Montclair Public Schools

Remote Learning Plan

August 2020

Table of Contents

Introduction

The ultimate goal of the Montclair Public Schools Remote Learning Plan is to provide direction, information, and resources to ensure all students have opportunities for learning that regularly engage them and focus on both content and skills. Students and families will be given routines and structures to continue a strong connection with their school community. We are committed to serving our students and families from an equity lens by taking into consideration languages, diverse learning needs, home living situations, legal statuses, access to technology, home and community support, and transportation.

District remote learning plan authors relied heavily on the New Jersey Department of Education's (NJDOE) [The Road Back: Restart and Recovery Plan for Education](#), worked closely with all stakeholders, and consulted counsel as needed when creating this plan.

Lessons Learned from Spring 2020

The impact of the school closures on student achievement and well-being has been studied by various organizations around the world. Building a reopening plan that takes into account common lessons learned within MPS and beyond will help create an infrastructure aligned to student, family, and staff needs. Documenting the successes and challenges from the spring 2020 implementation will inform decisions and planning for the reopening of schools in the fall 2020. Six key areas of learning have been documented by MPS staff from analysis of our own experiences and review of recent articles and studies.

Instructional Model

- Consistent implementation of a district wide instructional schedule is needed to promote equity.

- More synchronous student learning (live, interactive learning) is preferred. Increased access to live teaching experiences is needed to support students instructionally, as well as address family needs.

- Increased social emotional learning (SEL) opportunities are needed in a virtual environment.

Equity Concerns

- Technology and connectivity must be provided by the district to ensure that all students can participate equitably in online instruction.

- District plans must account for the disproportionate health and economic impact of COVID-19 on certain communities, including how this affects students' ability to equitably participate in online learning, potentially widening achievement gaps.

Communication

- Opportunities for conversations with all stakeholders is vitally important when generating plans and monitoring implementation.

- Frequent and consistent messaging from the school district is needed, with safeguards to ensure communication reaches all families.

- Verbal interpretations and written translations must be available for all families who require them.

Instructional Practices

- Staff need dedicated time to plan and work in collaborative teams.

- Ongoing professional development is needed to strengthen virtual teaching strategies.

- Digital citizenship concepts and skills should be integrated into lessons.

- Consistent inclusion of related arts classes in elementary school and electives in middle schools are needed to support the whole child.

Technology and Infrastructure

- Distribution of laptops and Wi-Fi devices must be timely in order to support

student access to online instruction.

- Learning platforms and video conferencing must be able to support consistent access by MPS students and staff.

- Students must have secure ways to access synchronous learning.

- Students must have equitable opportunities to access instruction when they are unable to access synchronous learning.

Staff Support

- Administrators, teachers, and support staff should receive sustained professional development on a range of crisis-related issues, self-care, and productivity tools.

- The district must ensure that all staff have consistent access to internet connectivity so they may effectively support students, families, and the school system.

Student Support

- The district will establish and communicate clear expectations for student engagement and behavior during remote learning.

- The district will create a protocol for the consistent monitoring and support of students who are not regularly participating in remote learning (ie incomplete work, chronic absenteeism), including building based interventions and district led wrap around services.

Spring 2020 vs. Fall 2020 Virtual Learning

Spring 2020 Virtual Learning Plan	Fall 2020 Remote Learning Plan
- Optional Attendance - Office Hours - Flexible schedule & Framework - Daily Focus on specific content - Assignment driven	- Mandatory Attendance - Scheduled, live, teacher-led whole class & small group lessons multiple times a day - Live-paraprofessional-led small group support within breakout sessions - Specific schedule & framework - Daily Reading, Writing, Math and Related Arts - Assessment Driven - Multiple opportunities to receive and respond to feedback - Emphasis on SEL

Guiding Principles

- All students and families will have access to quality educational materials and to the supports needed to successfully access those materials.
- Given the reality of the digital divide, we will provide digital and non-digital access to content.
- Students will have access to meaningful/high-quality educational materials that align to State standards.
- Students and schools/teachers will maintain a personal connection that supports necessary, rigorous academic work in a manner that is respectful of students' contexts (their mindset, feelings, responsibilities, home considerations, etc.).
- Simplicity is best during this time—simplicity of the framework, of communication structures, and of expectations.
- Support the whole child—their mental health, nutritional needs, and safety needs.
- Parents and other caregivers need access to clear information and ample resources.
- Staff members may need support, encouragement, and compassion to ensure their success and resilience.

