

Department of Equity, Curriculum and Instruction Handbook

2018-2019



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INTRODUCTION

The Department of Equity, Curriculum and Instruction

We believe:

Challenging all students by providing high-quality academic opportunities is essential to student success.

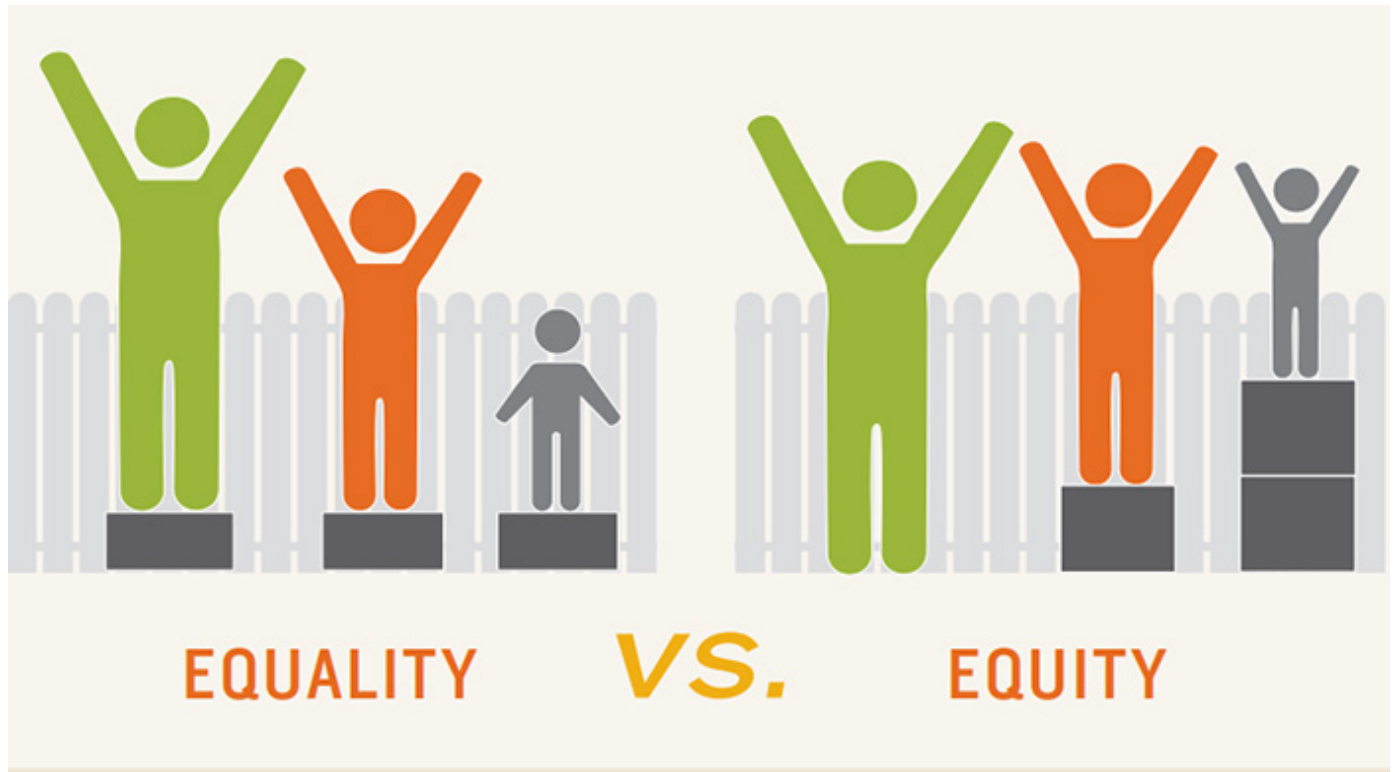
All children, regardless of circumstances, can achieve at high levels.

Effective educators are key to improving growth in student achievement. In addition, the Board of Education and Central Office must promote an environment of continuous improvement and innovation that results in a high performing district that is 100% focused on student achievement and success.

Supportive and engaged parents, guardians and members of our diverse community must be welcomed and encouraged to become active participants in the education of our students.

An authentic integration of equity, access and opportunity in our curriculum, services, professional development and resources is essential to ensure we meet each student's academic needs.

Critical conversations are needed to ensure we disrupt any and all practices that provide access to some and not to others.



Equity by definition is the quality of being fair, unbiased, and just; ensuring that everyone has access to the resources, opportunities, power and responsibility they need to reach their full healthy potential; as well as make changes so that unfair differences may be understood and addressed.

WHAT IS THE DIFFERENCE BETWEEN EQUALITY AND EQUITY?

Equality focuses on making sure that everyone has the same things to be successful. It is the idea of seeking fairness for everyone but it assumes that everyone has the same or equal starting point. The Equality vs. Equity illustration by Angus Maquire, that has been duplicated many times by others, shows three people standing behind a fence and looking. The left panel shows three people of different heights standing on boxes. This represents equality because each person has boxes of the same height. But, it is clear that fairness is not achieved because it does not allow everyone a view over the fence.

Equity focuses on understanding where people are coming from and giving them what they need to be successful. As seen on the right panel of the illustration, the taller person, who can already see over the fence doesn't have a box, while the shortest person, who could not see over the fence with one box now has two. Now everyone has a view to see over the fence.

Equity is about ensuring that everyone has access to the resources opportunities, power and responsibility they need to reach their full healthy potential. The pursuit of inequity also involves making changes so that unfair differences may be understood and addressed.

EDUCATIONAL EQUITY AND ANTI-RACISM – DISTRICT POLICY

The Montclair Public Schools acknowledges the unique relationship between United States and communities of color and the continuing negative impact of colonialism on people of color.

The persistent impact of racism is one of the major barriers to students of color experiencing increased school success.

The Montclair Public Schools recognizes the need for anti-racism policies and procedures that will result in improved educational experiences and outcomes for students of color in Montclair Public Schools.

EDUCATIONAL EQUITY AND ANTI-RACISM VISION STATEMENT

Schools will be places that welcome and value diversity and where students feel a sense of belonging.

The Montclair Public Schools recognizes that racism and discrimination rob society of the full participation of its members. All people have the right to be protected from racism and discrimination. The Montclair Public Schools will not tolerate racism and discrimination, including direct and systemic forms. Furthermore, Montclair Public Schools will develop, implement, and evaluate the policies, programs, and services that entrench the principles of anti-racism and diversity education.

Student Equity Advocate

Provides guidance and advocacy for students and/or parents/guardians to address individual or systematic systems that underserve Black students and other traditionally marginalized groups. Responsibilities include but are not limited to the following:

- **Communicate with students, families and schools:** maintain an established network.
 - Meeting with students in school or home visits.
 - Meet with various students, administrators and internal student groups and admin organizations within the schools that provide insight to the true climate and experience students and families are having.
 - Support a survey that allows students/parents to express what their thoughts and concerns are regarding their relationship with the school.
- **Assists with evaluating student progress:** partnering with current administrators.
 - Class placement, testing, grades, etc.
 - Behavior, discipline, counseling, etc.
 - Access to resources and responses to support.
- **Identify additional “gap closing” services and programming:** resource accessibility.
 - Connect students and parents to district/community academic/social resources.
 - Develop events and programs that benefit students.
 - Partner with existing efforts and/or organizations.
- **Conduct ongoing community conversations:**
 - Maintain a dialogue with Black parents and marginalized groups.
 - Host community meetings/events to hear concerns.
 - Participate in community organization meetings/events.
- **Support Professional Development:** sessions, workshops and trainings.
 - Participates with cultural diversity training, equity and access, systems of privilege and anti-racist efforts.
 - Develop follow-up workshops to the Undoing Racism & Community Organizing workshops.
 - Support efforts to fulfil the Amistad Commission.
 - Makes recommendations to district staff that might enhance communications with students and/or families.
 - Presents concerns to district officials in a hope to address questions, concerns and/or misinformation.
- **Participate in stakeholder conferences:** developing student action plans.
 - Participates in staff meetings at both site and district levels.
 - Review policies and procedures in the district.
 - Examine whether best practices are being executed.
 - Development and evaluate of strategies to meet concerns.
- **Collect student data:** use attendance, suspensions, grades, IEP classifications, class placement information to see opportunities to increase equitable student outcomes.
 - Research areas of disproportionality and formulate preventive measures.
 - Identify opportunities for professional development.
 - Develop strategies to shift trends to positive outcomes.

- ***Investigate student and parent issues:*** email me or call me directly.
 - Parents and teachers can contact me with concerns.
 - Utilize current student support systems (teachers, counselors, nurses, etc.) as a resource for students to get my contact information.
 - resources for students to get my contact information.

Joseph Graham
Student Equity Advocate
973-509-4000 x5678.
jgraham@montclair.k12.nj.us

“As the Student Equity Advocate my goal is for Race to no longer be the determining factor for successful student outcomes in the Montclair Public School District.”

Title I Programming

Title I funds are used to promote academic excellence, enhance educational opportunities and equity for our children and families, and to improve the quality of teaching and learning by providing leadership, technical assistance and financial support to schools with the highest percentages of students participating in the free and reduced meals (FARMS) program.

The No Child Left Behind Act of 2001, reauthorized as the Elementary and Secondary Act of 1965, reflects the aspirations of the Montclair Public Schools for all our students. The goal of the Title I Program is to provide academic excellence for our students to acquire the knowledge and skills contained in the challenging Common Core State Standards. This is accomplished by:

- Focusing on improving the skills of all students through research-based practices.
- Supporting early reading programs.
- Developing a strong system of academic support for students.
- Offering parents supports to enhance communication and home-school relationships.

For the 2017-2018 school year, Montclair Public Schools will receive federal funds to support the operation of the Title I Program. Generally, Title I funds are allocated to schools where the percentage of children of low-income families is 35% or higher. Since Montclair Public Schools does not have any one school with a FARMS participation rate of 35% or higher, the funds generated for the district are distributed, generally, to the schools with the highest FARMS participation rate. Accordingly, the identification of Title I schools varies annually based on each school's FARMS participation rate.

There are two types of Title I programs: [targeted assistance and schoolwide programs](#). With the exception of the schoolwide program at Charles H. Bullock, Montclair Public Schools operates a Title I targeted assistance program in all schools. See also details of [Title I glossary terms](#).

Board presentation: [Title 1 Review Summary](#) (6.6.18)

2017-2018 Title I Schools

Buzz Aldrin Middle School

Charles H. Bullock Elementary School

Edgemont Montessori School

Glenfield Middle School

Hillside School

Nishuane School

Title I Programming continued

Parent Involvement

All Title I schools will wholeheartedly embrace parent engagement and involvement. To that end, each school will hold their Annual Title I meetings to inform applicable parents/guardians of programming. Also, schools will always solicit feedback regarding how to better serve parents/guardians. Feedback can be given at any time to your child's school principal. Furthermore, each school will have regular parent involvement and engagement activities that are available by contacting your child's school principal. In addition to providing feedback to school principals, feedback may also be sent directly to Dr. Lisa M. Rollins, Supervisor of Title I, at lrollins@montclair.k12.nj.us or (973) 509-4171.

- [Sample Title I Compact](#)
- [Sample School-based Title I Parent Involvement Policy](#)
 - [District Title I Parent Involvement Policy](#)

Right-to-Know

According to Title I requirements, parents/guardians of students participating in Title I schools must be notified at the start of each school year of their right to request information about the professional qualifications of their children's teachers (Parents' Right-to-Know). Information the LEA must provide, if requested, includes: 1) the certification and/or licensing status of the teacher; 2) degrees held by the teacher; 3) emergency or provisional status of the teacher, if applicable; and 4) qualifications of any paraprofessionals serving the child. Parents must also be notified if a teacher who is not "highly qualified" is instructing their child for four (4) or more weeks.

- [Right-to-Know Notice](#)

Early Learning Development/Pre-K Experiences



The Department of Equity, Curriculum and Instruction defines school readiness as a condition whereby children enter school with:

- an enthusiasm for learning,
- an ability to function in a social setting,
- age-appropriate communication and problem-solving skills,
- age-appropriate physical and emotional skills, and
- optimal health.

Why High-Quality Pre-Kindergarten?

Numerous studies have shown that students who have participated in high-quality Pre-Kindergarten programs:

- are less likely to repeat a grade, require remedial education, or be placed in special education,
- score higher on achievement tests,
- are more likely to graduate from high-school and go on to college,
- get higher paying salaries as adults, and
- are more likely to stay out of prison and off government assistance.

For publicly funded Montclair licensed Pre-Kindergarten opportunities, please contact staff at one of the following early learning locations. Note that an asterisk (*) indicates that the program offers financial assistance to families.

***Developmental Learning Center (DLC - Montclair School District)**

49 Orange Rd., Montclair, NJ 07042

Ages: 3-5 years old

Enrollment: Approx. 70 (general and special education)

Hours: 9 a.m.-3 p.m. (before and aftercare available for a fee)

Financial Assistance: Families eligible for free or reduced lunch and children with disabilities do not have to pay

Contact: Jennifer Finnerty by [email](#) or phone at 973-509-4208

***Montclair Child Development Center (MCDC)**

33 Fulton St. Montclair, NJ 07042 and 272 Baldwin St., Glen Ridge, NJ 07028

Ages: Birth-5 years

Enrollment: 490

Hours: 8 a.m.-4 p.m.; before and after school care available

Financial Assistance: Free to income-eligible families or children with special needs

Contact: Katty Quinones by [email](#) or phone at 973-783-0220

***Montclair Community Pre-K (MCPK)**

49 Orange Rd. Montclair, NJ 07042

Ages: 3-5 years

Enrollment: 224

Hours: Flexible from 7 a.m.-6:30 p.m.

Financial Assistance: Sliding scale tuition based on income; no family turned away for inability to pay; Programs for Parents vouchers accepted

Contact: Stephanie Fitzgerald by [email](#) or phone at 973-509-4500

***Neighborhood Child Care Center**

30 Maple Ave. Montclair, NJ 07042

Ages: 18 months-8 years

Hours: 7 a.m.-6 p.m.

Financial Assistance: Programs for Parents vouchers accepted.

Contact: Avisia Beek by [email](#) or phone at 973-744-4228

If you need guidance as you consider the best Pre-Kindergarten experience for your child, please call the Montclair Public Schools' Pre-Kindergarten parent/guardian hotline at 973-509-4020 and/or Program for Parents. You can reach Program for Parents staff by calling **the Child Care Resource and Referral (CCR&R) line at 973-744-4050** or you may **email** your question.

