



Springfield 2020

REOPENING OUR SCHOOLS

August 10, 2020

Springfield Public Schools

Search. Learn. Serve

August 10, 2020

Dear Springfield Public Schools Students, Staff, Families, and Community Members,

Throughout the last month, over 100 district and school leaders, staff members, and parents have volunteered hundreds of hours to develop elements of a plan for reopening our schools for the 2020-2021 school year. As I noted in my July 15, 2020 letter, we approached the work through two non-negotiables. First, the health and safety of our staff and students is the most critical priority. Second, we will provide hybrid model for educating our students that includes an option for students to participate in a full-time virtual program and an option to provide students with in-person learning opportunities.

As you read through the following Springfield 2020: Reopening Our Schools Plan, it is critical that you understand that this document provides an overview of our reopening strategies. It is built on the New Jersey Department of Education’s “The Road Back” document and is available on their website for review. This document is a living document that we expect to modify based on shifting guidance and conditions.

In this plan you will find the guiding practices for health and safety, sample school schedules, and information about the daily operations of the district under these challenging circumstances.

Overview of Learning Models Provided

	In-Person Hybrid Model	All-Virtual Model
Schedule	<ul style="list-style-type: none"> ● 4 Hours of in-person instruction ● Students not attending in-person will participate in virtual learning ● 2 Proposed Models for Grades K-3, dependent on staff to student ratio ● Grades 4-12 will have 2 days of in-person instruction and 3 days of virtual instruction per week ● All efforts will be made to ensure that siblings will be assigned the same in-person instruction/ virtual days 	<ul style="list-style-type: none"> ● Full school day of virtual instruction, 4 days per week ● Half Day (4 Hours) of instruction 1 day per week
Instructional Method	<ul style="list-style-type: none"> ● Standards-based lessons ● Whole group instruction ● Small group instruction ● Individualized support 	<ul style="list-style-type: none"> ● Standards-based lessons ● Whole group instruction ● Small group instruction ● Individualized support

Special Services	<ul style="list-style-type: none"> • Services provided according to student IEP • IEP Amendments may be necessary 	<ul style="list-style-type: none"> • Services provided according to student IEP • IEP Amendments may be necessary due to required instructional changes
Health/Safety Protocols	<ul style="list-style-type: none"> • Daily health screenings questionnaires • Daily temperature checks • Face masks required for students and staff (disposable masks available for backup) • Time made available for hand washing and reinforced • Contact tracing • Follow NJ DOE/NJ DOH/CDC guidelines 	<ul style="list-style-type: none"> • Not applicable
Building Safety Measures	<ul style="list-style-type: none"> • Social distancing modifications to classroom spaces • Minimizing student movement • Hand sanitizer available • Enhanced facility/bus cleaning procedures • Cohorting/staggering classroom release • Follow NJ DOE/NJ DOH/CDC guidelines 	<ul style="list-style-type: none"> • Not applicable
Transportation	<ul style="list-style-type: none"> • Transportation provided to eligible students • Eligible families must register for transportation • Families may be grouped 	<ul style="list-style-type: none"> • Not applicable
Food Services	<ul style="list-style-type: none"> • Lunch will not be served • Grab-and-go lunches distributed to eligible students • Students not eligible for free or reduced priced lunches may place an order a grab-and-go lunch 	<ul style="list-style-type: none"> • Grab-and-go lunches distributed to eligible students
Student Assessment	<ul style="list-style-type: none"> • Variety of assessment tools to determine strengths/readiness/ learning loss • Ongoing formalized assessments to monitor student progress and goal achievement 	<ul style="list-style-type: none"> • Variety of assessment tools to determine learning progress • Ongoing formalized assessments to monitor student progress and goal achievement
Social-Emotional Learning (SE) & Support	<ul style="list-style-type: none"> • All schools will incorporate SEL activities in daily instruction both in-person and via online instruction. • School counselors will communicate with teachers & principals to identify specific needs. • Staff will participate in ongoing professional learning around supporting SEL, as well as addressing grief and loss. 	

As we look toward September, the district teams are actively planning to provide structured and engaging learning opportunities. We are aware that at any time our plan may need to shift, and we actively working to plan for a shift to an all-virtual model should we be required to do so.

We will closely monitor the guidance, mandates, and regulations from the Governor's Office, the New Jersey Department of Education, New Jersey Department of Health, Centers for Disease Control and Prevention, and local health officials. As the guidance evolves, so will our plan.

As noted in my August 5, 2020 letter, we fully acknowledge that many challenges lie ahead and our plan may require difficult decisions for families. At the same time, we are working to provide the safest learning environment for our students and our staff.

Finally, I am humbled by the incredible support of our staff and our community during this challenging time. I have continued to receive messages of support and thoughtful feedback to inform our considerations. The community's commitment to search, learn, and serve is apparent, and I am honored to serve Springfield.

Warmest Regards,

A handwritten signature in cursive script that reads "Rachel Goldberg".

Rachel Goldberg
Superintendent of Schools

Table of Contents

Introduction: Responding to a Pandemic 8

Critical Definitions 8

Leadership & Planning: Organizational Structure 9

Communication 9

Pandemic Response Teams 9

Crisis Response Team & Reopening District Leadership Committee 9

Executive Committee 9

Leadership and Planning: Student Schedules 10

In-Person Hybrid Model 11

Virtual Learning Model 11

K-5 Education Program Overview 11

K-3 Elementary Schedules 12

K-3 Hybrid Model 1: 4 Day Hybrid Sample Schedule 13*

K-3 Hybrid Model 2: A/B Sample Schedule 14*

Grades 4 & 5 Elementary Schedules 14

Grades 4 & 5 Sample Schedule 15*

K-5 Virtual Sample Schedule 16*

Grades 6-8 Education Program Overview 16

Grades 6-8 Hybrid Sample Schedule 17*

Grades 6-8 Virtual Learning Schedule 18*

Grades 9-12 Educational Program Overview* 19

Leadership and Planning: Athletics & Extracurricular Activities 20

Athletics 20

Extracurricular Activities 21

Leadership and Planning: Staffing 21

Accommodation Requests 22

Leave of Absence: Families First Corona Response Act 22

NJDOH and NJDOL Information and Resources: 22

Back-Up Staffing Plan 22

Leadership and Planning: Technology & the Digital Divide 23

Digital Divide - Identification of Technological Needs 24

Distribution Plan 24

Monitoring of Technology Needs 24

Conditions for Learning: General Health and Safety Guidelines 24

General Health & Safety Guidelines 24

Promoting Healthy Behaviors 25

Conditions for Learning: Classrooms, Shared Learning Spaces, and Therapy Settings 25

Conditions for Learning: Transportation 26

Student Transportation 26

Social Distancing on School Buses 27

Conditions for Learning: Student Flow, Entry, Exit, and Common Areas 27

Drop Off Procedures 27

Edward V. Walton School: 27

James Caldwell School: 27

Thelma L. Sandmeier School: 27

Florence M. Gaudineer Middle School: 28

Jonathan Dayton High School: 28

Social Distancing in Entrances, Exits, and Common Areas 29

Edward V. Walton School: 29

James Caldwell School: 29

Florence M. Gaudineer School: 29

Jonathan Dayton High School 30

Conditions for Learning: Screening, PPE, and Response to Students and Staff Presenting Symptoms 30

Screening & Contact Tracing 30

Visitors 31

PPE 31

Face Masks 31

Response to Students Presenting Symptoms 32

Response to Staff Presenting Symptoms 32

Isolation Spaces 33

Conditions for Learning: Contact Tracing 33

If a Staff Member Has Tested Positive 35

If a Student Has Tested Positive 35

Conditions for Learning: Facilities Cleaning Practices 36

Conditions for Learning: Food Services 36

Conditions for Learning: Recess & Physical Education 37

Physical Education 37

Recess 38

Conditions for Learning: Field Trips, Extra-Curricular Activities, and Use of Facilities Outside of School Hours 38

Conditions for Learning: Academic, Social, and Behavioral Supports 39

Social Emotional Learning (SEL) 39

Counselor Focus: 39

School-Wide Awareness 40

Responsive Services 40

Individual Support 40

Systems Support 41

Municipal Alliance Meetings 41

Agency Referrals 41

Anti-Bullying Specialist 41

Orientation Programs 41

Intervention & Referral Services 41

Section 504 Coordinator 41

Child Study Team 41

Crisis Team 41

Curriculum Committee 42

The Student Assistance Counselor 42

Counseling Activities 42

Educational Activities 42

District-Wide Character Education and Mental Health Supports: 42

Kinful 42

Bullies to Buddies 43

IDE 43

Rutgers Behavioral Health 43

Grief Informed District Training 44

Hybrid SEL 44

Multi-Tiered System of Supports (MTSS) 44

Continuity of Learning: Curriculum, Instruction, and Assessment 45

Accommodations for Special Populations 45

Continuity of Learning: Professional Learning, Evaluation, and Certifications 45

Teacher Professional Development 45

Professional Development Plan for 2020-2021 45

Student Growth Objectives 46

Who Are Required to Submit SGOs 46
Timeline for the SGO/PDP Process 46
Mentoring Guidance 47
Educator Evaluation Guidance 47
Certification 47

Resource Guide 48

Introduction: Responding to a Pandemic

Springfield Public Schools is committed to providing our students engaging learning experiences to prepare them for global citizenship. In the context of a pandemic, we are challenged to maintain the high expectations for learning while prioritizing the health and safety of every member of our school community.

This plan is a follow up to the crisis plan created in March 2020, and is specifically developed to guide the process and ongoing planning for reopening our schools.

As an overview of the elements in the plan, as well as questions generated from the feedback generated by the introduction of the plan, the next part of this letter provides a description of what school will “look like” in the coming months.

Critical Definitions

Hybrid/Flex Model of Instruction: In a hybrid or flex model, students participate in both in-person and virtual learning experiences.

Virtual/ Online Model of Instruction: In a virtual model, students interact with teachers and peers through virtual programs.

Asynchronous Instruction: Virtual instruction that does not include real-time interaction; students utilize a variety of online tools to complete assignments, including learning videos and tutorials.

Synchronous Instruction: Virtual instruction that includes real-time interaction; students utilize a variety of online tools to communicate directly with the teachers, including online conferencing and collaboration.