Remote Learning

Remote Learning Overview

- Remote Learning students will attend school online during regular school hours.
- Teachers will teach "live" each day with students daily utilizing web conferencing technology.
- Teacher-designed lessons are posted to web based platforms such as Google Classroom (3-12) or See-Saw (preK)
- 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 a designated district site, if needed.
- Remote instruction will be live, rigorous and engaging.
- 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 the 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 within the designated schedule (schedules will be provided by the school).
- All students will be expected to adhere to daily attendance guidelines, log in and attend class during the designated times.
- Parent meetings and/or conferences will be scheduled to occur virtually.
- 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.

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.
- 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.
- Parents may be required to pick up instructional materials (textbooks, etc.) for remote learning. 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 Learning Management Systems, Lesson Planning for Virtual Learning, and Social Emotional Learning will be offered during pre-planning week, and beyond for instructional staff.
- 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.
- All professional development will be structured, organized, and maintained to provide easy access to relevant resources, and tools related to reopening and other opportunities throughout the year.
- Guidance and resources will be shared with administrators for them to assist teachers in course development.
- Training will be provided prior to reopening 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 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.

Educational Content Delivery

DLC and K-5 Remote Learning Details

Principals and teachers will determine appropriate structures for collaboration and instructional planning based on student needs as they may evolve over time.

The chief focus of instruction will be on Literacy and Mathematics. Additional minutes will focus on Science, Social Science, Art, Music, Physical Education, World Language, Technology and Library.

Teachers will adhere to the following daily guidelines as they design at home learning that meet the required minutes for engagement and instruction. Activities will vary.

DLC (Prek) Daily Instructional Minutes	
*Attendance will be taken during morning circle. *All other content areas will have both a synchronous (live) and asynchronous (seesaw) components for students who are not able to attend to live videoconferencing)	
Content Area	**DLC (prek)**
Morning Circle	30
Literacy Lesson	30
Math Lesson	30
Social Emotional	30
Closing Circle	30
Total Minutes	150 (2.5 hours)

K-5 Daily Instructional Minutes (minutes will be arranged according to your school's start and stop times)		
Content Area	Grades K - 2	Grades 3 - 5
Literacy	90	80
Mathematics	40	60-80
Social Emotional Learning	30	20
Science, Social Science, and Related Arts	80	80-120
Small Group Support (as needed for core subjects)	40	40
Total Minutes	280 (4.6 hours)	340 (5.6 hours)

Additional information specific to each school will be provided by the individual schools.

Middle School Remote Learning Details

Glenfield Middle School

Glenfield Middle School will follow a 9 period daily schedule with an A/B/C elective block rotation. Elective block courses will meet every third day of the week, while the core content or "basic" courses will meet daily. "Basic" courses include Language Arts, Social Studies, Math, Science and World Languages. Each grade level will meet during their elective block courses at specific times during the day and 9th period. Lunch periods are built into the schedule to provide staff and students with a break. Office hours will occur at the end of each school day. This time is designed for students to meet with their teachers for additional help. Teachers may use this time to conduct parent/teacher conferences and plan with their colleagues in Professional Learning Communities.

