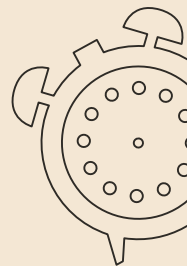
Will Accomodate three start times at Absecon Schools

Opportunity to pick up high school routes

Opportunity to transport displaced students.



3



DISTRICT RE-OPENING COMMITTEE

Administration

- Dr. Daniel J. Dooley, Superintendent
- Tina Maruca, Business Administrator
- Lindsay Reed, Director of Special Services/Curriculum
- Kevin Burns, Emma C. Attales Principal
- Dr. Shelly Richards, H. Ashton Marsh Principal
- Brian Mills, Director of Facilities
- Michael Morris, Tech Coordinator

School Board Member

- Christopher Cottrell
- Megan Marczyk
- Linda Wallace
- Dr. Tom Grites

District Physician

- Dr. Jeffrey Gong

AEA Representative and School Nurse

- Mariella Deleener

Educators

- Danielle Bergeron, Allene Brady, Robert Broomhead, Janice Clark, Brianna Cooper, Jessica Fey, Carol Hargrove, Barbara Horner, Catherine McGowan, Kelly Montgomer, Jessica Newkirk, Nilcy Ramirez, Currie Roberts, Douglas Scholder, Elizabeth Tully, Melissa VanEmbden, John White, Amanda Witmer

Parents

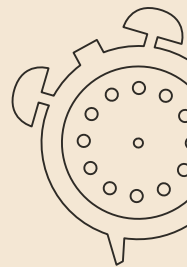
- Beth Newman, Alison Bell, Sarai Southrey Taraborrelli, Katie Hubner, Melissa Newhall, Laura Oliver, Kim Brandenberger

School and Community Stakeholders

- Kimberly Horton, Mayor
- Kim Parker, Food Services
- Cinthya Llerena, Preschool Coach



3



PANDEMIC RESPONSE TEAM

H. Ashton Marsh Elementary

Administration

Dr. Shelly Ward Richards, Principal

Lindsay Reed, Director of Special Services/Curriculum

Dr. Daniel J. Dooley, Superintendent

Teacher

Donna Nastasi, Tori Brady, Marybeth Cugini, Michelle Miller, Rose Guerrera, Beverly Fahy

Child Study Team

Teri Calloway

Counselor

Mary Alvarado

School Nurse

Mariella Deleener

Safety Personnel/Team Members

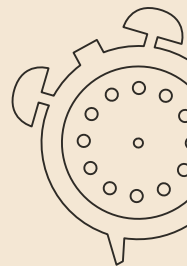
Rita Brown

Custodian

Brian Mills, Facilities Director

Parent

Mr. Banks, Mrs. Oliver, Mrs. Hargrove, Mrs. Taraborrelli



PANDEMIC RESPONSE TEAM

Emma C. Attales Middle School

Administration

Kevin Burns, Principal, Lindsay Reed, Director of Special Services/Curriculum, Dr. Daniel Dooley, Superintendent

Teachers/Staff

Nilcy Ramirez, Shana Caputo, Currie Roberts, Catherine McGowan, Hillary Pelly, Brian Kehoe, Caroline Bell, Bob Evans

Child Study Team

Lindsay Reed, Director of Special Services/Curriculum

Content Representatives

Barbara Horner, Kelly Montgomery

Counselor/Safety Personnel/Team Members

Jessica Torcicollo, Det. Sgt. Rich Huenke

School Nurse

Mariella Deleener

Custodian

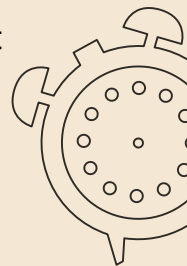
Brian Mills, Facilities Director

Parents

Kim Brandenberger, Parent/PTO, Darren Clinkscale, Keesha Jones, Christian Juarez-Munoz, Raquel Law, Parent/BOE, Megan Marczyk, Parent/BOE, Melissa Newhall, Beth Newman, Juan Reyes, Julissa Sanchez



3





H. Ashton Marsh Elementary School

Shelly Ward Richards, Ed.D.
Principal



Survey Responses:

Prek	enrolled 46/90	Virtual 8	In house 38
Kinder	enrolled 66/85	14	52
1st	98	20	78
2nd	80	19	61
3rd	110	33	77
4th	85	31	54



Schedule for Marsh Students

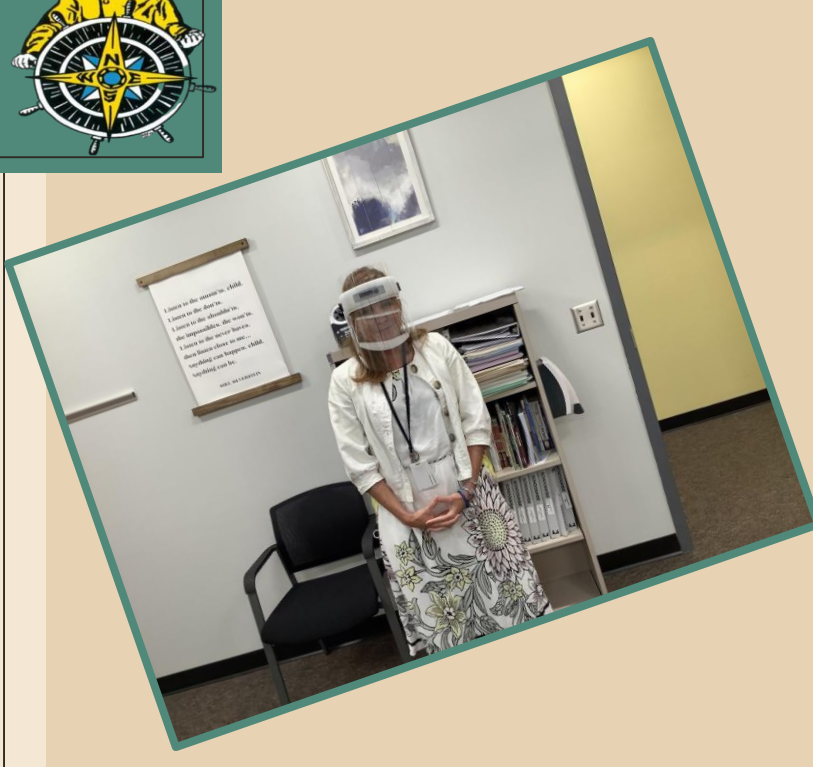
- **3rd and 4th grades:**
 - 8:30 am -12:30 pm
- **Pre K to 2nd grades:**
 - 9:15 am - 1:15 pm

77.4% of families who responded wanted 4 hours of instruction over 2.5 hours for Pre-K and Kindergarten.