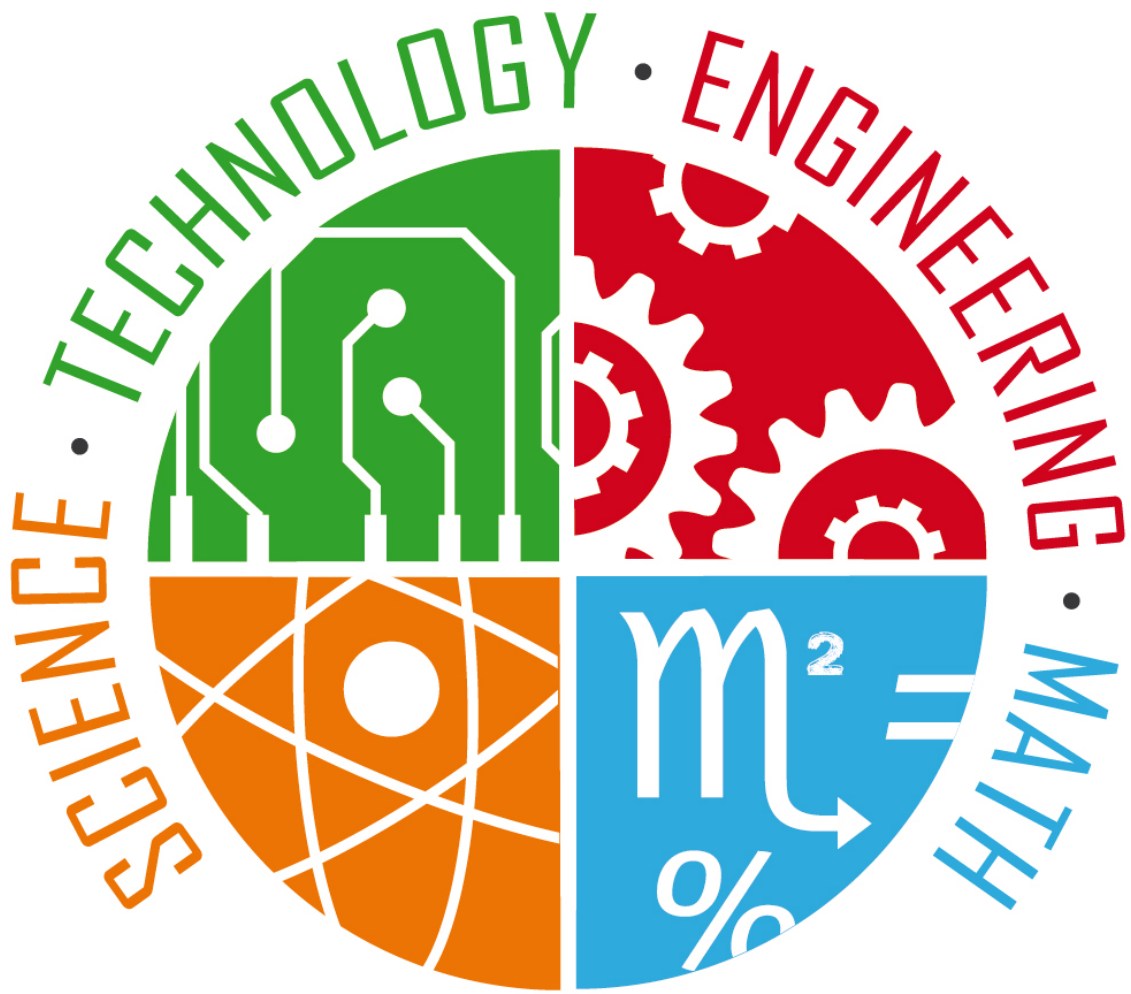


CURRICULUM

District Curricula

The following areas link to the district curricula and high school syllabi that are aligned to the NJ Student Learning Standards (NJSLS)

- [21st Century Life and Careers](http://www.montclair.k12.nj.us/WebPageFiles/2370/21st.pdf)
<http://www.montclair.k12.nj.us/WebPageFiles/2370/21st.pdf>
- [Comprehensive Health and Physical Education](http://www.montclair.k12.nj.us/WebPageFiles/2371/health-k-8.pdf)
<http://www.montclair.k12.nj.us/WebPageFiles/2371/health-k-8.pdf>
- [English as a Second Language](http://www.montclair.k12.nj.us/district/equity-curriculum-instruction/district-curricula/english-as-a-second-language/)
<http://www.montclair.k12.nj.us/district/equity-curriculum-instruction/district-curricula/english-as-a-second-language/>
- [English Language Arts](http://www.montclair.k12.nj.us/district/equity-curriculum-instruction/district-curricula/english-language-arts/)
<http://www.montclair.k12.nj.us/district/equity-curriculum-instruction/district-curricula/english-language-arts/>
- [Mathematics](http://www.montclair.k12.nj.us/district/equity-curriculum-instruction/district-curricula/mathematics/)
<http://www.montclair.k12.nj.us/district/equity-curriculum-instruction/district-curricula/mathematics/>
- [Science](http://www.montclair.k12.nj.us/district/equity-curriculum-instruction/district-curricula/science/)
<http://www.montclair.k12.nj.us/district/equity-curriculum-instruction/district-curricula/science/>
- [Social Studies](http://www.montclair.k12.nj.us/district/equity-curriculum-instruction/district-curricula/social-studies/)
<http://www.montclair.k12.nj.us/district/equity-curriculum-instruction/district-curricula/social-studies/>
- [Technology](http://www.montclair.k12.nj.us/district/equity-curriculum-instruction/district-curricula/technology/)
<http://www.montclair.k12.nj.us/district/equity-curriculum-instruction/district-curricula/technology/>
- [Visual and Performing Arts](http://www.montclair.k12.nj.us/district/equity-curriculum-instruction/district-curricula/visual-and-performing-arts/)
<http://www.montclair.k12.nj.us/district/equity-curriculum-instruction/district-curricula/visual-and-performing-arts/>
- [World Languages](http://www.montclair.k12.nj.us/district/equity-curriculum-instruction/district-curricula/world-languages/)
<http://www.montclair.k12.nj.us/district/equity-curriculum-instruction/district-curricula/world-languages/>



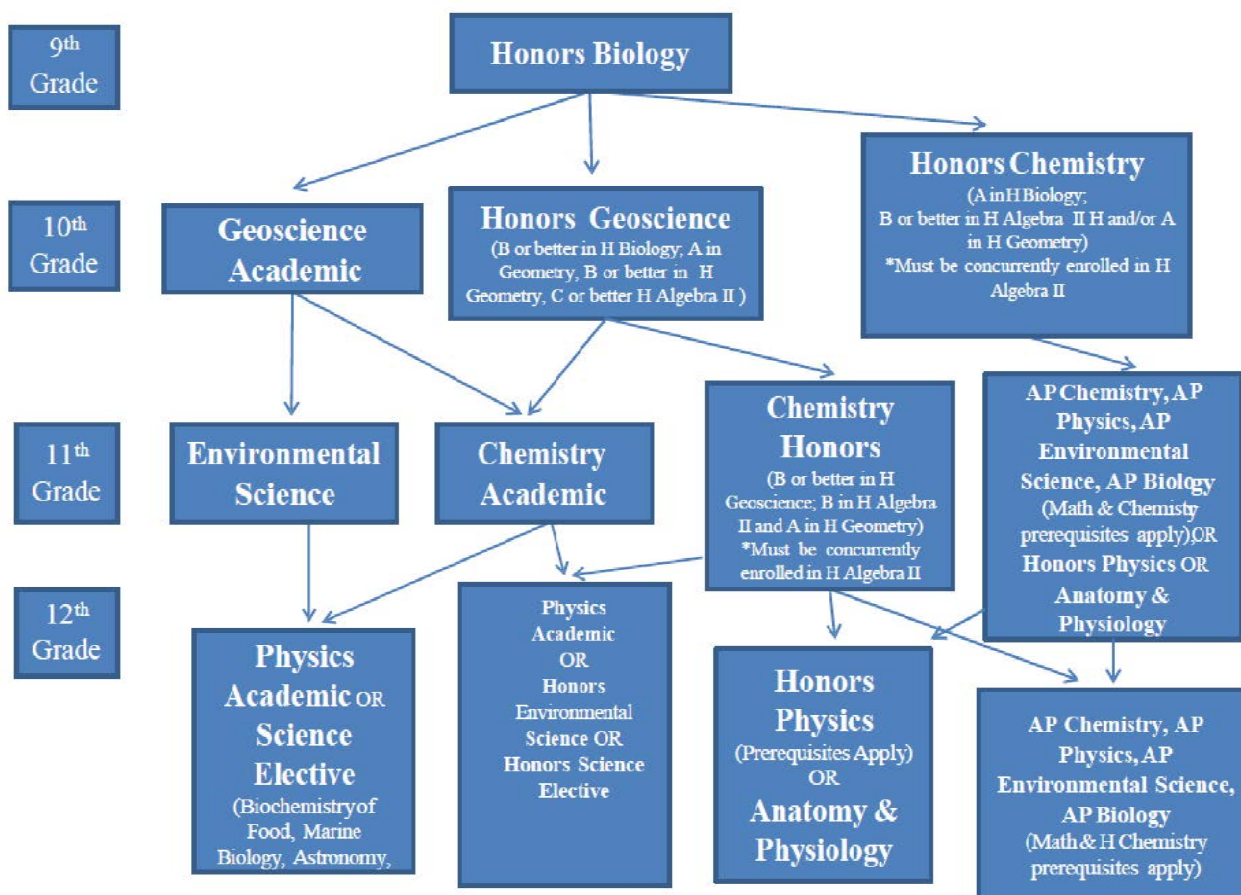
STEM

STEM (Math, Technology, Engineering and Science)

Science and STEM programming is focused on implementing curricula which is aligned with the New Jersey Student Learning Standards of Science (NJSLA-S). Curricula in K-12 covers standards of Earth, Space, Life and Physical Sciences. Teachers actively engage students in scientific and engineering practices and apply crosscutting concepts to deepen their understanding of the core ideas in these fields. There are many MHS science electives that are geared towards extending students to other science fields, such as but not limited to Forensics, Marine Biology and Astronomy. Curriculum is being revised and updated to align with the NJSLA-S standards of practice. Districtwide 3-dimensional printing is utilized in conjunction with design projects that connect interdisciplinary subjects, including STEM and the Arts. Professional development is focused on creating learning experiences for students that engage them with developing fundamental questions about the world, carrying out scientific investigations and developing engineering design projects related to the disciplinary core ideas.

- [Science Curricula](#)
- [MHS Science Course Progressions](#)
- [Planetarium at Glenfield Middle School](#)
- [K-8 Science Resource: MobyMax](#)

Science Sequencing for Grades 9-12

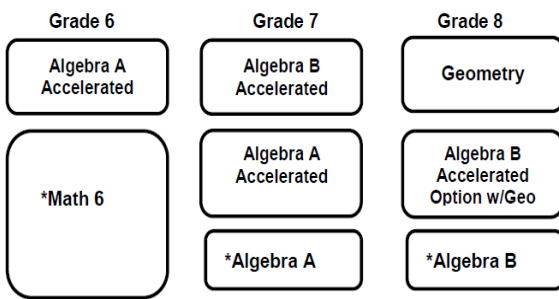


Math programming in Montclair is focused on implementing the curricula which is aligned with the NJ Student Learning Standards of Math. Teachers are developing numeracy skills and fluency in operating with numbers with elementary grades, building up to Algebra for all students by the end of middle school. Students have multiple options for pathways in math from grades 6-12, including electives and Advanced Placement Courses in Calculus, Probability and Statistics and Computer Science. Math teachers are focused on using formative and summative assessment data to better inform instruction, target student needs and improve placement into courses. Teachers receive professional development on blended learning and student engagement strategies to reach all learners.

- [Math Curricula](#)
- [Grade 6-12 Math Course Progressions](#)
 - [6th grade Math Placement](#)
 - 7th grade Math Placement for Buzz Aldrin and Glenfield Middle School (coming soon)
 - [Online Math Resources](#)
 - [K-8 Math Resource: MobyMax](#)

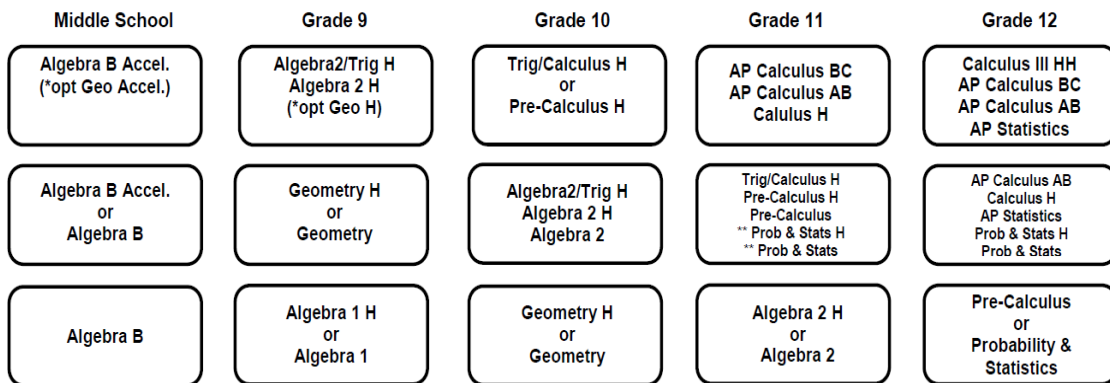
Updated Progression 3-2018

Middle School Math Course Sequence



*With Math Lab as needed

High School Math Course Sequence



* Option to double in Geometry in 8th or 9th grade to accelerate.

** Alternate option to Pre-Calculus or recommend taking Prob & Stats after Pre-Calculus.



MONTCLAIR PUBLIC SCHOOLS

DEPARTMENT OF EQUITY, CURRICULUM & INSTRUCTION

22 VALLEY ROAD ~ MONTCLAIR, NEW JERSEY 07042

WWW.MONTCLAIR.K12.NJ.US

JENNIFER GOFORTH

Director of K12 STEM

Rising 6th grade Math Placement Process

Montclair Public Schools continues its long-standing commitment to providing differentiated instruction to all students. Students moving into 6th grade have an opportunity to be placed into an Accelerated Math/Algebra course at **ALL** three of our middle schools; Glenfield, Buzz Aldrin and Renaissance. Students who do not place into Algebra A Accelerated in 6th grade will take Math 6 and be enrolled in Algebra A or Algebra A Accelerated in 7th grade.

Process for Placement into Grade 6 Algebra A Accelerated

The criteria is designed to identify very high achieving and highly motivated mathematics students, in order to give them the opportunity to participate in Algebra A Accelerated beginning in the 6th grade.

All 5th graders will take a 6th grade Algebra focus standards-aligned assessment in June. The eligibility process involves a point system with students receiving points in the following four areas:

- High score on district's placement assessment – Administered between May- June
 - Mathematics Content Domains covered on the assessment include:
 - Operating with signed numbers, fractions, decimals and percents
 - Ratio and proportional reasoning
 - Reasoning and modeling with area and volume
 - Simplifying and evaluating expressions

- High score on end of year 5th grade assessment
- High report card grades in mathematics
- Teacher Recommendation Form- Teacher recommendation is based on qualifying traits needed to be successful in Algebra A.
 - Areas of review include:
 - Strong fluency in operating with fractions
 - High effort/determination/completes all assignments
 - Ability to work independently
 - Clearly communicates mathematical thinking
 - Uses time effectively to produce quality classwork & homework

Students in the Accelerated Algebra A/B courses are expected to maintain 87% or higher average grade to remain in the course. To prepare for the district assessment, students can go to www.khanacademy.org and review Math 6 content standards, including but not limited to working with signed numbers, ratio and proportional reasoning, area, volume, and simplifying and evaluating expressions.