Home Instruction: Instructional services provided to an enrolled student, due to a variety of circumstances that prevents them from attending school in-person. Minimum standards for home instruction are set by N.J.A.C. 6A:16-10.1(c).

Homeschooling: As defined and governed by Board Policy No. 9270, is a choice for education identified by the parents where the parent/guardian withdraws the child from the school system.

Leadership & Planning: Organizational Structure

Communication

The Superintendent of Schools will work closely with her technology team to ensure timely communication of all district information related to the reopening of schools.

Pandemic Response Teams

SPS created a variety of committees to gather information and support collaboration. All members of the committees reflect the diversity of the school community, including those representing students with disabilities, whose families speak languages other than English at home, and who reflect diverse racial, ethnic, and socioeconomic demographics.

During the COVID-19 Pandemic Response, the following teams were created:

Crisis Response Team & Reopening District Leadership Committee

- Superintendent of Schools
- Assistant Superintendent of Operations/Board Secretary
- Assistant Superintendent of Curriculum, Instruction, and Assessment
- Director of Human Resources
- Director of Student Services
- Director of Athletics
- Supervisor of Building Services
- Technology Coordinator
- Supervisor of Humanities
- Supervisor of Science, Technology, Engineering, and Mathematics

Executive Committee

The Reopening Executive Committee provided feedback from a variety of stakeholder perspectives. It includes district leaders, school leaders, teacher leaders, association leaders, and parents.

- Board of Education President & Representatives
- Superintendent of Schools
- Assistant Superintendent of Operations/Board Secretary
- Assistant Superintendent of Curriculum, Instruction, and Assessment
- Director of Human Resources
- Director of Student Services
- Director of Athletics
- Supervisor of Building Services

- Technology Coordinator
- Supervisor of Humanities
- Supervisor of Science, Technology, Engineering, and Mathematics
- School Principals
- Teachers
- Guidance Counselors
- Nurses
- Parents
- Community Leaders

Subcommittees:

- Walton Grades PK-2 Committee includes certified staff and parents of students in applicable grades.
- Caldwell & Sandmeier Grades 3-5 Committee includes certified staff and parents of students in applicable grades.
- FMG Grades 6-8 Committee includes certified staff and parents of students in applicable grades.
- JDHS Grades 9-12 Committee includes certified staff and parents of students in applicable grades.
- The Social-Emotional Learning Committee includes certified staff and parents with specific knowledge and expertise related to Special Education Services, Mental Health, and Wellness.
- Operations Committee includes district operational personnel with specific knowledge of business operations, human resources, and facilities.

In addition to the committee meetings, meetings were held with critical stakeholder groups including the Special Education Parents Advisory Group and JDHS Student Government.

Leadership and Planning: Student Schedules

Springfield Public Schools values our staff, students, and families. We believe that educational systems are critical structural foundations to our nation, socially and economically. We also believe that it is essential that we provide the appropriate learning opportunities to every child in our care. During this time, we are building a system that supports family choice as to how their educational needs will be addressed in the coming year. To meet those goals, we are providing a system that supports an in-person hybrid learning environment, as well as a fully virtual learning environment.

Families will be asked to choose whether their child will enroll in a hybrid model or a virtual when schools are reopened for virtual learning. Below, please find an overview of the models proposed.

In-Person Hybrid Model

For K-3 students, the District is proposing that we follow one of two proposed models, a four-day a week model or an A/B 2 day a week model. In both models, the school day will provide four-hours of in-person instruction utilizing an early dismissal schedule. The district is proposing both models to the New Jersey Department of Education to provide the most flexibility in responding to shifts in student participation, staff availability, and NJDOE guidance. In both cases, the school day will offer four hours of instruction, and will utilize an Early Dismissal Schedule.

In Grades 4-8, the District is proposing that we follow an A/B model, where all students participating will attend on either Mondays & Tuesdays (A) or Thursdays & Fridays (B). In-person learning will occur over four-hours, and utilize an early dismissal schedule. On days that students are not in attending in-person classes, they will be interacting with teachers through scheduled online learning opportunities.

In Grades 9-12, the District is proposing a two-day a week model with the goal to offer increased instructional time in core coursework. The district is currently working through a variety of scheduling options to best meet the educational needs of all of our students.

In all programs, during the times students are not in-person, they will receive both synchronous and asynchronous learning opportunities through scheduled online interactions and assignments. While in the school building, students and staff will be required to wear a face mask and follow social distancing requirements identified in the sections above. Enhanced cleaning protocols will be followed as well as health screening of all students, staff, and visitors entering the buildings.

Virtual Learning Model

This model will be different from the virtual/remote learning that was used during this past spring. Virtual learning will include scheduled synchronous learning, live interaction with teachers, and mandatory participation times. Families that choose this model will be asked to make a commitment to participating in the model, and will be able to request an adjustment of their choice, with the understanding that requests may not be fulfilled until the beginning of Marking Period 2 (November 16). Specific issues regarding transitioning from the virtual choice to the hybrid model will be considered on an individual basis.

Scheduling

K-5 Education Program Overview

- Students will be assigned to a group corresponding to the days of the week that they will be attending in-person instruction. The group will engage in remote

learning on the other days of the week. All students engage in remote learning on Wednesdays.

- Daily attendance will be taken within OnCourse for in-person and remote learners.
- All students will have access to a full schedule of online synchronous and asynchronous learning opportunities.
- In-person instruction will consist of four hours in the morning, with a grab-and-go lunch offering. The start times for instruction will be staggered to minimize the number of students arriving to school.
- Students on full remote instruction will either be taught by one teacher who is also teleworking, or will be assigned to a teacher and remote/hybrid learn with Group A or B.
- Students will be assigned to a small group section to engage in both in-person instruction and remote learning throughout the school week.
- In-person instruction will run on half day schedules in the morning, while remote learning will present itself in the afternoon.
- Specials will be implemented remotely.
- Remote Learning will be structured with direct and meaningful instruction. Remote whole group and small group virtual instructional sessions will take place through virtual platforms (such as, zoom), as well as the implementation of screencasts and/or pre-recorded lessons by teachers.
- Students and staff will have designated time slots to allow for hygiene checks, outdoor mask breaks, and snack breaks.
- Remote learners will be instructed on the same concepts at the in-person students to ensure equity of learning and appropriate pacing.
- Special area staff will provide remote learning.
- Maintaining and creating curricular continuity across all grade levels.
- All Online Programs relating to curricular disciplines (i.e. Math, Science, etc.) will be implemented accordingly for the instructional and assessment purposes.
- Remote learners will have opportunities for occasional live-streaming in the morning with their teachers.
- The Hybrid Model will meet the needs of all learners academically, socially, and emotionally.

K-3 Elementary Schedules

First, for families in grades K-3 that choose an “All Virtual” model, the instructional periods will be similar to those that are choosing the “In-Person” model, with the difference being that the morning session will be a mix of synchronous (teacher-led) and asynchronous (independent online work, i.e., iReady, RazKids, iXL) learning activities.

For K-3 students, the District is proposing that we follow one of two proposed models, a four-day a week option or an A/B 2 day a week option. In both models, the school

day would be a four-hour utilizing an early dismissal schedule. The district is proposing both models to the New Jersey Department of Education to provide the most flexibility in responding to shifts in student participation, staff availability, and NJDOE guidance. In both cases, the school day will offer four hours of instruction, and will utilize an Early Dismissal Schedule.

Finally, for families with students in grade 3, we are presenting a model that includes having the whole grade meet for in-person instruction at a single school. While this represents a significant departure for the community, it is proposed to enable the district to better utilize the available classroom space, available staff members, and number of students requesting in-person instruction. In addition, by bringing all of the third-grade teachers together as a cohort, we will have more opportunities to maximize teachers' previous content area experiences, collaborative planning and professional development, and a more consistent use of grade level best practices.

*K-3 Hybrid Model 1: 4 Day Hybrid Sample Schedule**

Approx. Times	Monday In-Person	Tuesday In-Person	Wednesday Virtual	Thursday In-Person	Friday In-Person
AM Learning 4 Hours	ELA SS Math Science Special Areas Push-In	ELA SS Math Science Special Areas Push-In	Virtual Learning Special Area Group Instruction Small Group Instruction & Support	ELA SS Math Science Special Areas Push-In	ELA SS Math Science Special Areas Push-In
Travel & Transition Approx. 1 Hr/10 Min			Teacher Planning & Prof. Dev.	Travel & Transition Approx. 1 Hr/10 Min	
Virtual Instr 1 Hr/10 Min	Special Area Group Instruction Small Group Instruction & Support	Special Area Group Instruction Small Group Instruction & Support		Special Area Group Instruction Small Group Instruction & Support	Special Area Group Instruction Small Group Instruction & Support

*Please note, this is not exact and is subject to significant changes

*K-3 Hybrid Model 2: A/B Sample Schedule**

Approx. Times	Monday	Tuesday	Wednesday	Thursday	Friday
AM Learning 4 Hours	A Group: In-Person Instruction ELA Math Special Areas	A Group: In-Person Instruction ELA Math Special Areas	Virtual Learning Special Area Group Instruction Small Group Instruction & Support	A Group: Virtual Learning Math Science Phys Ed/ Health	A Group: Virtual Learning ELA Social Studies Phys Ed/ Health
Travel & Transition Approx. 1 Hr/10 Min			Teacher Planning & Prof. Dev.	Travel & Transition Approx. 1 Hr/10 Min	
Virtual Instr 1 Hr/10 Min	Phys Ed Small Group Instruction & Support	Phys Ed Small Group Instruction & Support		Special Areas Small Group Instruction & Support	Special Areas Small Group Instruction & Support

*Please note, this is not exact and is subject to significant changes

Grades 4 & 5 Elementary Schedules

In Grades 4-5, the District is proposing that we follow an A/B schedule, where all students participating will attend on either Mondays & Tuesdays (A) or Thursdays & Fridays (B). In-person learning will occur over four-hours, and utilize an early dismissal schedule. On days that students are not in attending in-person classes, they will be interacting with teachers through scheduled online learning opportunities.