Sample Building Schedule- Glenfield Middle School

	Homeroom	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8	Period 9	Office Hours
	7:50-7:54	7:54-8:29	8:31-9:06	9:08-9:43	9:45-10:20	10:22-10:57	10:59-11:34	11:36-12:11	12:13-12:48	12:50-1:25	1:28-2:08
6th		Core 1	Core 2	Core 3	Core 4	**LUNCH**	Core 5	Elective Block	Elective Block	Elective	
7th		Core 1	Core 2	Core 3	Elective Block	Elective Block	**LUNCH**	Core 4	Core 5	Elective	
8th		Core 1	Elective Block	Elective Block	Core 2	Core 3	Core 4	**LUNCH**	Core 5	Elective	

Renaissance Middle School

Renaissance will be running an A/B-A/B-C schedule. Students will have classes 5 days per week including related arts and electives, but they will be alternating. Students will have the same 2 basic classes (ELA, Math, Science or Social Studies) on Monday/Wednesday and the opposite 2 basic classes (ELA, Math, Science or Social Studies) Tuesday/Thursday. Friday all students will see all 4 of their basic teachers. Electives and any intervention classes are scheduled on each day in between or after that child's basic

classes. Remote instruction inclusive of small group work and teacher office hours will occur in the afternoons.

Lunch periods have been built in to give students a break during the day.

All Renaissance students take their basic classes (ELA, Math, Science and Social Studies) in **block periods** on alternating days. DIfferent grade levels have their academic blocks at different times.

Block Periods by Grade

Grade 6	Period 3/4	Period 6/7
Grade 7	Period 2/3	Period 7/8
Grade 8	Period 1/2	Period 4/5

Students will also receive extra ELA and Math on the day opposite their block period and extra time in all 4 basic classes (ELA, Math, Science and Social Studies) on Fridays.

Snapshot of a Renaissance Middle School Week's Schedule

A Day — Monday/Wednesday		B Day — Tuesday/Thursday		C Day — Friday	
Homeroom/ Check-in	8 min 8:20 am-8:28 am	Homeroom/ Check-in	8 min 8:20 am-8:28 am	Homeroom/ Check-in	8 min 8:20 am-8:28 am
Period 1	27 min 8:28 am-8:55 am	Period 1	27 min 8:28 am-8:55 am	Period 1	35 min 8:28 am-9:03 am
Period 2	27 min 8:57 am-9:24 am	Period 2	27 min 8:57 am-9:24 am	Period 2	35 min 9:05 am-9:40 am
Period 3	27 min 9:26 am-9:53 am	Period 3	27 min 9:26 am-9:53 am	Period 3	35 min 9:42 am-10:17 am
Period 4 **Lunch 7**	29 min 9:55 am-10:24 am	Period 4 **Lunch 7**	29 min 9:55 am-10:24 am	Period 4 **Lunch 8**	35 min 10:19 am-10:54 am
Period 5 **Lunch 6**	29 min 10:26 am-10:55 am	Period 5 **Lunch 6**	29 min 10:26 am-10:55 am	Period 5 **Lunch 6 &7**	35 min 10:56 am-11:31:am
Period 6 **Lunch 8**	29 min 10:57 am-11:26 am	Period 6 **Lunch 8**	29 min 10:57 am-11:26 am	Period 6	52 min 11:33 am-12:25 pm
Period 7	27 min 11:28 am-11:55 am	Period 7	27 min 11:28 am-11:55 am	Period 7	52 min 12:27 pm-1:19 pm
Period 8	27 min 11:57 am-12:24 pm	Period 8	27 min 11:57 am-12:24 pm	Office Hours	1 Hour 20 min 2:00 pm-3:20 pm
Period9	27 min 12:26 pm-12:53 pm	Period9	27 min 12:26 pm-12:53 pm		
Period 10	27 min 12:55 pm-1:22 pm	Period 10	27 min 12:55 pm-1:22 pm		
Office Hours	1 Hour 20 min 2:00 pm-3:20 pm	Office Hours	1 Hour 20 min 2:00 pm-3:20 pm		

Buzz Aldrin Middle School

Buzz Aldrin Middle School will operate on an A/B schedule this year. **All classes will meet on either an A Day or B Day, alternating days.** Students will attend 4 classes (blocks) each day, and each block will be 60 minutes. During each instructional block, teachers will include live instruction through Google Meets or Zoom sessions.
After Block 4, time will be devoted to "office hours" for students.