Sincerely,

Jennifer Goforth

cc: Dr. Kendra Johnson, Superintendent



MONTCLAIR PUBLIC SCHOOLS

DEPARTMENT OF EQUITY, CURRICULUM & INSTRUCTION

22 VALLEY ROAD ~ MONTCLAIR, NEW JERSEY 07042

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JENNIFER GOFORTH

Director of K12 STEM

Dear Parents and Caregivers of Grade 6 Students:

Montclair Public Schools continues its long-standing commitment to providing differentiated instruction to all students. Students moving into 7th grade have an opportunity to be placed into an Accelerated Math/Algebra A course at **ALL** three of our middle schools; Glenfield, Buzz Aldrin, and Renaissance. Students who are currently enrolled in Buzz Aldrin or Glenfield's Math 6 course will be enrolled in Algebra A or Algebra A Accelerated in 7th grade. All students who are enrolled in Math 6 in Renaissance MS are enrolled in Algebra A Accelerated in 7th grade.

Process for Placement into Grade 7 Algebra A Accelerated

(Buzz Aldrin and Glenfield MS only)

The criteria used for placement is designed to identify high-achieving and highly motivated students, and give them an opportunity to participate in the Algebra A Accelerated course as 7th graders.

All Math 6 students will take a placement assessment that contains 6th and 7th grade Algebra focused standards. This placement assessment will take place in late May/June, at your child's school. The eligibility process involves a point system with students receiving points in the following four areas:

- High score on district's placement assessment – Administered between May - June
 - Mathematics Content Domains covered on the assessment include:
 - Simplifying and evaluating expressions
 - Calculating area and volume
 - Modeling and reasoning with ratios, proportions and percent's
 - Solving equations and inequalities
 - Application of grade-level standards
- High score on Math 6 Midterm and Final exams
- High report card grades (final GPA) in Math 6
- Teacher Recommendation Form- Teacher recommendation is based on qualifying traits needed to be successful in Algebra A .
 - Areas of review include:
 - Strong fluency in operating with fractions
 - High effort/determination/completes all assignments
 - Ability to work independently
 - Clearly communicates mathematical thinking
 - Uses time effectively to produce quality classwork & homework

Students in the Accelerated Algebra A/B courses are expected to maintain 87% or higher average grade to remain in the course. To prepare for the district assessment, students can go to www.khanacademy.org and review Math 6 and Math 7 content standards, including but not limited to working with ratio and proportional reasoning, area, volume, and simplifying and evaluating expressions.

Sincerely,

Jennifer Goforth

cc: Dr. Kendra Johnson, Superintendent

8th Grade to 9th Grade Math Placement Guidelines

| 8 th Grade Math Course | Course Requirements | 9 th Grade Math Placement |
|-------------------------------------|--|---|
| Geometry | 100-93 cumulative average 85 or higher on midterm Teacher recommendation | Algebra 2/Trig Honors |
| Geometry | 83-92 cumulative average 75 or higher on midterm Teacher recommendation | Algebra II Honors |
| Geometry | Below 83 cumulative average Or below 75 on midterm | Geometry Honors |
| Algebra B Accelerated with Geometry | 100-93 cumulative average 85 or higher on midterm Teacher recommendation | Algebra 2/Trig |
| Algebra B Accelerated with Geometry | 83-92 cumulative average 75 or higher on midterm Teacher recommendation | Algebra 2 H |
| Algebra B Accelerated with Geometry | Below 83 cumulative average Or below 75 on midterm | Geometry Honors |
| Algebra B Accelerated with Geometry | Algebra B: Below 83 Geometry: Disregard | Algebra 1 Honors |
| Algebra B Accelerated | 100-93 Cumulative Average 90 or higher on midterm UPON Parent/Student Request to J. Goforth | Algebra 2/Trig H & Geometry (Parent request to Double-up in math) |
| Algebra B Accelerated | 100-87 Cumulative Average 85 or higher on Midterm Teacher Recommendation | Geometry Honors |
| Algebra B Accelerated | 73-87 Cumulative Average 75 or higher on midterm Teacher recommendation | Geometry |
| Algebra B Accelerated | Below 73 Cumulative Average Or below 75 on midterm | Algebra 1 |
| Algebra B | 100-93 Cumulative Average 85 or higher on midterm Teacher recommendation | Geometry Honors |
| Algebra B | 100-93 Cumulative Average 85 or higher on Midterm Teacher Recommendation | Geometry Honors |
| Algebra B | 78-92 Cumulative Average 75 or higher on midterm Teacher recommendation | Geometry |
| Algebra B* | 67-77 Cumulative Average 70 or higher on midterm | Algebra I Honors |
| Algebra B* | Below 67 Cumulative average | Algebra 1 |

**Summer options-*

C Algebra B student's option to take Algebra 1 recovery with 9th graders

D/F Algebra B students take Algebra B summer class and required to take Algebra 1 in 9th grade

Math Lab

Math Labs

Math Lab is a math support course in all of Montclair middle schools that is taken in addition to middle school math courses; Math 6, Algebra A and Algebra B. Math Lab focuses on increasing student understanding of grade level standards. Students who are placed in Math Lab will continuously have their progress in math reviewed and may be placed back into an elective should it be determined that the course is no longer needed. Please contact your child's math teacher or principal should you have further questions about placement and performance in math.

Students are placed in Math lab based on the following criteria:

- Low score on Midterm and Final exams
- Low report card grades in math
- Teacher Recommendation Form based on the following traits that indicate a need for additional support in math.

Areas of review include:

- Does not complete classwork or homework consistently
- Poor assessment scores
- Difficulty completing assignments without support/assistance
- Weak computational & number sense skills
- Limited problem-solving skills



Humanities

The Humanities seeks to provide insights into the human condition as they arise in literature, history, world languages, and the arts. Interwoven into our pursuit of these insights is a constant focus on literacy development.

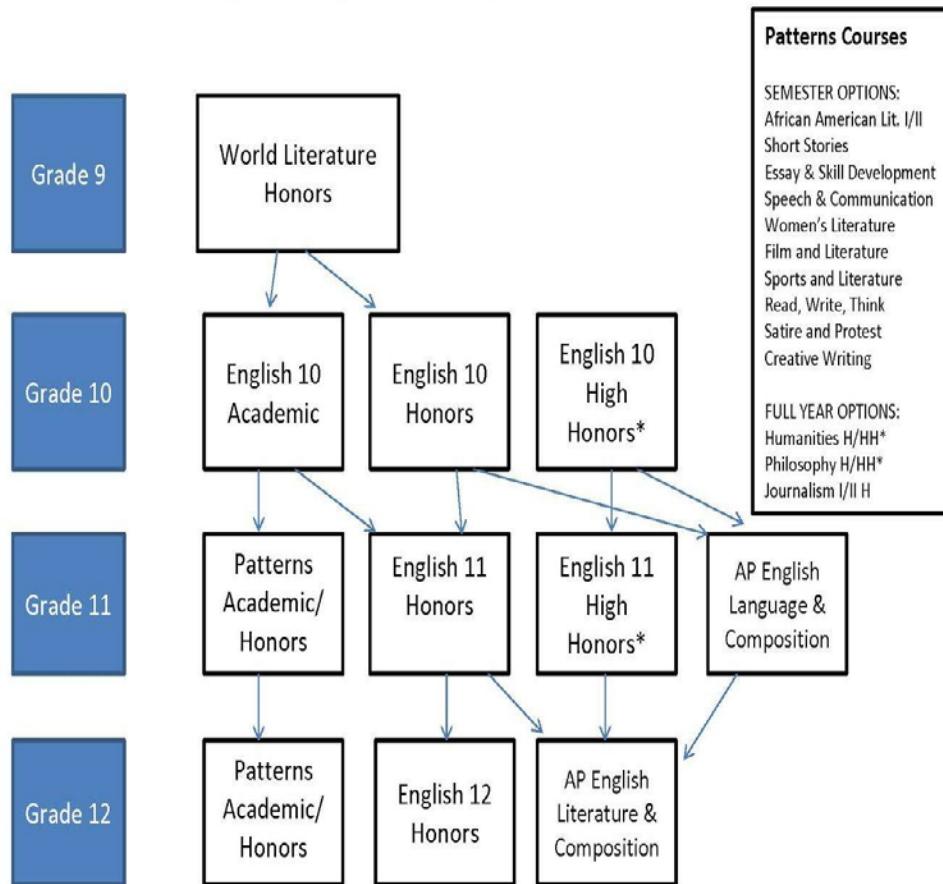
English Language Arts

In English language arts, students prepare for college, career, and life through the development of the key literacy skills of reading, writing, speaking and listening, and language.

See [District ELA Curriculum](#)

Grades K-8 course sequencing is chronological and not leveled. Montclair High School course sequencing is as follows:

Suggested English Language Arts Course Sequences



PLEASE NOTE: This document is designed as a guide for students planning their course selections. Actual course selections should be made with the advice of the guidance counselors and students' current academic teacher.

*High Honors level available only to the classes of 2018, 2019, 2020.

Literacy Lab

The Montclair Public Schools' Literacy Labs are components of our middle school RtI (Response to Intervention) program. Literacy Labs are an opportunity for students to receive support in a literacy intensive classroom. Literacy Lab is a support course in all of Montclair middle schools that is taken in addition to middle school core ELA courses. Literacy Lab focuses on increasing student understanding of grade level standards.

Students may or may not remain in Literacy Lab throughout the entire year, depending on growth and performance in the subject. Please contact your child's ELA teacher or principal should you have further questions about placement and performance in this subject.

Students who would benefit from this level of intervention and support are identified in the spring trimester of their 5th grade year using the following process:

Lit. Lab Placement Process:

Students are placed in Literacy Lab based on the following criteria:

- Low score on district universal screener for ELA
- Low report card grades in ELA
- Teacher Recommendation Form based on the following traits that indicate a need for additional support in ELA.

Areas of review include:

- Does not complete classwork or homework consistently
- Poor assessment scores
- Difficulty completing assignments without support/assistance
- Weak spelling, phonics, fluency, vocabulary and/or comprehension

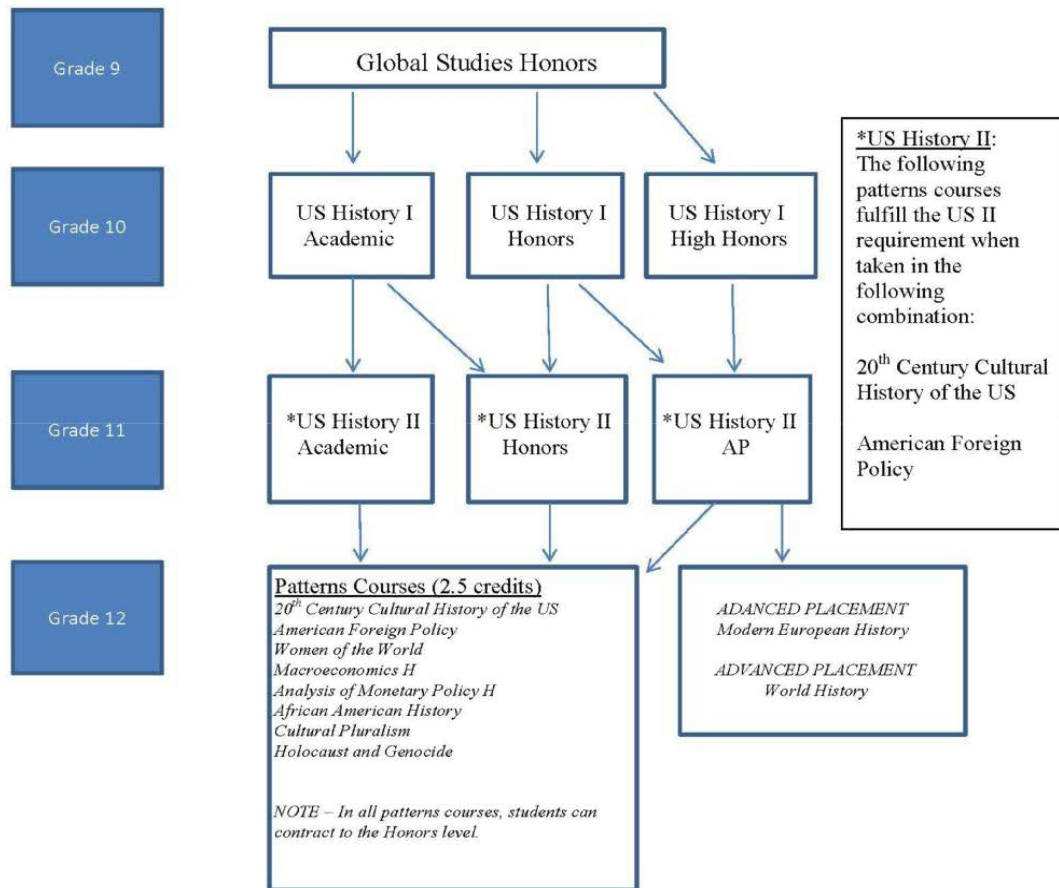
Social Studies

Our social studies program seeks to go beyond a cursory study of history in order to better contextualize for students their unique place in the world.

See [District Social Studies Curriculum](#)

Grades K-8 course sequencing is chronological and not leveled. Montclair High School course sequencing is as follows:

Suggested Social Studies Course Sequences



PLEASE NOTE: This document is designed as a guide for students planning their course selections. Actual course selections should be made with the advice of the guidance counselor

Visual and Performing Arts

The visual and performing arts creates a space for imaginative and creative expression in the medium of art and music and dance performance for students to express the human condition as they see it.

See [District VPA Curriculum](#)

Quick guide to VPA courses at MHS:

Visual Arts:

- **Art Foundations** (*semester*).
- **Drawing and Composition** (*semester*).
- **Art I Honors** (*full year*). By portfolio review or upon completion of Art Foundations/Draw Comp.
- **Art II Honors** (*full year*). Prereq: Art I Honors.
- **Art III Honors** (*full year*). Prereq: Art II Honors.
- **3D Design** (*semester*).
- **Sculpture** (*semester*).
- **Ceramics** (*semester*).
 - **Advanced Ceramics** (*semester*). Prereq: Ceramics.
- **Fibers and Textile Design** (*semester*).
- **Digital Design and Imaging** (*semester*).
- **Marketing Media** (*semester*).
- **Web Design** (*semester*).
- **Filmmaking** (*semester*).
- **Senior Portfolio** (*semester*). Minimum 2 years of art training.
- **AP Art Studio 2D, 3D, or Drawing Concentration** (*full year*). Minimum 2 years art training.
- **AP Art History** (*full year*).