Classrooms

- No more than 15 students in a classroom 6 ft apart *
 - *Third grade - a class housed in STEAM and Library with 16-18 students
- Lunch (snacks encouraged) and recess would be at home.
- Brain breaks, mindfulness and movement activities will take place while they stand at their desk area.
- Centers- no more than 2 students, marking on the floor where they can stand/play.



- When feasible, students will go outside with their teacher for various learning activities.
- Traditional circle or carpet time would take place at their seats.
- Small group instruction would take place at their seats. Students might sit next to students who are in their small group.



Demo Schedule

8:30- Arrival

8:40 am - 9:40 am Literacy

9:40 am - 10:00 am Social & Emotional Learning **

10 am - 10:45 am Writing

10:45 am - 11 am Break

11am - 12pm Math

12 pm -12:30 pm Science/ Social Studies



Virtual Learning: (125 students thus far)

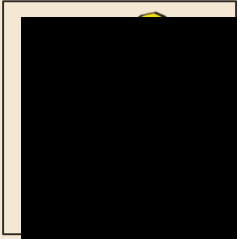
- Student Chromebooks for all students
- Utilize Google Classroom in all grade levels
- Specials will take place at home via virtual instruction or in packet form.
- Instructional content will be the same as in house instruction.
- Teacher will most likely be different than the in house grade level teachers. We are still working on the staff schedule.
- More information will be forthcoming as we meet with the Marsh Pandemic Response Team



Marsh Google Classroom

- **For students to do announcements**
- **Presentations - Principal meetings with students, Expectation Assemblies, Quarterly Assemblies, Caught Being Good**

Videos for families - What to Expect in the classroom?

