Restart and Recovery Plan
to Reopen Schools

MONTCLAIR PUBLIC SCHOOLS

Board of Education

Fall 2020

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Introduction

On June 26, 2020, the New Jersey Department of Education (NJDOE) published "The Road Back – Restart and Recovery Plan for Education" (NJDOE Guidance), a Guidance document to assist New Jersey school districts to develop, in collaboration with community stakeholders, a Restart and Recovery Plan (Plan) to reopen schools in September 2020 that best fits the school district's local needs. The NJDOE Guidance presents information for New Jersey public school districts related to four key subject areas: Conditions for Learning; Leadership and Planning; Policy and Funding; and Continuity of Learning.

The Board of Education Restart and Recovery Plan (Plan) has been developed to be consistent with the requirements in the NJDOE Guidance with consideration to the school district's local needs in order to ensure school(s) in the district reopen safely and are prepared to accommodate students' unique needs during this unprecedented time.

To ensure consistency with respect to the health and safety of school communities across the State, the NJDOE Guidance speaks specifically to health and safety measures identified as "anticipated minimum standards." These "anticipated minimum standards" are items the NJDOE Guidance recommends a school district incorporate into the Plan as definite components related to health, safety, and operations. Through this established set of Statewide standards, the NJDOE can ensure the State's educational health does not come at the expense of public health. The "anticipated minimum standards" in the NJDOE Guidance are listed and have been incorporated into the school district's locally developed Plan.

The NJDOE Guidance also provides "considerations" that may help school officials in strategizing ways to adhere to the "anticipated minimum standards", but do not represent necessary components of the Plan. These "considerations" are not listed in the school district Plan, but school officials have reviewed and incorporated the "considerations" included in the NJDOE Guidance when developing the Plan.

The NJDOE Guidance uses the term "should" throughout the document when referencing "anticipated minimum standards … that school districts should incorporate into their reopening plans as definitive components related to health, safety, and operations." Therefore, those provisions in the NJDOE Guidance listed as "anticipated minimum standards" have been interpreted to be required components in the Plan.

The NJDOE Guidance uses the term "school districts" or "schools" or "districts" when referring to the completion of tasks. For example, "districts must develop a schedule for increased routine cleaning and disinfection." This Plan assigns the responsibility for completing tasks to "school officials" which would be the Superintendent of Schools or a designee of the Superintendent of Schools.

The NJDOE Guidance requires a Board Policy to address several elements outlined in the NJDOE Guidance. The Board of Education has adopted Board Policy 1648 – Restart and Recovery Plan that includes the policies required in the NJDOE Guidance.

This Plan is aligned with the requirements outlined in the NJDOE Guidance. The Appendices section of this Plan include the school district's unique and locally developed protocols to ensure school(s) in the district reopen safely and are prepared to accommodate staff and students' unique needs during this unprecedented time. Also included in the Appendices section is a chart that includes all websites and outside guidance information that are listed in the NJDOE Guidance.

The requirements outlined in the NJDOE Guidance and incorporated into this Plan are controlled by the Executive Order of the Governor of New Jersey and are subject to change.

Guiding Principles for Reopening Schools

- Ensure safety and wellness of Students and Staff

- Deliver high-quality instruction to students, regardless of delivery model

- Provide parents flexibility and choice in instructional delivery models

Conditions for Learning

1. Health and Safety-Standards for Establishing Safe and Healthy Conditions for Learning

   a. **Critical Area #1- General Health and Safety Guidelines-Anticipated Minimum Standards Incorporated into the plan**

      Protocol for High Risk Staff
      General Health and Safety Standards aim to protect and support all staff, as well as consider reasonable accommodations for individuals who are at higher risk for severe illness from COVID-19. Staff members should reach out to their administrators. Collaboration with individual staff members will give important information about: (1) an individual's condition being a health risk in school; and (2) a plan for an individual who may require special accommodations.

      Please refer to the following link for individuals that the Centers for Disease Control identifies having a higher risk for severe illness from COVID-19: https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/people-at-higher-risk.html

      Protocol for High Risk Students
      General Health and Safety Standards aim to protect and support all students, as well as consider reasonable accommodations for individuals who are at higher risk for severe illness from COVID-19. Families should reach out to school administrators.

      As students and staff return to face-to-face instruction in the fall, their traditional environment may look different due to enhanced safety and health protocols. This new normal will require an adjustment for all, but ultimately these changes will keep health and safety as the top priorities on every campus.

      Face Coverings
      Superintendent Ponds collaborated with local medical authorities to guide decision-making regarding guidelines to ensure safety for our entire district. After listening to the medical community, along with concerns from parents and staff, the district will require face coverings for students and staff. According to the CDC, face coverings have been shown to be an effective tool in slowing the spread of COVID-19 in concert with social distancing, hand washing and disinfecting.

      Face covering requirements: Students, staff, vendors and visitors will be required to wear face coverings on campus. Students shall wear these face coverings during extracurricular activities, as well as on school buses. Students wearing face coverings from home must be school appropriate and shall not interfere with the district's dress code policy.

Masks: If a staff member or student forgets or loses their mask, a disposable one will be provided for the day. Personnel will be located throughout each campus to remind students to wear face coverings prior to entering campus. Students who repeatedly do not wear a mask on school grounds will be educated on their importance while faculty will work to use restorative practices to encourage students to utilize a mask. Each school will have a COVID Point Person to work on complia

Enforcement: School administration or staff will be stationed at entry points nce issues at the school level.

Common areas and classrooms: Students must wear face coverings at all times. Teachers can work with students in grades K-3 to provide designated times and specific areas when masks may be removed for snack.

Exemptions: Students or staff must have a medical issue for which a face mask would cause an impairment. They may be granted permission to wear a face shield.

b.   **Critical Area #2- Classrooms**

Classroom structure

Every classroom will be designed to maximize space and distance between each student. Classroom furniture will be rearranged to provide additional space. Administrators will preview and approve classroom designs prior to the start of school, and throughout the school year as adjustments are required.

Students will use hand sanitizer upon entering school and take hand-washing breaks throughout the day, in addition to washing hands before and after eating, as well as before sharing materials. Hand soap and paper towels will be provided at every sink. Hand sanitizer will be in each classroom.

Teachers will minimize the use of shared items in the classroom, including learning tools, pencils and other items shared in a group setting. In all instructional models, students will be provided materials to avoid sharing of items. The site-based administrator in conjunction with the school nurse will determine site-based procedures that minimize the spread of the virus including minimal transitions and consistent grouping whenever possible. This includes all classroom settings, teacher directed PE, specials, and special education services locations when possible and appropriate. Teachers will increase the use of digital instruction where possible to limit the spread of germs in classroom areas.

Administrators in conjunction with the school nurse will create site-based procedures for community restrooms and confined spaces to allow for social distancing and proper hand washing. Signage will be utilized to ensure procedures are listed in these areas. School-based staff will teach and implement these procedures for these areas.

c. **Critical Area #3- Transportation**

Students will be encouraged to stay socially distanced while at the bus stop. This must be a joint education effort between families and school personnel.

Students will be socially distanced as much as the physical capacity of the bus allows. Students will load the bus from back to front in order to encourage social distancing throughout the bus ride.

School administration, in conjunction with the driver, will establish seating charts with social distancing in mind to the best of their ability.

Hand sanitizer will be on each bus, and students will be required to use it upon entry and exit. Students will be required to wear masks. Bus drivers will have disposable masks to hand out to students in the event a student does not have his or her mask.

Ventilation will be incorporated into the bus along with air conditioning systems.

Our district will clean buses twice per day, after the morning tiers and again after the afternoon tiers. Bus drivers will wipe down high touch areas between each route.

Arrival and Dismissal

Schools will establish arrival and dismissal procedures to minimize crowding and transmission of COVID-19, including drop-off and pick-up points. Special education students and bus riders will be prioritized to decrease foot traffic.

Dismissal procedures will include transition directives and pathways that limit the mixing of cohorts of students. Signage will be provided to remind students and parents of the traffic flow pattern upon entrance and exit of school grounds.

Additionally, school-based teams will establish a rainy-day plan. All arrival and dismissal plans will allow for social distancing where possible. Students will be supervised by staff throughout dismissal. Students will always be required to wear their face covering.

d. Critical Area #4- Student Flow, Entry, Exit and Common Areas

Movement Procedures

Students will walk only on the right-hand side of all hallways. Schools will utilize signage on walls to encourage proper movement to limit contact, as well as floor signage to encourage 6-foot distancing where possible.

School administration will establish one direction hallways to assist with the flow of student movement.

Staff members will monitor hallways and escort class changes when possible to ensure steady flow of students with no congregation in hallways.