Instrumental Music Performance Groups:

- **Band Honors** (*full year*). Prior music group experience required. Includes both Concert Band and Marching Band. Marching Band fulfills Physical Education requirement for the first marking period.
- **Orchestra** (*full year*). Enrollment limited to strings with prior group music experience. Limited to violin, viola, cello, and string bass only. Wind players for full orchestra performances are selected from members of the Concert Band and Marching Band.

Music Survey:

- **Music Appreciation** (*semester*). A well-rounded survey course designed for those interested in music. There is no requirement to perform music; selected topics will include the history of early sound production through more contemporary forms.
- **Music Theory AP** (*full year*). Prior music performance experience required. This course is designed to provide the student

with a firm foundation in the fundamentals of music notation and a basis for further study in composition/arranging.

- **Music Theory II** (*full year*). Prerequisite: Music Theory AP. A continuation of skills and knowledge of Music Theory AP with a focus on music composition.

Vocal Music Performance Groups:

- **Mixed Chorus** (*semester or full year*). Open to all students who enjoy singing. Designed for students who enjoy singing, but have little or no musical training, those who choose to sing recreationally, or those who wish to sharpen their skills for future advancement in their practice.
- **Honor Choir** (*full year*). By audition. Designed to give more advanced

choral students the opportunity to perform at their ability level. Students must demonstrate an intermediate level of vocal training.

- **Madrigal Choir** (*full year*). By audition. Targeted to a select group of singers who have three or more years of vocal training and are committed to high quality performance.

Dance:

- **Modern Dance I** — Introduction to Dance Techniques (*full year*). An introductory class for those who wish to learn basic technique, concepts, and terminology of dance. Proper dance attire is required. Fulfills PE requirement.
- **Intermediate Dance Technique** — Improvisation and Choreography (*full year*). *min. 1 year of prior study. A structured, polished technique class for male/female

students with prior training in movement and dance. Proper dance attire is required. Fulfills PE requirement.

- **Advanced Dance Techniques** (*full year*). By audition and acceptance into SVPA Dance Company. A fast-paced class for those students who demonstrate a mature focus and strong technical ability in movement and dance. Proper dance attire is required. Fulfills PE requirement.

Theatre Arts:

- **Acting** (*semester*). This basic acting course allows students, regardless of their ability or future aspirations, to build their self-confidence through improvisation, vocal and physical skills, use of imagination and observation, recall, scene and monologue work.
- **Advanced Acting** (*semester*). Prerequisite: Acting. This course is a continuation of acting, with an emphasis on rehearsal and

performance techniques, in-depth character development and monologue and scene work.

- **Technical Theater** (*semester*). Students will learn and practice the process of set design, poster design, costume design, lighting design and sound design necessary for theater production.

World Languages



ESL

World Languages

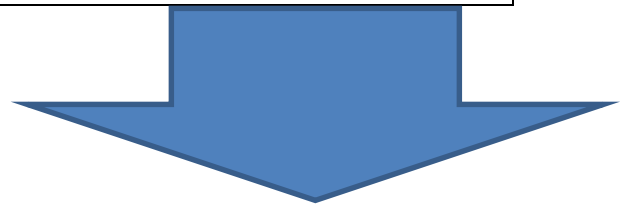
The Montclair Public Schools offer a comprehensive language program in six target languages in grades K through 12. Students K-5 may elect to study either Mandarin or Spanish. In grades 6-8 students are also provided with the option of pursuing French, Italian or Latin. Additionally, German is offered at the high school level. All courses are carefully planned and implemented around a proficiency-based model of language acquisition, as well as the five World-Readiness Standards: Communication, Cultures, Connections, Comparisons, and Communities. Students regularly employ the interpretive, interpersonal, and presentational modes of communication to develop their individual proficiency in the chosen target language. Further, students simultaneously acquire an authentic and meaningful understanding of the products, practices, and perspectives found within the target culture through their active engagement in thematic units. The Montclair Public Schools strive to provide learners with transferable twenty-first century problem solving skills as they develop their own global awareness and citizenship.

See [District World Languages Curriculum](#)

World Languages K-12 Sequence of Course Offerings

Elementary Schools, K-5

| School: | Languages Offered: |
|--------------------|---------------------------|
| Bradford | Spanish |
| Charles H. Bullock | Spanish |
| Edgemont | Spanish |
| Hillside | Mandarin, Spanish |
| Nishuane | Mandarin |
| Northeast | Spanish |



Middle Schools, 6-8

| School: | Languages Offered: |
|---------------------|---------------------------------|
| Buzz Aldrin | French, Spanish |
| Glenfield | French, Mandarin, Spanish |
| Renaissance at Rand | French, Italian, Latin, Spanish |



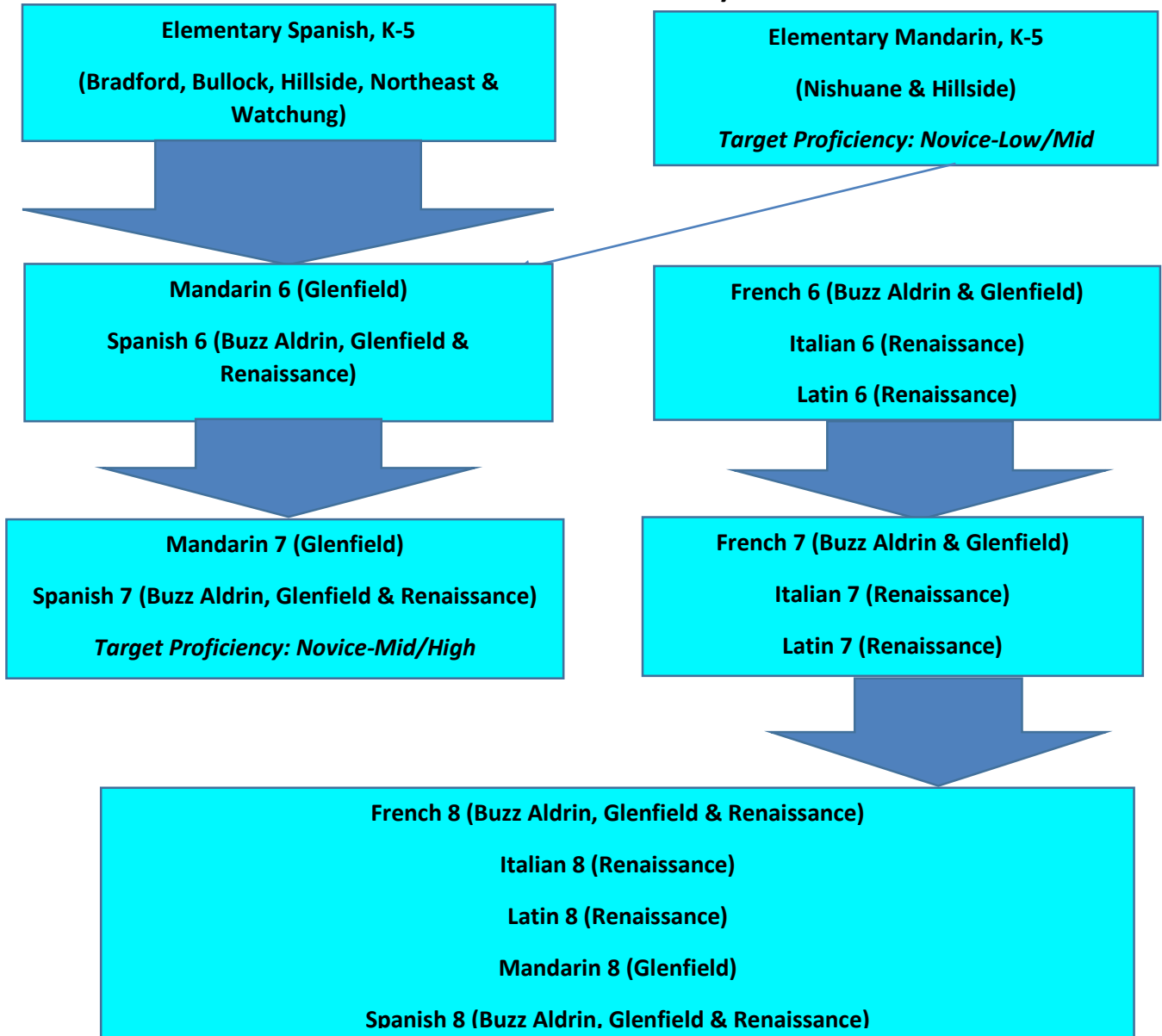
Montclair High School, 9-12

WORLD LANGUAGES

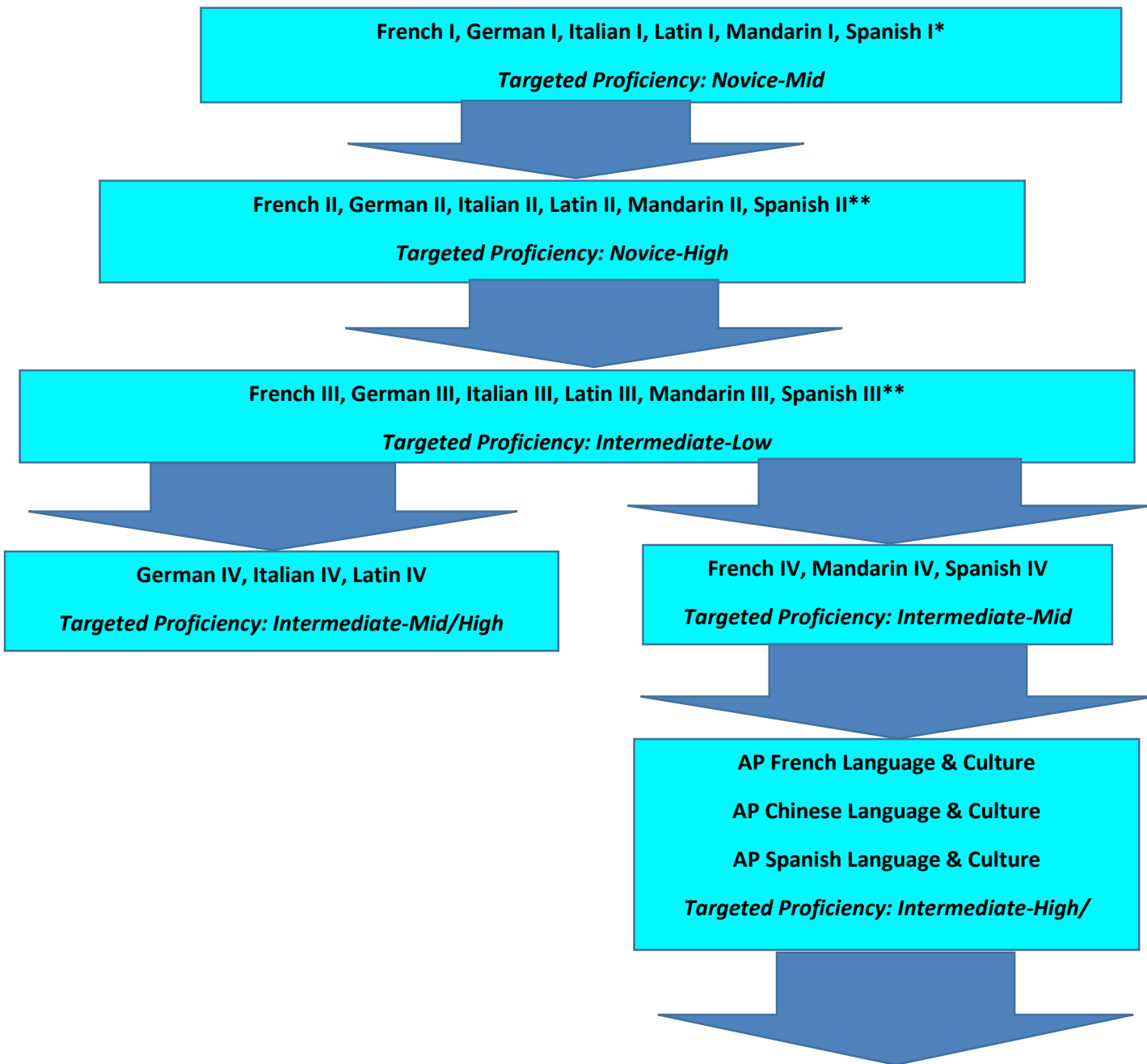
| | ACADEMIC/SP. EDUCATION | HONORS | HIGH HONORS | ADVANCED PLACEMENT |
|----------------------------------|---|---|---|---|
| 9th GRADE | Spanish I (Replacement) Spanish I | French I, II, III Mandarin I, II German I, II Italian I Latin I, II Spanish I, II, III | Spanish IV | |
| 10th GRADE | Spanish I (Replacement) Spanish I Spanish II Spanish III Spanish IV | French I, II, III Spanish I, II, III German I, II Italian I, II Latin I, II, III Mandarin I, II, III | French IV Spanish IV | |
| 11th GRADE | Spanish I (Replacement) Spanish I Spanish II Spanish II, Spanish IV | French I, II, III German I, II, III Italian I, II, III Spanish I, II, III, IV Latin I, II, III, IV Mandarin I, II, III | French IV French VI - Literature German IV Italian IV Spanish IV Spanish VI – Cinema Latin IV | French V – Language Mandarin V – Language Spanish V – Language Spanish VI – Literature |
| 12th GRADE | Spanish I (Replacement) Spanish I Spanish II Spanish III Spanish IV | French I, II, III German I, II, III Italian I, II, III, IV Spanish I, II, III Latin I, II, III Mandarin I, II, III | French IV French VI - Literature German IV Italian IV Spanish IV Spanish VI – Cinema Latin IV | Spanish V – Language Spanish VI – Literature French V – Language Mandarin V - Language Latin V – Vergil |

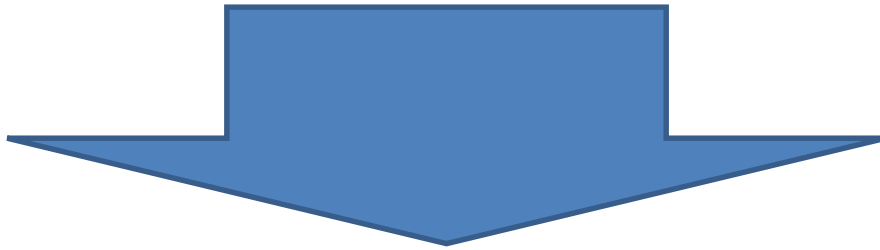
Montclair Public Schools

Overview of Suggested World Language Course Sequence (Elementary & Middle School)



Overview of Suggested World Language Course Sequence (Montclair High School)





AP Spanish Literature

Spanish Cinema VI

***Targeted Proficiency: Intermediate-High/
Advanced-Low (With outside language experience)***

***Students entering or currently attending Montclair High School with no prior experience in a language should enroll in level one of that language.**

****Students entering Montclair High School with prior experience in a language should enroll in level two or three of that language as recommended by their eighth grade world language teacher.**

AVANT STAMP (STAndards-based Measurement of Proficiency)

This test was created to improve language-learning outcomes and support excellence in language programs. Many language programs are using AVANT Stamp data to refocus their curricula and introduce professional development to hone their teachers' ability to deliver improved proficiency outcomes. Others are using it as a measure for student growth, to qualify for the Seal of Biliteracy and to award Competency-Based Credits.