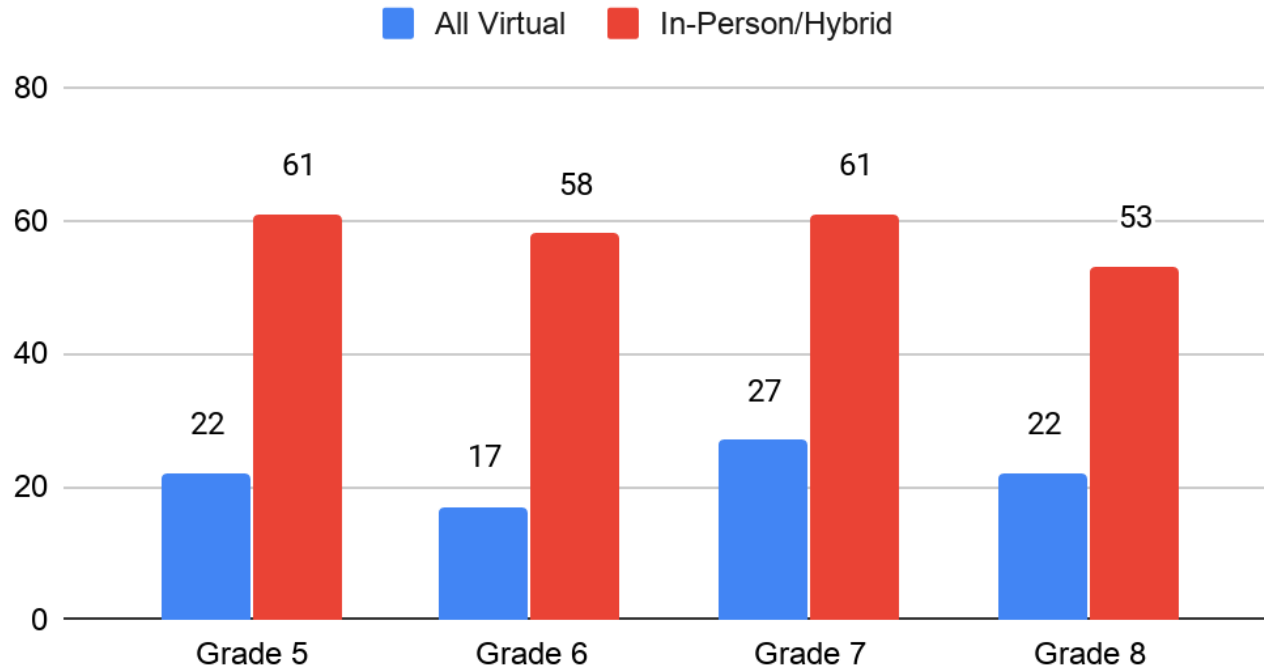




**Emma C.
Attales
Middle
School**

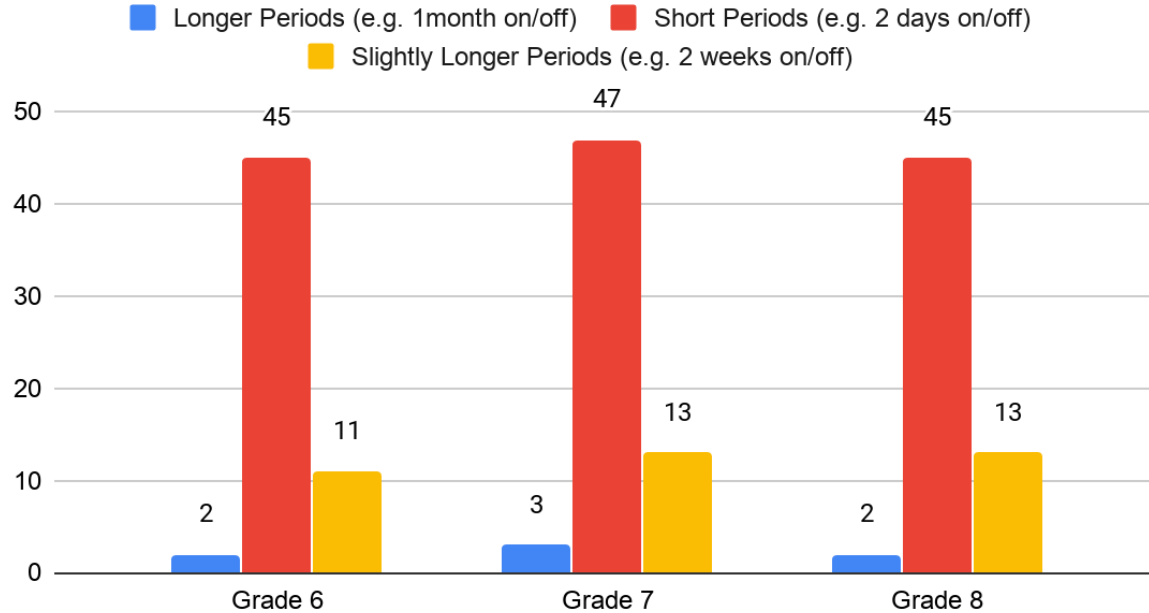
Type of Instructional Model

All Virtual and In-Person/Hybrid

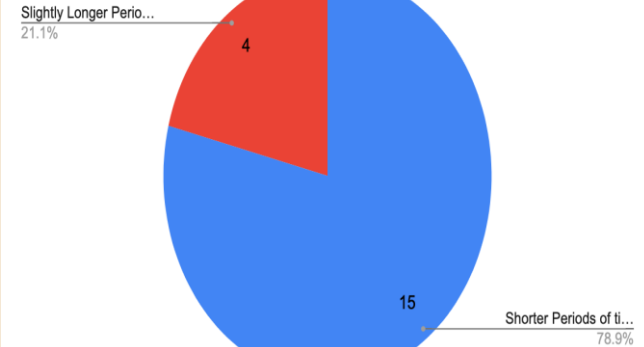


Type of Instructional Model

Hybrid Time Preference (Parents)

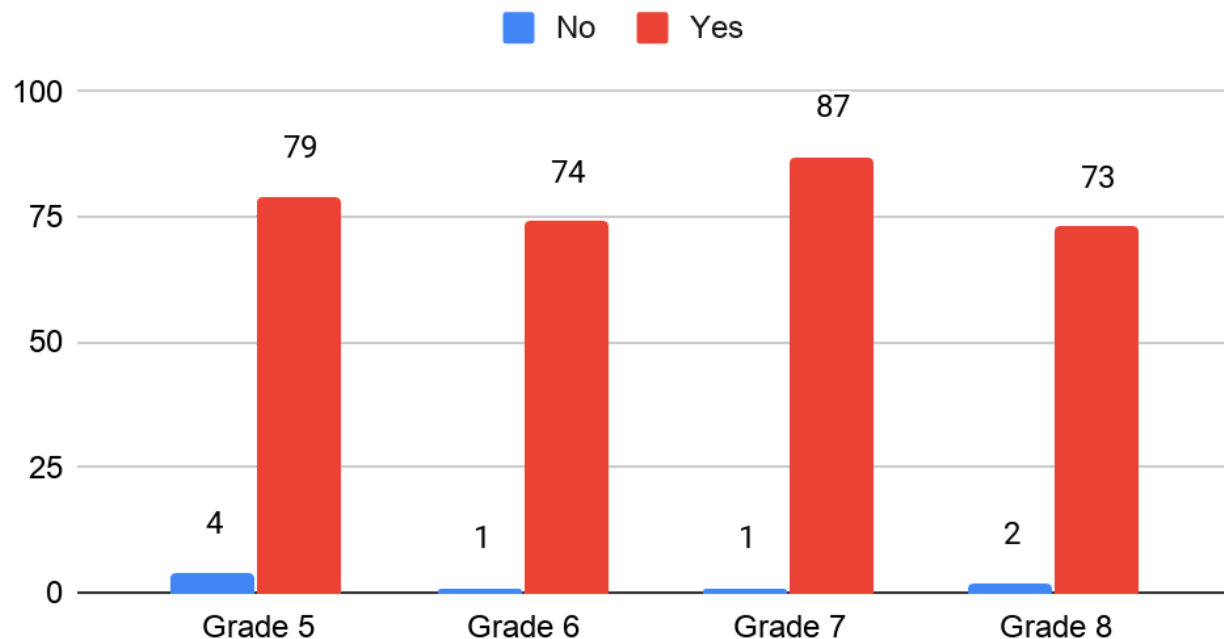


Hybrid Time Preference (Staff: Grades 6-8)



Attales: Internet Accessibility

Do You Have Internet for Chromebook?



The Plan

Overview

- School day will be 4 hours for all in-person students
- In-Person instruction will focus on core academics
- Specials will be done through virtual environment
- Attales specials would still be on trimesters:
 - One day would be Health/PE
 - One day would be Art or Spanish or STEAM
 - O/S/N/U type of grading system for specials
- HR (Block A) + 3 blocks per day (Blocks A, B, C)
- Each block about 70mins (same as last year)

The Plan

Overview

- Staggered Start times
 - Grade 6-8: Start 7:45am & End 11:45am
 - Grade 5: Start 8:30am & End 12:30pm
- Parents have the following options :
 - Enroll their child in our All Virtual Program (Grades 5, Grades 6-8)
 - Enroll them in our In-Person (Grade 5)/Hybrid (Grade 6-8) program.