Access Control

All district, school-based staff,and vendors will be required to sign in with a designated staff member for daily temperature checks.

Dismissal procedures will include a staggered entrance and exit of the school. Car line will also be staggered for both arrival and dismissal.

Schools will clearly message families regarding times when supervision is available and when students are permitted on campus.

Administrators will create site-based protocols for all late arrival and early pickup. Parents/guardians picking students up will have to wait in the designated area, with face covering, and students will be escorted to them.

Visitors must have prior approval from the administrator at least 24 hours prior to visitation on campus.

Administration will determine whether meetings can be held virtually instead of in-person.

Critical Area # 5- Screening, PPE, and Response to Students and Staff Presenting Symptoms

Screenings
All visitors will be required to have their temperature taken at the school building entrance. School administration will be responsible for cross-training appropriate support staff members to assist in visitor screenings.

All employees will be required to have their temperature checked upon arrival. The school will develop a protocol for staff who exhibit symptoms of COVID-19. Staff will be strongly encouraged to screen themselves at home to ensure absence of symptoms. Screening tools will be disseminated to all staff.

All students will be required to have their temperature checked upon arrival. In addition, parents/guardians will be strongly encouraged to screen their child at home to ensure absence of symptoms. Screening tools will be disseminated to parents/guardians. Teachers and staff will evaluate students throughout the day.

Health Protocols
Our district is committed to assigning full-time nurses for each school to help create a safe and healthy environment. There will be two areas within the nurse's offices for students with basic first aid situations, and students exhibiting symptoms of COVID-19. Students exhibiting possible COVID-19 symptoms will be isolated from others within the health room.

Positive COVID-19 Case Confirmation

Communication: Upon notification of a positive result, a parent or employee will notify their principal or supervisor, respectively. The principal or supervisor will notify the assistant superintendent, who will notify the COVID-19 commander (Director of Personnel). Upon receipt, the COVID-19 Commander:

● Will communicate details with the Supervisor of Nursing and the Director of Operations and School Support Services. The Director of Operations and School Support Services will alert the Superintendent, anyone who has come into direct contact with the positive individual, and the school site. The Supervisor of Nursing will contact the Montclair Department of Health.

● An individual who tests positive for COVID-19: Individual should follow the recommendations of their healthcare provider for isolation protocol.

Returning to campus: The Montclair School District will follow the predetermined guidelines of the Montclair Health Department and the District Physician for return to school protocols.

e. **Critical Area of Operation #6**

Contact tracing: Montclair Public Schools is collaborating with the Montclair Department of Health to conduct contact tracing. Upon notification of a positive case on campus, the district's Supervisor of Nursing will also communicate with administration to track movement of the person who tested positive and secure affected areas. Impacted individuals will be notified.

f. **Critical Area of Operations #7- Facilities Cleaning Practices**

Sanitation, Cleaning and Disinfection Protocols
Schools will be cleaned daily, focusing on major touch entry points in common areas such as doorknobs, handles, elevator buttons, stairwell railings, light switches and soap dispensers. Custodial staff will disinfect using proper cleaning procedures according to directions on the label and follow the manufacturer's instructions for all cleaning and disinfection products.

Scheduling and Routine: Throughout the workday, the custodial staff will implement a routine surface cleaning in the major touch point areas such as restrooms. The staff will, in some cases, report at staggered times depending upon hours of operation to ensure consistent disinfection practices while primary building employees are present. Latter custodial shifts will apply the full standard cleaning of all areas to be ready for the next day. Additional disinfecting will be performed prior to the arrival of district staff in high-traffic areas such as the front office. Custodial staff must wear face masks and gloves.

Deep cleaning: If a positive COVID-19 case is determined within a school or building, district staff will use an approved chemical and/or fogging machine to disinfect any area deemed appropriate by contract tracing processes.

School closures: School closures due to cleaning or positive cases will be determined on a school by school basis and appropriate protocols will be followed.

g. **Critical Area of Operation #8- Meals**

If the school schedule is a half day. Cafeteria dining is not required. Food services will have prepared meals available to students daily. Students can pick-up meals at a designated location each day. If the school schedule is a full day, meals will be served in staggered time to allow social distancing and for proper cleaning and disinfecting between services.

h. Critical Area of Operation #9- Recess/Physical Education

Recess/Physical Education

Recess shall be staggered throughout the day, as needed, to allow for classroom cohorts to participate in recess in a designated space to practice social distancing from other cohorts. If two or more groups are participating in recess at the same time, there will be at least six feet of open space between the two groups.
Designated outdoor use areas will be marked off to ensure social distancing among students to create boundaries between the groups of students.
All students must wash their hands immediately after outdoor activities.
The Montclair School District will mitigate risk, limit and/or eliminate direct contact with equipment (lessons with no equipment), and will not allow sharing of equipment. If equipment must be shared, the equipment will be cleaned and disinfected between each use.

i. Critical Area of Operation #10- Field Trips, Extra-Curricular Activities, and Use of Facilities Outside of School Hours

In order to stay committed to the health and safety of our students and staff, field trips and mass gatherings will not be permitted until further notice. Field trips will not be scheduled until further notice in order to promote social distancing and follow proper safety guidelines. Extracurricular activities and school-based clubs will also be limited and virtual platforms will be recommended when feasible.

Athletics
Our district is guided by the New Jersey State Interscholastic Athletic Association (NJSIAA). We will utilize all considerations in planning for the upcoming fall season.

2. Academic, Social, and Behavioral Supports

In addition to taking the steps listed in the Health and Safety Guidelines section to protect students' and educators' physical health, district leaders must also consider the impact of social isolation on both educators and students.

a) Social Emotional Learning (SEL) and School Climate and Culture (SEL will be critical in re-engaging students, supporting adults, rebuilding relationships, and creating a foundation for academic learning)

    _____ Not Being Utilized
    _____ Being Developed by School Officials
    __X___ Currently Being Utilized

b) Multi-Tiered Systems of Supports (MTSS) (MTSS is a systemic approach to prevention, intervention, and enrichment in grades Pre-K through twelve for academics and behavior that offers educators and families and mechanism to identify individual students who need extra support)

    _____ Not Being Utilized
    ___X___ Being Developed by School Officials
    _____ Currently Being Utilized

c) Wraparound Services

    _____ Not Being Utilized
    __X___ Being Developed by School Officials
    _____ Currently Being Utilized

d) Food Service and Distribution

    _____ Not Being Utilized
    _____ Being Developed by School Officials
    __X___ Currently Being Utilized

e) Quality Child Care

    _____ Not Being Utilized
    __X___ Being Developed by School Officials
    _____ Currently Being Utilized

<center>**Leadership and Planning**</center>

1. **Establishing a Restart Committee**
   Five design teams/committees have been established to determine the restart plan for the Montclair Public Schools. The design teams are: Grades K-2, Hybrid committee, Virtual Committee, Dis-engaged Families committee, and the Healthy Minds committee. District Administrators, School Administrators, Teachers, Union Leadership, and Parents are all included in the five committees.

2. **Pandemic Response Teams**
   School-based Pandemic Response Teams will be established in each school in the district to centralize, expedite, and implement COVID-19 related decision making. Each school team will have a liaison that reports to district-level administrators to ensure coordinated actions across the district.

3. **Scheduling**

   With survey data to guide us and understanding that the safety and health of students, staff, and families are our top priorities, we designed a hybrid instruction model of in-person and remote instruction for students when the 2020-21 school year begins in September. This model will consist of A and B Groups of students that we will call the *Mounties* and the *Bulldogs*, allowing for safe numbers in schools for social distancing purposes. Additionally, school will be in session for a four-hour day of instruction with lunch available for grab and go at the end of the day. The schedule will work as follows:

   - Mondays and Tuesdays the *Mounties* (Group A) will have in-person (at school) learning and the *Bulldogs* (Group B) will learn remotely with a four-hour day of instruction.
   - Wednesdays will be all remote learning, with a four-hour day of instruction. Wednesdays will be alternate in-person learning for grades PK-5.
   - Thursdays and Fridays the *Mounties* (Group A) will learn remotely and the *Bulldogs* (Group B) will have in-person at school) learning.
   - Children in the same family will be assigned to the same group so that they will have the same rotating schedule.
   - **Students may be split into 3 groups if the number of students returning exceeds the maximum allowed following social distancing guidelines.**

4. **Staffing**

   The school district should consider access and equity for all staff to ensure continuity of student learning. The Board's Plan and decision-making throughout the school year should consider unique needs of each staff member, such as access to technology, social and emotional health, and child care concerns.