Avant STAMP 4S Reporting Guide

AVANT STAMP 4S GUIDES

Using the Test Results Screen

The Avant STAMP 4S Teacher Login option can be used to:

- Access test taker results
 - View information (both summary and detail)
 - Create reports
- Monitor testing progress
 - Use the screen to track test takers' progress through the test
 - Determine how test taker name was entered
- Determine when grading is complete
 - Reading and Listening scores are available when the test taker completes the section
 - Writing and Speaking scores are typically available within 5 to 7 business days
- Determine test count
 - Use Line Item Summary to see the detail that makes up the test count and reconcile to billing or order quantity

Accessing Test Results

1. Go to <https://stamp4s.avantassessment.com/> (<https://stamp4s.avantassessment.com/>).
2. Click the Teacher Login button
3. Enter the Teacher Test Code and Password
4. Click the Login button
5. Click the link under the Accessing Test Results heading

Three variations of the teacher login are available, with different access levels for each:

- **District/Organization** – allows access to Avant STAMP 4S testing results for all testing groups within the organization (usually school district or university)
- **School/Sub-Organization** – allows access to Avant STAMP 4S testing results for all testing groups within the sub-organization (usually school or university department)
- **Class/Testing Group** – allows access to Avant STAMP 4S testing results for all test takers associated with a specific testing group

If you are using a district/organization or school/sub-organization viewing code, use the View Summary feature to drill down to the desired class/testing group. To request school/district login contact Avant Client Support.

The resulting screen will display Level Keys, a Date Range selector, Language Summary Charts and either a Test Results list or a list of classes that you can select to drill into to access the Test Results list.

Level Keys

Scoring is done using Benchmark Levels 1-9 for Reading and Listening and Benchmark Levels 1-8 for Writing and Speaking. The levels are associated with Benchmark Categories of Novice, Intermediate and Advanced as shown in the Level Keys below. This Benchmark Scale aligns to the ACTFL scale as shown below. For more information about these levels please refer to our STAMP 4S Benchmarks & Rubric Guide.

| The numbers 1-9 relate to the ACTFL scale in the following manner: | | | | | |
|--|-----------------------|-------------------|--------------------------------|-----------------------|-----------------------|
| Reading and Listening Level Key | | | Writing and Speaking Level Key | | |
| Novice | Intermediate | Advanced | Novice | Intermediate | Advanced |
| 1 - Novice-Low | 4 - Intermediate-Low | 7 - Advanced-Low | 1 - Novice-Low | 4 - Intermediate-Low | 7 - Advanced-Low |
| 2 - Novice-Mid | 5 - Intermediate-Mid | 8 - Advanced-Mid | 2 - Novice-Mid | 5 - Intermediate-Mid | 8 - Advanced-Mid/High |
| 3 - Novice-High | 6 - Intermediate-High | 9 - Advanced-High | 3 - Novice-High | 6 - Intermediate-High | |
| | | | | NR - Not Ratable | |

Date Range Selector

Date From:

To:

The Date Range defaults to six months. To select a different date, type the date or click the calendar icon, then, click **Search** as shown in the image above.

Summary Charts

The initial screen shows summary charts for each section of the test: Reading, Writing, Listening and Speaking.

| Reading | | | Writing | | | Listening | | | Speaking | | |
|---------|-----|-------|---------|-----|-------|-----------|-----|-------|----------|-----|-------|
| 9 | 0% | 0/67 | 8 | 0% | 0/67 | 9 | 0% | 0/67 | 8 | 0% | 0/67 |
| 8 | 4% | 3/67 | 7 | 4% | 3/67 | 8 | 4% | 3/67 | 7 | 4% | 3/67 |
| 7 | 18% | 12/67 | 6 | 18% | 12/67 | 7 | 18% | 12/67 | 6 | 18% | 12/67 |
| 6 | 19% | 13/67 | 5 | 19% | 13/67 | 6 | 19% | 13/67 | 5 | 19% | 13/67 |
| 5 | 25% | 17/67 | 4 | 25% | 17/67 | 5 | 25% | 17/67 | 4 | 25% | 17/67 |
| 4 | 24% | 16/67 | 3 | 24% | 16/67 | 4 | 24% | 16/67 | 3 | 24% | 16/67 |
| 3 | 9% | 6/67 | 2 | 9% | 6/67 | 3 | 9% | 6/67 | 2 | 9% | 6/67 |
| 2 | 0% | 0/67 | 1 | 0% | 0/67 | 2 | 0% | 0/67 | 1 | 0% | 0/67 |
| 1 | 0% | 0/67 | NR | 0% | 0/67 | 1 | 0% | 0/67 | NR | 0% | 0/67 |

Test Taker Lists

The Test Taker lists show test information for each test taker. These lists will start to show data as soon as the test taker completes the Student Profile screen. Reading and Listening scores are available as soon as the test taker completes those sections (refresh the page for updates). Writing and Speaking scores are typically available in 5 to 7 business days. They may be available sooner, so check the test results screen periodically to determine the grading progress.

| Test for Class 4618-4s-he-1-t Instances | | | | | | | | | | | |
|---|------------|-----------|---------|----------------------|---------|-----------|------------------------|----------------|------------------------------|----------|----------------------|
| Login Name | First Name | Last Name | Reading | Scaled Reading Score | Writing | Listening | Scaled Listening Score | Speaking | Start Time (EST) | Length | Report |
| johnnys | johnny | Smith | 6 | 541 | 3 | 5 | 549 | 3 | Monday May, 29 2016 12:44 PM | 133 min. | View |
| 1549930 | Max | Marks | 4 | 527 | 3 | 5 | 560 | Test Completed | Monday May, 29 2016 8:35 PM | 88 min. | View |
| CrystalK | Crystal | Kinde | 6 | 627 | 3 | 3 | 525 | Not Ratable | Monday May, 29 2016 8:37 PM | 120 min. | View |
| Joseph1 | Joseph | Zimmer | 5 | 541 | 3 | Started | 0 | Not Started | Monday May, 29 2016 8:32 PM | 45 min. | View |

For Reading and Listening sections of the test, you may also see a Scaled Score to the right of the level. These can be used to track student progress within the levels.

Explanation of Test Status Messages on the Test Taker Lists

| Message | Domain | Explanation |
|----------------|---|--|
| Not Started | <ul style="list-style-type: none"> • Reading • Writing • Listening • Speaking | The test taker has not started this section of the test. If all sections are marked "Not Started," the test taker has completed only the Student Profile. |
| Started | <ul style="list-style-type: none"> • Reading • Writing • Listening • Speaking | The test taker has started, but not completed, this section of the test. For the Writing and Speaking sections, click the View link to see how many responses have been submitted. |
| Test Completed | <ul style="list-style-type: none"> • Writing • Speaking | This section of the test is complete, but grading is not complete for one or more responses. Click the View link to see how many responses have been graded. |
| Not Ratable | <ul style="list-style-type: none"> • Writing • Speaking | <p>Graders were not able to rate any of the responses in the section. To determine the cause, click the View link to review the test taker's responses. Possible reasons for "Not Ratable" Writing or Speaking responses include:</p> <ul style="list-style-type: none"> • Non-target language – The response is not in the target language. • Off-topic – The response does not relate to the item topic. • Violent/Profane – The response includes violent or inappropriate language. <p>Other possible reasons for "Not Ratable" Speaking responses include:</p> <ul style="list-style-type: none"> • No audio – The test taker clicked NEXT without recording. • No speaking – A Speaking response was submitted, but has only background noise or is not understandable. |


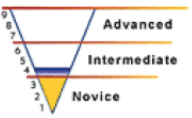
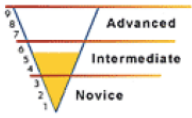

Scores: What Does the Minus Sign Mean?

A minus sign after the level for a Writing or Speaking score indicates that of the three necessary ratable responses the test taker only submitted one. This serves as an alert that limited evidence was available to establish the score.

Individual Reports

Individual Reports show the Reading, Writing, Listening and Speaking levels attained on the Avant STAMP 4S test for each test taker. They provide in clear, direct language what test takers at each level are generally able to do.

- Click View on the Test Taker list to access the Individual Report for a specific test taker
- Click Class Batch Reports to create reports for all test takers on the list (for best results, wait until all testing and grading is complete)
- To print the report, use your browser's print function
- You can create a PDF version of the report if your printer selection includes a PDF writer
- If desired, the Individual Report can be distributed to test takers or parents, along with the Interpreting Results for Test Takers and Parents Guide.

| Reading SCORE: 4 - Intermediate Low | | Interpretive |
|--|--|----------------|
|  | <p>Students who are reading at Intermediate proficiency are characterized by :</p> <ul style="list-style-type: none"> • in reading, able to understand the main ideas and explicit details in everyday language • ability to use language knowledge to understand information in everyday materials | |
| Writing SCORE: 3 - Novice High | | Presentational |
|  <p>Writing Sample Breakdown</p> <p>Sample 1 - 4 Sample 2 - 3 Sample 3 - 3</p> | <p>Students who are writing at Novice proficiency are characterized by :</p> <ul style="list-style-type: none"> • able to communicate basic information through lists of words and some memorized patterns • recombine learned vocabulary and structures to create simple non-formulaic sentences on very familiar topics | |
| Listening SCORE: 5 - Intermediate Mid | | Interpretive |
|  | <p>Students who are listening at Intermediate proficiency are characterized by :</p> <ul style="list-style-type: none"> • can follow short conversation and announcements on common topics and answer questions about the main idea and explicitly stated details | |
| Speaking SCORE: 3 - Novice High | | Presentational |
|  <p>Speaking Sample Breakdown</p> <p>Sample 1 - 4 Sample 2 - 3 Sample 3 - 3</p> | <p>Students who are speaking at Novice proficiency are characterized by :</p> <ul style="list-style-type: none"> • able to communicate basic information through lists of words and some memorized patterns • understand common words and expressions | |

Each test taker’s report has a scoring graphic for each section of the test. This inverted pyramid has a yellow-filled area that depicts the level attained. The level is also shown in the blue bar for each section of the test.

For the Writing and Speaking phases of the test, an additional blue-filled area will appear if the test taker had one test item that scored at a higher level. This serves as an alert that the test taker is operating across a range of proficiency levels with this skill. This situation is quite common for test takers in the Novice and Intermediate ranges, mostly due to limited topic exposure and control.

Accessing Writing and Speaking Responses

In the Individual Report, you're able to see and listen to the written responses and recorded audio responses the test takers submit. For the Writing and Speaking sections, click on Sample 1, Sample 2 and Sample 3 to read or hear the test taker's actual response for each specific task. This can also be helpful for understanding why responses were marked as Not Ratable.

Resets for Not Ratable Scores due to Technical Difficulties

Test takers who experience technical difficulties resulting in Not Ratable scores can have the specific test section reset. This will allow the student to log back in and select the desired section. Resetting a test or section will delete any information that has been entered in that section or test and the test taker will need to be instructed to re-take any reset section.

NOTE: We are only able to reset entire sections or tests, and not individual questions/prompts.

How to Request a Reset or Test Deletion:

Contact Avant Client Support: Call 888-713-7887 or email support@avantassessment.com (<mailto:support@avantassessment.com>).

If you have students that accidentally skipped a test section due to technical issues, a phone call to client support with the student's **Login Name** and **Test Code** will bring an immediate solution, as they will be able to reset the test or section.

You can also send an email to support for non-immediate requests and questions, listing the student's **Login Name**, **Test Code** and providing a brief description of the issue or topic to help the support team investigate the matter and provide a response.

Student Login Names can be located on the Teacher Results viewing account screens. Providing the exact Login Name ensures that we will reset/delete the desired login, as other logins are often very similar, and we would hate to delete any of their work unintentionally.

Line Item Summary Download

The Line Item Summary download creates an Excel file that includes student profile information along with the test taker test results and other test-taking data. From the spreadsheet you can create a customized report with just the fields you want, and sort it as needed.

To create the download file:

1. Click Line Item Summary, located near the bottom of the page
2. Follow the instructions on your screen, which may vary depending on your computer setup

A portion of the file is shown below. Information in the file falls into three groups:

- Test Taker Login and Profile Information - columns A, B, C, F, G, H, S, T, U, V, W, X, Y, Z, AA, AB, AC, AD
- Testing Group Information – columns D, E, and I
- Test Results/Test Status – columns J, K, L, M, N, O, P, Q, R

| | A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R |
|----|--------------|------------|-----------|----------------|--------------------|---------------------|------------|-------|----------|---------------|----------------|---------------|-----------------|------------------|----------------|------------------|-------------|--------|
| 1 | Login Name | First Name | Last Name | School | Class | StudentID / OtherID | DOB | Grade | Language | Reading Score | Scaled Reading | Writing Score | Listening Score | Scaled Listening | Speaking Score | Start Time (EST) | Test Length | Status |
| 2 | First Last1 | First1 | Last1 | Spanish School | Spanish - Period 5 | 1234567 | 07/14/2001 | 11 | Spanish | 7 | 678.5 | 7 | | 638.4 | | 2/22/2018 12:57 | 170 min. | Done |
| 3 | First Last2 | First2 | Last2 | Spanish School | Spanish - Period 5 | 2345678 | 02/19/2000 | 12 | Spanish | 8 | 700.6 | 6 | | 618.5 | | 2/22/2018 12:59 | 180+ min. | Done |
| 4 | First Last3 | First3 | Last3 | Spanish School | Spanish - Period 5 | 3456789 | 02/06/2000 | 12 | Spanish | 7 | 678.5 | 4 | | 586.5 | | 2/22/2018 12:59 | 164 min. | Done |
| 5 | First Last4 | First4 | Last4 | Spanish School | Spanish - Period 5 | 4567890 | 10/01/1999 | 12 | Spanish | 8 | 700.6 | 5 | | 609.5 | | 2/22/2018 12:59 | 180+ min. | Done |
| 6 | First Last5 | First5 | Last5 | Spanish School | Spanish - Period 5 | 5678901 | 12/23/2000 | 11 | Spanish | 5 | 608.4 | 2 | | 499.2 | | 2/22/2018 12:59 | 180+ min. | Done |
| 7 | First Last6 | First6 | Last6 | Spanish School | Spanish - Period 5 | 6789012 | 10/18/2000 | 11 | Spanish | 4 | 592.4 | 5 | | 601.3 | | 2/22/2018 12:59 | 159 min. | Done |
| 8 | First Last7 | First7 | Last7 | Spanish School | Spanish - Period 5 | 7891234 | 02/15/2001 | 11 | Spanish | 7 | 662.4 | 2 | | 506.3 | | 2/22/2018 12:59 | 152 min. | Done |
| 9 | First Last8 | First8 | Last8 | Spanish School | Spanish - Period 5 | 8912345 | 03/31/2001 | 11 | Spanish | 5 | 608.5 | 3 | | 525.4 | | 2/22/2018 12:59 | 180+ min. | Done |
| 10 | First Last9 | First9 | Last9 | Spanish School | Spanish - Period 5 | 9123456 | 06/12/2001 | 11 | Spanish | 4 | 592.5 | 4 | | 586.4 | | 2/22/2018 12:59 | 165 min. | Done |
| 11 | First Last10 | First10 | Last10 | Spanish School | Spanish - Period 5 | 1234567 | 08/31/2001 | 11 | Spanish | 6 | 637.4 | 3 | | 532.4 | | 2/22/2018 12:59 | 147 min. | Done |
| 12 | First Last11 | First11 | Last11 | Spanish School | Spanish - Period 5 | abc1423 | 05/31/2000 | 12 | Spanish | 7 | 662.5 | 8 | | 687.6 | | 2/22/2018 12:59 | 165 min. | Done |
| 13 | First Last12 | First12 | Last12 | Spanish School | Spanish - Period 5 | def7891 | 08/21/2001 | 11 | Spanish | 5 | 600.4 | 3 | | 553.3 | | 2/22/2018 12:59 | 161 min. | Done |

Summary Chart Download

In many cases, a screen print of the Summary Charts on the test results screen will meet your needs for graphical presentation of the summary information. However, if you prefer to create a different style of chart or graph, the Summary Chart download makes it easy to create an Excel file with the information from the Summary Charts.