The Plan

Grade 5: In-Person

- Will follow Marsh model
- All (In-Person) students come every day for 4 hours
- Reduced class size: Will need to add 1-2 extra sections of 5th grade to keep class size 13 or less
- Desk shields ordered for each student's desk
- Students will need to be in cohorts (not new for 5th grade)
- If needed, teachers could rotate but classes/cohorts would not switch/rotate in Grade 5 (e.g. Social Studies/Science)

The Plan

Grade 6-8: Hybrid

- Parent & Staff Survey Preference: 2 days in-person/2 days remote
- For child care reasons, consensus among parents on the District team was to:
 - Go two days in a row (vs 1 on/1 off)
 - Keep days of the week consistent for in-person instruction (e.g. Mon/Tues and Weds/Thurs) vs days rotating each week
 - Group 1
 - Mon/Tues: In-Person
 - Weds/Thurs: Remote Learning
 - Group 2
 - Mon/Tues: Remote Learning
 - Weds/Thurs: In-Person
- We took into account holidays/vacation days

The Plan

Grade 6-8: Hybrid

- 1 “All Remote Learning Day” on Friday
 - Trying to be considerate to parents who want consistent days of the week for in-person instruction (i.e. child care, rides, etc.)
 - Trying to be considerate to Grade 6-8 teachers who will need to operate in both the in-person and remote learning environments (will not be easy to do)
 - Bonus- Could allow for additional cleaning opportunities
 - Why Friday?
 - 6 holidays/school closings on Fridays from Sept-Jan

The Plan

Grade 6-8: Hybrid

- On Fridays, Grade 6-8 teachers would:
 - Provide live remote lessons for part of the day since all students would be remote learning.
 - Hold “Office Hours” for the other part of the day to keep in contact with all students, provide support, answer questions, etc.
 - With our Family Lunch last year, students could attend our Project EAT or see teachers for extra help
 - This isn’t possible now so we will need something like these “Office Hours” to address those needs

The Plan

Grade 6-8: Hybrid

- Grades 6-8 Cohorting:
 - 1-2 HA cohort (combined Math/ELA HA could mean 2 sections)
 - The rest of students will be broken into 3-4 cohorts
- Guidelines advise that cohorts do not intermingle
- Extended Block A: No HR/CAP in the traditional sense- The student's Block A will have a extra time built in and will serve as a quasi HR/CAP ($\frac{1}{2}$ days normally have shortened CAP)

Sample Schedule Grades 6-8

3 Block Schedule (Math, ELA, Sci or SocStud)		Reopening 2020-2021			
	Day 1	Day 2	Start Time	End Time	Length of Period
Student Arrival	Enter/AM Duty	Enter/AM Duty	7:45 AM	7:45 AM	0:00
Arrival/CAP/HR	HR/CAP	HR/CAP	7:45 AM	8:00 AM	0:15
	"Passing Time" (Stretch Time)	"Passing Time" (Stretch Time)	8:00 AM	8:03 AM	0:03
Block A	Math	Math	8:03 AM	9:15 AM	1:12
	"Passing Time" (Stretch Time)	"Passing Time" (Stretch Time)	9:15 AM	9:18 AM	0:03
Block B	ELA	ELA	9:18 AM	10:30 AM	1:12
	"Passing Time" (Stretch Time)	"Passing Time" (Stretch Time)	10:30 AM	10:33 AM	0:03
Block C	Science	Social Studies	10:33 AM	11:45 AM	1:12
	Dismissal/PM Duty	Dismissal/PM Duty	11:45 AM	12:00 PM	0:15
Specials	Art (or Spanish or STEAM) done virtually at home	Health/PE done virtually at home	Completed Outside of School		

The Plan

Grade 6-8: Hybrid

- Grades 6-8 Switching Classes: Two things to consider
 - Passing in halls
 - Entering a different classroom where students just exited
- Consulted Dr. Gong at District meeting
 - Not overly concerned with students passing in hall
 - Happens quickly/under 10mins, social distancing, small class size, etc.
 - Recommends wiping down high contact areas in classrooms between switches

The Plan

Grade 6-8: Hybrid

- Attales Pandemic Team decision: Let's try switching classes Grades 6-8:
 - Improves teaching/learning experience (e.g. Science, teacher resources, etc.)
 - Reduced class size Grades 6-8 (approx 6-8 students) helps make this possible
 - We will stagger switching times between grades
 - Students sanitize hands coming into class and leaving class
 - Classrooms sanitized by custodians between exchanges while one grade of students waits in hall
 - Total of two exchanges/cleanings per 3 block day
- If it doesn't work, we'll revert back to no switching

The Plan

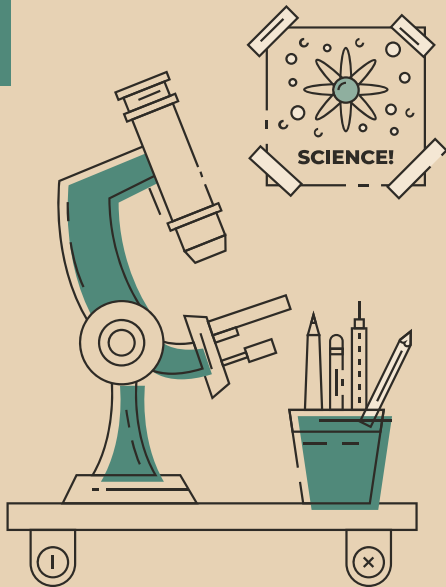
Remote Learning

- Looking to make remote instruction as close to in-person instruction to the greatest extent possible
- Parents & Students want as much of a connection as possible with their teachers in remote learning (This may need to be done in PM)
- Remote lessons/postings Mon-Thur (may be posted in PM)
- Live online remote lessons on the “All Remote Learning” Fridays
- With Google Classroom and additional instructional tech resources we budgeted for this year, can we go paperless as much as possible? Limits the need to pass out/hand in materials
- Attales Pandemic Team will have a separate meeting in near future specifically on virtual/remote learning