5. **In-Person and Hybrid Learning Environments: Roles and Responsibilities**

In a fully in-person or hybrid learning environment districts should leverage staff to monitor student movement, hallway traffic, and maintain safety according to guidelines. Instructional and non-instructional staff schedules can include designated time to support school building logistics required to maintain health and safety requirements.

6. **Educator Roles Related to School Technology Needs**

To ensure all staff supporting virtual learning are prepared to provide or support instruction on day one, the school officials should designate staff members to provide ongoing support with technology to students, teachers, and families. Montclair Public Schools will develop a schedule and assign a technology point person to teachers by grade level or content area.

7. **Athletics**
Under Executive Order 149, High School Sports under the jurisdiction of the NJSIAA may resume only in accordance with reopening protocols issued by NJSIAA.

C. **Policy and Funding**

1. School Funding

The Board of Education has applied for funding available through grants such as Elementary and Secondary School Emergency Relief Fund and Federal Emergency Management Agency. The school district will review New Jersey Department of Education guidance on any funding sources that become available. The school district will incorporate best practices for purchasing by the use of State contracts or various cooperative programs. The school district will comply with all applicable state laws and regulations for the purchase of goods and services. Where appropriate will file with the Commissioner of Education for approval to make modifications to the budget.

D. Continuity of Learning

1. Ensuring the Delivery of Special Education and Related Services to Students with Disabilities

Ensuring the continuity of learning is critically important during this time of great stress for families, educators, and students. The move to a fully virtual learning environment happened quickly and created significant challenges for staff and students, particularly students already considered at-risk prior to the pandemic. School officials should work closely with their stakeholders to ensure decisions are made collaboratively and transparently and prioritize safely returning students who are in need of in-person instruction. This may include, but is not limited to, students with disabilities, English language learners (ELL), homeless youth, and low-income students.

Special needs students will continue to receive a high-quality education in alignment with a learner's Individual Educational Plans (IEPs). The Montclair Public Schools Department of Pupil Services is committed to addressing the individual needs of students with disabilities (SWD). Our district will provide training, resources and tools to support IEP teams in determining the needed services. For families choosing virtual learning, the IEP team will meet to ensure that the district's remote program is individualized for each student in the virtual environment. Special education and related services as identified in the IEP during remote learning may be provided in a variety of ways including the use of telephone calls, instructional support materials, internet based or virtual lessons and/or virtual therapies, and other available distance-based learning approaches to the greatest extent possible.

Our district will take the following actions to ensure the needs of students are addressed:

a. Teachers and administrators will review students' current baseline data in order to determine present levels and/or regression.
b. Educators will review and amend, if necessary, student IEP goals and objectives. Progress monitoring will be continuous.
c. Determine any need for additional supports or services as a result of regression.
d. Ensure delivery of services and supports through extended learning opportunities as necessary.
e. Progress monitoring assessments may be conducted utilizing diagnostic assessment tools and curriculum-based measures.
f. Schedule and hold all meetings and complete all evaluations that were postponed due to requirements of social distancing for in-person meetings.
g. Provide ongoing communication and collaboration with parents.

h. Hold IEP team meetings, including parents and all appropriate/required staff to conduct annual reviews, revisions and eligibility. These may take place utilizing virtual or by telephone conference calls. Teams may meet in-person if CDC guidelines allow.

Social Distancing
Students will be socially distanced to the greatest extent possible. Students will be required to wear face coverings at all times. When it is not possible to socially distance, students should engage in more frequent hand washing.

Personal Protective Equipment
Understanding that there may be students, due to the nature of their disabilities, who will not be able to wear a mask. In these cases, students may substitute a face shield for a mask. Staff in those cases may wear a mask and face shield. Therapists, teachers and other staff working with students who are Deaf/Hard of Hearing, will need to wear a shield and not a mask to ensure proper communication. Shields will also be used by Speech and Language Therapists when providing speech therapy.

Student Instructional Components
Social narratives, a tool for teaching a skill that presents information in an understandable and repeatable way, and visuals will be provided to staff upon return to school and will be included in instruction. These social narratives will be focused on developing an understanding of social distancing and safety protocols. Visuals will be provided for lining up, washing hands, and wearing a mask/face covering. These routines will be practiced during the school day.

2. **Technology and Connectivity**
School districts should strive to ensure that every student has access to a device and internet connectivity. School districts should prioritize the provisions of technology, or alternatively,   in-person instruction, to students that are otherwise without access. Additionally, these school districts should include in their reopening plan the steps taken to address the technology deficit and how it will be resolved as soon as possible.

3. **Curriculum, Instruction, and Assessment**

In mid-July, the district conducted a parent survey as part of a comprehensive plan to determine the overall pulse for returning to school in September. After a review of the survey results, families made it clear that at the very least they wanted a choice that represented an opportunity to keep their child home while the pandemic continued to impact our community. As a result, Dr. Ponds worked with his leadership team to develop a reopening plan incorporating input from all stakeholders with student and staff safety as the priority.

Our intent has always been to bring students back to school full-time as we believe that the most ideal educational experience for most children is to be in front of a

teacher. However, we would never intentionally jeopardize the safety and health of students and staff, and by extension, our families. This Reopening Plan remains fluid and will be updated strategically depending on the status of the coronavirus spread throughout our community in the coming weeks. It is impossible to predict what the spread may be like in our community in September.

The models we examined covered a full continuum of designs and costs ranging from   all students returning to school full-time, to a blended face-to-face and remote learning, to a complete closure like we experienced this past spring. Embedded within Model A are options for full-time remote learning that includes Remote Learning (school- based remote instruction)

Governor Murphy stated that all students are eligible for remote learning for the 2020-2021 school year. In addition, all districts are mandated to offer an in-person option to students in the fall. In partnership with the Department of Health and other medical partners, the district opted to implement a hybrid model and a remote model to allow parents the flexibility to select one option that best fits their learner's academic needs. (Hybrid instruction or Remote Learning).

Hybrid Instructional Delivery

Overview
- District adopted curriculum with lessons developed and taught by classroom teachers
- Hybrid, in-person, face-to-face for grades PK-12 learning following an abbreviated student schedule and student calendar (180 days of instruction) and bell times
- Follow and adhere to all 2020-2021 MPS school building health and safety protocols and Code of Student Conduct.

What to Expect For Students:

- Students will physically come to their school for their learning at least two times a week.
- Students will physically see and interact with their teacher(s) and classmates.
- Assignments, activities and classroom-based assessments will be developed and conducted by their teachers
- ESL will occur as outlined in student-specific plans
- All students will be expected to complete and submit assignments as determined by the assigned teacher.
- Code of Student Conduct and traditional school expectations remain in effect
- All students will follow the assessment calendar and participate in all local and state assessments
- Students and families must review wellness to ensure students are well and symptom-free

prior to coming to school each day
- Students and families need to adhere to all expectations to ensure the safety of all students, families and employees
- Collaborative activities may look different or be lessened to ensure the safety and wellbeing of the school community.
- Classroom spaces will be arranged to maximize social distancing and minimize any shared items.
- Lunch schedules will be modified to maximize social distancing
- Large group gatherings will be reduced
- Parent meetings and/or conferences will be scheduled to occur virtually, until it is deemed appropriate to have larger number of individuals on campus

What to Expect For Teachers and Staff:

- Teachers and instructional support staff report each day to lead and support instruction in their assigned classrooms
- Teachers develop and implement daily lesson plans for grade-level, standards-based instruction for student
- Teachers and instructional support staff differentiate and adjust instruction to meet the individual needs for student learning
- Teachers provide student make-up work, flexibility and support if they are out of school for any reason.