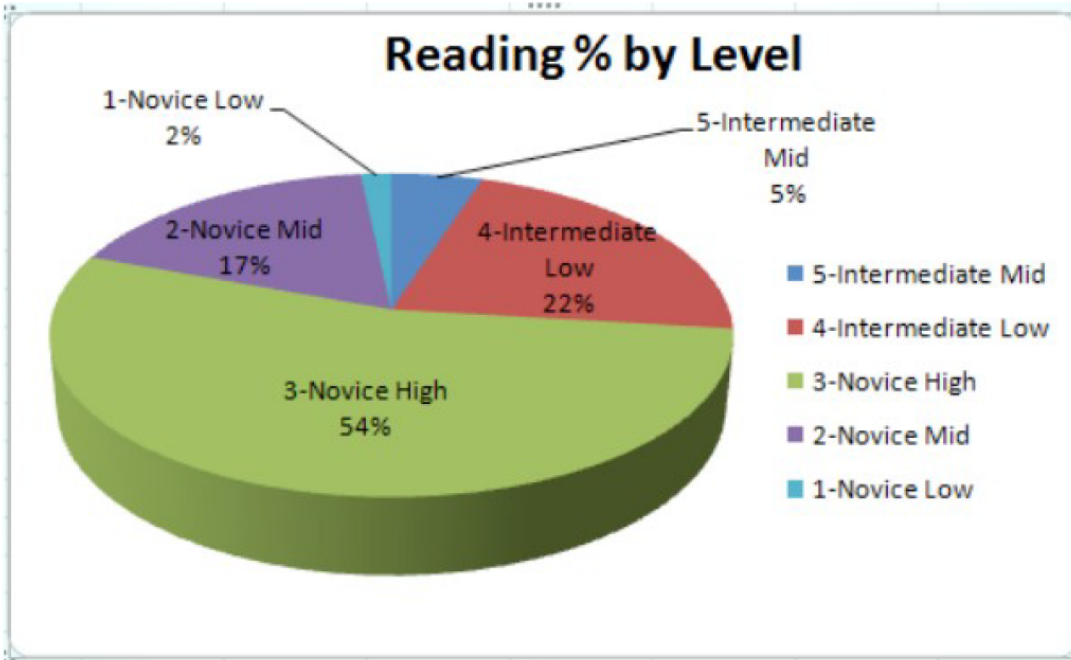
To create the download file:

- Click Summary Chart, located near the bottom of the page
- Follow the instructions on your screen, which may vary depending on your computer setup

The resulting Excel file will have summary information for each level.

| | A | B | C | D | E | F | G | H | I |
|----|---|-----------|-----------|-----------|-----------|-------------|-------------|------------|------------|
| 1 | Spanish Summary From '03/18/2012' to '09/18/2012' for Class | | | | | | | | |
| 2 | Level | Reading T | Reading % | Writing T | Writing % | Listening T | Listening % | Speaking T | Speaking % |
| 3 | 9 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| 4 | 8 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| 5 | 7 | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| 6 | 6 | 0 | 0.00% | 0 | 0.00% | 1 | 0.85% | 0 | 0.00% |
| 7 | 5 | 6 | 5.04% | 3 | 2.56% | 1 | 0.85% | 1 | 0.85% |
| 8 | 4 | 26 | 21.85% | 26 | 22.22% | 4 | 3.42% | 12 | 10.26% |
| 9 | 3 | 64 | 53.78% | 69 | 58.97% | 49 | 41.88% | 57 | 48.72% |
| 10 | 2 | 21 | 17.65% | 18 | 15.38% | 51 | 43.59% | 39 | 33.33% |
| 11 | 1 | 2 | 1.68% | 1 | 0.85% | 11 | 9.40% | 1 | 0.85% |
| 12 | NS | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 7 | 5.98% |

There are eight columns of information for each level. For each domain, there is a column that displays the total number of test takers at the level and the total percent of test takers at the level. See example above.



You can also select the spreadsheet data that you want to chart, and follow Excel instructions for designing a custom chart of your data, as shown in the example above.

Updated May 10, 2018

Need Help?

Students: Contact your assessment Administrator or Proctor

Administrators Email: support@avantassessment.com

Phone: Within the US: 1-888-713-7887

Outside the US: +541-338-9090

**Avant Assessment,
LLC
940 Willamette
Street
Suite 530
Eugene, OR 97401**

New Jersey Seal of Biliteracy

The State Seal of Biliteracy was established to recognize high school graduates who have attained a high level of proficiency in speaking, reading, listening and writing in one or more world languages, in addition to English.

Implementing the Seal of Biliteracy Program in Your District

Participation in the Seal of Biliteracy Program is voluntary and at the discretion of each local school district. School districts that participate may elect to pay the costs of the program or charge a fee to students who participate to cover the costs.

The Commissioner of Education will prepare and deliver to participating school districts the certificate to be awarded to the student. It is the school district's responsibility to ensure that students receive their certificate and have an appropriate insignia affixed to their transcript.

The School District must ensure that all records are appropriately maintained to identify students who have earned the State Seal of Biliteracy.

About the Seal

The Seal of Biliteracy was an initiative started by Californians Together in 2008 to acknowledge and award hardworking bilingual and multilingual students. In 2011, it officially became legislation in California and now multiple states throughout the nation have implemented a statewide Seal of Biliteracy. On January 19, 2016, New Jersey became the 15th state to implement a legislated statewide Seal of Biliteracy. By achieving the Seal of Biliteracy, students demonstrate that they are able to speak, read, listen and write in two or more languages at a high level of proficiency.

Purpose

The Seal of Biliteracy seeks to:

- Encourage students to study languages
- Certify attainment of biliteracy
- Provide employers with a method of identifying people with language and biliteracy skills
- Provide universities with a method to recognize and award academic credit to applicants seeking admission
- Prepare students with 21st century skills
- Recognize and promote second language instruction in public schools
- Strengthen intergroup relationships, affirm the value of diversity, and honor the multiple cultures and language of a communi

Why Seek the Seal?

The Seal of Biliteracy opens up a sea of vast opportunities for those pursuing higher education or joining the workforce. As the world increasingly becomes more global, the need for employees with bilingual and multilingual skills has also been increasing.

Employers seek bilingual or multilingual individuals for reasons such as:

- Accessing expanding markets;
- Better serving customer needs;
- Reaching particular and wider ranges of audiences; or
- Opening a channel of communication with customers.

Requirements

In order for students to be eligible to receive the Seal of Biliteracy, they must meet certain criteria:

Students must demonstrate a proficiency level of **Intermediate Mid** in a World Language.

Students must demonstrate proficiency in English by meeting State high school graduation requirements in English or its alternatives, including through State ELA assessments.

Note: See the Testing Criteria section in brochure

Testing Criteria

English

- Proficient or better on the state ELA assessment or its alternatives (in English)
or
- A score of 4 or better on Tier B or C of the ACCESS for ELLs 2.0 in all four language domains (in junior year of high school)

World Language

Intermediate Mid

- A score of IM on the OPI® and WPT
or
- A score of 4 or higher on the Advanced Placement (AP) World Language and Culture exam in junior year
or
- A score of Level i3 in all modes of the ACTFL AAPPL
or
- A score of Intermediate Mid (5 or higher) on the STAMP assessment in both Writing/Speaking and Reading/Listening levels
or
- An International Baccalaureate score of 4 or higher
or
- A score of I₃ in ALIRA in Latin
or
- A Score of 3.0 or higher on the ASLPI or Intermediate Plus on the SLPI in American Sign Language

Note: Languages for which no language test is available will be reviewed on an individual basis.

Additional Information

Link to the Seal of Biliteracy Legislation:

www.njleg.state.nj.us/2014/Bills/PL15/303.HTM

For more information visit the Department website:

www.state.nj.us/education/aps/cccs/wl/biliteracy/

For questions, please email:

lep@doe.state.nj.us

worldlang@doe.state.nj.us

English as a Second Language

The Montclair Public Schools offer English as a Second Language (ESL) to students K through 12 who are developing their proficiency in the English language. Student eligibility is determined through the administration of a New Jersey state approved English proficiency assessment. The individual progress of English Language Learners (ELLs) is carefully tracked through the administration of the annual [ACCESS 2.0](#) standardized test.

English as a Second Language K-5

At the elementary level (grades K-5) English as a Second Language is offered to students whose primary language is not English, as well as to learners who are still developing proficiency in English as a second language. Eligible students are enrolled in the mainstream classroom, however receive supplemental instruction in an intensive small group setting. ESL instruction is delivered exclusively in English through a proficiency-based approach and develops linguistic concepts, as well as academic language that may be transferred across content areas.

English as a Second Language 6-12

English as a Second Language is offered in grades 6-12 at the beginning, intermediate, as well as advanced levels. Students enrolled in the program receive supplemental instruction exclusively in English. This instruction continues to provide students with imperative linguistic concepts, as well as the academic language necessary across content areas.

See [District ESL Curriculum](#)

*Click on Link to ESL Handbook for more information:

<https://drive.google.com/file/d/1JPMOhzwSLrULulqu97pJHVWYX1OmSAUX/view?usp=sharing>

FIELD TRIPS



Field Trips can be taken by schools all during the school year. In order to go Teachers must:

- Submit the (3) part form 90 days prior to the date of trip.
- Must fill in the entire form. (Form B29) *Please do not forget to fill in the complete address of the destination.*
- Please print clearly and legibly
- Please be accurate when indicating the number of passengers, this is how we determine the number of buses that need to be ordered.
- Departure and return times should be in accordance to school bell times/the return time is the **return to school time**, not the departure time.
- For overnight or out of town trips the Request for Approval of Overnight/Out of Town/Out of Country Field Trip (Form B30) must be completed in addition to the regular approval form.
- All bus arrangements must be made through the Dept. of Transportation.
- The cost to individual students must not exceed \$50.00. The school is allowed to do fundraisers if the cost is more than \$50.00.
- The Field trip form must be filled out by the nurse.
- The teacher must sign the form and also have the form signed and approved by the principal.
- The form should be sent to the Department of Equity, Curriculum and Instruction. After it is approved by Assistant Superintendent, the form is then sent to the Transportation Department.
- All field trip date changes must be written and accompanied by the principal's approval.
- Curriculum Based Field Trips (Planetarium Grades 1&5, Tour of Montclair/Montclair Public Library) do not require a field trip form. They are arranged by the Department of Equity, Curriculum and Instruction. Artlink through the Montclair Art Museum is the only one arranged by the school.
- There are **no free buses**, there are 2 district buses that will be assigned to field trips when possible



MONTCLAIR PUBLIC SCHOOLS, Montclair, New Jersey
REQUEST FOR APPROVAL OF FIELD TRIP

Three (3) copies of this form are to be submitted to the Transportation Department at least ninety (90) days prior to the date of the trip. All bus arrangements MUST BE MADE through the Transportation Department

Please Print Upon approval, one copy will be sent to the school. School _____ Date _____
Teacher Name(s) _____ Group _____ No. of Students _____ Grade(s) _____
Destination _____ Full Address _____
Educational Rationale _____

Date of Trip _____ Bus Departure Time _____ Return Time _____

Type of Transportation

- Public Carrier (NJ Transit, Train, etc.)
School/Coach Bus(es) (give number)

Supervision Provided By

- Teacher(s) (give number)
Parent(s) (give number)
Other-Specify

Cost to Individual Student (K-12) _____ (Not to exceed \$50.00 unless fundraising covers any amount over \$50)

Free/Reduced lunch eligible students may attend any and all field trips free of charge.

- 1. Have the needs of participating student(s) with medical concerns been addressed with the school nurse?
2. Has the school nurse been presented with a list of all students attending the field trip?
3. I shall be responsible for securing signed Parental Consent Forms for School Trip (B-27) for all students before the trip and filing them in the school office before leaving.

Two weeks prior to the date of the trip, teacher confirms the list of students with the nurse.

Nurses to complete this section

- 1. Is there an IHP/EHP or 504 requiring parent/guardian/nurse for medical supervision/treatment
2. Does any student with a life-threatening allergy require an EpiPen/CPR trained delegate
If yes, name of EpiPen delegate Relationship to student(s)

The school nurse will make a reasonable effort to arrange parental/nursing coverage for the student(s) requiring services. If the school nurse cannot obtain the services needed, the trip may need to be cancelled.

Nurse's Signature _____ Date _____

Signature of the Teacher

- Approved Disapproved Principal
Approved Disapproved Transportation Manager
Approved Disapproved Superintendent or Designee

Montclair Public Schools
Montclair, New Jersey

REQUEST FOR APPROVAL OF OVERNIGHT/OUT OF TOWN/OUT OF COUNTRY FIELD TRIP
(PLEASE CHECK ALL THAT APPLY)

Overnight Field Trip
(Submit 4 months in advance)

Out of State Field Trip
(Submit 30 days in advance)

Out of Country Field Trip
(Submit 6 months in advance)

PLEASE PRINT

PLEASE PRINT

PLEASE PRINT

PLEASE PRINT

Teacher Name(s) _____ School _____ Group _____ Grade(s) _____

Date(s) of Trip: From _____ To _____ Number of Students _____

Staff member must complete this form and receive approval from the building principal prior to the announcement of a planned trip to students and parents. International travel requires board of education approval prior to the announcement of travel plans. Three copies of this form must be submitted to the Assistant Superintendent for Instruction following the time schedule listed above. One copy will be returned to the school for its records.

Group: _____ *Method of Transportation: _____

Destination: _____ Cost to Individual Student: _____

Purpose of Trip/Educational Rationale: _____

Please answer the following questions:

- Does this trip have an educational purpose? Yes _____ No _____
- If Yes, does the trip include instruction of students outside the regular school day? Yes _____ No _____
- If Yes, provide a brief description of instructional program. (attach a description if you prefer)

What accommodations are provided for students with physical disabilities (include name(s) of personal aide(s) and costs for participation)? _____

What accommodations will be made for students who may not be able to participate due to financial hardship? _____

NOTE: NO student shall be prohibited from attending a field trip due to inability to pay regardless of whether or not they have met the financial hardship requirements (eligibility for free/reduced lunch).

