



Montclair Public Schools
Operations and School Support Services
Presents the Annual

Realtors Roundtable

March 15, 2022



*In cooperation with the
Montclair Board of
Education (MBOE),
Montclair Principals
Association (MPA),
Montclair Education
Association (MEA),
Montclair Council of
Parent-Teacher
Associations (PTAC),
and the
Montclair Public Library
(MPL)*

Ceil Adkins

Montclair Realtor/Resident and former Montclair Public Schools Parent

Latifah Jannah

Montclair Board of Education President



Montclair Public Schools

Mission

Vision

Beliefs

Goals

Montclair Public Schools' Mission

The Montclair Public School District is dedicated to creating a culture of learning and continuous improvement that provides every child with a high quality, creative, innovative and challenging education, through a magnet system of integrated schools in which every school represents a strong, diverse and vibrant community of learners.

Adopted by the Board: 8.21.17

Montclair Public Schools' Vision

The Montclair Public Schools will cultivate and support our students to become high academic achievers, curious and creative thinkers, and socially adept young people who are prepared for college, careers, and livelihoods in the 21st century.

Adopted by the Board: 8.21.17

Core Beliefs

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.

Adopted by the Board: 8.21.17

2020-2021 and "*Beyond*"
Board Goals

Goal 1:

The Board believes in the importance of communicating its governance role and Board functions to the community. During the 2020-21 school year, the Communications Committee will work with the Superintendent and District Administration, to develop and improve, through collaboration, an understanding within the district and the Montclair Community, how the Board operates. The Committee will keep the Board informed through their monthly reporting.

Goal 2:

The Montclair Public School District believes “All Students Can Learn” and “Every Child is Special.” To that end, the Board will work with the Superintendent, through its policies, to ensure that every student attending Montclair Public Schools is treated equitably, without bias, and is supported to meet their needs. Every Montclair Public School student will have the opportunity to attain their highest level of learning and achievement. In order to meet this goal, the Board will:

Goal 2 Continued:

Direct the Superintendent and District Administration to ensure every student has access to all levels of instruction and the assistance needed to acquire opportunities to enter higher level classes; to monitor all academic programming, and to make sure that it effectively meets the needs of all learners.

Direct the Superintendent to use data to inform decision making regarding the planning and implementation of staff development opportunities that will promote best practices in the classroom, to monitor and analyze student progress, and make recommendations that will focus on equity advocacy, as related to student achievement and educational opportunity.

Direct the Superintendent to inform the Board regularly on student achievement and pertinent action planning geared to facilitating positive student outcomes, and supporting academic growth.

Direct the Superintendent to use data as a foundation for presentations that involve curricular changes, new program initiatives, and fact-finding for problem solving purposes.

Goal 3:

Through the careful alignment of the budget to Board and District goals, the Board will build the capacity to assure the sound and fiscally responsible disposition of district resources in a manner that benefits all students. This will include careful reporting and analysis of the systems and programs that impact educational goals, and will include analysis of special needs programs; a sustained focus on fiscal spending, attention to infrastructure and technology, and a strong and effective relationship with the Board of School Estimate.

Goal 4:

The Board will create an infrastructure addressing virtual and physical needs for best in classroom educational opportunities for 21st Century learning environments. To that end, the Board recognizes that:

Modern learning opportunities require a 1:1 device to student ratio. The Board will work with the Superintendent to fund IT operations and user experience to create a department to support the modern learning needs of students, with a focus on equitable access to all student populations.

Our facilities are in need of modernization from structural to HVAC, to ergonomics. To facilitate current and future best practices, the Board will create an LRF that is malleable with a futuristic outlook.

Classrooms will be designed to accentuate learning, safety, and effortless teaching.

Goal 5:

The Montclair Board of Education believes Restorative Justice Practices build community and promote healthy relationships among educators and students.