Remote Learning

- Remote Learning students will attend school online during regular school hours and follow an abbreviated schedule. (Example schedule below)
- Teachers will teach "live" each day with students daily utilizing web conferencing technology
- Teacher-designed lessons are delivered through Google Classroom or SeeSaw.
- Wrap-around support services provided for students (e.g. Counseling Services, Therapies, and Mental Health) on campus or remotely as appropriate.
- Electronic devices will be available for check out at the school site, if needed
- Remote courses are ensured rigor matches the traditional classroom setting
- Standards have been prioritized in the scope and sequence of instruction to support students as they enter the next grade, course level
- High-quality curriculum and learning experiences are being designed that can be implemented in both the hybrid and remote model.
- Each course is aligned to New Jersey State Learning Standards and the scope and sequence has been adjusted and developed to support the prioritization of essential standards and to support the acceleration of potential unfinished learning from previous grades standards
- All assignments, activities and classroom-based assessments will be developed and facilitated by assigned by teacher
- All students will be expected to complete and submit assignments as determined by the

assigned teacher
- Code of Student Conduct and all technology expectations remain in effect
- All students will follow the assessment calendar and participate in all local and state assessments.
- Each morning, students are expected to be present and engage in virtual instruction each day within the designated schedule (see sample schedules below)
- All students will be expected to adhere to daily attendance guidelines, log in and attend class during the designated times
- Students will access their curriculum and assignments via Google Classroom or SeeSaw
- Students will utilize Google Meet or Zoom for viewing live-lessons, meetings, and small group instruction
- Parent meetings and/or conferences will be scheduled to occur virtually, until it is deemed appropriate to have larger numbers of individuals on campus
- Students who need a device will be issued one to engage in remote learning
- Students will also be issued any associated materials such as textbooks, art supplies, musical instruments, and other necessary materials where possible

Remote Learning Parental Guidance

- Make sure your student understands the work expectations for Remote Learning
- Maintain a daily routine around school and schoolwork
- Keep in touch with your teacher(s) on a regular basis and let them know if your child is experiencing specific challenges
- Talk to your child regarding how they are feeling during this stressful time
- Perform check-ins with your child regarding academics, this includes checking their Canvas course to ensure the option chosen for your child is appropriate
- Seek assistance from school staff for emotional or mental health if needed
- Reach out to your child's teacher or student services staff with any changes that may impact your child's success. This way we can develop supports for your child prior to the first day of school.
- Parents may be required to pick up instructional materials (textbooks, etc.) for eLearning. Schools will contact parents if this is the case for their student

Professional Learning

- All teachers will have access to professional learning to prepare them for the 2020-2021 school year
- Training on Google Classroom, SeeSaw, Zoom, Lesson Planning for Virtual Learning, and Social Emotional Learning will be offered during pre-planning week, and beyond for instructional staff to enhance knowledge of Google Classroom tools and applications.
- On-going professional development will be offered virtually with session facilitators focusing on important teaching and learning topics related to the 20-21 instructional models: blended learning, synchronous learning, digital tools and platforms, etc.
- New Teacher Induction will be provided virtually and will be provide onboarding and

content supports

- All professional development will be structured, organized, and maintained to provide easy access to relevant PD, resources, and tools related to pre-planning PD, and other relevant professional development offered throughout the year.
- Guidance and resources will be shared with administrators for them to assist teachers in course development.
- Training will be available during pre-planning week for elective or specialized area teachers to work through course development.
- Depending on the model of delivery (hybrid or remote), each teacher will have the ability to adapt and adjust the core resources to meet the setting and needs of their students.
- Teachers will be expected to provide "live" instruction via web conferencing throughout the school day

Career and Technical Education (CTE)

- It is critical to maintain the integrity and safety of approved CTE programs and ensure that all CTE students are reached Statewide.

- The Office of Career Readiness has established guiding principles to help administrators and educators make informed decisions about how, when, and to what extent career and technical education can be safely offered.

Appendices

Restart and Recovery Plan
To Reopen Schools

Montclair Public Schools
Board of Education

Appendix A

Critical Area of Operation #1 - General Health and Safety Guidelines

This school district should include in Appendix A the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section A.1.a., including, but not limited to:

a.   Protocol for High Risk Staff Members

General Health and Safety Standards aim to protect and support all staff, as well as consider reasonable accommodations for individuals who are at higher risk for severe illness from COVID-19. Staff members should reach out to their administrators. Collaboration with individual staff members will give important information about: (1) an individual's condition being a health risk in school; and (2) a plan for an individual who may require special accommodations.

Please refer to the following link for individuals that the Centers for Disease Control identifies having a higher risk for severe illness from COVID-19: https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/people-at-higher-risk.html

b.   Protocol for High Risk Students

General Health and Safety Standards aim to protect and support all students, as well as consider reasonable accommodations for individuals who are at higher risk for severe illness from COVID-19. Families should reach out to school administrators.

As students and staff return to face-to-face instruction in the fall, their traditional environment may look different due to enhanced safety and health protocols. This new normal will require an adjustment for all, but ultimately these changes will keep health and safety as the top priorities on every campus.

c.   Promoting behaviors that reduce spread:

- Staff and students will be required to stay home when sick or if they were in contact with someone diagnosed with COVID-19.
- Staff and students will be screened on a daily basis for COVID symptoms. This will include temperature screenings upon entry to the buildings.
- Staff members and all visitors will be required to wear face coverings.
- Students will be required to wear face coverings when social distancing (6 feet) cannot be maintained and in hallways, bathrooms, and building

entryways. Exceptions may be given to individuals who have documented health conditions or individuals who have disabilities as delineated in an IEP

- The district will promote hand washing hygiene- 20 seconds with soap and water. If soap and water are not readily available, hand sanitizer that

Appendix B

Critical Area of Operation #2 - Classrooms, Testing, and Therapy Rooms

This school district should include in Appendix B the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section A.1.b., including, but not limited to:

a.   Social Distancing in Instructional and Non-Instructional Rooms

Every classroom will be designed to maximize space and distance between each student. Classroom furniture will be rearranged to provide additional space. Administrators will preview and approve classroom designs prior to the start of school, and throughout the school year as adjustments are required.

Teachers will minimize the use of shared items in the classroom, including learning tools, pencils and other items shared in a group setting. In all instructional models, students will be provided materials to avoid sharing of items. The site-based administrator in conjunction with the school nurse will determine site-based procedures that minimize the spread of the virus including minimal transitions and consistent grouping whenever possible. This includes all classroom settings, teacher directed PE, specials, and special education services locations when possible and appropriate. Teachers will increase the use of digital instruction where possible to limit the spread of germs in classroom areas.

b.   Procedures for Hand Sanitizing/Washing

Students will use hand sanitizer upon entering school and take hand-washing breaks throughout the day, in addition to washing hands before and after eating, as well as before sharing materials. Hand soap and paper towels will be provided at every sink. Hand sanitizer will be in each classroom.

Appendix C

Critical Area of Operation #3 – Transportation

This school district should include in Appendix C the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section A.1.c., including, but not limited to:

a.   Student Transportation

Students will be encouraged to stay socially distanced while at the bus stop. This must be a joint education effort between families and school personnel.

School administration, in conjunction with the driver, will establish seating charts with social distancing in mind to the best of their ability.

Hand sanitizer will be on each bus, and students will be required to use it upon entry and exit. Students will be required to wear masks. Bus drivers will have disposable masks to hand out to students in the event a student does not have his or her mask.

Ventilation will be incorporated into the bus along with air conditioning systems.

b.   Social Distancing on School Buses

Students will be socially distanced as much as the physical capacity of the bus allows. Students will load the bus from back to front in order to encourage social distancing throughout the bus ride.

Appendix D

Critical Area of Operation #4 - Student Flow, Entry, Exit, and Common Areas

This school district should include in Appendix D the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section A.1.d., including, but not limited to:

a.   **Location of Student and Staff Screening**

   Screenings for staff and students will occur at the front entrance of the building.

b.   **Social Distancing in Entrances, Exits, and Common Areas**

   Students will walk only on the right-hand side of all hallways. Schools will utilize signage on walls to encourage proper movement to limit contact, as well as floor signage to encourage 6-foot distancing where possible.

   School administration will establish one direction hallways to assist with the flow of student movement.

   Staff members will monitor hallways and escort class changes when possible to ensure steady flow of students with no congregation in hallways.

c.   **Access Control**

   All district, school-based staff, vendors, community members, and visitors will be required to sign in with a designated staff member for daily temperature checks.

Appendix E

Critical Area of Operation #5 - Screening, PPE, and Response to Students and Staff Presenting Symptoms

This school district should include in Appendix E the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section A.1.e., including, but not limited to:

    a.   Screening Procedures for Students and Staff

          All employees will be required to have their temperature checked upon arrival. The school will develop a protocol for staff who exhibit symptoms of COVID-19. Staff will be strongly encouraged to screen themselves at home to ensure absence of symptoms. Screening tools will be disseminated to all staff.

          All students will be required to have their temperature checked upon arrival. In addition, parents/guardians will be strongly encouraged to screen their child at home to ensure absence of symptoms. Screening tools will be disseminated to parents/guardians. Teachers and staff will evaluate students throughout the day.

    b.   Protocols for Symptomatic Students and Staff

          Upon notification of a positive result, a parent or employee will notify their principal or supervisor, respectively. The principal or supervisor will notify the assistant superintendent, who will notify the COVID-19 commander (Director of Personnel). Upon receipt, the COVID-19 Commander:

- Will communicate details with the Supervisor of Nursing and the Director of Operations and School Support Services. The Director of Operations and School Support Services will alert the Superintendent, anyone who has come into direct contact with the positive individual, and the school site. The Supervisor of Nursing will contact the Montclair Department of Health.