Sample Building Schedule: Buzz Aldrin

Week 1

Monday	Tuesday	Wednesday	Thursday	Friday
A Day	B Day	A Day	B Day	A Day

Week 2

Monday	Tuesday	Wednesday	Thursday	Friday
B Day	A Day	B Day	A Day	B Day

Week 3

Monday	Tuesday	Wednesday	Thursday	Friday
A Day	B Day	A Day	B Day	A Day

Sample Student Schedule

Please note:
- Homeroom is seven minutes for students to have time to check in and for teachers to take attendance.
- Each instructional block is 60 minutes.
- There are 10-minute breaks built into the schedule between consecutive blocks.
- There will be a schoolwide 40-minute lunch for all students and staff from 10:10 am to 10:50 am.

HR/Block #	Time	A Day	B Day
Homeroom	7:50 – 7:57	Homeroom	Homeroom
Block 1	7:58 – 8:58	Social Studies 7	Science 7
Block 2	9:08 – 10:08	Literature Alive	Forensics
Lunch	10:10 – 10:50	Lunch Break	Lunch Break
Block 3	10:55 – 11:55	ELA 7	Algebra A Accelerated
Block 4	12:05 – 1:05	Novice Spanish II	Physical Education 7
Office Hours, SEL Activities	1:10 – 2:09	Office Hours	SEL Advisory

Additional information specific to each school will be provided by the individual schools.

High School Remote Learning Details

Principals and Teachers will determine appropriate structures for collaboration and instructional planning based on student needs as they may evolve over time.

Students will be expected to engage in activities 4 periods per day (Periods 1-4 periods on A days and periods 6-9 on B-days). The first day of this Remote Learning Plan (Thursday, September 10th) will be an A day. The days will continue to rotate when we are in session.

Maximum expected student engagement time should be around 90 minutes per class, per day, including homework assignments.

Remote Learning Daily Schedule- MHS

A - DAY Schedule		B - DAY Schedule	
Period	**Time**	**Period**	**Time**
1	8:00 - 9:00	**6**	8:00 - 9:00
2	9:15 - 10:15	**7**	9:15 - 10:15
Lunch	10:20 - 11:20	**Lunch**	10:20 - 11:20
3	11:25 - 12:25	**8**	11:25 - 12:25
4	12:30 - 1:30	**9**	12:30 - 1:30
Office Hours	1:35 - 2:33	**Office Hours**	1:35 - 2:33

Sample Schedules

A - DAY Sample Schedule		
Period	**Time**	**Class**
1	8:00 - 9:00	English Language Arts
2	9:15 - 10:15	World Language
Lunch	10:20 - 11:20	
3	11:25 - 12:25	PE/Health
4	12:30 - 1:30	Science
Office Hours	1:35 - 2:33	

B - DAY Sample Schedule		
Period	**Time**	**Class**
6	8:00 - 9:00	Mathematics
7	9:15 - 10:15	Study Hall or Elective
Lunch	10:20 - 11:20	
8	11:25 - 12:25	Elective
9	12:30 - 1:30	History
Office Hours	1:35 - 2:33	

Technology

For Students with Verified Technology Access

Teachers will use digital platforms that may be accessed via multiple types of electronic devices (i.e., cell phones, tablets, or computers). Platforms chosen will be ones that students are already generally familiar with including:

- Email
- Websites and other browser-based activities
- Google Classroom
- Google Meet
- See-Saw
- Zoom for Education
- Genesis
- Short videos (not live) containing short mini-lessons that are skill reviews and media clips

Teachers and staff are required to use necessary steps to ensure student safety and privacy when using digital resources, including using passwords and appropriate restrictions on web conferencing, and utilizing available digital and non-digital tools to maintain an appropriate online learning climate.

For Students without Verified Technology Access

As we begin our remote learning, we are still working to provide technology to many homes. We are reviewing data from each school to determine how many students/ families are finding success remotely with their available technology.