In 2018, the Board entered into an initiative with the Montclair Education Association, and the Montclair Community through Community Partners and Stakeholders, to bring Restorative Justice to the Montclair School District. This included staff, administrator, board, and community training, and implementation of Restorative Justice in four pilot schools. Staffing includes a Teacher on Special Assignment in each of the pilot schools, and a Coordinator to oversee the initiative. During the 2020-21 school year the Board will:

Direct the Superintendent and District Administration to support the continued implementation of Restorative Justice by expanding the number of pilot schools, support staff and administrator training, determine that Professional Development in Restorative Justice practices are provided to staff, and review and evaluate the initiative with the Coordinator. Review and revise policies with the inclusion of restorative practices. Allocate funding during the budget process for the continued implementation of Restorative Justice in the district.

Dr. Jonathan Ponds

Superintendent of the Montclair Public Schools

“All Students Can Learn”

“Every Child is Special”

State of the Montclair Public Schools

Montclair Public Schools - Budget

2021-2022 Montclair Public Schools Budget:

<https://www.montclair.k12.nj.us/cms/one.aspx?portalId=889560&pageId=30590625>

2021-2022 Montclair Township Budget:

https://www.montclairnjusa.org/government/departments/finance_and_taxes/financial_information

Catherine Kondreck

Montclair Education Association, President

Tessie Thomas

Montclair Council of Parent-Teacher Associations, President

Lois Whipple

Montclair Public Library, Trustee and Treasurer

Eileen Gilbert

Assistant Principal at Montclair High School
Montclair Principals Association, President

Dr. Felice A. Harrison-Crawford

Assistant Superintendent of Operations and School Support Services

Policy 5122 - School Placement Request

[District Policy 5122](#)

School Placement Request is the means by which parents express educational preferences for their children in magnet schools Kindergarten through eight and for those magnet schools which may be developed within a district or town facility.

Overview

In 1974 Montclair's Plan of Action was modified to provide Freedom of Choice (currently, School Placement Request) for parents. This School Placement Request option was added to the State-approved desegregation plan of magnet schools. School Placement Request is a system by which parents may opt to send their children to a school of their choice within the district. These assignments were approved under a set of guidelines which considered among other criteria, special mandated programs, sibling placement, space availability in schools and programs as long as racial and gender balance is not adversely affected.

A School Assignment Task Force, comprised of community members, consultants and district staff was assembled and charged with examining current practices and;

1. To consider whether and to what extent Montclair’s school integration plan is affected by the Supreme Court ruling in *Parents Involved in Community Schools vs. Seattle* (2007) (“PICS”), which impacted the ability of school districts to solely consider race in student assignment policies;
2. To ensure that the Montclair Public School integration program both complies with our State order from the Commissioner of Education to maintain integrated schools, as well as applicable Federal and State laws; and
3. To ensure that the district meets these goals in a manner consistent with its mission to promote the academic, social and artistic development of students who as a whole will be accountable for their ongoing learning, value initiative and diversity, achieve the requirements of the Common Core and New Jersey Core Curriculum Content Standards at all grade levels, and are able to contribute meaningfully to the ever-changing global society.

The Board reviewed the recommendations from the Task Force and through this policy directs the Superintendent to modify all school placement requests and school assignment procedures (see R **5122**) to conform to the following guidelines which became effective February 1, 2010 for the 2010-11 school year. The Board believes that this realignment of student placement procedures will more accurately support its overall educational goals for students, especially the desire to provide high quality, integrated public education for every child through a magnet system in which every school represents a strong, diverse and vibrant community of learners which avoids the economic and/or racial isolation of students, and to more accurately support those outcomes outlined in its mission statement and Board policies, especially policy “2132 – Goals and Objectives.”

Although “Parental Choice” is an important aspect of student assignment, the Board continues to maintain the final legal authority in determining the individual placement of students under its authority in all district jurisdictions.

Procedures

In furtherance of Board goals, the Montclair Board of Education hereby adopts the following student assignment protocols.