- An individual who tests positive for COVID-19: Individual should follow the recommendations of their healthcare provider for isolation protocol.

c. **Protocols for Face Coverings**

Face Coverings
Superintendent Ponds collaborated with local medical authorities to guide decision-making regarding guidelines to ensure safety for our entire district. After listening to the medical community, along with concerns from parents and staff, the district will require face coverings for students and staff. According to the CDC, face coverings have been shown to be an effective tool in slowing the spread of COVID-19 in concert with social distancing, hand washing and disinfecting.

Face covering requirements: Students, staff, vendors and visitors will be required to wear face coverings on campus. Students shall wear these face coverings during extracurricular activities, as well as on school buses. Students wearing face coverings from home must be school appropriate and shall not interfere with the district's dress code policy.

Common areas and classrooms: Students must wear face coverings at all times. Teachers can work with students in grades K-3 to provide designated times and specific areas when masks may be removed for snack.

Exemptions: Students or staff must have a medical issue for which a face mask would cause an impairment. They may be granted permission to wear a face shield.

Appendix F

Critical Area of Operation #6 - Contact Tracing

This school district should include in Appendix F the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section A.1.f.

Contact tracing

> Montclair Public Schools is collaborating with the Montclair Department of Health to conduct contact tracing. Upon notification of a positive case on campus, the district's Supervisor of Nursing will also communicate with administration to track movement of the person who tested positive and secure affected areas. Impacted individuals will be notified.

Appendix G

Critical Area of Operation #7 - Facilities Cleaning Practices

This school district should include in Appendix G the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section A.1.g.

Sanitation, Cleaning and Disinfection Protocols

Schools will be cleaned daily, focusing on major touch entry points in common areas such as doorknobs, handles, elevator buttons, stairwell railings, light switches and soap dispensers. Custodial staff will disinfect using proper cleaning procedures according to directions on the label and follow the manufacturer's instructions for all cleaning and disinfection products.

Scheduling and Routine: Throughout the workday, the custodial staff will implement a routine surface cleaning in the major touch point areas such as restrooms. The staff will, in some cases, report at staggered times depending upon hours of operation to ensure consistent disinfection practices while primary building employees are present. Latter custodial shifts will apply the full standard cleaning of all areas to be ready for the next day. Additional disinfecting will be performed prior to the arrival of district staff in high-traffic areas such as the front office. Custodial staff must wear face masks and gloves.

Deep cleaning: If a positive COVID-19 case is determined within a school or building, district staff will use an approved chemical and/or fogging machine to disinfect any area deemed appropriate by contract tracing processes.

School closures: School closures due to cleaning or positive cases will be determined on a school by school basis and appropriate protocols will be followed.

Appendix H

Critical Area of Operation #8 – Meals

This school district should include in Appendix H the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section A.1.h.

If the school schedule is a half day. Cafeteria dining is not required. Food services will have prepared meals available to students daily. Students can pick-up meals at a designated location each day. If the school schedule is a full day, meals will be served in staggered time to allow social distancing and for proper cleaning and disinfecting between services.

Appendix I

Critical Area of Operation #9 – Recess/Physical Education

This school district should include in Appendix I the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section A.1.i.

Recess/Physical Education

● Recess shall be staggered throughout the day, as needed, to allow for classroom cohorts to participate in recess in a designated space to practice social distancing from other cohorts. If two or more groups are participating in recess at the same time, there will be at least six feet of open space between the two groups.

● Designated outdoor use areas will be marked off to ensure social distancing among students to create boundaries between the groups of students.

● All students must wash their hands immediately after outdoor activities.

● The Montclair School District will mitigate risk, limit and/or eliminate direct contact with equipment (lessons with no equipment), and will not allow sharing of equipment. If equipment must be shared, the equipment will be cleaned and disinfected between each use.

Appendix J

Critical Area of Operation #10 - Field Trips, Extra-Curricular Activities, and   Use of Facilities Outside of School Hours

This school district should include in Appendix J the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section A.1.j.

Class Trips:

> ● Class field trips outside of the school building will not occur during the 2020/21 school year. This protocol will be reviewed in January 2021.

Extra-Curricular Activities:

- Our district developed an athletics task force to discuss safe and measured processes to continue athletic activities in our campuses. Our district is guided by the New Jersey State Interscholastic Athletic Association (NJSIAA). We will utilize all considerations in planning for the upcoming fall season.

Use of Facilities Outside School Hours:

- The use of facilities outside school hours will be curtailed during the 2020/21 school year, due to cleaning protocols.

Appendix K

Academic, Social, and Behavioral Supports

This school district should include in Appendix K supplemental materials, evidence, and further explanations of the elements listed in the Academic, Social, and Behavioral Supports section in the Board's Plan – Section A.2.a. through A.2.e.

Social Emotional Learning and School Culture and Climate

Staff Wellness

- Identify staff who have suffered losses (ie death; unemployment) or are affected by secondary trauma
- Design volunteer opportunities to reconnect, process, and cultivate their own SEL competencies surrounding the pandemic. Provide re-engagement forums at each school prior to opening

Addressing Student Trauma
- Build a SEL Transition team in every building (counselors, psychologists, social workers)
- Provide PD to staff regarding childhood reactions to stress and trauma
- Consult with classroom teachers about students' needs and develop classroom lessons as appropriate
- Identify students and families that have suffered losses (ie deaths; unemployment)
- Identify at-risk vs resilient students
- Refer to community agencies if appropriate; Include resources on websites
- Include stress management and mindfulness techniques in the classroom
-

Promoting Resiliency
- Exercise/outside time
- Staff will create emotionally safe classroom environments where children have opportunities to discuss concerns and express emotions

Appendix L

Restart Committee

This school district should include in Appendix L the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section B.1.

The Montclair Public Schools District Design Teams Committee:

The Montclair Public School District Design Teams Committee began meeting during the month of June and continue s to reconvene on a weekly basis throughout the summer, and into the school year. The goal of the design teams is to outline the preparations and messaging essential for the restart of our schools. The impact of COVIE-19 has altered the way instruction will be delivered to our students, and the way in which our district must respond to the ever changing environment that we are now facing.

MPS – District Design Teams Committee:

Design Team: Disengaged Students & Families

Design Team: Healthy Minds

Design Team: Hybrid Learning

Design Team: K-2

Design Team: Remote Learning

Appendix M

Pandemic Response Teams

This school district should include in Appendix M the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section B.2.

Central Office
Jonathan Ponds- Superintendent
Kalisha Morgan- Asst. Superintendent, Equity, Curriculum and Instruction
Felice A. Harrison-Crawford- Director of Operations and School Support Services
Emidio D'Andrea- Business Administrator
Damen Cooper- Director of Personnel
Chris Graber- Director of Technology
Thomas Santagato- Director of Pupil Services
Betty Strauss- Supervisor of Nursing
Andrew Evangelista- District Mental Health and HIB Coordinator
Anthony Bispo- Director of Buildings and Grounds
Robert Kelly-Director of Buildings and Grounds
Nina DeRosa- Executive Assistant to the Superintendent
Nicole Frasier- Exec. Secretary to the Director of Operations and School Support Services

Montclair High School
Terry Triggs Scale- Interim Principal
Eileen Gilbert- Asst. Principal
Mirta Alsina- Asst. Principal
CST Member
Dustin Bayer- Director of Guidance
Arthur Settembrino- SAC
Christina Sumas- Nurse
Brian Bunk- Head Custodian
Pierre Falaise- SRO
Charles Murphy- Head of Security/Operations Aide
Sheniqua Hairston-Kitchings- Operations Aide
Stacie Tabon-Mentor- Operations Aide
Daryl Washington- Operations Aide
Richard Page- Operations Aide
Steven Sanchez- Operations Aide
Laurie Velez- Operations Aide

George Innes
Eileen Gilbert- Assistant Principal
CST Member
Jamie Doshi- SAC
Patricia Feely- Nurse
Kristoffer Moser- Head Custodian
Patrick (PJ) Scarpello- Athletic Director
Michael Johnson- Operations Aide
Charles Murphy-Head of Security/Operations Aide

Buzz Aldrin
Jill Sack- Principal
Major Jennings- Assistant Principal
CST Member-
Ben Brennan- SAC
Eva McGorry- Nurse
Christian Pittar- Head Custodian
Dwight Phillips- Operations Aide
Phillip (Derek) Dorch- Operations Aide