★ Have the needs of participating student(s) with medical concerns been addressed with the school nurse? (This is a requirement for approval.) Yes _____ No _____

★ Do any of the students have a significant food allergy and an Individual Health Plan (IHP)? Yes _____ No _____

IF Yes, IHP PLAN

1. Self medication permitted _____ No
Yes (authorization from student's doctor on file)

2. Epi Pen/CPR by a trained adult Yes _____ No _____

3. Name of Epi Pen/CPR Trained adult attending _____

4. Relationship to student(s) _____
(ie: staff, parent, relative, volunteer, etc.)

Nurse's Signature _____ Date _____

(Please complete other side)

MEA REFERENCE:

6.5 (a) *Overnight Chaperone: chaperoning staff who participate in overnight trips sponsored by the Board of Education shall receive a stipend of \$100 per night Monday through Friday for the duration of the contract, and \$150 per night Saturday through Sunday for the duration of the contract. Such stipend shall be paid only if the staff member remains with the participants for the duration of the trip provided said staff has received prior written approval from a person designated by the Board for that purpose.*

These stipends do not apply to trips outside North America.

Primary Instructor/Chaperone: _____

Other Chaperones (attach additional names if necessary) Ratio - Adults to Students: _____ to _____

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

| | |
|---|--------|
| Estimated Expenses: | Costs: |
| Chaperone: _____ | _____ |
| Travel: _____ | _____ |
| Lodging: _____ | _____ |
| Meals: Number _____ | _____ |
| Registration Fees: _____ | _____ |
| Miscellaneous Fees (tolls, tips, taxi, etc.): _____ | _____ |

Total Estimated Cost Per Person: _____

Indicate how all travel costs will be paid for: _____

The costs for this field trip will be charged to the account noted below:

School: _____ Total Number of Participating Staff: _____

Account Name: _____

Number: _____

Number of Substitute Days Required: _____ Number of Staff Requiring Substitutes: _____

I agree to submit a written safety plan to my principal 30 days prior to the trip.

Signature of Teacher: _____ Date: _____

RECOMMENDATION:

Approved Not Approved Principal _____ Date: _____

Approved Not Approved Transportation Mgr. _____ Date: _____

Approved Not Approved Asst. Superintendent _____ Date: _____

Copy sent to Personnel Date: _____

Copy returned to School/Dept. Date: _____

***Arrangements for the reservation of chartered bus(es) are made by the Transportation Dept. only.**

Curriculum Based Field Trips

(Grade Level Field Trips)

2nd Grade – Artlink Program at the Montclair Art Museum

All 2nd graders at Montclair Public elementary schools are invited to participate in the 2-part program focusing on storytelling and art.

Pre-Visits (45 minutes): ArtLink Educators will visit each class in their classroom before their scheduled museum visit to introduce students to their particular tour theme, present art vocabulary, and acquaint them with the museum.

Museum Visit (2 hours): A specific tour theme and art/writing projects have been designed to build on and complement the curriculum Montclair 2nd graders:

Storytelling in Art (ELA, Visual Arts)

Students will scour MAM's collection and temporary exhibitions for images with the richest narrative content and will discuss them during inquiry-based conversations that will encourage them to decode content and back up their interpretations with visual evidence. They will then weave their own tales, in word and image.

Transportation to and from the Museum is provided by the Montclair Art Museum.

3rd Grade- Crane House Visit, Tour of Montclair and the Montclair Public Library

The Crane House Visit, Tour of Montclair and Montclair Public Library trip are a part of the "Montclair My Hometown" curriculum taught in the 3rd grade. It is past and present history, geographical connections of Montclair and giving the awareness of their community as whole.

Crane House Tour: Students will experience the sights, sounds, and smells of early American life. It begins with an introduction to the history of our area, during which students form a human timeline, stretching back 200 years. They take an interactive, age-appropriate tour of the Crane House and visit a 1796 kitchen with (weather permitting) a fire burning in the hearth. Students discover how different a 19th century school was like compared to their own and end their visit in the farm.

The students will take a tour around Montclair. They will see all of the landmarks. While on that tour they will visit the Montclair Public Library. The Montclair Public Library the students will take a tour of the library, learn how they can obtain a library card and possibly check out some great books.

1st and 5th Grade Planetarium Visit

The 1st and 5th Grade will visit the Planetarium. They are viewing programs specifically designed for their grade level.

1st Grade will be viewing Bugs! A Rainforest Adventure which focuses on the life cycle of a praying mantis and a butterfly from their birth to their inevitable encounter in the tropical rainforest of Southeast Asia, where predator meets prey.

5th Grade will be viewing Tales of the Maya Skies. Tales of the Maya Skies takes you on an incredible journey of discovery that brings to light the Maya's sophisticated understanding of astronomy, architecture and mathematics and how this knowledge intertwined with their creation myths. They will discover how the ancient Maya observed and recorded the movement of the planets and the sun throughout the seasons and they will use this knowledge to interpret and understand their world, predicting solstices, solar eclipses, weather patterns and planetary movements. They will also learn about the complex early Maya counting and calendar systems. Both grades also continue this study once they return to school with exercises tailored to these programs.

Nursing Services



The Montclair Public School district has a full-time certified school nurse in each of our school buildings.

Our Mission

To support the process of education and the districts' goal of maximal student success, achievement, and well-being through the promotion and maintenance of optimal student health. This mission is accomplished through direct care, education, referrals, health counseling, and medical case management as needed to support the students.

Our Role

- To provide first-aid and care to students who become injured or ill during school hours, and to notify the parents/guardians when further medical care/attention may be needed.
- To support the health curriculum through direct teaching and/or serving as a resource to classroom teachers.
- To educate school staff about health matters that affect the student and/or staff populations.
- To collaborate with other school professionals, parents/guardians and the student's healthcare team, as needed, to foster maximal student success.
- To provide health counseling to students as needed on an ongoing basis.

It is not within the school nurse's scope of practice to diagnose or to take the place of a student's Primary Health Care Provider (physician or nurse practitioner).

Our Philosophy



We believe we are an integral part in the concept of "Coordinated School Health" which encompasses the integration of the following eight components and is considered a "Best Practices" model for comprehensive school health services.

The following are working descriptions of the eight components of our coordinated school health program.

1. **Health Education:** A planned, sequential, K-12 curriculum that addresses the physical, mental, emotional and social dimensions of health. The curriculum is designed to motivate and assist students to maintain and improve their health, prevent disease, and reduce health-related risk behaviors. It allows students to develop and demonstrate increasingly sophisticated health-related knowledge, attitudes, skills, and practices. The comprehensive health education curriculum includes a variety of topics such as personal health, family health, community health, consumer health, environmental health, sexuality education, mental and emotional health,

injury prevention and safety, nutrition, prevention and control of disease, and substance use and abuse. Qualified, trained teachers provide health education.

2. **Physical Education:** A planned, sequential K-12 curriculum that provides cognitive content and learning experiences in a variety of activity areas such as basic movement skills; physical fitness; rhythms and dance; games; team, dual, and individual sports; tumbling and gymnastics; and aquatics. Quality physical education should promote, through a variety of planned physical activities, each student's optimum physical, mental, emotional, and social development, and should promote activities and sports that all students enjoy and can pursue throughout their lives. Qualified, trained teachers teach physical activity.
3. **Health Services:** Services provided for students to appraise, protect, and promote health. These services are designed to ensure access or referral to primary health care services or both, foster appropriate use of primary health care services, prevent and control communicable disease and other health problems, provide emergency care for illness or injury, promote and provide optimum sanitary conditions for a safe school facility and school environment, and provide educational and counseling opportunities for promoting and maintaining individual, family, and community health. Qualified professionals such as physicians, nurses, dentists, health educators, and other allied health personnel provide these services.
4. **Nutrition Services:** Access to a variety of nutritious and appealing meals that accommodate the health and nutrition needs of all students. School nutrition programs reflect the U.S. Dietary Guidelines for Americans and other criteria to achieve nutrition integrity. The school nutrition services offer students a learning laboratory for classroom nutrition and health education, and serve as a resource for linkages with nutrition-related community services. Qualified child nutrition professionals provide these services.
5. **Counseling and Psychological Services:** Services provided to improve students' mental, emotional, and social health. These services include individual and group assessments, interventions, and referrals. Organizational assessment and consultation skills of counselors and psychologists contribute not only to the health of students but also to the health of the school environment. Professionals such as certified school counselors, psychologists, and social workers provide these services.
6. **Healthy School Environment:** The physical and aesthetic surroundings and the psychosocial climate and culture of the school. Factors that influence the physical environment include the school building and the area surrounding it, any biological or chemical agents that are detrimental to health, and physical conditions such as temperature, noise, and lighting. The psychological environment includes the physical, emotional, and social conditions that affect the well-being of students and staff.
7. **Health Promotion for Staff:** Opportunities for school staff to improve their health status through activities such as health assessments, health education and health-related fitness activities. These opportunities encourage school staff to pursue a healthy lifestyle that contributes to their improved health status, improved morale, and a greater personal commitment to the school's overall coordinated health program. This personal commitment often transfers into greater commitment to the health of students and creates positive role modeling. Health promotion activities have improved productivity, decreased absenteeism, and reduced health insurance costs.
8. **Family/Community Involvement:** An integrated school, parent, and community approach for enhancing the health and well-being of students. School health advisory councils, coalitions, and broadly based constituencies for school health can build support for school health program efforts. Schools actively solicit parent involvement and engage community resources and services to respond more effectively to the health-related needs of students.

Health Office Information:

Procedures for Illnesses

If your child is ill with a fever (over 100 degrees), or vomiting the evening prior to school, during the night, or in the morning of a school day, he/she should stay home from school that day and the parent/guardian should call the school to inform them of the absence as well as the reason for it.

Following return to school from the absence, a note stating the reason for the absence should be provided to the attendance secretary and the school nurse by the parent/guardian.

Medication at School

Medication should be given at home whenever possible. However, if a medication must be administered during school hours (prescription or over-the-counter), proper authorization must be provided to the school which is as follows:

- Written permission using the school district's "**medication consent form**" that both parent/guardian and the student's licensed healthcare provider (physician or nurse practitioner) must complete. In addition, the medication must be brought to school by the parent/guardian and be in the original container with proper labeling.
- Students are not permitted by law to self-administer medications at school, with the exception of insulin, asthma inhalers and emergency epinephrine, and then only if written authorization for this self-administration is provided by the parent/caregiver and the student's healthcare provider.

Please note that herbal remedies and nutritional supplements are not considered medications and cannot be given in school.

Screenings

All screenings meet or exceed NJ School Health Services Guidelines.

School Nurses screen all students referred for CST evaluations and upon requests of parents and/or teachers.

If you have an objection to your child's school nurse discreetly performing these screenings for your child, please notify the nurse, in writing, prior to the first day of the school year. This request must be made in writing annually since it will be automatically discontinued at the end of each school year.

If any abnormalities are detected, the school nurse will notify the parent and/or guardian.

Required Immunizations

The immunizations listed in this **State of New Jersey document** are **mandatory** for school entrance/attendance in New Jersey, and proper documentation of these immunizations must be provided to the school nurse by the parent/caregiver upon enrollment. They will be kept on file in the school health office.

Required Physicals

A physical exam is required for all students entering Montclair Public Schools for the first time (Kindergarten and students entering other grades for the first time) and the school district's **physical exam form** must be submitted to the school nurse within 30 days of school entrance. Please note that any physical exam that was performed by a physician or nurse practitioner within the 365 days prior to the first day of school will be acceptable. It is also available, with other medical forms, **on this page**.

The physical exam must be performed by the student's primary healthcare provider (physician or nurse practitioner) and documented on the physical exam form. Both the parent or guardian and a medical provider must complete the form.

Change in Health Status/Medications

Please notify your child's school nurse when there is a change in your child's health status, or if a medication has been added, deleted or changed to your child's treatment plan. It is important for the school nurse to have this information should an emergency occur at school. In addition, such changes are important for the school nurse to be aware of, for the proper assessment and care of your child should they become ill at school or display any side effects of a medication.

Health and Physical Education



The Montclair Public School District is committed to improving the individual growth and development of all students through a health and physical education program that is consistent with the NJCCS and national standards. Our curriculum is designed to educate all K-12 students by promoting physical fitness as part of a regular healthy lifestyle. The Department of Equity, Curriculum and Instruction believes that the healthy development of a student's mind and body is crucial to his/her academic success. The ability of a student to exhibit responsible personal and social behavior that respects self and others, is a crucial part of life-long learning. Through our carefully planned health and physical education sequence, we teach students strategies to respond positively when identifying and managing stress, peer pressure, and competition of all types, and to make healthy, informed choices now and in the future. Montclair's comprehensive health and physical education curriculum supports students choosing and valuing activities that promotes personal health and interests for life-long learning and engagement.

NJ Core Content Standards

Health and Physical Education Curriculum

MPS Sexual Health Curriculum K-12

<http://www.montclair.k12.nj.us/district/equity-curriculum-instruction/district-curricula/health-and-pe/>



HOME
SCHOOLING

Procedures for Homeschooling

To homeschool your child you must first submit a letter of intent to the Superintendent. Included in the letter should be your child's name, grade and the current school he/she attends. For Frequently Asked Questions on homeschooling here is the link to New Jersey Department of Education:
http://www.state.nj.us/education/genfo/faq/faq_homeschool.htm .

Testing



TEST REFUSAL FORM DIRECTIONS

If your child is going to take the PARCC do **NOT** follow the directions below.

School Deadline to complete the test refusal form in Genesis is attached.

- 1) Logon to your Genesis Parent Access account: <https://parent.montclair.k12.nj.us/genesis/parents>.
- 2) If you have any issues with logging onto your account you can email parentaccess@montclair.k12.nj.us.
- 3) You must fill out a form for each child. Choose the appropriate child from the "SELECT STUDENT" dropdown.
- 4) Click on the Forms tab.
- 5) Click the Testing Refusal form link. It should be the last form in your list.
- 6) Read all of the information in the form.
- 7) Choose "Yes" to both questions at the bottom of the form if you agree to the statements.
- 8) Check the green "Update Answers" box at the bottom of the form.
- 9) Click the Finalize box.
- 10) Click Ok.
- 11) Click Update answers
- 12) If you have done everything correctly you will see a submitted date listed along with your email address on the Forms Library screen.

| | | | | |
|-----|-----------------|----------|------------|-------------------|
| 12. | Testing Refusal | 2/2/2018 | [REDACTED] | ntclair.k12.nj.us |
|-----|-----------------|----------|------------|-------------------|

- 13) You [REDACTED] will receive an email confirming you have refused your child to test PARCC a week before your school's first testing date.