The Plan

All Virtual Program

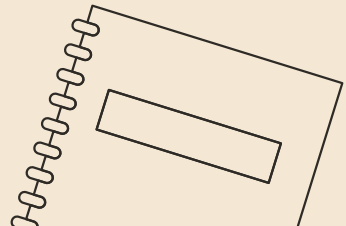
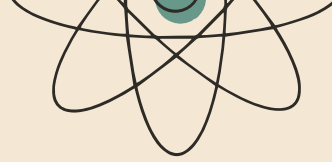
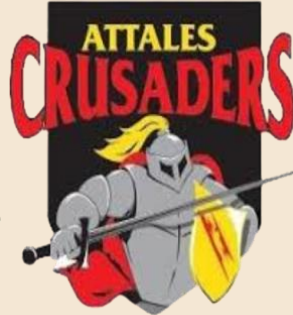
- Some students will be in our All Virtual Program and will not come to school at all through at least January (end of Q2)
- Grades 6-8 Teachers
 - Different certification needs in Grades 6-8 (content areas)
 - Grade 6-8 teachers likely handle these “all virtual” students . They may be able to follow along with the remote learning lessons they’re already doing. (Another reason that the All Remote Learning on Friday is beneficial)
 - The “All Virtual” students will likely be given a regular Realtime schedule in Grades 6-8 but would just not come to school
 - All TBD until we have exact numbers of who’s coming for in-person/hybrid vs all virtual
- In Grade 5, these “all virtual” students may be handled differently



Special Services

Special Education and Related Services

- Instruction
- Related Services
- Testing
- IEP and 504 Meetings



PALS

Before and After Care



“

Thank you



”

Student Safety Data System 2019-2020 Report Period 2 Public Presentation

...

**Absecon Board of Education Meeting
July 28, 2020**

Student Safety Data System

- NJDOE online module that tracks instances of violence, weapons offenses, substance use, and bullying.
- Reporting is submitted twice each school year and information is presented to the Board of Education following each submission
 - ◆ Report Period 1: September 1 - December 31
 - ◆ Report Period 2: January 1 - June 30

Violence, Vandalism, Substances, Weapons, and HIB Confirmed

Emma C. Attales Middle School

REPORT PERIOD 1

Incidents: 1 (Fight)

Other Incidents Leading to Removal: 7

Use, Distribution, or Possession of Alcohol or
Other Drugs: 0

REPORT PERIOD 2

Incidents: 1 (Fight)

Other Incidents Leading to Removal: 7

Use, Distribution, or Possession of Alcohol or
Other Drugs: 0

H. Ashton Marsh Elementary School

REPORT PERIOD 1

Incidents: 0

Other Incidents Leading to Removal: 3

Use, Distribution, or Possession of Alcohol or
Other Drugs: 0

REPORT PERIOD 2

Incidents: 1 (Substance Possession)

Other Incidents Leading to Removal: 6

Use, Distribution, or Possession of Alcohol or
Other Drugs: 1 (Substance Possession)

Harassment, Intimidation, and Bullying

District Anti-Bullying Coordinator:
Lindsay Reed

Emma C. Attales Middle
Anti-Bullying Specialist and Investigator:
Jessica Torcicollo

H. Ashton Marsh Elementary School
Anti-Bullying Specialist and Investigator:
Mary Alvarado

Harassment, Intimidation, and Bullying - Report Period 2

Emma C. Attales Middle School

2019-2020

- 0 Confirmed Instance
- 4 Alleged HIB Reports

Report Period 2

- 0 Confirmed Instance
- 0 Alleged HIB Reports

H. Ashton Marsh Elementary School

2019-2020

- 0 Confirmed Instance
- 4 Alleged HIB Reports

Report Period 2

- 0 Confirmed Instance
- 1 Alleged HIB Reports

Investigation Status: All investigations were completed within the required time periods and are compliant with requirements

Harassment, Intimidation, and Bullying Trainings/Programs

District (5):

- Trainings:

- Parent Involvement Day
 - Parents and Volunteers
- HIB Legal Background, Policy, Reporting, and Prevention
 - Substitutes
 - Contracted Service Providers/Part Time Employees
 - Teachers, Administrators, Other School Staff

- Programs

- American Education Week - Understanding the Anti-Bullying Bill of Rights, need for Social Emotional Learning in all schools, and Absecon's current efforts to support student needs and improve school culture and climate

Harassment, Intimidation, and Bullying Trainings/Programs

Emma C. Attales Middle School (4)

- Trainings
 - HIB classroom lessons during Week of Respect
- Programs
 - School Violence Awareness Week and Red Ribbon Week activities
 - Week of Respect activities
 - Great Kindness Challenge

H. Ashton Marsh Elementary School (5)

- Trainings
 - Being a Good Friend Classroom Lesson
 - Wrinkled Heart Classroom Lesson
- Programs
 - School Violence Awareness Week and Red Ribbon Week activities
 - Week of Respect activities
 - Great Kindness Challenge

SSDS Reporting

2017-2018

Emma C. Attales

Incident Total: 5

HIB Alleged: 3

HIB Confirmed: 1

H. Ashton Marsh

Incident Total: 6

HIB Alleged: 1

HIB Confirmed: 1

2018-2019

Emma C. Attales

Incident Total: 4

HIB Alleged: 7

HIB Confirmed: 1

H. Ashton Marsh

Incident Total: 2

HIB Alleged: 7

HIB Confirmed: 0

2019-2020

Emma C. Attales

Incident Total: 2

HIB Alleged: 4

HIB Confirmed: 0

H. Ashton Marsh

Incident Total: 1

HIB Alleged: 4

HIB Confirmed: 0

Anti-Bullying Bill of Rights Grade

2017-2018

District Official Grade:
59 of 78

Emma C. Attales Middle
School:
Self Report: 60 of 78

H. Ashton Marsh
Elementary School:
Self Report: 57 of 78

2018-2019

District Official Grade: 74

Emma C. Attales Middle
School:
Self Report: 73 of 78
Official Grade: 73

H. Ashton Marsh Elementary
School:
Self Report: 75 of 78
Official Grade: 75

2019-2020

The HIB Grade Self-
Report will be completed
when available and
presented to the Board
upon submission. Scores
are expected to remain
consistent with last year's
reporting.