Glenfield
Erika Pierce- Principal
Frances Aboushi- Asst. Principal
CST Member
Rebecca Weintraub- SAC
Debra Rolandelli- Nurse
Luis Solis, Sr.- Head Custodian
Cecil Stinson- Operational Aide
Deion Mingo Operational AIde
Social Worker- TBD

Renaissance
Joseph Putrino- Principal
CST Member
Gerard Citro- SAC
Jerilyn Mullen- Nurse
Sam Angelo-Head Custodian
Kyle Jackson- Operations Aide

Bradford
Naomi Kirkman- Principal
CST Member
Patricia Dowling- Nurse
Joseph Maffucci- Head Custodian
SAC/Counselor
Teachers- TBA

Bullock
Nami Kuwabara- Principal
CST Member
Christine Langton- Nurse
Robert Edwards- Head Custodian
SAC/Counselor
Teachers- TBA

Edgemont
Jeffrey Freeman- Principal
CST Member
Anne Riordan- Nurse
Brian Guarino- Head Custodian
SAC/Counselor
Teachers- TBA

Hillside
Samanthaa Anglin- Principal
Thomas Adamo- Asst. Principal
CST Member
Rosemarie Boyle- Nurse
James Vanderbos- Head Custodian
Sabra Scott- SAC/Counselor
Teachers- TBA

Nishuane
Jill McLaughlin- Principal
CST Member
Grade Alfaro- Nurse
Kimberly Raison- Head Custodian
SAC/Counselor
Teachers- TBA

Northeast
Gail Clarke- Principal
CST Member
Nurse
Head Custodian
SAC/Counselor
Teachers- TBA

Watchung
Patrick Krenn- Principal
CST Member
Marjorie McShane- Nurse
Humberto Ibarra- Head Custodian
Teachers- TBA

DLC
Jennifer Finnerty- Supervisor
Catherine Roth- Secretary
Dana Pinto- Nurse
SAC/Counselor
Teachers- TBA

Appendix N

Scheduling of Students

This school district should include in Appendix N the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section B.3., including, but not limited to:

a.   **School Day**

   With survey data to guide us and understanding that the safety and health of students, staff, and families are our top priorities, we designed a hybrid instruction model of in-person and remote instruction for students when the 2020-21 school year begins in September. This model will consist of A and B Groups of students that we will call the *Mounties* and the *Bulldogs*, allowing for safe numbers in schools for social distancing purposes. Additionally, school will be in session for a four-hour day of instruction with lunch available for grab and go at the end of the day. The schedule will work as follows:

   ● Mondays and Tuesdays the *Mounties* (Group A) will have in-person (at school) learning and the *Bulldogs* (Group B) will learn remotely.
   ● Wednesdays will be all remote learning, with a four-hour day of instruction.
   ● Thursdays and Fridays the *Mounties* (Group A) will learn remotely and the *Bulldogs* (Group B) will have in-person at school) learning.
   ● Children in the same family will be assigned to the same group so that they will have the same rotating schedule.

b.   **Educational Program**

   Ensuring the Delivery of Special Education and Related Services to Students with Disabilities

   Ensuring the continuity of learning is critically important during this time of great stress for families, educators, and students. The move to a fully virtual learning environment happened quickly and created significant challenges for staff and students, particularly students already considered at-risk prior to the pandemic. School officials should work closely with their stakeholders to ensure decisions are made collaboratively and transparently and prioritize safely returning students who are in need of in-person instruction. This may include, but is not limited to, students with disabilities, English language learners (ELL), homeless youth, and low-income students.

   Special needs students will continue to receive a high-quality education in alignment with a learner's Individual Educational Plans (IEPs). The Montclair

Public Schools Department of Pupil Services is committed to addressing the individual needs of students with disabilities (SWD). Our district will provide training, resources and tools to support IEP teams in determining the needed services. For families choosing virtual learning, the IEP team will meet to ensure that the district's remote program is individualized for each student in the virtual environment. Special education and related services as identified in the IEP during remote learning may be provided in a variety of ways including the use of telephone calls, instructional support materials, internet based or virtual lessons and/or virtual therapies, and other available distance-based learning approaches to the greatest extent possible.

Our district will take the following actions to ensure the needs of students are addressed:

i. Teachers and administrators will review students' current baseline data in order to determine present levels and/or regression.
j. Educators will review and amend, if necessary, student IEP goals and objectives. Progress monitoring will be continuous.
k. Determine any need for additional supports or services as a result of regression.
l. Ensure delivery of services and supports through extended learning opportunities as necessary.
m. Progress monitoring assessments may be conducted utilizing diagnostic assessment tools and curriculum-based measures.
n. Schedule and hold all meetings and complete all evaluations that were postponed due to requirements of social distancing for in-person meetings.
o. Provide ongoing communication and collaboration with parents.
p. Hold IEP team meetings, including parents and all appropriate/required staff to conduct annual reviews, revisions and eligibility. These may take place utilizing virtual or by telephone conference calls. Teams may meet in-person if CDC guidelines allow.

Curriculum, Instruction, and Assessment

In mid-July, the district conducted a parent survey as part of a comprehensive plan to determine the overall pulse for returning to school in September. After a review of the survey results, families made it clear that at the very least they wanted a choice that represented an opportunity to keep their child home while the pandemic continued to impact our community. As a result, Dr. Ponds worked with his leadership team to develop a reopening plan incorporating input from all stakeholders with student and staff safety as the priority.

Our intent has always been to bring students back to school full-time as we

believe that the most ideal educational experience for most children is to be in front of a teacher. However, we would never intentionally jeopardize the safety and health of students and staff, and by extension, our families. This Reopening Plan remains fluid and will be updated strategically depending on the status of the coronavirus spread throughout our community in the coming weeks. It is impossible to predict what the spread may be like in our community in September.

The models we examined covered a full continuum of designs and costs ranging from all students returning to school full-time, to a blended face-to-face and remote learning, to a complete closure like we experienced this past spring. Embedded within Model A are options for full-time remote learning that includes Remote Learning (school- based remote instruction)

Governor Murphy stated that all students are eligible for remote learning for the 2020-2021 school year. In addition, all districts are mandated to offer an in-person option to students in the fall. In partnership with the Department of Health and other medical partners, the district opted to implement a hybrid model and a remote model to allow parents the flexibility to select one option that best fits their learner's academic needs. (Hybrid instruction or Remote Learning).

Hybrid Instructional Delivery

Overview
- District adopted curriculum with lessons developed and taught by classroom teachers
- Hybrid, in-person, face-to-face for grades PK-12 learning following an abbreviated student schedule and student calendar (180 days of instruction) and bell times
- Follow and adhere to all 2020-2021 MPS school building health and safety protocols and Code of Student Conduct.

What to Expect For Students:

- Students will physically come to their school for their learning at least two times a week.
- Students will physically see and interact with their teacher(s) and classmates.
- Assignments, activities and classroom-based assessments will be developed and conducted by their teachers
- ESL will occur as outlined in student-specific plans
- All students will be expected to complete and submit assignments as determined by the assigned teacher.
- Code of Student Conduct and traditional school expectations remain in effect
- All students will follow the assessment calendar and participate in all local and state assessments

- Students and families must review wellness to ensure students are well and symptom-free prior to coming to school each day
- Students and families need to adhere to all expectations to ensure the safety of all students, families and employees
- Collaborative activities may look different or be lessened to ensure the safety and wellbeing of the school community.
- Classroom spaces will be arranged to maximize social distancing and minimize any shared items.
- Lunch schedules will be modified to maximize social distancing
- Large group gatherings will be reduced
- Parent meetings and/or conferences will be scheduled to occur virtually, until it is deemed appropriate to have larger number of individuals on campus

What to Expect For Teachers and Staff:

- Teachers and instructional support staff report each day to lead and support instruction in their assigned classrooms
- Teachers develop and implement daily lesson plans for grade-level, standards-based instruction for student
- Teachers and instructional support staff differentiate and adjust instruction to meet the individual needs for student learning
- Teachers provide student make-up work, flexibility and support if they are out of school for any reason.

