

Montclair Public Schools



Emergency Virtual or Remote Instruction Program

2022-2023

In response to the COVID-19 global health crisis, Montclair Public Schools has developed this remote learning plan so our students can continue learning while our school buildings are closed. This plan represents MPS' commitment to making every effort to ensure that every Montclair student's learning is successful. This plan was founded on the following principles: (1) supporting continuous instruction within 24 hours of school /district providing access for all students, and (3) maintaining connectedness to the community.

A partial to full school closure, where some or all of our schools have to close, will make a complete remote offer available to students within 24 hours, which matches the student's daily schedule as closely as possible.

Equitable Access to Technology

Should the need to close the district arise, all students will use their district-issued Chromebooks to attend virtual learning provided by their classroom teachers. Throughout school closures, MPS teachers will continue to give the students instruction within twenty-four hours of school and /or district closing, designed to build upon the learning trajectory already established in the classroom. Teachers will be required to create virtual classrooms utilizing the Google Meet platform and schedule sessions within the allotted time based on their school schedules.

The teaching and learning plan will typically mirror the student's in-person schedule, and there will be time between these sessions for children to apply their learning to independent work. Students requiring additional support will be provided with this remotely by their class teacher or staff using 1:1 video sessions, phone calls, or the chat function on our learning platforms.

Teacher-Led Full Remote Instruction

- Full remote instruction.
- Teachers design the learning sequence-based on where they left off and what their students are working on.
- Resources housed in SEESAW (Grades K-2) AND Google Classroom (e.g., videos, live instruction / Grades 3-12).
- Student communication through Google Classroom, other digital platforms, and/or phone.

Technology Assistance via Remote Learning:

For immediate technology needs during remote learning, please call our MPS Technology Help Line at **301-259-1510** or put a Remote Learning Support ticket into [*Incident IQ*](#). If no one answers the phone, please leave a message and include the student's name, a number to contact you, and the issue you are experiencing. We will be monitoring this number M-F from 8am - 3pm.

If a replacement laptop is needed, the Office of Technology will coordinate a date and time to pick- up technology from our self-service vestibule at Hillside School.

Continued Meal Service Plan

In the event of Remote Instruction, meal distribution will occur daily, Monday through Friday, close to the times of school dismissal. Meal distribution will occur at four locations (Bullock, Montclair High School – Main, Nishuane, and Northeast) and Toni’s Kitchen (St.Luke's Place). The meal distribution will be for two hours (i.e., 1:30 to 3:30 pm, 4:00 pm to 6:00 pm)

Virtual or Remote Instruction Day

*In the event the district must have a classroom, school, or district switch to remote learning, the following would apply:

Following an early dismissal schedule, students must have a minimum of 4 hours of instruction daily. This includes Google Meets, instruction, small groups, and independent work time. The staff/students will follow the time schedule of their assigned school. If remote, lunch periods will not be followed on early dismissal days, and students will utilize this time for seat work.

Teachers will be available to answer questions during this time.

- Staff will have the option of working from school or from home. Staff working from home must have adequate internet access; otherwise will be required to work from the school building and have all necessary resources.
- Homeroom teachers will do a group meeting via Google Meet at the start of the student’s school day. This must be done daily, and attendance must be recorded.
- A classroom, whether in the traditional form, or the online form, must be a safe place to foster and engage in open discussions without hostile, discriminatory, or inappropriate comments. Therefore, it is important for all teachers to set ground rules for online discussions. Sample: Google Meets Expectations
- Teachers will instruct students in reading, writing, and mathematics daily. Teachers are encouraged to provide this instruction through synchronous (real-time) lessons.
- Weekly lessons will be done in social studies, science, health, and other mandated subjects. Teachers are encouraged to provide this instruction through synchronous (real-time) lessons.
- Teachers will also work to cultivate connections through using Google Meets for small groups and/or 1:1 instruction. This is to be done at least two times a week for each student.

Special Education/CST/Related Services Procedures for Remote Learning:

- Instruction should be tailored to the student's individual needs in the most appropriate method for remote learning. Appropriate accommodations and modifications will be made for students based on their IEP and individual needs in all classes.
- CST & Related Service Providers will be available each instructional day based on their assigned school hours. At a minimum, CST and Related Service Providers will check in with the teachers on their caseload weekly. They will also frequently check in with families and students on their caseload to ensure services are implemented per the IEPs to the greatest extent possible. They will conduct IEP meetings, evaluations, and other meetings to identify, evaluate and or/reevaluate services.
- Related Services will be provided through Google Meet as appropriate, as required by the student's IEP, and to the greatest extent possible. Services will be provided individually or in a small group for designated services. Related Service Providers will document services offered, services provided, and student progress towards their Individual Education Plan Goals and Objectives.