Improving Climate and Culture in Absecon Schools

Additional Professional Development and Initiatives

- Building Resilience in Our Students with the Resiliency Team (Marsh and Attales)
- School Climate Transformation Project (Marsh and Attales)
- Connected Action Roadmap and Strengthening Teaching, Leading, and Learning Grants (Marsh and Attales)

Individual Professional Development Attended:

- Social Emotional Learning Conference, Self-Care for Educators, Classroom Management, and Special Education Students and Discipline workshops



Thank you!



NJSLA Science 2019 Board of Education Report

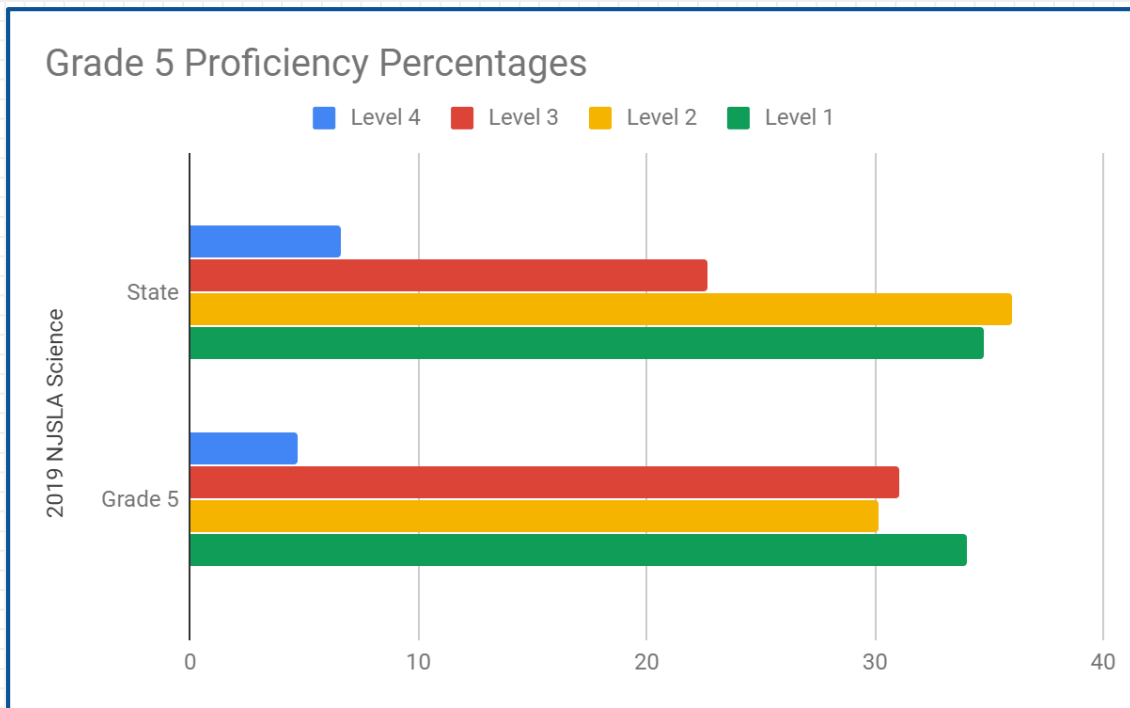
July 28, 2020
7:00pm



NJSLA Science

- ✗ Science assessment initially administered in May 2018 to students in grades 5 and 8
- ✗ 2018 assessment results were not made available to the districts
- ✗ 2019 district level assessment results were made available online on March 2, 2020
- ✗ Student specific scores were mailed to the district during the week of March 2nd, and copies were provided to the parents the week of March 9

