



Return to Instruction - Proposed Plan Amendments

Board of Education Meeting 11-23-20



Survey Results: Staff (625 responses)

- About one quarter of the respondents have difficult or extremely difficult child care situations
- Roughly 70% of respondents advocated for continuing with the existing learning program
- Respondents placed a high value on safety measures, social distancing and lower class sizes
- Respondents articulated a desire for more time for collaboration in planning/professional development



Survey Results: RHS and WAMS Students (2180 responses)

- 62% blended, 37% virtual, 1% daily
- 67% having a good or excellent experience, 28% fair, 5% poor
- 77% feel safety efforts have been good or excellent, 20% fair, 3% poor
- 53% of respondents suggest staying with the current learning program, 22% suggest going with full-day cohorts, 21% favor eliminating cohorts and dismissing early
- 78.4% of respondents found it easy/very easy to find what they need for learning in Google
- 91% of respondents found it easy/very easy to find zoom invites



Phase 2: Learning Program Changes

As Soon As Possible: Bring the students in grades K, 1, and 2 who are currently in the blended learning model to school every day.

Around the End of January: Shift the bell schedule for the district back to the traditional full day times (including Wednesdays) and maintain the cohorting system of the blended learning model.

Around the End of February: Seek to offer before/after care to students on days that they report to school for instruction.

Continue the 100% all virtual program for all grades.

Longer Term: Bring remaining grade levels of blended learning model students in every day.



Phase 2: Pros and Cons of Program Changes

Pros: Increases instructional time for all students and allows for maximum time for students learning early literacy skills, maintains social distancing as a priority.

Cons: More spaces to clean with less opportunity to do so. Greater lengths of time to endure a restricted school environment, people exposed to one another for longer periods of time. Need to eat in school. Shift in schedules for families, students, and staff. Some possible class size increases K, 1, 2 and the possibility that some students K, 1, 2 could be assigned to a new teacher. Cost of additional staff and technology.



Phase 2: Implications of Program Changes

- Survey K, 1, 2 families to verify their in-person vs. virtual program selection.
- Re-section K, 1, 2 students based on survey results with a goal of maintaining class size limits of approximately 15 students, keeping social distancing a priority. Hire staff as necessary.
- Possible instructional shifts in the afternoon for K, 1, 2.

- Plan for lunch periods. Reschedule buses and issue new bus passes.
- Technology challenges
- Start the process of before and after care enrollment, hiring and planning.



Staff Development Time

Schedule afternoon training and professional collaboration while the district remains on abbreviated day bell schedules as follows:

- K-2 one Tuesday afternoon per month
- 3-5 one Friday afternoon per month
- 6-12 one Wednesday afternoon per month

No instruction after dismissal would occur on training dates.



Impact of Current COVID19 Spike and “High Risk” Classification

Challenges:

- Staffing problems
- Activities outside of school
- Trickle down impact of the overall environment

Recommendations:

- Stay in close contact with local health officials, monitor conditions
- Keep schools open
- Only switch to all virtual instruction based on health conditions, advice of health officials or an inability to staff a school or schools



Discussion

- District Physician, Dr. Matthew Speesler

- Nursing Coordinator Rita Zarabara
 - NJDOH Guidance: Updated 11/19/20
 - COVID Cases Summary
 - District Notifications
 - Concerns and Considerations

Thank you for your service and for being in attendance tonight.