During Remote Instruction, Classroom/Special Education teacher responsibilities include:

- Daily Google Meets with students to take attendance.
- Daily lessons in reading, writing, mathematics
- Posting of assignments via Google Classroom
- Weekly lessons in science, social studies, health, and other mandated subjects
- Small group instruction or 1:1 conferences with students weekly

During Remote Instruction, the Special Area/Physical Education teacher's responsibilities include:

- Meeting via google meet with a class during the normally scheduled period via google meet.
- Supporting families and students in accessing and participating in remote learning.
- Submitting Lesson plans to building principal

During Remote Instruction, Guidance Counselors' responsibilities include:

- Leading small group instruction in a virtual environment.
- Creating monthly SEL lessons for each grade level and scheduling time to share those lessons with all classes.

- Research SEL websites, videos, and links for accessible activities that teachers can incorporate into lessons.
- Supporting families and students in accessing and participating in remote learning.
- Guidance Counselors can be added to online classes as co-teacher as necessary to assist struggling students

During Remote Instruction, School Nurse responsibilities include:

- Ensuring that immunizations are current in Genesis as we are still required to maintain those.
- Conducting telehealth for screenings as required

During Remote Instruction, the Technology Integration Specialist's responsibilities include:

- Check in with staff in the assigned building to assist with technical issues or problems
- Check in with administrators to see if families need assistance with technology
- Create “how to videos” on the different educational platforms the teachers are using and post them on the district website for staff, parents, and students

During Remote Instruction, Support staff/paraprofessionals responsibilities include:

- Participating in whole group class meetings
- Pre-recording read-aloud and videos as directed by the teacher
- Providing real-time support during virtual sessions
- Researching websites, videos, and links for accessible activities that teachers can incorporate into lessons.
- Supporting families and students in accessing and participating in remote learning. Teacher Assistants should be added to online classes as co-teacher.
- Leading small group instruction in a virtual environment.
- Facilitating the virtual component of synchronous online interactions.
- 1:1, 2:1, and 3:1 assistants are encouraged to conduct Google Meets with students to assist in instruction.

English Language Learners procedures for Remote Learning

The goal of the English Language Learner Department is to:

- Provide academic language development through a collaborative teaching model that embeds language within content

To meet this goal, ELL teachers will:

- Collaborate weekly with classroom teachers to differentiate instruction for one subject (virtually via Zoom or Google Hangout). This could include, but is not limited to:
 - a) Co-planning the instruction to include language development opportunities
 - b) Creating language-specific mini-lessons that support the content learning that will be included in the instruction given by the teacher (videos)
 - c) Providing insight into instructional modifications, such as visual supports, specific academic language, background building, etc.
 - d) Supporting daily oral language practice opportunities
- Check in with each student daily to address any immediate needs via the classroom platform communication tool (Seesaw/Google Classroom)
- Develop further instruction, resources, and/or materials for students on an as-needed basis
- Collect evidence of student mastery or growth toward mastery of specific academic language needs
- Participate in Sheltered English Instruction training throughout the school year

ELL Teachers will need:

- Access to classroom digital platforms
- Weekly planning time with each team/teacher (30-60 minutes)
- The collaborative posture from colleagues
- Ability to provide language development instruction/support within the content instruction
- Ability to assess students weekly

Attendance Plan

Attendance will be taken according to the district's attendance policy. School counselors and school leaders will reach out to the families of students who are not participating in online instruction.

Facilities Plan

During the extended period of closure, the custodial staff will be required to continue the proper cleaning protocols and procedures to the facilities regularly to ensure buildings are ready when the extended period of closure end.

Other Considerations

*All of the below may be offered virtually or remote during a mandated school closure except otherwise noted

Accelerated Learning Opportunities – These are offered through summer programming, differentiated instruction at the elementary levels and honors classes at the middle and high school levels.

Social and emotional health of staff and students- Mindfulness/Self Care activities is addressed during professional development and a District Mental Health/HIB Coordinator was added to the staff this school year.

Title I Extended Learning Programs – Each school year, Title I schools examine the best ways to serve eligible students, including extended day programs.

21st Century Community Learning Center Programs – Montclair Public Schools implemented a Summer Enrichment Program for all students over the past two years.

Credit Recovery – Students are able to attend summer school for credit recovery and graduate if timelines are met.

Other Extended student learning opportunities – Montclair Public Schools implemented a Summer Enrichment Program for all students over the past two years. Schools also examined the best ways to serve ELL students, including extended day and/summer programs.

Transportation – Montclair Public Schools contracts out its bussing needs During a school closure transportation would not be provided.

Extra-Curricular programs – May be virtual if necessary

Child care – During remote/virtual periods, child care would not be offered through before/afterschool programs.

Community Program – Montclair Public Schools has developed relationships with community agencies serving all students identified as needing social/emotional support. Brother to Brother, Sister to Sister, MNDC, and Imani are some of the community groups that partner with Montclair Public Schools.

Essential Employees

Jonathan Ponds- Superintendent

Kalisha Morgan- Asst. Superintendent, Equity, Curriculum, and Instruction

Felice A. Harrison-Crawford- Asst. Superintendent of Operations and School
Support Services

Christina Hunt- Business Administrator

Damen Cooper- Director of Personnel

Chris Graber- Director of Technology

Davis Goldblatt- Director of Pupil Services

Tina Lagala- Supervisor of Nursing

Maggie Dock- District Mental Health and HIB Coordinator

Tyreek Hunter- 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