Grade 5 NJSLA Science 2019



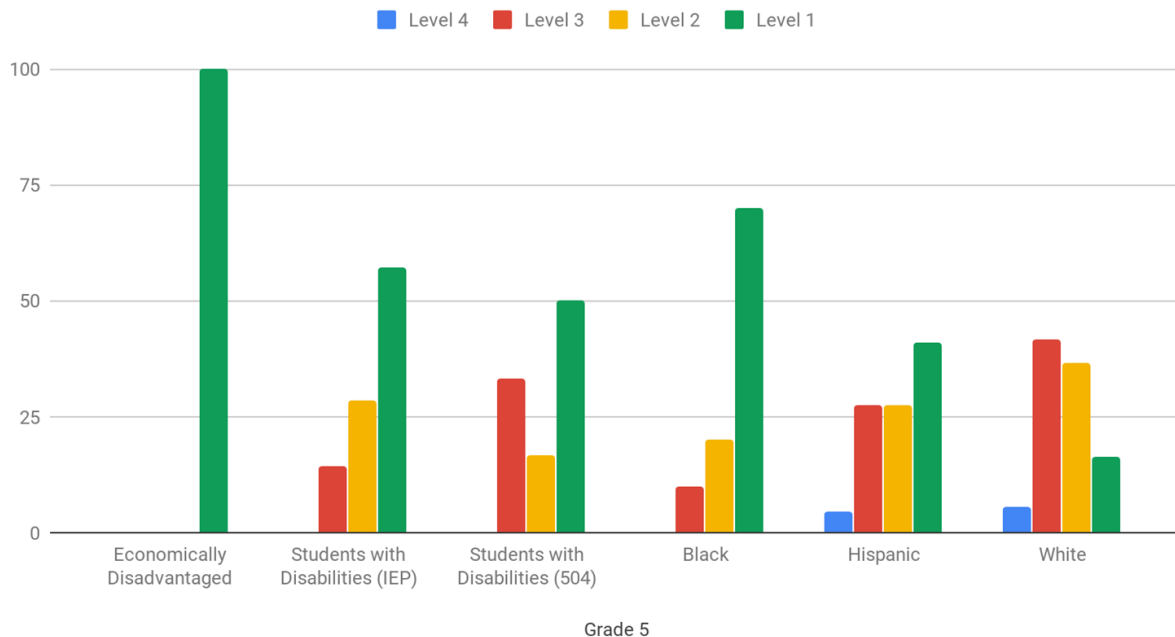
District:
35.8%
Proficient

State:
29.2%
Proficient

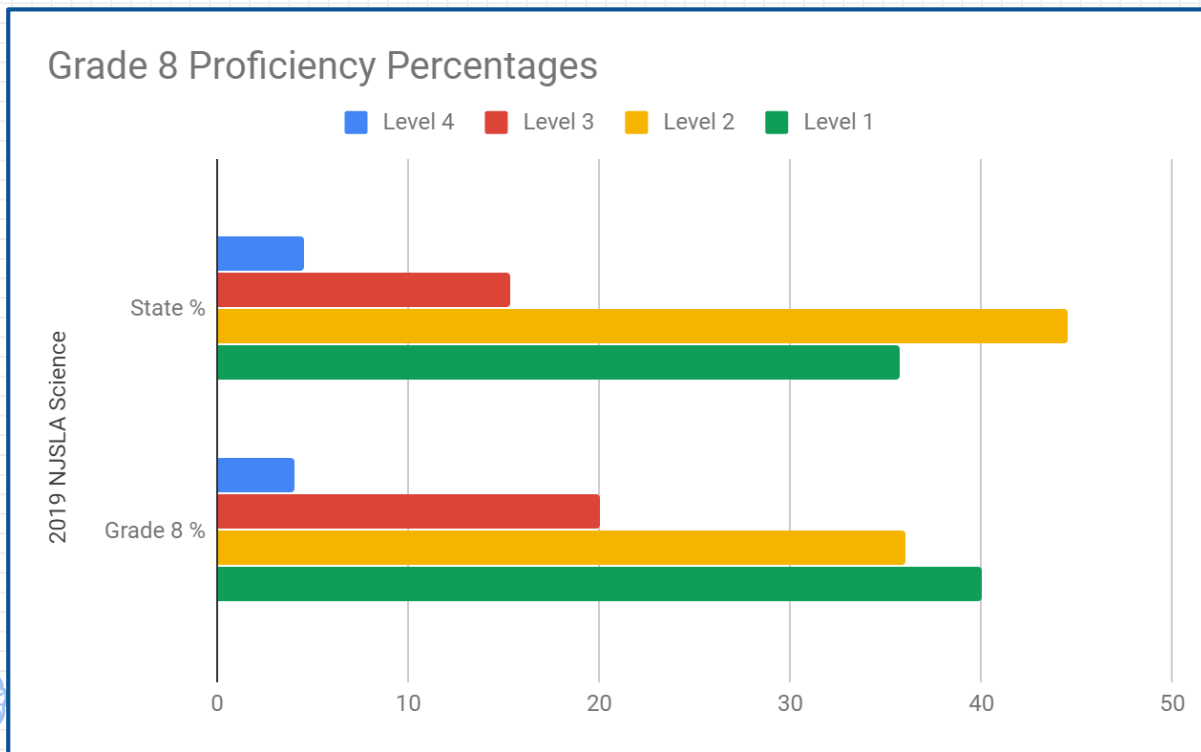
- **Economically Disadvantaged:**
25.6% (11 of 43)
- **Students with IEPs:**
14.3% (1 of 7)
- **Students with 504s:**
33% (2 of 6)
- **Black Students:**
10% (2 of 20)
- **Hispanic Students:**
31.8% (7 of 22)
- **White Students:**
47.3% (26 of 55)

