Absecon School District

Road to Reopen: Board of Education Presentation

July 28, 2020
7:00pm
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
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

- 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
### Transportation: Consortium

#### Routes to Marsh and Attales Schools:

<table>
<thead>
<tr>
<th>Route</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>$22,972</td>
</tr>
<tr>
<td>9</td>
<td>$24,847</td>
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<tr>
<td>10</td>
<td>$22,972</td>
</tr>
<tr>
<td>11</td>
<td>$24,428</td>
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<tr>
<td>PK-SE</td>
<td>$52,721</td>
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<tr>
<td>ESY - Marsh/Attales</td>
<td>$5,037</td>
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<tr>
<td>Aide on Bus 9</td>
<td>$13,500</td>
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<tr>
<td>ABSC-B</td>
<td>$27,391</td>
</tr>
<tr>
<td>ABSC-C</td>
<td>$23,328</td>
</tr>
<tr>
<td>Admin Fee</td>
<td>$13,032</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$230,228</strong></td>
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</table>

#### LEASE - (1) 54 PASSENGER / (2) 29 or 26 PASSENGER BUS

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
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<tbody>
<tr>
<td>Buses</td>
<td>$38,295</td>
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<tr>
<td>Gas</td>
<td>$5,000</td>
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<tr>
<td>Maintenance</td>
<td>$5,205</td>
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<td>Insurance</td>
<td>$12,000</td>
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<td>Transport Crdntr</td>
<td>$38,000</td>
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<td>FICA</td>
<td>$2,907</td>
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<td>Health Benefits</td>
<td>$5,500</td>
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<td>Transport Asst. Crdntr</td>
<td>$35,000</td>
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<tr>
<td>FICA</td>
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<td>Health Benefits</td>
<td>$5,500</td>
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<tr>
<td>Bus Driver</td>
<td>$27,500</td>
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<tr>
<td>FICA</td>
<td>$2,104</td>
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<tr>
<td>Health Benefits</td>
<td>$14,190</td>
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<tr>
<td>Car Seats</td>
<td>$2,250</td>
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<td>Custodian - Stipend</td>
<td>$5,000</td>
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<td><strong>TOTAL</strong></td>
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## Transportation: Internal

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<thead>
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<th>Potential:</th>
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<tr>
<td>OCC</td>
<td>$42,574</td>
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<tr>
<td>ACIT - 1</td>
<td>$33,859</td>
</tr>
<tr>
<td>ACIT - 2</td>
<td>$55,714</td>
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<td>ACIT-3</td>
<td>$33,859</td>
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<tr>
<td>Charter-Tech</td>
<td>$26,139</td>
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<td></td>
<td>Will Accomodate three start times at Absecon Schools</td>
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<tr>
<td></td>
<td>Opportunity to pick up high school routes</td>
</tr>
<tr>
<td></td>
<td>Opportunity to transport displaced students.</td>
</tr>
</tbody>
</table>

### Maintain Jointures:
- Pleasantville High School
- Galloway Charter School
- Mainland
- ACSSSD - Mays Landing
- Non-Public Routes
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 Montgomery, Jessica Newkir, 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
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
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*
H. Ashton Marsh Elementary School

Shelly Ward Richards, Ed.D. Principal
<table>
<thead>
<tr>
<th>Grade</th>
<th>Enrollment</th>
<th>Virtual</th>
<th>In House</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prek</td>
<td>enrolled 46/90</td>
<td>Virtual 8</td>
<td>In house 38</td>
</tr>
<tr>
<td>Kinder</td>
<td>enrolled 66/85</td>
<td>14</td>
<td>52</td>
</tr>
<tr>
<td>1st</td>
<td>98</td>
<td>20</td>
<td>78</td>
</tr>
<tr>
<td>2nd</td>
<td>80</td>
<td>19</td>
<td>61</td>
</tr>
<tr>
<td>3rd</td>
<td>110</td>
<td>33</td>
<td>77</td>
</tr>
<tr>
<td>4th</td>
<td>85</td>
<td>31</td>
<td>54</td>
</tr>
</tbody>
</table>
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

11 am - 12 pm 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?
Type of Instructional Model

All Virtual and In-Person/Hybrid

<table>
<thead>
<tr>
<th>Grade</th>
<th>All Virtual</th>
<th>In-Person/Hybrid</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 5</td>
<td>22</td>
<td>61</td>
</tr>
<tr>
<td>Grade 6</td>
<td>17</td>
<td>58</td>
</tr>
<tr>
<td>Grade 7</td>
<td>27</td>
<td>61</td>
</tr>
<tr>
<td>Grade 8</td>
<td>22</td>
<td>53</td>
</tr>
</tbody>
</table>
Type of Instructional Model

Hybrid Time Preference (Parents)

- Longer Periods (e.g. 1 month on/off)
- Short Periods (e.g. 2 days on/off)
- Slightly Longer Periods (e.g. 2 weeks on/off)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Longer Periods</th>
<th>Short Periods</th>
<th>Slightly Longer Periods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 6</td>
<td>45</td>
<td>11</td>
<td>2</td>
</tr>
<tr>
<td>Grade 7</td>
<td>47</td>
<td>13</td>
<td>3</td>
</tr>
<tr>
<td>Grade 8</td>
<td>45</td>
<td>13</td>
<td>2</td>
</tr>
</tbody>
</table>

Hybrid Time Preference (Staff: Grades 6-8)

- Shorter Periods: 78.9%
- Slightly Longer Periods: 21.1%
Do You Have Internet for Chromebook?