Students in grades 4-5 that choose an “All Virtual” model, will experience a similar structure to those that are choosing the “In-Person” model, with the difference being that the morning session will be a mix of synchronous (teacher-led) and asynchronous (independent online work, i.e., iReady, RazKids, iXL) learning activities.

*Grades 4 & 5 Sample Schedule**

In-Person Hybrid: “A” Group*

Approx. Times	Monday	Tuesday	Wednesday	Thursday	Friday
AM Learning 4 Hours	A Group: In-Person Instruction ELA SS Math Science Special Areas	A Group: In-Person Instruction ELA SS Math Science Special Areas	Virtual Learning Special Area Group Instruction Small Group Instruction & Support	A Group: Virtual Learning ELL Support Special Area Group Instruction	A Group: Virtual Learning ELL Support
Travel & Transition Approx. 1 Hr/10 Min			Teacher Planning & Prof. Dev.	Travel & Transition Approx. 1 Hr/10 Min	
Virtual Instr 1 Hr/10 Min	Special Area Group Instruction Small Group Instruction & Support	Special Area Group Instruction Small Group Instruction & Support		Special Area Group Instruction Small Group Instruction & Support	Special Area Group Instruction Small Group Instruction & Support

*Please note, this is not exact and is subject to significant changes

K-5 Virtual Sample Schedule*

This schedule will be developed specifically to support developmentally appropriate practices. Students will interact directly with teachers, engage in watching mini-lessons, and utilize a variety of synchronous (i.e. Zoom) and asynchronous (i.e. RazKids, iReady) resources to support learning.

Approx. Times	Monday	Tuesday	Wednesday	Thursday	Friday
AM Learning 4 Hours	Morning Meeting via Zoom				
	Physical Education	ELA	Physical Education	Physical Education	Math
	ELA	Physical Education	ELA	ELA	Special Area Group Instruction/
	Math	Math	Math	Small Group Instruction & Support	Science Instruction
Travel & Transition Approx. 1 Hr/10 Min			Teacher Planning & Prof. Dev.	Travel & Transition Approx. 1 Hr/10 Min	
Virtual Instr 1 Hr/10 Min	SS Instruction	Special Area Group Instruction/		Special Area Group Instruction/	Special Area Group Instruction/
	Small Group Instruction & Support	Small Group Instruction & Support		Small Group Instruction & Support	Small Group Instruction & Support

*Please note, this is not exact and is subject to significant changes

Grades 6-8 Education Program Overview

When possible, Springfield Public Schools will implement a cohort model by identifying small groups and keeping them together (cohorting) to ensure that student and staff groupings are as static as possible.

- Maintain social distancing in hallways and common areas.
- Minimize the number of non-essential interactions between students and staff throughout the school day.
- Create student cohorts as an effective strategy to limit exposure and contact.
- Limit commingling between classes or other district-set groups of students.
- Minimize group gatherings
- No lockers will be issued in the middle or the high school.

FMG Scheduling Objectives:

- At FMG, our students’ social and emotional needs will be met with multiple “Daily Advisor” sessions to ensure students remain connected to the school community.
- Remote learners will be instructed on the same concepts at the in-person students to ensure equity of learning and appropriate pacing.
- Special area staff will provide remote learning.
- The school commits to creating and maintaining high level curricular continuity across all grade levels.
- All online programs relating to content areas (ie: Math, Science, etc) will be implemented accordingly for the instructional and assessment purposes.
- Self-Contained Special Education students will attend in-building sessions four days a week (Mondays, Tuesdays, Thursdays, and Fridays).

*Grades 6-8 Hybrid Sample Schedule**

Approx. Times	Monday	Tuesday	Wednesday	Thursday	Friday
	A Group: In-Person Instruction	A Group: In-Person Instruction	Virtual Learning	A Group: Virtual Learning	A Group: Virtual Learning
AM Learning 4 Hours	SEL Check-in				
	ELA/SS 1 Special Area	Math/Science 1 Special Area	Phys. Ed. Small Group Instruction & Support	ELA/SS 1 Special Area	Math/Science 1 Special Area
Travel & Transition Approx. 1 Hr/10 Min			Teacher Planning & Prof. Dev.	Travel & Transition Approx. 1 Hr/10 Min	
Virtual Instr 1 Hr/10 Min	Phys. Ed. Small Group Instruction & Support	Phys. Ed. Small Group Instruction & Support		Phys. Ed Small Group Instruction & Support	Special Area Group Instruction Small Group Instruction & Support
	SEL Closing			SEL Closing	

*Please note, this is not exact and is subject to significant changes

Grades 6-8 Virtual Learning Schedule*

Approx. Times	Monday	Tuesday	Wednesday	Thursday	Friday
AM Learning 4 Hours	SEL Check-in				
	Physical Education ELA Instruction Small Group Instruction & Support	Physical Education Special Area Group Instruction/ 	Physical Education Small Group Instruction & Support	Physical Education Math Instruction Small Group Instruction & Support	Small Group Instruction & Support Special Area Group Instruction/
Travel & Transition Approx. 1 Hr/10 Min			Teacher Planning & Prof. Dev.	Travel & Transition Approx. 1 Hr/10 Min	
Virtual Instr 1 Hr/10 Min	SS Instruction	Special Area Group Instruction/ Small Group Instruction & Support		Special Area Group Instruction/ Small Group Instruction & Support	Science Instruction
	SEL Closing			SEL Closing	

*Please note, this is not exact and is subject to significant changes

Grades 9-12 Educational Program Overview*

Hybrid: The classes in bold will be held in-person.

Virtual: The classes in bold will be held online.

Approx. Times	Monday	Tuesday	Wednesday All Virtual	Thursday	Friday
AM Learning 4 Hours	English I (120 Minutes)	Student Asynchronous Learning All Course Areas	SEL & Health Online (60 Min) Math Online Check-In (60 Min)	Geometry (120 Minutes)	Student Asynchronous Learning All Course Areas
	Western Civ. (120 Minutes)	Spanish I Online (120 Minutes)	Sci Online Check-In (60 Min) Guidance Period		Biology (120 Minutes)
Travel & Transition Approx. 1 Hr/10 Min			Teacher Planning & Prof. Dev.	Travel & Transition Approx. 1 Hr/10 Min	
Virtual Instr 1 Hr/10 Min	Spanish I Online Check In (40) Phys. Ed. (30 Min)	Band Online Check In (40) Phys. Ed. (30 Min)		ELA Check-in (40 min) Phys. Ed. (30 Min)	SS Check-in (40 Min) Student Asynchronous Learning

*Please note, this is not exact and is subject to significant changes

When possible, Springfield Public Schools will implement a cohort model by identifying small groups and keeping them together (cohorting) to ensure that student and staff groupings are as static as possible.

- Maintain social distancing in hallways and common areas.
- Minimize the number of non-essential interactions between students and staff throughout the school day.
- Create student cohorts as an effective strategy to limit exposure and contact.
- Limit commingling between classes or other district-set groups of students.
- Minimize group gatherings
- No lockers will be issued in the middle or the high school.

This plan was created with the following goals in mind:

- Provide sufficient opportunity for students to receive instruction in prioritized core subject courses (English, Math, Social Studies, Science)
- Create course sections maximizing teacher and room capacity under social-distancing constraints

- Minimize, to the greatest degree, the need for students to pass from one class to another, once in school
- Creating appropriate sections for grouped students to be assigned to
- Pairing sections and establishing blocks for section scheduling, per the department pairings noted above
- Assigning sections to appropriate rooms/learning spaces, based on the size of the groups, and adhering to social distancing requirements
- Assigning teachers to groups per teacher certification
- Self-contained special education students will attend in-building sessions four days a week (Mondays, Tuesdays, Thursdays, and Fridays). Students will be placed in sections for English, Social Studies, Science and Math.
- Student requests that cannot be accommodated due to the restrictions of the master schedule may be accommodated by enrollment in courses provided by accredited third-party education service providers

Leadership and Planning: Athletics & Extracurricular Activities

Athletics

Interscholastic athletics will follow all NJSIAA in-season recommended practice/contest participation guidelines. These guidelines will inform all district decisions relating to athletics.

The New Jersey State Interscholastic Athletic Association (NJSIAA) has established a COVID-19 Medical Advisory Task Force (MATF) responsible for providing guidance to allow New Jersey high school student-athletes to return to athletics as soon and as safely as possible. The NJSIAA is also convening a Sports Advisory Task Force that will be comprised of athletic directors from across the State and that will be charged with reviewing State and local health guidelines, as well as NJDOE guidance, regarding the 2020-2021 school year to determine, among other things, the extent to which changes may be needed for each interscholastic sports season.

Should the determination be made to proceed with an athletic program the following procedures must be followed:

- Daily health screenings including temperature checks prior to practices or competitions for athletic staff (coaches, athletic trainers, officials and game workers) and athletes.
- Eliminate the use of shared water containers.
- Increased signage requiring physical distancing and mask wearing at all athletic events.
- Communication with neighboring districts regarding district policies for spectators
- Explore limiting the number of spectators at competitions.
- Limited access to locker room facilities for both home and away teams to encourage physical distancing.

- Increased cleaning of athletic fields, equipment and public restrooms.
- Decrease the number of athletic competitions.
- Limit the number of students who are traveling to opponents for competitions (travel squad, etc).
- Permit students to waive district-provided transportation to and from athletic events with a parent or guardian when appropriate travel waiver forms are completed.

Extracurricular Activities

All clubs or activities that can, will be offered virtually. Considerations for times of club meetings will include other activities (i.e. athletics) that may conflict with student participation. Indoor district facilities will not be available for clubs until the district is operating with no restrictions. This is inclusive of request for the use of facilities by external community organizations.

Leadership and Planning: Staffing

Springfield Public Schools will consider access and equity for all staff to ensure continuity of student learning. School reopening plans and decision-making throughout the school year will consider access to technology, physical, social and emotional health, and childcare concerns. Staff may be reassigned classes to accommodate new health and safety regulations and student enrollment needs.

When making staffing scheduling and assignments, Springfield Public Schools will comply with all applicable employment laws including, but not limited to, the American Disabilities Act (ADA) and Health Insurance Portability and Accountability Act (HIPAA), and all applicable State laws. Additionally, prior to finalizing any COVID-19 related changes for the 2020-2021 school year, Springfield Public Schools will consult with the Springfield Education Association and legal counsel.