Montclair Public Schools: 2018-2019 Summary of State and District Testing

State Assessments

| Assessment & Subject Area | Dates of Administration & Duration | Grades Covered | State Requirement | Results Available |
|--|---|---|---|--------------------|
| <p>Partnership for Assessment of Readiness for College and Careers (PARCC)</p> <p>English Language Arts (ELA) and Math</p> <p>Regular Administration</p> <p>www.parcc.pearson.com</p> | <p><u>Computer-based:</u> April 8 - May 28, 2019</p> <p><u>Paper-based:</u> April 8 - April 29, 2019</p> <p><u>ELA Duration:</u></p> <p>Grade 3: 3 units @ 75min per unit*</p> <p>Grade 4-11: 3 units @ 90min per unit*</p> <p><u>Math Duration:</u></p> <p>Math 3-5: 4 units @ 60min per unit*</p> <p>Math 6-8: 3 units @ 80min per unit*</p> <p>Alg1, Geo and Alg2: 3 Units @ 90min per unit*</p> | <p>ELA: Grades 3 – 11</p> <p>Math: Grades 3-8 and for grades 9-11 by enrollment in course Algebra 1 & 2 and Geometry</p> <p>Algebra A students take Math 6 or 7 PARCC</p> <p>Algebra B take Algebra 1 PARCC</p> | <p>Passing score of 750 or higher:</p> <p><u>Class of 2019-2020</u> option for graduation</p> <p><u>Class of 2021+</u> Required to pass Algebra 1 and ELA 10</p> <p>See state details below**</p> | <p>August 2019</p> |
| <p>Partnership for Assessment of Readiness for College and Careers (PARCC)</p> <p>English Language Arts (ELA) and Math</p> <p>Summer Administration</p> <p>www.parcc.pearson.com</p> | <p><u>Computer-based:</u> July 29 – August 9, 2019</p> <p><u>Paper-based:</u> July 29 – August 9, 2019</p> <p><u>ELA Duration:</u></p> <p>Grade 3: 3 units @ 75min per unit*</p> <p>Grade 4-11: 3 units @ 90min per unit*</p> <p><u>Math Duration:</u></p> <p>Math 3-5: 4 units @ 60min per unit*</p> <p>Math 6-8: 3 units @ 80min per unit*</p> <p>Alg1, Geo and Alg2: 3 Units @ 90min per unit*</p> | <p>By enrollment in summer course for:</p> <p>ELA 9-11</p> <p>Algebra 1</p> <p>Geometry</p> <p>Algebra 2</p> | <p>Passing score of 750 or higher:</p> <p><u>Class of 2019-2020</u> option for graduation</p> <p><u>Class of 2021+</u> Required to pass Algebra 1 and ELA 10</p> <p>See state details below**</p> | <p>TBA</p> |

| | | | | |
|--|--|--|--|---------------------|
| <p>New Jersey Student Learning Assessment – Science (NJSLA-S)</p> <p>http://measinc-nj-science.com/</p> | <p><u>Computer-based:</u> May 6-June 7, 2019 <u>Paper-based:</u> May 6- May 17, 2019 <u>Duration:</u> Grade 5: 4 units, 30 min/unit* Grade 8: 4 units, 45 min/unit* Grade 11: 4 units, 60 min/unit*</p> | <p>Grades 5, 8 & 11 Grade 11 will be comprehensive science and not Biology based.</p> | <p>State requires all students in grades 5, 8 and 11 take the assessment</p> | <p>TBA</p> |
| <p>ACCESS for English Language Learners (ELL)</p> <p>www.nj.gov/education/bilingual/resources</p> | <p><u>Administration:</u> February 19-April 12, 2019 <u>Duration:</u> 4 units, 30-65 / unit*</p> | <p>Students who qualify for English as a Second Language (ESL) program, K-12</p> | <p>One of the criteria used to exit student from program</p> | <p>June 2019</p> |
| <p>Dynamic Learning Maps (DLM) ELA & Math</p> <p>https://www.state.nj.us/education/assessment/apa/dlm/</p> | <p><u>Administration:</u> April 3 – May 31, 2019</p> | <p>Students with significant intellectual disabilities in Grades 3-8 and 11</p> | <p>NA</p> | <p>TBD by NJDOE</p> |

| | | | | |
|--|---|--|-----------|-------------------------------------|
| <p>Developmental Reading Assessment, 2nd edition (DRA-2)</p> | <p><u>Administration:</u> Assessment Period 1: September to December Assessment Period 2: January to March Assessment Period 3: April to June 1 <u>Duration:</u> 3 hours*</p> | <p>K-3 students: Three times a year: Fall, Winter, Spring 4-5 students: Twice a year and if needed, Fall and Spring</p> | <p>NA</p> | <p>2 weeks after administration</p> |
|--|---|--|-----------|-------------------------------------|

Other Assessments

| Assessment & Subject Area | Dates of Administration & Duration | Grades Covered | State Requirement | Results Available |
|---|---|--|---|-------------------------------------|
| <p>Accuplacer College placement exam Offered through Essex Community College</p> | <p><u>Administration:</u> TBD <u>Duration:</u> 8:15 am - 11:30 am</p> | <p>Student interest; seniors attending Community College; seniors in need of meeting state graduation requirements</p> | <p>Option for Class of 2019-2020 See state details below**</p> | <p>2 weeks after administration</p> |
| <p>Armed Services Vocational Aptitude Battery (ASVAB)</p> | <p><u>Administration:</u> (TBD) <u>Duration:</u> 8:15 am - 11:30 am</p> | <p>Student interest; seniors in need of meeting state graduation requirements</p> | <p>Option for Class of 2019-2020 See state details below**</p> | <p>2 weeks after administration</p> |
| <p>Scholastic Aptitude Test (SAT)- College entrance exam</p> | <p>For details and to register go to: www.collegeboard.com October 6, November 3, December 1, 2018 March 9, May 4, June 6, 2019</p> | <p>Student interest; seniors in need of meeting state graduation requirements</p> | <p>Option for Class of 2019-2020 See state details below**</p> | |

| | | | | |
|--|--|--|--|--|
| <p>American College Test (ACT)- College entrance exam</p> | <p>For details and to register go to: www.act.org September 8, October 27, December 8, 2018 February 9, April 13, June 9, 2019</p> | <p>Student interest; seniors in need of meeting state graduation requirements</p> | <p>Option for Class of 2019-2020 See state details below**</p> | |
| <p>Avant STAMP Testing World Languages https://avantassessment.com/stamp4s</p> | <p>Administration for SEAL of Biliteracy Applicants in Grades 11: January 2019-March 2019 Applicants in Grades 12: November 2018-January 2019 Administration for 8th Grade Students: May 2019-June 2019</p> | <p>Grades 11 & 12 (All offered languages except Latin) Grade 8 (All offered languages except Latin)</p> | <p>NA</p> | <p>March 2019 January 2019 June 2019</p> |

*If students are permitted extra time or any other accommodation by their IEP or 504

Parents/guardians may contact their child’s case manager, counselor or principal for additional details on accommodations and accessibility.

****For details on NJ State NJ State Graduation Testing Requirements as of May 2018:**

<http://www.state.nj.us/education/assessment/parents/GradReq.pdf>

For questions regarding state testing, please contact Montclair Public School’s District Test Coordinator- Jennifer Goforth, jgoforth@montclair.k12.nj.us, 973-509-4038

For questions regarding district and other tests, please contact your child’s counselor or principal.



MobyMax

Logging In for Students

MobyMax is back online for the school year and has been upgraded. MobyMax data is now synced with Genesis data and automatic rostering has been enabled. The sync takes place each night around 8-10pm. Please first check and correct Genesis data if anything appears incorrect.

Students: The MobyMax login procedure has changed. Please **DO NOT** log into mobymax.com! To use MobyMax go to <https://clever.com/in/montclair>

Students:

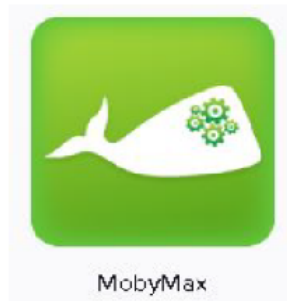
Username: Network login. Usually first initial, surname and year of graduation.

Password: The same value as their Google (MPSDNJ.US) password.

Passwords ARE synced with their district account.

Genesis passwords ARE separate and not synced. They are usually different.

Once logged in please click on the MobyMax icon to enter and use MobyMax.



Errors?

If you notice any rostering errors in MobyMax please check the same data in Genesis. Please first look to correct the error in Genesis. Once done the changes should make their way to MobyMax the next day.

Email Tips!

You can set when and IF MobyMax emails you. By default they enjoy sending newsletters with tips and tricks on MobyMax, it is per user setting so each user must configure for themselves.

1. After logging in to Moby, click on "My Account" at the top of your page.
2. Under email preferences un/check the boxes for "MobyMax news and tips" and "Notify you when your MobyMax license is going to expire"
3. Click "Save."

(an incomplete, ever expanding list from Steve Leinwand and Eric Milou 8/14)

<https://sites.google.com/site/greatccssmathresources/>

| What do the Standards Mean? | |
|---|---|
| Illustrative Mathematics | www.illustrativemathematics.org |
| Mathematics Progressions Documents | http://ime.math.arizona.edu/progressions |
| EDC – Implementing the Practices | http://mathpractices.edc.org/ |
| Achieve, Inc. | http://www.achieve.org/achieving-common-core |
| Turn on Common Core Math | http://turnonccmath.net |
| Lessons, Lesson Ideas and Lesson Plans | |
| Learn Zillion | www.learnzillion.com |
| Inside Mathematics | www.insidemathematics.org |
| NCTM Illuminations | www.illuminations.nctm.org |
| Mathalicious | www.mathalicious.com |
| Dan Meyer’s 3-Act Lessons | https://docs.google.com/spreadsheets/ccc?key=0AjIqyKM9d7ZYdEhtR3BJMmdBWnM2YWxWYVM1UWowTEE |
| Thinking Blocks | www.thinkingblocks.com |
| Yummy Math | www.yummymath.com |
| Engage New York | www.engageny.org/mathematics |
| Mathematics Vision Project | http://www.mathematicsvisionproject.org |
| Emergent Math | http://emergentmath.com/my-problem-based-curriculum-maps |
| Achieve EQuIP Exemplars | http://www.achieve.org/EQuIP |
| Khan Academy | www.khanacademy.com |
| Robert Kaplinsky Lessons | http://robertkaplinsky.com/lessons |
| K-5 math teaching resources | http://www.k-5mathteachingresources.com |
| Tools | |
| National Library of Virtual Manipulatives | http://nlvm.usu.edu/en/nav/vlibrary.html |
| Desmos | www.desmos.com |
| Geogebra | www.geogebra.org |
| Conceptua Math | www.conceptuamath.com |
| Tools for the Common Core | http://commoncoretools.me |
| Common Core Database | http://commoncore.pearsoned.com/index.cfm?locator=PS1cO9 |
| Assessments and Assessment Tasks | |
| Balanced Assessment | http://balancedassessment.concord.org |
| Mathematics Assessment Project | http://map.mathshell.org/materials/index.php |
| Howard County Formative Assessments (K-5) | https://grade1commoncoremath.wikispaces.hcps.org/Grade+1+Home |
| PARCC sample items | http://practice.parcc.testnav.com/# |
| Smarter Balanced sample items | http://www.smarterbalanced.org/practice-test/ |
| K-12 Assessment Center | http://www.k12center.org |
| Miscellaneous Collections of Resources | |
| Math Munch | http://mathmunch.org/ |
| Dana Center Math Common Core Toolkit | http://www.ccsstoolbox.org |
| Colorado Dept of Education | http://www.cde.state.co.us/standardsandinstruction/instructionalunitsamples |
| Georgia Dept of Education | https://www.georgiastandards.org/common-core/pages/math-k-5.aspx https://www.georgiastandards.org/common-core/pages/math-6-8.aspx https://www.georgiastandards.org/common-core/pages/math-9-12.aspx |
| Ohio Resource Center | http://ohiorc.org/standards/commoncore/mathematics |
| Learn NC | http://www.learnnc.org/lp/editions/ccss2010-mathematics |
| Southeastern Comprehensive Center | http://secc.sedl.org/common_core_videos/index.php |
| National Science Digital Library | http://nsdl.org/search/standards/D10003FB |
| Student Achievement Partners | http://achievethecore.org/dashboard/300/search/1/2/0/1/2/3/4/5/6/7/8/9/10/11/12 |
| California Mathematics Project | http://cacessm.cmpso.org |

Something you use missing? Send URL to sleinwand@air.org

This page is a work in progress with the goal of compiling free math resources for students, parents, and teachers.

If you have any questions or suggested URL additions to this site, please contact Mrs. Jennifer Goforth, Director, 973-509-4038 or jgoforth@montclair.k12.nj.us .

All Levels

- [Khan Academy](#)- personalized learning with lessons, practice and assessments
- [CK-12 Foundation](#)- personalized learning with interactive modules and lessons
- [that quiz](#) (math test activities for students and teachers at all grade levels)
- [WolframAlpha](#) (Search engine/problem solver/graphing utility)
- K-12 Flipbooks [open page with items highlighted at bottom](#)

Kindergarten through Grade 8

- **MobyMax** is an online district resource for additional practice in K-8 Math and other subjects! Click [here](#) for login instructions.
- [North Eastern University math and business resources for kids](#)
- [Common Core Sheets \(many practice worksheets grades K-6\)](#)
- [XtraMath](#)
- [The Math Lab](#) (Middle School Practice Problems - Numbers and Operations, Data Analysis and Probability, Measurement, Algebra, Geometry)

Algebras

- [Paul's Online Algebra Notes](#)
- Regents Exam Prep Center ([Algebra I](#) and [Algebra II/Trig](#))
- Sophia.org ([Algebra I](#) and [Algebra II](#))

Geometry

- [Plane Geometry](#) (Math Open Reference)
- [Coordinate Geometry](#) (Math Open Reference)
- [Regents Exam Prep Center](#)
- [The Math Lab](#) (Standardized Exam Practice for Middle School Geometry)
- [Sophia.org](#) (Geometry)

Trigonometry/Precalculus

- [Paul Online Notes Trigonometry Summary](#)
- [Trigonometry](#) (Math Open Reference)
- [Sophia.org](#) (Trigonometry)

Calculus

- Paul's Online Calculus I Notes ([Honors Calculus/AP Calculus AB](#))
- Paul's Online Calculus II Notes ([AP Calculus BC](#))
- [Sophia.org](#) (Calculus)
- [MIT Open Courseware Single Variable Calculus](#)
- [Calculus](#) (Math Open Reference)
- [Video Calculus](#) (University of Houston)

Statistics

- [Sophia.org](https://www.sophia.org) (Statistics)

K-5 Math Common Core Resource Flipbooks

[Grade 1](#)

[Grade 2](#)

[Grade 3](#)

[Grade 4](#)

[Grade 5](#)

6-8 Math Common Core Resource Flipbooks

[Grade 6](#)

[Grade 7](#)

[Grade 8](#)

9-12 Math Common Core Resource Flipbooks

[Grades 9-12](#)