Phone calls to families will be made to determine what additional supports are needed and district administrators are working with families to utilize existing resources that will best support their students' learning.

Based on feedback received during the first few weeks of this plan, the District will determine additional ways to support families in need of additional resources.

<h1 style="text-align:center">Students with Disabilities</h1>

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 and during 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 Plan (IEP). 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 of academic achievement and/or regression.
b. Child Study Team/Case Managers 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 endeavor to 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 meetings, inclusive of 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.

The District will meticulously document the best efforts possible being made under the current emergency conditions with regard to students with Individualized Education Programs (IEPs) and Section 504 Plans.

ESL

Ensuring the Delivery of ESL Services to English Language Learners
The Montclair Public Schools is committed to ensuring that all identified English Language Learners (ELLs) receive a Language Instructional Educational Program (LIEP). In addition to receiving essential services as noted in the LIEP, further support will be implemented to ensure the success of ELLs both during remote learning, as well as the transition to hybrid learning. The social emotional needs of all learners will also be at the core of these supports.

Entrance, Continuation & Exit from ESL Program:
- **Entrance:** The ESL screening and identification process will continue to be implemented for all newly registered students that are identified as eligible for an ESL screener based on the Home Language Survey and a records review. The remote WIDA screener will be administered to potential ELLs. If identified as eligible to receive ESL services, the student will be formally identified as an ELL and an LIEP will be implemented. A notification will be sent to the homes of students identified as ELLs in both English and the home language.
- **Continuation of Services:** Students that were formally identified as ELLs during the 2019-2020 school year and who have not exited the program will continue to be scheduled for ESL services. A notification with further information will be sent to the homes of all ELLs continuing services in both English and the home language.
- **Exit:** ELLs that demonstrate a composite proficiency score of 4.5 or higher on the WIDA MODEL assessment during the 2020-2021 school year will be eligible to exit the program. Multiple measures including ESL and classroom teacher observations in regard to an ELL's English language proficiency must support this decision. A notification will be sent to the homes of all ELLs that have been exited from the program in both English and the home language.

ESL Services:
- **Grades K-5:** ELLs in grades K-5 will receive daily ESL instruction from a certified ESL teacher. Engaging live virtual ESL instruction will be provided to ELLs in a manner similar to other classes. All lessons will address the most critical WIDA and New Jersey Student Learning Standards found within the Montclair Public Schools' ESL curriculum. The ESL teacher will also regularly collaborate with classroom teachers, the administration, as well as caregivers to best support the

unique needs of each student. Additionally, the classroom teacher will effectively support student learning through the planning and implementation of Sheltered English Instruction strategies in the remote learning environment.

- **Grades 6-8:** ELLs in grades 6-12 will receive ESL instruction in a High-Intensity instructional format. At Buzz Aldrin Middle Schools ELLs will receive the equivalent of one instructional block of ESL on a daily basis. At Montclair High School ELLs will be scheduled for both the ESL and ESL Support classes. Engaging live virtual ESL instruction will be provided to ELLs in a manner similar to other classes. All lessons will address the most critical WIDA and New Jersey Student Learning Standards found within the Montclair Public Schools' ESL curriculum. The ESL teacher will also regularly collaborate with classroom teachers, the administration, as well as caregivers to best support the unique needs of each student.

- Several online programs will continue to be implemented to support the continued language acquisition of the district's ELLs. As these programs were regularly implemented prior to the transition to remote learning, students have familiarity with these platforms.

Additional Supports:
- Professional development in the area of Sheltered English Instruction will continue to be provided to instructional staff working with ELLs.
- ESL teachers and administrators will closely monitor the progress of ELLs during remote learning. Progress monitoring will include student observations, progress/ report card grades, as well as district benchmark assessments.
- ESL teachers will regularly collaborate with classroom teachers to provide additional language support across content areas.
- Virtual Parent University workshops will be facilitated to specifically provide support to parents and guardians of identified ELLs with effective strategies to support their children during remote learning.
- The district will continue to offer the Paragon translation service to faculty and staff to support home-school communications.