Because the health and safety of our students is paramount, staff schedules will include designated time to support school building logistics required to maintain health and safety requirements, including, but not limited to:

- Reinforcing social distancing protocol with students and co-teacher or support staff.
- Monitoring student movement and hallway traffic in order to maintain safety according to guidelines.
- Limiting group interactions to maintain safety.
- Supporting school building safety logistics (entering, exiting, restrooms, etc.).
- Maintaining social distancing guidelines when in classrooms.

All employees of Springfield Public Schools, as well as board approved educational services professionals, and student teachers, will ensure continuity of learning and leverage existing resources and personnel to maximize student success.

Accommodation Requests

Staff members are required to complete an accommodation request form ([attached here](#)). Submit accommodation request via email to the Director of Human Resources. Upon receipt of the form, Springfield Public Schools will review the request and make a determination if an accommodation can be made.

Leave of Absence: Families First Corona Response Act

Staff who need to apply for a leave of absence under the Families First Coronavirus Response Act are required to complete the following steps, then forward all paperwork via email to the Director of Human Resources. Please review the types and qualifications for a leave of absence under the Families First Coronavirus Response Act. (see below):

- [COVID-19 BENEFITS AVAILABLE - English](#)
- [COVID-19 BENEFITS AVAILABLE - Spanish](#)

In addition, please see the following resources:

- Leave Request Application ([attached here](#))
- Certification of Healthcare Provider for a Serious Health Condition completed by your healthcare provider:
 - [WH-380-E Employee's Serious Health Condition \(attached here\)](#)
 - OR
 - [WH-380- F Family Member's Serious Health Condition \(attached here\)](#)

NJDOH and NJDOL Information and Resources:

- [Overview: Emergency Paid Sick Leave and Expanded Family & Medical Leave](#)
- [Leave Guide - Short Version](#)
- [NJ Workers: FAQ During the Coronavirus emergency](#)
- [NJ Department of Health](#)

Back-Up Staffing Plan

- Monitor absenteeism of students and employees, cross-train staff, and create a roster of trained back-up staff.
- Provide staff training.
- Train staff on all safety protocols.
- Conduct training virtually or ensure that social distancing is maintained during training.
- Instruct staff to recognize signs and symptoms.

- Conduct daily health checks (e.g., temperature screening and/or symptom checking) of staff and students.
- Health checks should be conducted safely and respectfully, and in accordance with applicable privacy laws and regulations. School administrators may use examples of screening methods in CDC’s supplemental Guidance for Child Care Programs that
- Remain Open as a guide for screening children and CDC’s General Business FAQs for screening staff.
- Sick staff members or students should not return until they have met the CDC’s criteria to discontinue home isolation.

Leadership and Planning: Technology & the Digital Divide

Springfield Public Schools will ensure that all students who are expected to engage in remote instruction have access to the requisite educational technology including hardware and connectivity.

In order to prepare for virtual learning for the 20-21 school year, Springfield Public Schools submitted two grants to meet the connectivity and instructional needs of our students and families; ESSER and the Digital Divide grants. Additionally, remaining Title funds from the 2019-2020 school year allowed the district to purchase 50 iPads for virtual instruction that will be rolled out for the 2020-2021 school year.

The Education Stabilization Fund Elementary and Secondary School Emergency Relief (ESSER) grant allowed the district to purchase an online learning platform for virtual instruction so that the district can continue utilizing Zoom with additional features including breakout rooms, polling and whiteboard features to improve how teachers deliver quality instruction and small group work. More recently, the Digital Divide grant was submitted allowing Springfield Public Schools to purchase technology to support students and families who identified a need in the Parent Survey collected in July, 2020. These needs range from the basics, which allow remote learning, such as internet access and hardware, to supplemental educational technology platforms to support and deliver the individual’s learning requirements. Springfield Public Schools will prioritize district-issued technology to those students who, in the absence of district-issued technology, may be unable to fully participate in remote instruction.

From the parent survey, we determined:

- Over 100 students in grades K-12 identified a need for technology. Of the 113 students were identified on the survey, 87/113 (77%) are in grades PreK-5. The 87 students will be provided devices from the Digital Divide grant. Springfield Public Schools provides all students in grades 6-12 with Apple laptops for instruction; therefore, 26 of the remaining 113 students will be provided devices as per the district technology plan.

- 35 homes identified they lacked reliable internet connectivity. The Digital Divide grant will allow us to provide for those families up to a connection of 16 devices per hotspot.

Digital Divide - Identification of Technological Needs

1. Parent Survey
2. Free/Reduce and Title I Reports

Distribution Plan

1. Review Parent Survey to identify students and families in need of technology with both Technology Coordinator and the district's Grant Facilitator.
2. The Technology Department will schedule time slots for parents/guardians to pick up devices and/or hotspots.

Monitoring of Technology Needs

Springfield Public School's Digital Divide Plan provides for ongoing monitoring and evaluation of educational technology needs and will continue to do so throughout the school year to prevent lapses in student access to remote instruction as district or family circumstances evolve.

Conditions for Learning: General Health and Safety Guidelines

Springfield Public Schools is utilizing the most up-to-date guidance from the New Jersey Department of Education, Centers for Disease Control, and local health officials to ensure the appropriate protocols for maintaining healthy and safe teaching and learning conditions.

In addition, Springfield Public School officials will establish and maintain communication with local and State authorities to determine current mitigation levels in the community.

General Health & Safety Guidelines

In all stages and phases of pandemic response and recovery, schools must comply with the Centers for Disease Control and Prevention (CDC), state, and local guidelines. Schools must also provide reasonable accommodations for staff and students at higher risk for severe illness and promote behaviors that reduce spread, such as social distancing, frequent hand washing, and the use of face coverings.

Based on the guidance provided as of the approval of this document, the following best practices will be a part of standard district protocol during the reopening period:

- Cleaning and disinfecting protocols developed specifically for mitigation of COVID-19 will be adopted and implemented.
- All school staff and visitors are required to wear face coverings unless the individual has an accommodation approved by a physician or the individual is under two years of age.
- Students will be required to wear a mask. If the student has a medical accommodation, a physician's note must be provided. Accommodations will be made in the best interest of the student and the staff, and students may be required to wear a face shield in lieu of a mask. Families are asked to send their child to school with a clean mask, and the district will provide disposable masks when necessary. A limited number of face shields are available on request. Any student, without specified accommodations, that refuses to wear a face mask may be placed in an isolation space until the school is dismissed or a parent/guardian picks the child up.
- All schools will strive to maintain an average of six (6) feet of social distance between students and staff in all areas of the building.
- Social and emotional strategies will be incorporated to support student and staff safety, health, and wellness.

Promoting Healthy Behaviors

Springfield Public Schools promotes behaviors that reduce the spread of COVID-19 such as encouraging staff and students to stay home when appropriate; encouraging the practice of hand hygiene and respiratory etiquette; requiring the use of face coverings; and signs and messages in and around all district facilities.

Conditions for Learning: Classrooms, Shared Learning Spaces, and Therapy Settings

Schools in the district will allow for social distancing within the classroom to the maximum extent practicable. This will be achieved by ensuring students are seated at least six feet apart.

In any case where social distancing is not possible, the school will implement social distance modifications to the greatest extent practicable, including physical barriers between desk and turning desks to face the same direction or having students sit on only side of the table, spaced apart.

All instructional and non-instructional rooms in schools and district facilities must comply with social distancing standards to the maximum extent practicable.

Use of shared objects should be limited when possible or cleaned between use.

All indoor facilities will have adequate ventilation, including operational heating and ventilation systems where appropriate. Windows will be opened for air circulation if practical, and filter(s) for A/C units must be maintained and changed according to manufacturer recommendations. Individual heating units' filters will be changed every two months.

Bathroom breaks for students will be monitored by aides in the hallway.

Procedures for Hand Sanitizing/Washing will be displayed in classrooms and bathrooms.

Schools in the district will prepare and maintain hand sanitizing stations with alcohol-based hand sanitizers (at least 60% alcohol). Such stations should be:

- In each classroom (for staff and older children who can safely use hand sanitizer).
- At entrances and exits of buildings.
- Near gymnasiums, all-purpose rooms, cafeterias and toilets.
- Children ages five and younger should be supervised when using hand sanitizer.
- For classrooms that have existing handwashing stations, stations should be prepared with soap, water, and alcohol-based hand sanitizers (at least 60% alcohol).
- Students are required to wash hands for at least twenty seconds at regular intervals during the school day and always before eating, after using the bathroom, and after blowing their nose, coughing, and/or sneezing.
- If washing with soap and water is not possible, washing with an alcohol-based hand sanitizer (at least 60% alcohol) should be used.

Conditions for Learning: Transportation

Student Transportation

- Transportation will be provided to those students eligible determined by the State of NJ.
- Bus routes will be designed using NJDOH and CDC guidance.
- Bus aide will take students' temperature prior to the student getting on the bus.
- If a student enters the bus with a temperature exceeding 100.4, the student will either be returned to their parent/guardian (PK-2 students), or the student will be placed in an identified seat for isolation, and will have their temperature taken again prior to entering the school. If the child's temperature remains in excess of 100.4 degrees, the parent/guardian will be contacted as identified in the "Drop Off Procedures" section below.
- When possible, windows will be opened.

- Before and after each route, the bus aide assigned to the route will wipe-down all bus seats with a disinfectant.

Social Distancing on School Buses

- Based on ridership, social distancing will be reviewed for best optimization.
- Students from the same household will be seated together.
- When entering the bus, students will be required to fill the back of the bus 1st.
- When exiting the bus, students in the front of the bus will exit 1st.
- All passengers will be required to wear a face covering.
- Students who are unable to wear a face covering will be addressed according to that student's particular need and in accordance with all applicable laws and regulations.

Conditions for Learning: Student Flow, Entry, Exit, and Common Areas

In addition to the procedures described below, the district will provide physical guides, such as tape on floors or sidewalks and signs on walls, to help ensure that staff and students remain at least six feet apart in lines and at other times (e.g. guides for creating "one-way routes" in hallways).