<table>
<thead>
<tr>
<th>Grade</th>
<th>No</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 5</td>
<td>4</td>
<td>79</td>
</tr>
<tr>
<td>Grade 6</td>
<td>1</td>
<td>74</td>
</tr>
<tr>
<td>Grade 7</td>
<td>1</td>
<td>87</td>
</tr>
<tr>
<td>Grade 8</td>
<td>2</td>
<td>73</td>
</tr>
</tbody>
</table>
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)
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)
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 Cohort:
  - 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 (½ days normally have
shortened CAP)
## Sample Schedule Grades 6-8

### 3 Block Schedule (Math, ELA, Sci or SocStud)

<table>
<thead>
<tr>
<th></th>
<th>Day 1</th>
<th>Day 2</th>
<th>Start Time</th>
<th>End Time</th>
<th>Length of Period</th>
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</thead>
<tbody>
<tr>
<td><strong>Student Arrival</strong></td>
<td>Enter/AM Duty</td>
<td>Enter/AM Duty</td>
<td>7:45 AM</td>
<td>7:45 AM</td>
<td>0:00</td>
</tr>
<tr>
<td><strong>Arrival/CAP/HR</strong></td>
<td>HR/CAP</td>
<td>HR/CAP</td>
<td>7:45 AM</td>
<td>8:00 AM</td>
<td>0:15</td>
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<tr>
<td></td>
<td>&quot;Passing Time&quot; (Stretch Time)</td>
<td>&quot;Passing Time&quot; (Stretch Time)</td>
<td>8:00 AM</td>
<td>8:03 AM</td>
<td>0:03</td>
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<tr>
<td><strong>Block A</strong></td>
<td>Math</td>
<td>Math</td>
<td>8:03 AM</td>
<td>9:15 AM</td>
<td>1:12</td>
</tr>
<tr>
<td></td>
<td>&quot;Passing Time&quot; (Stretch Time)</td>
<td>&quot;Passing Time&quot; (Stretch Time)</td>
<td>9:15 AM</td>
<td>9:18 AM</td>
<td>0:03</td>
</tr>
<tr>
<td><strong>Block B</strong></td>
<td>ELA</td>
<td>ELA</td>
<td>9:18 AM</td>
<td>10:30 AM</td>
<td>1:12</td>
</tr>
<tr>
<td></td>
<td>&quot;Passing Time&quot; (Stretch Time)</td>
<td>&quot;Passing Time&quot; (Stretch Time)</td>
<td>10:30 AM</td>
<td>10:33 AM</td>
<td>0:03</td>
</tr>
<tr>
<td><strong>Block C</strong></td>
<td>Science</td>
<td>Social Studies</td>
<td>10:33 AM</td>
<td>11:45 AM</td>
<td>1:12</td>
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<tr>
<td><strong>Dismissal/PM Duty</strong></td>
<td>Dismissal/PM Duty</td>
<td>Dismissal/PM Duty</td>
<td>11:45 AM</td>
<td>12:00 PM</td>
<td>0:15</td>
</tr>
<tr>
<td><strong>Specials</strong></td>
<td>Art (or Spanish or STEAM) done virtually at home</td>
<td>Health/PE done virtually at home</td>
<td>Completed Outside of School</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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
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
→ 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
<table>
<thead>
<tr>
<th>School</th>
<th>REPORT PERIOD 1</th>
<th>REPORT PERIOD 2</th>
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</thead>
<tbody>
<tr>
<td><strong>Emma C. Attales Middle School</strong></td>
<td>Incidents: 1 (Fight)</td>
<td>Incidents: 1 (Substance Possession)</td>
</tr>
<tr>
<td></td>
<td>Other Incidents Leading to Removal: 7</td>
<td>Other Incidents Leading to Removal: 7</td>
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<tr>
<td></td>
<td>Use, Distribution, or Possession of Alcohol or</td>
<td>Use, Distribution, or Possession of Alcohol or</td>
</tr>
<tr>
<td></td>
<td>Other Drugs: 0</td>
<td>Other Drugs: 0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>H. Ashton Marsh Elementary School</strong></td>
<td>Incidents: 0</td>
<td>Incidents: 1 (Substance Possession)</td>
</tr>
<tr>
<td></td>
<td>Other Incidents Leading to Removal: 3</td>
<td>Other Incidents Leading to Removal: 6</td>
</tr>
<tr>
<td></td>
<td>Use, Distribution, or Possession of Alcohol or</td>
<td>Use, Distribution, or Possession of Alcohol or</td>
</tr>
<tr>
<td></td>
<td>Other Drugs: 0</td>
<td>Other Drugs: 1 (Substance Possession)</td>
</tr>
</tbody>
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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

- 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 8 NJSLA Science 2019

Grade 8 Proficiency Percentages

- **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)
Atlantic County Proficiency Percentages

NJSLA Science 2019

- ABSECON
- Atlantic City
- Brigantine
- Buena
- Egg Harbor City
- EHT
- Estell Manor
- Folsom
- Galloway
- Hamilton
- Hammonton
- Linwood
- Margate
- Mullica
- Northfield
- Pleasantville
- Port Republic
- Somers Point
- Ventnor
- Weymouth

5th Grade vs 8th Grade 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!