Remote Learning

- Remote Learning students will attend school online during regular school hours and follow an abbreviated schedule.
- Teachers will teach "live" each day with students daily utilizing web conferencing technology
- Teacher-designed lessons are delivered through Google Classroom.
- Wrap-around support services provided for students (e.g. Counseling Services, Therapies, and Mental Health) on campus or remotely as appropriate
- Electronic devices will be available for check out at the school site, if needed
- Remote courses are ensured rigor matches the traditional classroom setting
- Standards have been prioritized in the scope and sequence of instruction to support students as they enter the next grade, course level
- High-quality curriculum and learning experiences are being designed that can be implemented in both the hybrid and remote model.
- Each course is aligned to New Jersey State Learning Standards and the scope and sequence has been adjusted and developed to support the prioritization of essential standards and to support the acceleration of potential unfinished learning from previous grades standards
- All assignments, activities and classroom-based assessments will be developed and facilitated by assigned by teacher

- All students will be expected to complete and submit assignments as determined by the assigned teacher
- Code of Student Conduct and all technology expectations remain in effect
- All students will follow the assessment calendar and participate in all local and state assessments.
- Each morning, students are expected to be present and engage in virtual instruction each day within the designated schedule (see sample schedules below)
- All students will be expected to adhere to daily attendance guidelines, log in and attend class during the designated times
- Students will access their curriculum and assignments via Google Classroom
- Students will utilize Google Meet for viewing live-lessons, meetings, and small group instruction
- Parent meetings and/or conferences will be scheduled to occur virtually, until it is deemed appropriate to have larger numbers of individuals on campus
- Students who need a device will be issued one to engage in remote learning
- Students will also be issued any associated materials such as textbooks, art supplies, musical instruments, and other necessary materials where possible

What to Expect For Teachers and Staff:

- All teachers will have access to professional learning to prepare them for the 2020-2021 school year
- Training on Google Classroom, Lesson Planning for Virtual Learning, and Social Emotional Learning will be offered during pre-planning week, and beyond for instructional staff to enhance knowledge of Google Classroom tools and applications.
- On-going professional development will be offered virtually with session facilitators focusing on important teaching and learning topics related to the 20-21 instructional models: blended learning, synchronous learning, digital tools and platforms, etc.
- New Teacher Induction will be provided virtually and will be provide onboarding and content supports
- All professional development will be structured, organized, and maintained to provide easy access to relevant PD, resources, and tools related to pre-planning PD, and other relevant professional development offered throughout the year.
- Guidance and resources will be shared with administrators for them to assist teachers in course development.
- Training will be available during pre-planning week for elective or specialized area teachers to work through course development.
- Depending on the model of delivery (hybrid or remote), each teacher will have the ability to adapt and adjust the core resources to meet the setting and needs of their students.
- Teachers will be expected to provide "live" instruction via web conferencing.

Remote Learning Parental Guidance

- Make sure your student understands the work expectations for Remote Learning
- Maintain a daily routine around school and schoolwork
- Keep in touch with your teacher(s) on a regular basis and let them know if your child is experiencing specific challenges
- Talk to your child regarding how they are feeling during this stressful time
- Perform check-ins with your child regarding academics, this includes checking their Canvas course to ensure the option chosen for your child is appropriate
- Seek assistance from school staff for emotional or mental health if needed
- Reach out to your child's teacher or student services staff with any changes that may impact your child's success. This way we can develop supports for your child prior to the first day of school.
- Parents may be required to pick up instructional materials (textbooks, etc.) for eLearning. Schools will contact parents if this is the case for their student

Appendix O

Staffing

This school district should include in Appendix O the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Sections B.4., B.5., and B.6.

The Montclair School District considers access and equity for all staff to ensure continuity of student learning. The Board's Plan and decision-making throughout the school year will consider the unique needs of each staff member, such as access to technology, social, and emotional health. When making staffing scheduling and assignments, the school district will comply with all applicable employment laws including, but not limited to, the American Disabilities Act (ADA) and Health Insurance Portability and Accountability Act (HIPAA), and all applicable State laws. Additionally, prior to finalizing any COVID-19 related changes for the 2020-2021 school year, the Montclair School District has consulted with the Montclair Education Association and the Montclair Principals Association. The Board's Plan identifies the roles and responsibilities of school administrators, teachers, instructional assistants, educational services professionals, and student teachers that will ensure continuity of learning and leverage existing resources and personnel to maximize student success. As schedules are adjusted, educators must maintain quality instruction for students and abide by the minimum requirements set forth in NJDOE regulations.

In a hybrid or remote learning environment, the Montclair School District will leverage staff to monitor student movement, hallway traffic, and maintain safety according to CDC, NJDOE, and NJDOH guidelines.

Instructional staff will:
- Reinforce social distancing protocols with students, co-teachers, and/or support staff.
- Limit group interactions to maintain safety.
- Support school building safety logistics (entering, exiting, restrooms, etc.).
- Become familiar with district online protocols and platforms.
- Plan standards-based lessons to meet the needs of students at various levels, ensuring versatility of lessons to apply to both fully in-person and hybrid learning environments.
- Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities.
- Provide consistent feedback to students and families on expectations and progress.
- Set clear expectations for remote and in-person students.
- Assess student progress early and often
- Develop opportunities for real-time interactions with students (office hours, virtual meetings, etc.).
- Instruct and maintain good practice in digital citizenship for all students and staff.

● Teacher leaders or instructional coaches will support teachers in making necessary curricular adjustments and continuously improving the quality of instruction in remote and hybrid environments.

The Montclair School District Administrators, to ensure the quality of continued learning in person and/or virtually, will:

● Consider roles for staff with health concerns, leveraging them to enhance the virtual learning environment and inform in-person instruction.
● Provide time for staff collaboration and planning
● Prioritize vulnerable student groups for face-to-face instruction.
● Identify teachers and teacher leaders that may provide support to staff to continuously improve instruction in a virtual environment.
● Work with staff and faculty to ensure that teaching and learning, and all student services are effectively and efficiently developed, planned, and delivered.
● Hone collaboration, cooperation, and relationship building skills using alternative methods to remain connected to virtual instruction.
● Define and provide examples of high-quality instruction given context and resources available.
● Assess teacher, student, and parent needs regularly.
● Ensure students and parents receive necessary supports to ensure access to instruction.
● Communicate expectations for delivering high-quality instruction, assessing, and monitoring student progress in the virtual environment, in accordance with NJDOE's Professional Standards for Teachers and NJ Professional Standards for Leaders (N.J.A.C. 6A:9).
● Plan a process to onboard students and reestablish the classroom environment through emphasizing relationships with students and parents and resetting routines.
● Collaborate on curriculum planning and assessing student academic and social emotional well-being when students return to school.
● Share a comprehensive account of academic interventions and social emotional and mental health support services available through the district.
● Create and communicate realistic student schedules to increase student engagement and accountability for both hybrid and remote learning models.
● Collaborate in determining expectations for differentiated instruction and rigor in hybrid and remote learning models.
● Support families in connecting with teachers and other services they need to be successful in navigating the virtual environment.

Educational services staff members will:

● Lead small group instruction in a virtual environment and/or in-person.
● Facilitate the virtual component of synchronous online interactions.
● Manage online platforms for small groups of in-person students while the teacher is remote.

- Assist with the development and implementation of adjusted schedules.
- Assist teachers with providing updates to students and families.
- Support embedding of SEL into lessons.
- Lead small group instruction to ensure social distancing.
- Consider student grouping to maintain single classroom cohorts.
- Consider alternative methods for one-on-one interactions avoiding in-person contact where possible. Support staff/paraprofessionals will:
- Lead small group instruction to ensure social distancing.
- Consider student grouping to maintain single classroom cohorts.
- Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.
- Pre-record read-alouds and videos around SEL activities and routines (Grades K through 12). Caption pre-recorded instructional videos from general education teachers.
- Provide real-time support during virtual sessions.
- Research websites, videos, and links for accessible activities that teachers can incorporate into lessons.
- Support families and students in accessing and participating in remote learning. Paraprofessionals can be added to online classes as co-teacher.
- Lead small group instruction in a virtual environment.
- Facilitate the virtual component of synchronous online interactions.

The Montclair School District will develop contingency staffing plans utilizing Substitutes in the event of sudden long-term absences and/or vacancies. Substitute staff (teachers, school nurses, counselors, school psychologists, etc…) may:

- Assume active roles and responsibilities in both virtual and hybrid settings.
- Be assigned to a single school or grade level to avoid movement between schools.
- Be provided with district assigned technology resources and access based on need.

To ensure all staff supporting virtual learning are prepared to provide or support instruction on day one, the Montclair School District will:

- Designate staff members to provide ongoing support with technology to students, teachers, and families.
- Survey teachers and families to determine technology needs/access.
- Provide one-to-one instructional devices and connectivity for all students in grades K to 12, as requested by parents/guardians, prior to the start of the school year.
- Provide connectivity for all students in grades K to 12, as requested by parents/guardians, prior to the start of the school year.
- Provide digital access to the appropriate resources including the district email address and network (Google Apps for Education Platform and other applications deemed necessary).

Appendix P

Athletics

This school district should include in Appendix P the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section B.7.

Our district is guided by the New Jersey State Interscholastic Athletic Association (NJSIAA). We will utilize all considerations in planning for the upcoming fall season.