Grade 5 NJSLA Science

Grade 5: Demographic Grouping Proficiency Percentages



Grade 8 NJSLA Science 2019



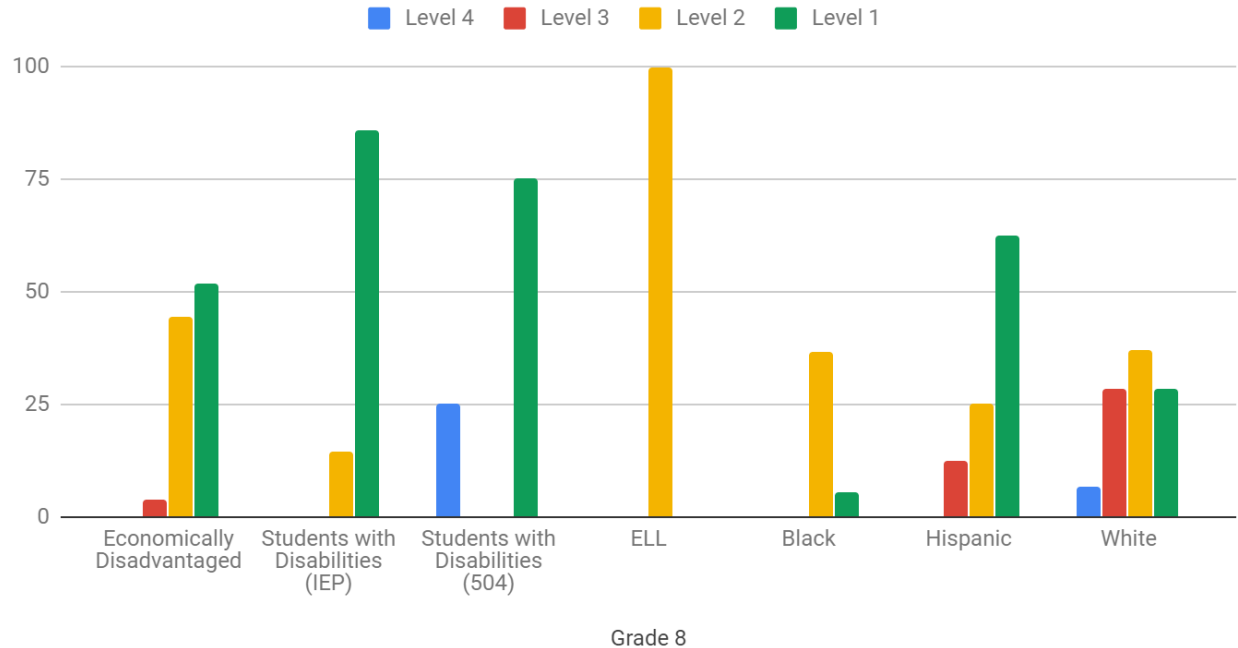
District:
24%
Proficient

State:
19.8%
Proficient

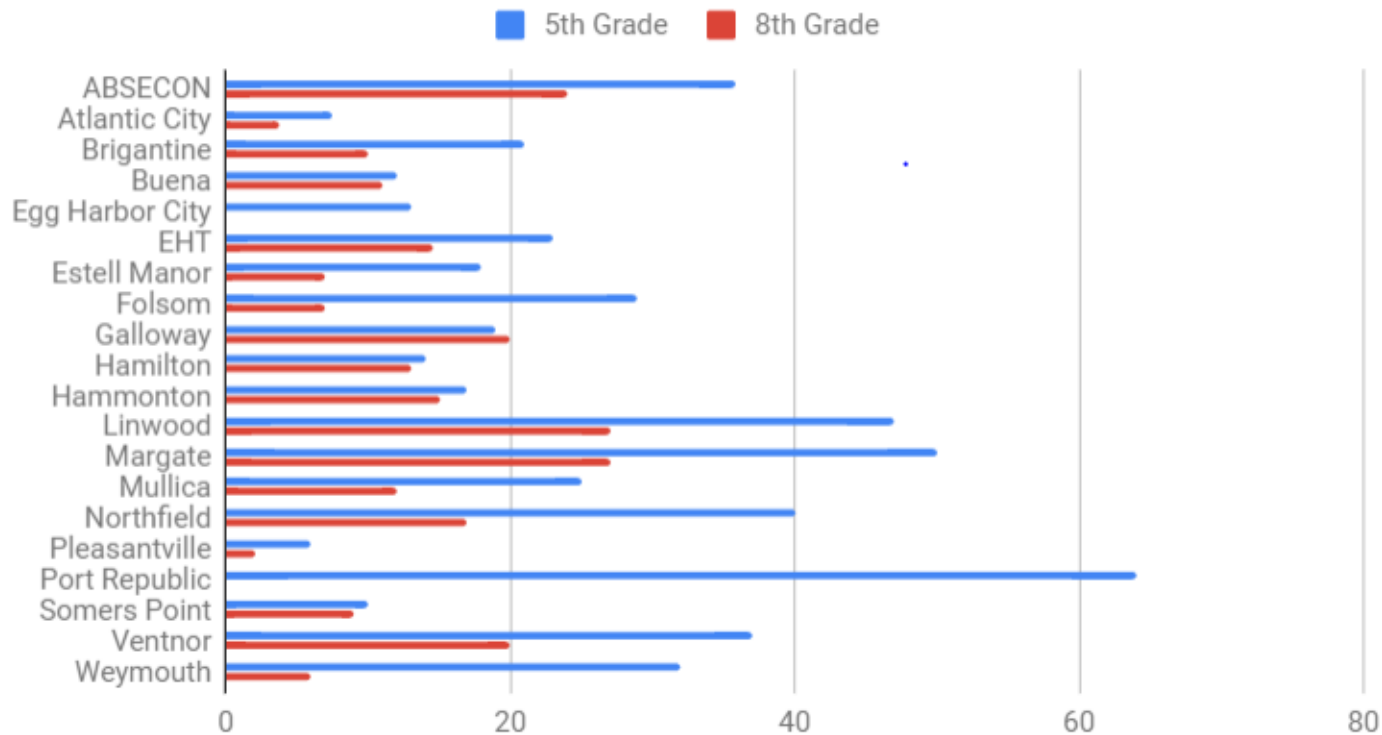
- **Economically Disadvantaged:**
3.7% (1 of 29)
- **Students with IEPs:**
0% (0 of 7)
- **Students with 504s:**
25% (1 of 4)
- **Black Students:**
5.3% (1 of 19)
- **Hispanic Students:**
12.5% (1 of 8)
- **White Students:**
34.8% (16 of 49)

Grade 8 NJSLA Science

Grade 8: Demographic Grouping Proficiency Percentages



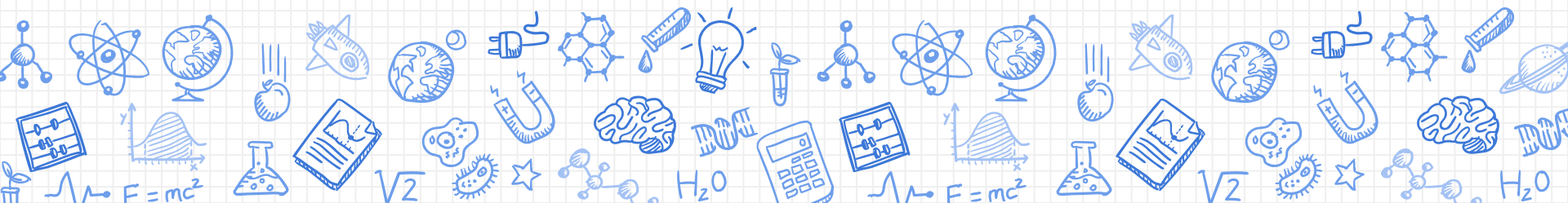
NJSLA Science 2019



Atlantic County Proficiency Percentages

Methods for Improvement

- Review of individual student scores and district performance trends within the domains
- Compare performance data to standards implemented within the curriculum and plan for adjustments
- Implementation of instructional supports to introduce problem-solving based learning and deeper connections to science concepts



Thank You!