Athletics and Extracurricular Activities

Summer Recess

The Montclair Public Schools is looking forward to the return of our Athletics programs under the guidance and directives of the New Jersey Interscholastic Athletic Association (NJSIAA). Students have been welcomed back for the return of our summer recess workouts and we look forward to the resumption of the official beginning of the fall season September 14th.

- The Montclair High School summer recess period will run from Monday, August 17th, through Friday, August 28th

- Participation in the summer recess period is optional.

- Summer recess workouts will run according to the guidelines issued by NJSIAA and the Medical Advisory Task Force.

Fall 2020 Athletic Season

The Montclair Public Schools is preparing to begin the 2020 fall athletic season under the guidelines outlined by the NJSIAA Sports Advisory Task Force. On July 10th, the NJSIAA launched the Model 1 – Delayed Fall Season in anticipation of our upcoming school year.

Sport	Practice	Regular Season Start	Regular Season Finish	Post-Season
Girls Tennis	Sept. 14th	Sept. 28th	Oct. 23rd	Oct. 26th-Oct. 31st
Football	Sept. 14th	Oct. 2nd	Nov. 7th	Nov.13th-Nov. 22nd
All other sports	Sept. 14th	Oct. 1st	Nov. 12th	Nov. 13th- Nov. 22nd

The NJSIAA Sports Advisory Task Force is devising multiple contingency models should there be a need to pivot as school-related and health-related circumstances evolve.
The NJSIAA will continue to monitor health-related circumstances throughout the summer and will continue communicating with the Department of Education on a regular basis.

The Montclair Public Schools and the NJSIAA will also continue to track the Governor's directives regarding sports activities and will consult with the necessary governmental agencies. If there is a change in the Governor's Road Back, Restart and Recovery Plan for Education regarding in-person schooling in the fall, the NJSIAA will

be equipped with contingency plans. At this point, NJSIAA is prepared to proceed with Model 1 – Delayed Fall Season.

This plan is designed to give school administrators time to safely reopen schools and to begin planning for a fall sports season. We all recognize the fluidity of the COVID-19 pandemic and realize that conditions are changing regularly. We will continue to provide updates on all potential plans as timely as possible to ensure schools, leagues and conferences have time to adapt. Any decision to move away from Model 1 – Delayed Fall Season will be made no later than the end of the summer recess period, August 28th.

Sports Advisory Task Force Guiding Principles

The members of the Sports Advisory Task Force believe that participation in athletics enhances the educational experience of all students. The principles below serve to help guide committee members in their decision-making process:

        a. Ensure the health and safety of all student-athletes.
        b. Re-engage all student-athletes as soon as possible for their social, emotional and mental   well-being
        c. Maximize participation across all sports and all student-athletes.
        d. Keep competition as local as possible for as long as possible.
        e. Develop multiple return-to-play models to minimize the risk of a cancelled season.
        f. Maintain the ability to pivot to back-up plans when deemed necessary.
        g. Minimize potential impact on the spring season.
        h. Minimize the importance of post-season, state-wide championships.

By delaying the start of practices until after the school year begins, schools will have the opportunity to open their buildings and work through the logistics of their modified school day before extra-curricular activities start. By reducing the length of the season, student-athletes will not only have the opportunity for participation but will have more time to focus on their academic requirements. Leagues and conferences have the ability to amend their schedules for regular season competitions with a focus on keeping athletics local. There is no model that eliminates all risks, but a reduced season will naturally lead to a reduced amount of competition, which minimizes the risk of infection or spread by expo- sure to many different teams and schools. The COVID-19 pandemic has affected every school district differently. This fall season will focus on providing athletic opportunity, engagement and participation – not winning championships. In order to focus on the Restart of School and to level the playing field athletically, there will be no state-wide, postseason competition under this delayed start model.

Extracurricular Activities

Extracurricular activities will be revisited once the Academic Plan has been fully implemented.