Drop Off Procedures

Edward V. Walton School:

- Staff will be screened at the Main Entrance near the Media Center prior to opening the school for students.
- Students will be screened by staff prior to exiting their parent's vehicle during morning drop-off by 8:50am.
- Once students are screened and cleared, they will proceed toward their assigned entrance point of the building:
- All students will be led by their teacher into the building to proceed to their respective classroom by walking in the middle of the hallway (one-way single direction hallway).

James Caldwell School:

- Staff will be screened at faculty entrance, prior to opening the school for students.
- Students will be screened by staff at five (5) locations, based on their assigned entrance
- Upon entry, students are escorted to their respective classrooms by their teachers

Thelma L. Sandmeier School:

- Staff will be screened at the Main Entrance near the Media prior to opening the school for students.
- Students will be screened in vehicles as they are dropped off. Students who are NOT cleared will stay in the vehicles and be sent home with their parents. Students that are cleared will walk down the sidewalk to greet their teacher outside of the gymnasium.
- Students that walk to school will be screened at an identified entrance. Students that are NOT cleared will be escorted to a designated area to be sent home. Students that are cleared will walk through the gymnasium to meet their teachers outside.
- Once students are screened and cleared, they will proceed toward their entrance points and will be led by their teacher to the classroom
- All students will be led by their teacher into the building to proceed to their respective classroom by walking in the middle of the hallway (Single Direction hallways).

Florence M. Gaudineer Middle School:

- Staff will be screened prior to entrance into the building near the main entrance prior to opening the school for students.
- Students will be screened in vehicles as they are dropped off between 8:20-8:40 am. Students who are NOT cleared will stay in the vehicles and sent home with their parents. Students that are cleared will walk to their designated entrances.
- Students who are bused will already have been screened and will report to their designated doors.
- Students who walk to school will report to their designated door for screening.
- Students who arrive at school after 8:40 am should report to the main entrance for screening.
- Students who are cleared will report to their first block.
- Students who walk to school who are NOT cleared (as per CDC guidelines will report to an identified location.

Jonathan Dayton High School:

- Staff will be screened at the side entrance, near the Media Center, prior to opening the school for students.
- Students that are dropped off to school via private vehicle, will be screened prior to exiting the vehicle. Cleared students will be allowed to enter the building and report to their first scheduled class. Students that are not cleared will be directed to remain in the vehicle and to return home.
- Students that walk to school will be screened at the identified entrance. Students that are cleared will be allowed to proceed to their first scheduled class. Students that are not cleared will be escorted to a designated location. A parent/guardian will be contacted and asked to pick up the student.

Social Distancing in Entrances, Exits, and Common Areas

Edward V. Walton School:

- Students and staff will practice social distancing at all times while entering and exiting the building.
- Staggered times will be implemented for start and end times to minimize the amount of students entering and departing the building.
- When traveling the hallways and stairwells, students and staff will practice social distancing at all times.
- Limiting hallway exposure to staff and students will be encouraged.
- Masks will be worn at all times by staff and students in the hallway and/or stairwell.
- While in common areas, such as, classrooms, IMC/library, gymnasium, courtyard, students and staff will practice social distancing.
- Aides stationed in the hallways near communal bathrooms to monitor the number of students entering/exiting the bathrooms at any given time.

James Caldwell School:

- Students and staff will practice social distancing while entering and exiting the building. Opening and closing times will be staggered to minimize foot traffic at any given time.
- Students and staff will practice social distancing, when necessary, while traveling in hallways and stairwells. Every attempt will be made to limit the hallway traffic.
- Students and staff will practice social distancing while in common areas, such as classrooms, gymnasium, library

Thelma L. Sandmeier School:

- Upon Arrival, Students will be socially distanced on the playground. Students will line up on the playground near the entrance near the childcare center or near the gymnasium entrance, entering the building near the outdoor garden, faculty room.
- All students will be led by their teacher into the building to proceed to their respective classroom by walking in the middle of the hallway (one-way walkthrough).
- Classes will distance themselves and remain in their classes for the entirety of the day. Should a child need to use a restroom outside of their classroom, they will have restrooms they are assigned to use.
- Upon exiting the building, teachers will stagger hallway traffic and the class will exit using the same doors they entered.

Florence M. Gaudineer School:

- Students and staff will practice social distancing at all times while entering and exiting the building.

- Designated doors will be utilized for entry and exit times to minimize the amount of students entering or exiting in an area.
- Grades 6 and 8 will be escorted out of the building by core teachers. Grade 7 will be escorted out of the building by Special teachers or aides to minimize the amount of students in an area.
- Lunch students will report to the cafeteria to pick up lunch when an announcement is made prior to departure from the building.
- Bus students will report to the main entrance when an announcement is made for departure from the building.
- When traveling the hallways and stairwells, students and staff will practice social distancing at all times.
- Limiting hallway exposure to staff and students will be encouraged.
- While in common areas, such as, classrooms, IMC, and gymnasiums students and staff will practice social distancing.
- Staff will be stationed in the hallways near communal bathrooms to monitor the number of students entering/exiting the bathrooms at any given time. Students will use designated bathrooms:
- Students will not have access to lockers.

Jonathan Dayton High School

- For students that walk to school, signage will be posted to remind students to practice social distancing, at the arrival point.
- Signage will be posted in hallways to remind staff and students to practice social distancing. Staff and students will be directed to remain to their far right when walking down hallways. Stairways will be designated as up or down.
- Desks in all classrooms will be socially distanced. In rooms with tables, and in large areas like the auditorium and gymnasium, seating will be managed with posted signage indicating socially distanced seating.

Conditions for Learning: Screening, PPE, and Response to Students and Staff Presenting Symptoms

Screening & Contact Tracing

Based on the best practices for ensuring the health and safety for our students and staff as developed by the New Jersey Department of Education and the Centers for Disease control, Springfield Public Schools will screen students and employees upon arrival to all school buildings and/or work locations for COVID-19 symptoms and a history of exposure. Health checks will be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations.

The schools will utilize a thorough contact tracing process, including the use of the Springfield Health Screening Questionnaire for all members of the school community prior to entering any district facilities. The questionnaire will be distributed via the OnCourse system to provide analytics and monitoring.

A School Nurse at each school location will facilitate the health screening process and ensure that staff members are following all protocols related to students and building visitors.

All students must have a completed questionnaire in order to enter the school building. Each questionnaire will be required on a daily basis, prior to the start of school. In addition, students' will have their temporal temperatures taken prior to entering the school building. Any student with a temperature greater than 100.4 will remain outside of the school building until such time as their temperature is below the threshold, or they are dismissed to return to their home. Upon entering the building and any classrooms, students will be required to apply a hand sanitizer aligned to the CDC recommendations.

All staff will be required to complete the questionnaire prior to entering the school. In addition, all staff will have their temporal temperatures taken prior to entering the school building. Any staff member with a temperature greater than 100.4 will remain outside of the school building until such time as their temperature is below the threshold, or they are dismissed to return to their home. Upon entering the building and any classrooms, students will be required to apply a hand sanitizer aligned to the CDC recommendations.

Visitors

Individuals identified as "visitors," may include any individual not employed by or in service of the Springfield Public Schools. No visitors will be allowed inside school facilities, unless they are required to be there in order to ensure the operations of the school.

Permitted visitors must complete the questionnaire, and a visitor who notes symptoms in their health screening and/or have a temperature exceeding 100.4 degrees, will not be permitted in the building. Each building's nurse will also take a temperature reading for the noted visitors, prior to their entry to the building.

PPE

An adequate amount of PPE will be available, accessible, and provided for use. Each district facility will have available face masks for those who enter the building without one.

Face Masks

Springfield Public Schools requires that parents/guardians send students to school with a clean face mask each day when scheduled for in-person instruction.

Springfield Public Schools asks that during the first week of school, parents/guardians send in two (2) backup face masks for their child/children for the classroom teacher to store for emergency purposes including; contamination, defective, and/or misplacement.

Exceptions to requirements for face coverings shall be as follows:

- Doing so would inhibit the individual's health.
- The individual is in extreme heat outdoors.
- The individual is in water.
- A student's documented medical condition, or disability as reflected in an IEP, precludes the use of face covering.
- The student is under the age of two and could risk suffocation.

If a student is unable to wear a face mask due to a medical condition

- A Physician's note must be provided documenting the student's specific medical condition.
- Springfield Public Schools reserves the right to have the district physician review and approve the medical note that has been submitted.

If a visitor refuses to wear a face covering for non-medical reasons and if such covering cannot be provided to the individual at the point of entry, the visitor's entry to the school/district facility will be denied.

Response to Students Presenting Symptoms

Springfield Public Schools encourages parents to be on alert for signs of the illness in their children and to keep their child home when they are sick.

- Staff who observes a child exhibiting COVID-19 symptoms, will have the child escorted to nurse
- Nurse will:
 - Conduct a screening.
 - If symptoms are observed, the student will go to an isolated area under proper supervision until picked up by a parent or emergency contact.
 - Contact parents/guardians for pickup
 - Notifies Principal
 - Nurse contacts Local Health Officials
- Principal contacts Director of Student Special Services

Response to Staff Presenting Symptoms

- Staff member will be escorted to Nurse
- Nurse will:
 - Conduct a screening.
 - If symptoms are observed and are:

- Serious, emergency services will be called.
- Not serious, staff member will be sent home.

Isolation Spaces

Students and staff with symptoms related to COVID-19 will be safely and respectfully isolated from others.

Students will remain in isolation with continued supervision and care until picked up by an authorized adult. A parent will be required to pick up a student displaying symptoms related to COVID-19, including a temperature reading of 100.4. The child will be escorted outside when the parent/guardian arrives.

Springfield Public School is requiring that all families note at least two to three contacts who will be available to pick up a child within the hour period should symptoms be observed. This can be completed via OnCourse - Parent Portal.