CHART OF USEFUL LINKS

Conditions for Learning		
Section	**Title**	**Link**
Critical Area of Operation #1	CDC Activities and Initiatives supporting the COVID-19 Response and the President's Plan for Opening American Up Again	https://www.cdc.gov/coronavirus/2019-ncov/downloads/php/CDC-Activities-Initiatives-for-COVID-19-Response.pdf?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fcommunity%2Fschools-day-camps.html%20-%20page=46
	Childcare, Schools, and Youth Programs	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html
	People Who Are at Increased Risk for Severe Illness	https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/people-at-increased-risk.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fneed-extra-precautions%2Fpeople-at-higher-risk.html
	Considerations for Schools	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html
	Reopening Schools in the Context of COVID-19: Health and Safety Guidelines from Other Countries	https://learningpolicyinstitute.org/product/reopening-schools-covid-19-brief
Critical Area of Operation #2	ASHRAE Offers COVID-19 Building Readiness/Reopening Guidance	https://www.ashrae.org/about/news/2020/ashrae-offers-covid-19-building-readiness-reopening-guidance
	When and How to Wash Your Hands	https://www.cdc.gov/handwashing/when-how-handwashing.html
Critical Area of Operation #3	Bullock announces phased approach to reopen Montana	https://nbcmontana.com/news/coronavirus/bullock-announces-phased-approach-to-reopen-montana
	What Bus Transit Operators Need to Know About COVID-19	https://www.cdc.gov/coronavirus/2019-ncov/community/organizations/bus-transit-operator.html
Critical Area of Operation #4	Stop the Spread of Germs (Printable Poster)	https://www.cdc.gov/coronavirus/2019-ncov/downloads/stop-the-spread-of-germs-11x17-en.pdf
	Handwashing (Printable Posters)	https://www.cdc.gov/handwashing/posters.html
Critical Area of Operation #5	Communicable Disease Service	https://www.nj.gov/health/cd/

Section	Title	Link
	COVID-19: Information for Schools	https://www.state.nj.us/health/cd/topics/covid2019_schools.shtml
	Quick Reference: Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19	https://www.nj.gov/health/cd/documents/topics/NCOV/COVID-QuickRef_Discont_Isolation_and_TBP.pdf
	Guidance for Child Care Programs that Remain Open	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-childcare.html
	General Business Frequently Asked Questions	https://www.cdc.gov/coronavirus/2019-ncov/community/general-business-faq.html
Critical Area of Operation #7	Guidance for Cleaning and Disinfecting	https://www.epa.gov/sites/production/files/2020-04/documents/316485-c_reopeningamerica_guidance_4.19_6pm.pdf
	EPA Approved Disinfectants for Use Against SARS-CoV-2 (COVID-19)	https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19
Critical Area of Operation #8	EPA Approved Disinfectants for Use Against SARS-CoV-2 (COVID-19)	https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19
Social Emotional Learning and School Climate and Culture	A Trauma-Informed Approach to Teaching Through Coronavirus	https://www.tolerance.org/magazine/a-trauma-informed-approach-to-teaching-through-coronavirus
	CASEL – An Initial Guide to Leveraging the Power of Social and Emotional Learning as You Prepare to Reopen and Renew Your School Community	https://casel.org/wp-content/uploads/2020/05/CASEL_Leveraging-SEL-as-You-Prepare-to-Reopen-and-Renew.pdf
Multi-Tiered Systems of Support (MTSS)	New Jersey Tiered System of Supports (NJTSS) Implementation Guidelines	https://www.nj.gov/education/njtss/guidelines.pdf
	RTI Action Network	http://www.rtinetwork.org/
	The Pyramid Model: PBS in Early Childhood Programs and its Relation to School-wide PBS	https://challengingbehavior.cbcs.usf.edu/docs/Pyramid-Model_PBS-early-childhood-programs_Schoolwide-PBS.pdf
Wraparound Supports	SHAPE	http://www.schoolmentalhealth.org/SHAPE/
	Child Care Resource and Referral Agencies	https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-Agencies.aspx
	Coronavirus Resources for Mentoring	https://nationalmentoringresourcecenter.org/

Section	Title	Link
Food Service and Distribution	Benefits of School Lunch	https://frac.org/programs/national-school-lunch-program/benefits-school-lunch
Quality Child Care	Child Care Resource and Referral Agencies	https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-Agencies.aspx
	Division of Early Childhood Education	https://www.nj.gov/education/ece/hs/agencies.htm
Leadership and Planning		
Section	Title	Link
Scheduling	New Jersey Specific Guidance for Schools and Districts	https://www.nj.gov/education/covid19/sped/guidance.shtml
Staffing	Mentoring Guidance for COVID-19 Closures	https://www.nj.gov/education/covid19/teacherresources/mentguidance.shtml
	Educator Evaluation During Extended School Closure as a Result of COVID-19	https://www.nj.gov/education/covid19/teacherresources/edevaluation.shtml
	Performance Assessment Requirement for Certification COVID-19 Guidance	https://www.nj.gov/education/covid19/teacherresources/edtpaguidance.shtml
	Educator Preparation Programs and Certification	https://www.nj.gov/education/covid19/teacherresources/eppcert.shtml
Athletics	Executive Order No. 149	http://d31hzlhk6di2h5.cloudfront.net/20200530/7d/e6/d1/5c/09c3dc4d1d17c4391a7ec1cb/EO-149.pdf
	NJSIAA COVID-19 Updates	https://www.njsiaa.org/njsiaa-covid-19-updates
	NJSIAA provides return-to-play guidelines – Phase 1	https://www.njsiaa.org/events-news-media/news/njsiaa-provides-return-play-guidelines-phase-1
	Guidance for Opening up High School Athletics and Activities	https://www.nfhs.org/media/3812287/2020-nfhs-guidance-for-opening-up-high-school-athletics-and-activities-nfhs-smac-may-15_2020-final.pdf
Policy and Funding		
Section	Title	Link
Elementary and Secondary School Emergency Relief Fund	CARES Act Education Stabilization Fund	https://www.nj.gov/education/covid19/boardops/caresact.shtml
	NJDOE EWEG	https://njdoe.mtwgms.org/NJDOEGMSWeb/logon.aspx

FEMA – Public Assistance	Request for Public Assistance (RPA) Process	https://njemgrants.org/site/rpasubmission.cfm
Section	**Title**	**Link**
Purchasing	New Jersey School Directory	https://homeroom5.doe.state.nj.us/directory/district.php?districtname=educational+services+commission
	NJSTART	https://www.njstart.gov/bso/
	Division of Local Government Services	https://www.nj.gov/dca/divisions/dlgs/
	Local Finance Notice – Coronavirus Response: Emergency Procurement and Use of Storm Recovery Reserves	https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-06.pdf
	Local Finance Notice – COVID-19 – Supplemental Emergency Procurement Guidance	https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-10.pdf
Costs and Contracting	E-rate	https://www.usac.org/e-rate/
	Technology for Education and Career (NJSBA TEC)	https://www.njsba.org/services/school-technology/
Continuity of Learning		
Section	**Title**	**Link**
Ensuring the Delivery of Special Education and Related Services to Students with Disabilities	IDEA	https://sites.ed.gov/idea/
	Guidance on the Delivery of Extended School Year (ESY) Services to Students with Disabilities – June 2020	https://www.nj.gov/education/covid19/boardops/extendedschoolyear.shtml
Technology and Connectivity	Joint Statement of Education and Civil Rights Organizations Concerning Equitable Education during the COVID-19 Pandemic School Closures and Beyond	https://www.naacpldf.org/wp-content/uploads/Joint-Statement-of-National-Education-and-Civil-Rights-Leaders-on-COVID-19-School-Closure-Updated-FINAL-as-of-5.15.2020.pdf
Curriculum, Instruction, and Assessment	Learning Acceleration Guide	https://tntp.org/assets/set-resources/TNTP_Learning_Acceleration_Guide_Final.pdf
	Mathematics: Focus by Grade Level	https://achievethecore.org/category/774/mathematics-focus-by-grade-level
	Teacher Resources for Remote Instruction	https://www.nj.gov/education/covid19/teacherresources/teacherresources.shtml

Section	Title	Link
	NJDOE Virtual Professional Learning	https://www.nj.gov/education/covid19/teacherresources/virtualproflearning.shtml
Professional Learning	Distance Learning Resource Center	https://education-reimagined.org/distance-learning-resource-center/
Career and Technical Education (CTE)	Communicable Disease Service	https://www.nj.gov/health/cd/topics/covid2019_schools.shtml
	Considerations for Schools	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html