1. All areas of the town shall be delineated as belonging to one of three geographic zones containing roughly an equal population ("Zone A," "Zone B" and "Zone C"), with each residence in town being in one of the zones. The zones shall be determined by reference to five equally weighted factors drawn from the social science literature to be related to aspects of achievement in alignment with district goals.

The five factors are:

- a. Median household income;
- b. Household poverty rate;
- c. Number of free and reduced lunch (FRL) students;
- d. Parental education level; and
- e. Neighborhood racial/ethnic demographics.

With the exception of Free and Reduced Lunch information which will be drawn from the school district's own database, the data used to determine the zone boundaries will be drawn from the decennial Federal census. The borders of the zones thus should be subject to review and potential refinement only following the release of data from each census.

2. Parents of students entering Kindergarten shall submit their ranked preferences among the elementary schools by the dates specified by the administration.
3. The district shall determine, each year, the percentages of entering Kindergarten students, town-wide, who live in, respectively, Zone A, Zone B and Zone C. These will become the “baseline percentages” for “Kindergarten” which will be used in these procedures.
4. The student assignment process shall consider the following priority placements factors:
 - a. Siblings: entering Kindergarteners who have siblings who will be attending an elementary school the following year shall, upon request, be assigned to the same school;
 - b. English as a Second Language (ESL)/English Language Learners (ELL) students: students requiring ESL services shall be assigned to a school that can provide services; and
 - c. Special Education: students receiving certain types of special education or access available at some but not all elementary schools shall be assigned to schools equipped to meet their needs.

5. Next, while honoring parental preferences to the extent possible, the district shall randomly assign the other students up to the remaining spaces determined by the district to be available in a program or school. The assignment will be done in a way that will bring each elementary school's cohort to within five percentage points of the baseline zone percentages mentioned in step "3" above.

(For example, if the baseline percentage from Zone A in a given year were 20%, then between 15% and 25% of each elementary school's Kindergarten cohort shall be drawn from Zone A, and similarly with Zones B and C. This provision shall not apply to students asked to repeat Kindergarten, for they will have the right to attend the same school in which they are enrolled, unless their parents request otherwise, in which case their placement shall be made mindful of the zone-balancing goal of this policy.)

6. The district shall also determine, each year, the town-wide gender breakdown of the entering Kindergarten cohort (for example, 48% boys, and 52% girls), and student assignments shall be made with a goal of each elementary school's Kindergarten cohort being within ten percent points of the town-wide baselines (continuing the precious example, no school's Kindergarten cohort should be less than 38% or more than 58% boys).

7. Students whose school assignments must be made after the initial district placements have been determined – these being, principally, students whose families move into Montclair later in the year – shall to the maximum possible extent be assigned to schools consistent with the zone-balancing goal of this policy.

8. In granting School Placement Request to middle schools (i.e., in assigning entering sixth graders who elect not to attend the middle school for which their elementary school is the feeder school, student assignments shall be guided when possible by the zone-balancing goal set forth in this policy along with other district procedures and Regulation **5122**.

All placements under this policy are determined by program space availability as determined by the administrative staff.

The Superintendent shall review and approve all proposed placements under this policy prior to their implementation, in order to evaluate the impact of the proposed placements on the parameters and goals of this policy.

The Superintendent shall report annually on the success of implementation of this plan, and at intervals he/she deemed appropriate but in no event less frequently than every five years, convene a sub-committee consisting of Montclair constituents to reconsider, in light of intervening local experience and developing social science, the relationship between this policy and the district's educational goals, with particular attention to the continuing necessity to use race as one of the five co-equal zone-determining criteria, and recommend any modifications deemed appropriate.

In all phases of the process, the Superintendent maintains the right to make assignments based on broader educational and social goals.

Adopted: 12 December 2016

Thank you for attending the Realtors Roundtable

Information will be available on our website under the “Realtors Corner”

www.montclair.k12.nj.us

Q and A

www.montclair.k12.nj.us