Isolation Space in each district facility include:

- Walton - Gymnasium or Room #9
- Sandmeier - Conference room or Gymnasium if plumbing is not required.
- Caldwell - Gymnasium
- Gaudineer - Room 21/22 (if plumbing needed Conference Room)
- Dayton - Principal's Conference Room / Room 3
- Central Office - Board Conference Room

Conditions for Learning: Contact Tracing

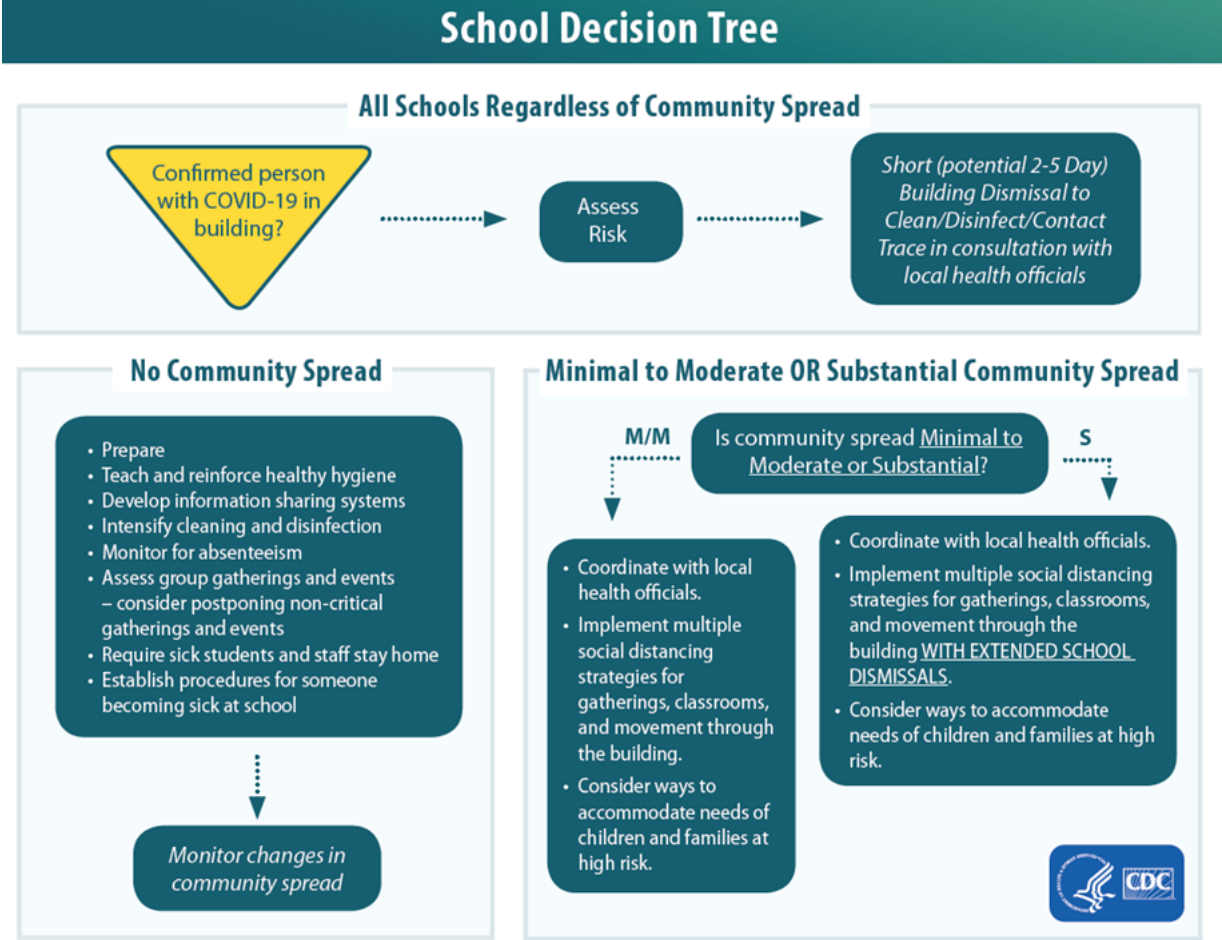
Springfield Public Schools has designated all school nurses as designees to provide information regarding the role of contact tracing conducted by State, county, and local officials to staff and families.

In addition, identified staff will participate in the Johns Hopkins University's COVID-19 Contact Tracing course, to provide the district with critical information regarding the contact tracing process.

Based on the best practices for ensuring the health and safety for our students and staff as developed by the New Jersey Department of Education and the Centers for Disease control, Springfield Public Schools will screen students and employees upon arrival to all school buildings and/or work locations for COVID-19 symptoms and a history of exposure. Prior to arriving at school, all Springfield staff, as well as the parents of Springfield school-aged students, will complete a Health Screen Questionnaire which will include a temperature check upon arrival to confirm that those who enter any building that they are free of COVID-19 symptoms. Health checks will be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations. Results will be documented when signs/symptoms of COVID-19 are

observed for contact tracing. If Springfield Public Schools becomes aware that an individual who has spent time in district facilities tests positive for COVID-19, Springfield Public School officials will immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality.

In the event of a positive COVID-19 case in one of the schools, the district will follow CDC guidance to close the school(s) for 2-5 days to conduct the appropriate sanitation. The district will work closely with local health officials to determine the appropriate amount of time for closure. Below, please find the “School Decision Tree” provided by the CDC to guide the district decision-making process.



Additional information can be found at:

- <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-schools.html#role>
- <https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/quarantine-isolation.html>

If a Staff Member Has Tested Positive

- If a staff member has been diagnosed with COVID-19, a public health worker in their local jurisdiction will contact the individual to initiate the contact tracing process. They will be advised to immediately quarantine themselves for a minimum of 14 days from onset of symptoms. During this process, the public health worker will obtain specifics including their place of employment.
- Michael Fitzpatrick, Health Officer for Union, Essex, and Morris County will notify Springfield Public Schools if they are notified of a positive COVID-19 test affecting the school district.
- Springfield Public Schools will notify the staff and families of the children of the location of a positive COVID-19 case while practicing staff/student confidentiality.
- If a staff or student tested positive, and was in the presence of others, the school will transition to all remote learning for 2-5 days and guidance from the local health officials.
- Apply for Emergency Sick Leave and follow protocol for submission of application.
- Once cleared by a primary care physician, a note will be required that states the individual is cleared to report back to work.
- The staff member will be required to provide a copy of medical clearance to the Director of Human Resources via email to advise as the return-to-work date

If a Student Has Tested Positive

- If a student (under 18) has been diagnosed with COVID-19, a public health worker in their local jurisdiction will contact the parent/guardian to initiate the contact tracing process. They will be advised to immediately quarantine the child for a minimum of 14 days from onset of symptoms. During this process, the public health worker will obtain specifics including where they are receiving their education.
- Michael Fitzpatrick, Health Officer for Union, Essex, and Morris County will notify Springfield Public Schools if a case where a test was positive.
- Springfield Public Schools will notify the staff and families of the children of the location of a positive COVID-19 case while practicing staff/student confidentiality.
- If a student tested positive, and was in the presence of others, the school will transition to all remote learning for 2-5 days.
- To return to in-person instruction, parents/guardians will provide a copy of medical clearance to the building nurse via email.
- The School Nurse will update the principal.
- The Principal will update Director of Student Special Services
- The Director will update the Superintendent of Schools.

Conditions for Learning: Facilities Cleaning Practices

All cleaning and sanitation protocols will follow the requirements set by the New Jersey Department of Education and under advisement of the local health officials.

- Each facility will continue to adhere to existing required facilities cleaning practices and procedures, and any new specific requirements of the local health department as they arise.
- Each facility will maintain cleaning/disinfecting schedules, targeted areas to be cleaned, and methods and materials to be used, including -
 - A schedule for increased routine cleaning and disinfection.
 - Routinely cleaning and disinfecting surfaces and objects that are frequently touched. This will include cleaning objects/surfaces not ordinarily cleaned daily (e.g. door knobs, light switches, classroom sink handles, countertops).
 - Use of all cleaning products according to the directions on the label. For disinfection, most common EPA-registered household disinfectants should be effective. A list of products that are EPA-approved for use against the virus that causes COVID-19 will be reviewed for effective cleaning strategies.
- District will follow the manufacturer's instructions for all cleaning and disinfection products (e.g. concentration, application method, and contact time, etc.). Examples of frequently touched areas in schools are:
 - Classroom desks and chairs;
 - Bathrooms;
 - Door handles and push plates;
 - Handrails;
 - Light switches;
 - Handles on equipment;
 - Shared desktops;
 - Shared computer keyboards and mice;
 - Lunchroom tables and chairs when used;
 - Kitchens;
 - Buttons on vending machines and elevators;
 - School bus seats and windows
- District will sanitize bathrooms daily, and when possible, between use, using protocols outlined by the Environmental Protection Agency (EPA).

Conditions for Learning: Food Services

- The district will adhere to the rules and regulations provided by the Dept. of Agriculture for Free and Reduced eligible students along with paid students, and their requirements.
- Grab-and-go breakfast and lunch will be available to all students in the middle and high schools.

- Grab-and-go lunch will be available to all students in the elementary schools.
- Students not eligible for free or reduced priced lunches may place an order a grab-and-go lunch
- If/When the cafeteria is used for sit down feeding, students will be required to maintain established social distance requirements.
- Required staff must follow the CDC hand washing protocol after removing gloves.
- Cafeteria staff will adhere to all NJDOH and CDC guidance
- All surfaces will be wiped down before and after each service period with the appropriate sanitation tools.

Conditions for Learning: Recess & Physical Education

Physical Education

As Springfield Public Schools work to adjust their models of providing 150 minutes per week of Physical Education & Health instruction, the district will work to provide a learning opportunities and meaningful and challenging content for all students through online instruction and support.

Social and emotional learning (SEL) is a critical component of educating today's youth and a key component of health and physical education instruction. In preparing for school reentry, intentionally incorporating SEL will be essential to supporting students through the COVID-19 pandemic. In addition to the physical education teachers, other staff members (e.g., school counselor, school nurse, social worker, school psychologist, other certified staff) will share SEL-specific skills aligned to the standards for physical education and health instruction.

While the district is planning on physical education classes being virtual, should that plan shift, the following are guidelines for conducting physical education classes during the COVID-19 period:

- All locker rooms will be closed. Students will then be encouraged to wear comfortable clothing and safe footwear to school that allows for safe movement and is appropriate for the weather in order to participate in physical education without the use of a locker room.
- Provide physical education lessons that do not involve physical education equipment.
- Designate specific areas for each class. Select a location for physical education instruction where students and staff can respect physical distancing guidelines and remain 6 feet apart.
- When possible, use outdoor spaces for physical education instruction.
- If using the gymnasium or multipurpose room for instruction, keep the doors and windows open if possible, to maximize circulation and air flow to accommodate for increased respiration by students while participating in physical activity.

Exterior doors must remain closed at all times unless under the direct supervision of staff.

- Continue to address all New Jersey Student Learning Standards for K-12 Health Physical Education instruction by selecting associated activities that require little or no use of shared equipment by students. Be cognizant of following Springfield Public Schools HPE curriculum/maps.
- In school, have students participate in individual physical activities (e.g., dance, yoga, track and field, fitness stations, Project Adventure activities, team building, problem solving) that comply with physical distancing guidelines and require little or no equipment. When students are at home, have them focus on activities for motor skill development (e.g., underhand throwing, self-toss and catch, catching with a parent or sibling).
- Consider a flipped classroom approach where students first learn about a topic at home and then come prepared to learn more about it in class. Consider switching from providing direct instruction to more of a student-directed instruction approach (e.g., project-based learning or flipped classroom).
- Provide synchronous learning opportunities (distance learning that happens in real time) as much as possible, but record lessons to provide to students who may not have access in real time.
- Allow for optimal student choice and provide opportunities for students to engage with teachers directly and often. This will be crucial to keep students motivated. Additionally, students are more interested in seeing videos created by their own teachers than shared videos created by other teachers.

Recess

- Students will have 20 minutes of recess each day (grades PreK-5) to ensure compliance with NJDOE requirements.
- Stagger outside recess. If two groups are outside they will have at least of 6 feet of open space between them.
- Recess will have cones to create boundaries between the groups.
- Hands will be washed immediately after recess/physical education activity.
- Playground equipment will be sanitized between groups of students.

Conditions for Learning: Field Trips, Extra-Curricular Activities, and Use of Facilities Outside of School Hours

- For the 2020 - 2021 school year, or until the time of a plan for full return to in-person instruction, Springfield Public Schools will cancel in-person field trips, assemblies, and other large gatherings (such as in-person parent meetings and special performances).
- For the 2020-2021 school year, or until the time of a plan for full return to in-person instruction, Springfield Public Schools will only support “virtual” field trip opportunities.
- Permits for the use of facilities will be severely limited, and based only on significant community needs.

Conditions for Learning: Academic, Social, and Behavioral Supports

Social Emotional Learning (SEL)

Social and emotional learning (SEL) is the process of developing and using the skills, attitudes, and knowledge that help youth and adults:

- To identify and regulate emotions
- To develop positive relationships
- To make responsible decisions

SEL is a universal approach: It helps build the foundation for teaching and learning at schools.

Our program is based on the “Five Core Competencies” [based on Collaborative for Academic, Social, and Emotional Learning \(CASEL\)](#) that enhance students’ capacity to integrate skills, attitudes, and behaviors to deal effectively and ethically with daily tasks and challenges:

- Self-awareness
- Self-management
- Social awareness
- Relationship skills
- Responsible decision-making

The Springfield Public Schools Counseling Program is dedicated to providing each Pre-K - Grade 12 student with a comprehensive, developmentally appropriate counseling program. Counselors, teachers and administrators partner together to ensure that programs assist students with the development of academic, social, personal and career competencies through individual, small and large group counseling, as well as integrated SEL competencies, students learn to. Partnering with other educators, parents and the community, counselors foster a collegial, collaborative environment that facilitates personal growth in a diverse and changing society.

Counselor Focus:

- **Responsive Services:** Responsive services are designed to meet students’ immediate needs and concerns with the purpose of prevention, intervention, and referral, if needed.
- **Systems Support:** Collaborative efforts with other school personnel on initiatives, activities, and services to provide support and leadership in delivering a cohesive educational program

- **Counseling Curriculum:** Curriculum development and facilitation consists of systematically delivered lessons aimed at providing students with the necessary skills appropriate for their developmental level.
- **Individual Planning:** Ongoing meetings with students throughout the school year to assist in establishing personal goals and developing future plans.
- **Classroom Lessons:** The counselor and/or classroom teacher delivers monthly lessons in Pre-K-Grade 8. The lessons focus on topics such as character development, social/emotional development, personal safety, conflict resolution, communication skills, diversity and career awareness.

School-Wide Awareness

The school counselor plans and implements a variety of school-wide activities throughout the school year to bring awareness to a variety of topics. These include *Red Ribbon Week, National School Violence Week, National Bullying Prevention Awareness Week, International Peace Day, Diversity Awareness*, and yearlong character education recognition programs. The school counselor collaborates with the PTA to plan character-based programs for the students throughout the school year.

Responsive Services

- **Parent Conference/Consultations:** The school counselor may attend parent-teacher conferences based on need or request from parents or teacher. Throughout the school year, the school counselor meets with parents to discuss their child's academic, social or emotional concerns on an as needed basis.
- **Teacher/Staff Consultations:** On a daily basis, the school counselor collaborates with teachers and staff about the academic, social or behavioral concerns of the students they counsel. Counselors use this information to work with students in order to meet their needs. The counselors also collaborate with staff on student placements.
- **Small-Group Counseling:** The counselors conduct small group counseling sessions over the course of the school year based on student need. The groups typically meet during lunch/recess.
- **Attendance/Tardiness Monitoring:** The school counselor collaborates with the principal or other school personnel to monitor the attendance of students to determine if consultation or intervention is needed.

Individual Support

A student, parent or teacher may request individual short-term counseling. Students can self-refer and ask their teacher for the best time to leave the classroom and see the counselor. If a child needs mediation with another student, both can request a session in the counseling office to brainstorm the best ways to solve the conflict between them. The school counselor makes outside referrals to parents of students

that need to seek long-term intervention and support from community mental health agencies and/or private practitioners.

Systems Support

Municipal Alliance Meetings

The school counselors attend the Municipal Alliance meetings to report current character education programs and activities. The school counselors receive funds from the Municipal Alliance to assist with character programs and activities such as Red Ribbon Week.

Agency Referrals

Outside referral is made to parents of students that need to seek long-term intervention and support from community mental health agencies and private practitioners.

Anti-Bullying Specialist

The school counselor serves as the anti-bullying specialist in each school. As a specialist they are responsible for conducting a thorough investigation into all bullying allegations. The anti-bullying specialist also chairs the school safety team, which meets to develop, foster and maintain a positive school climate.

Orientation Programs

Orientation programs are run for students transitioning from lower elementary to upper elementary, middle and high school. Students have the opportunity to visit their new school and ask questions about the transition. An orientation program is also held for parents of future pre-kindergarten and kindergarten classes as well as parents of future upper elementary, middle and high school students.

Intervention & Referral Services

The school counselor serves as a facilitator of the Intervention and Referral Services Committee; a school-base committee focused on supporting teachers in identifying and implementing interventions and strategies to enhance student success.

Section 504 Coordinator

The school counselor serves as the chairperson of the 504 team in the school and guides the referral, evaluation and development of 504 accommodation plans.

Child Study Team

The school counselor may attend the Child Study Team meeting and contribute information about the academic and/or behavioral progress of particular students.

Crisis Team

The school counselor participates on school safety teams designed to respond and manage crisis situations that affect individual students or the school community.

Curriculum Committee

The school counselor serves on a curriculum committee each year to continue revising and updating the school counseling program in order to ensure its alignment with the standards, student population and the demands of ever-changing society.

The Student Assistance Counselor

The Student Assistance Counselor (SAC) has the combined responsibility of counseling and coordination of substance abuse programs. The SAC responds to identified problems, preventing future problems and promoting positive and healthy behaviors for students in the middle and in the high school.

Counseling Activities

The SAC participates in assessing and assisting students who are at risk for substance abuse or showing signs of other emotional, social, legal, medical and/or familial problems. The SAC works in cooperation with school personnel, counselors, parents, and students in assisting with crisis intervention, early identification, and supportive individual counseling. The SAC recommends a course of action that is appropriate to the students' success educationally and social emotionally. The SAC will meet with the student, faculty members, parents, (when necessary), to make referrals to in school resources or to community resources. The SAC will work in conjunction with treatment facilities to provide the student and family with a comprehensive approach to counseling in and out of school. The SAC will act as a facilitator or co-facilitator in one or more support groups.

Educational Activities

Disseminate information about Alcohol and other drugs and their related problems to students. Educate students about Alcohol, tobacco and other drug related problems, the student assistance program, policy, procedure, through classroom presentations and faculty in service presentations.

The SAC, in conjunction with The Alternatives Club, REBEL, Peer Leaders and Peer Mediators coordinates prevention activities during Red Ribbon Week, Safe Schools Week, The Great American Smoke out and Kick Butts Day.

District-Wide Character Education and Mental Health Supports:

Kinful

Students in grades K-12 will continue to utilize the Kinful Curriculum. The elementary schools will incorporate the Kinful Curriculum with classrooms focused on the "Relationship Skills" module. The Kinful lessons will begin with an introduction to the curriculum. Students will participate in an Engagement Activity, and at the conclusion of each activity, the students will reflect on their experiences. Following the Engagement Activity, students will be introduced to 3 stations of hands on/virtual reality activities and split up into groups to work on completing them. At the end of the 80 minutes lesson, students regroup, reflect, and discuss their experience in all

stations. As our students move into middle and high school, they will utilize Kinful's virtual reality technology to create anti-bullying videos. The videos will be created entirely by the students of the Springfield School District. Students will draw upon their own experiences and craft storylines in different areas related to elements of harassment, intimidation and bullying. The students will write, edit, film, act in and produce 360-degree movies. The student productions will be utilized in Kinful lessons for the next grade of students that go through the program. The Kinful program addresses NJ Student Learning Standards across disciplines such as SEL, technology and core content area standards

Bullies to Buddies

The Bullies to Buddies Program will continue to be used and infused at all school levels. Over the school year, students will have the opportunity to practice the Bullies to Buddies skills, called Golden Rule Toolbox, learned through role-plays conducted in Character Education Push In lessons by the school counselors. Additionally, students visiting the school counseling office will be given the opportunity to try out these skills and practice them when conflict or incidents arise. The Golden Rule Tools are as follows:

1. Ask yourself, "Do I believe it?"
2. Agree
3. Change the subject
4. Give a compliment
5. Shrug or say, "Huh.."
6. Use humor/Make a joke/Laugh at yourself
7. Ask a question or ask for advice
8. Give permission to insult or exclude you
9. "You're so lucky that..."
10. Ask them, "Do you believe it?"

The idea behind the Golden Rule Tools is to use these tools as a way to diffuse the Power Game that the person who is being mean/rude is trying to play. It is important for the person using the tool(s) not to show/get upset. The philosophy of the game is if students who use the tools are the winners!

IDE

Through the utilization of the Learner Active Technology Infused Classroom (LATIC), teachers have the opportunity to infuse SEL and executive functioning practices aligned with the five overarching social competencies. Teachers create student driven learning experiences that foster self-awareness, self-management, social awareness, relationship skills and responsible decision-making.

Rutgers Behavioral Health

Through a partnership with Rutgers Behavioral health, the district will provide services that meet the therapeutic needs of students and families. These services include: Individual therapy, family therapy and psycho-education, group therapy, crisis

assessment, coordinating linkages and ensuring ongoing collaboration with complimentary providers.

Grief Informed District Training

District training will be provided to cohorts of staff to assist in supporting students who are coping with grief and an exploration of the impact that grief has on students academically, emotionally, socially and physically. It provides hands on interventions that can be put to use immediately. Areas of focus are:

- Defining loss, grief, mourning, trauma and resilience
- Exploring healthy and unhealthy grief beliefs
- Understanding the impact of grief on families, development and the ability to learn
- Identifying the impact of grief on mental health and addiction
- Understanding your role in supporting grieving students

Hybrid SEL

The hybrid SEL approach will consist of a variety of activities including in-person SEL Pods as well as in-person character education lessons and character education lessons being delivered via Zoom. Group counseling, social skills and individual counseling will continue in an in person and/or virtual format. Guidance staff will partner with a variety of teachers in order to provide Zoom sessions with groups of classes and individual students. School-wide Zoom presentations and assemblies will also take place during the school year.

Multi-Tiered System of Supports (MTSS)

We continue to utilize a variety of methods to address learning, behavioral and social-emotional challenges and strive to support struggling students in a variety of areas – these include supplemental reading and mathematics programs, functional behavior assessments and the utilization of targeted behavior plans, social skills groups and counseling. Initial screening and assessments are administered via multiple methods. These can include benchmark and classroom assessments as well as teacher and therapist observations and recommendations through the building based I&RS committee. We will continue to elicit baseline academic proficiency levels and individualize interventions accordingly. All students and intervention plans will be developed for students not meeting grade-level expectations. Interventions will take place within the general education classroom or in smaller group settings. Intensity and duration will vary and are dependent on the needs of the students. General Education Teachers, Special Education Teachers, Academic Intervention Specialists, District Behaviorists, Child Study Team Members and Guidance Counselors will provide a variety of data-based/evidence informed interventions to ensure each student meets with success. Progress will be regularly monitored to guide decision-making about instructional practices throughout the school year.

Tier 1: School staff use a variety of strategies within the general education classroom to differentiate instruction and support based on student need.

Tier 2: Students who continue to struggle will be provided with additional instruction and supplemental programs provided within the general education setting.

Tier 3: More frequent and intensive individualized instruction and or/support is provided via supplemental programs and/or services.

Continuity of Learning: Curriculum, Instruction, and Assessment

Accommodations for Special Populations

Springfield Public Schools will meet the needs of their special populations in alignment with the New Jersey Specific Guidance for Schools and Districts regarding student accommodations.

For special education and ELL students, the Springfield Board of Education will provide educators with professional development to best utilize the accessibility features and accommodations tools made available through technology- based formats. Springfield Public Schools will continue to ensure students receive individualized supports that meet the requirements of the IEP and 504 Plans.

Continuity of Learning: Professional Learning, Evaluation, and Certifications

Teacher Professional Development

Under a hybrid learning/working environment, staff will be provided online opportunities to meet the state mandated 20 hours of professional development. Staff will be required to submit any/all additional professional development hours in addition to the mandated 20 directly to their school secretary for documentation purposes.

Staff are required to follow district protocol in requesting to attend professional development outside what is offered from Springfield Public Schools. School principals will share the applicable information with their staff. As done in the past, professional development requests should be sent in completion with all documentation and signatures, to Anne Oliveria at the Board Office.

[More information can be found here - State Mandated PD](#)

Professional Development Plan for 2020-2021

All Staff will be required to submit a PDP for the 2020-2021 school year to their principal no later than October 16, 2020 in order to upload it into OnCourse by October 30, 2020.

1. The first goal should be in alignment with one of the building principal's 2020-2021 goals.
2. The second goal should reflect one area for improvement as noted from an observation from the 2019-2020 school year to focus on for the 2020-2021 school year. If a second goal cannot be drafted based on feedback received from a 2019-2020 observation, the principal and teacher (and supervisor if applicable) should meet (either in-person or remotely) to select one indicator from the Danielson Framework for the staff member to focus on for the 2020-2021 school year as their second goal.
3. Completed PDPs must be uploaded as an attachment into OnCourse.

Student Growth Objectives

Teachers and administration working under an instructional certificate will draft two SGOs as per TeachNJ for the 2020-2021 school year by October 16, 2020 and once approved, uploaded into OnCourse by October 30, 2020. Information about SGOs can be found at: <https://www.state.nj.us/education/AchieveNJ/teacher/objectives.shtml>.

Who Are Required to Submit SGOs

All teachers working under an instructional certificate, with an assigned roster of students and teaching at least one course must set SGOs. SGOs should incorporate a significant proportion of the school year and/or course. The NJDOE recommends, but does not require teachers to have at least 9 weeks of continuous instruction to set SGOs. In cases where a teacher does not have at least a continuous 9-week period of instruction, either due to an extended absence or short course cycles, SGOs can be set for as much time as is available and provided the teacher has an opportunity to have a significant impact on students' learning during that abbreviated period of time. As an option, districts may choose to require other certified staff such as school counselors, media specialists, athletic trainers, nurses, speech pathologists, and others to also set SGOs.

Timeline for the SGO/PDP Process

- September – October: Determine students' starting points using multiple measures.
- By October 16: With supervisor input and approval, set ambitious yet achievable student learning goals. Review 2020-2021 PDP at the same meeting and obtain approval.
- By October 30: Upload SGOs/PDP into OnCourse
- October - End of School Year: Track progress and refine instruction accordingly.

- By February 15: Make adjustments to SGOs with administrator’s approval.
- By April 1st: Review results and SGO scores/PDP and discuss them with your supervisor. **Non-tenured teachers only*
- By June 1st: Review results and SGO scores/PDP and discuss them with your supervisor. **Tenured teachers only*

As schedules are adjusted, educators will maintain quality instruction for students and abide by the minimum requirements set forth in NJDOE regulations.

In response to COVID-19, the NJDOE has provided flexibilities for implementation of certain regulatory requirements during the public health emergency such as:

Mentoring Guidance

Outlines requirements and flexibilities for nontenured teachers with an induction to the teaching profession and to the school district community through differentiated supports based on the teachers' individual needs.

Springfield Public Schools will continue to mentor Novice Teachers during his or her first year of teaching as per the Mentoring Plan and N.J.A.C. 6A:9B-8.9; N.J.A.C. 6A:9C-4.2(b)6; N.J.A.C. 6A:9C-5.3.

Educator Evaluation Guidance

NJDOE has provided flexibilities regarding the requirements for educator evaluation necessitated by the state mandated school closures caused by COVID-19. This Guidance applies to all Teachers, Principals, Assistant Principals (APs), Vice Principals (VPs), and Other Certificated Staff for School Year (SY) 2019-2020, and is differentiated for educators with a provisional certification, in the process of earning tenure, and on a corrective action plan (CAP). For the 2020-2021, observations, evaluations, professional development, and coaching will be in accordance to N.J.A.C. 6A:10, Educator Effectiveness and in accordance with the NJDOE guidance as it is updated and shared.

Certification

Should the Springfield Board of Education find challenges in filling teaching vacancies, the NJDOE's waiver of the teacher certification performance assessment (edTPA) requirement as necessitated by the COVID-19 state of emergency and related limitations will go into effect in order to staff classroom with certified staff, including substitute teachers and substitute aides.

NJDOE permits additional flexibilities to be extended to candidates for certification in response to the logical constraints posed by the COVID-19 state of emergency and related limitations.

Resource Guide

CDC Activities and Initiatives supporting the COVID-19 Response and the President's Plan for Opening American Up Again

https://www.cdc.gov/coronavirus/2019-ncov/downloads/php/CDC-Activities-Initiatives-for-COVID-19Response.pdf?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fcommunity%2Fschools-day-camps.html%20-%20page=46

Childcare, Schools, and Youth Programs

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html>

People Who Are at Increased Risk for Severe Illness

https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/people-at-increased-risk.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fneed-extra-precautions%2Fpeople-at-higher-risk.html

Considerations for Schools

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html>

Reopening Schools in the Context of COVID-19: Health and Safety Guidelines from Other Countries

<https://learningpolicyinstitute.org/product/reopening-schools-covid-19-brief>

ASHRAE Offers COVID-19 Building Readiness/Reopening Guidance

<https://www.ashrae.org/about/news/2020/ashrae-offers-covid-19-building-readiness-reopening-guidance>

When and How to Wash Your Hands

<https://www.cdc.gov/handwashing/when-how-handwashing.html>

What Bus Transit Operators Need to Know About COVID-19

<https://www.cdc.gov/coronavirus/2019-ncov/community/organizations/bus-transit-operator.html>

Stop the Spread of Germs (Printable Poster)

<https://www.cdc.gov/coronavirus/2019-ncov/downloads/stop-the-spread-of-germs-11x17-en.pdf>

Handwashing (Printable Posters)

<https://www.cdc.gov/handwashing/posters.html>

Communicable Disease Service

<https://www.nj.gov/health/cd/>

COVID-19: Information for Schools

https://www.state.nj.us/health/cd/topics/covid2019_schools.shtml

Quick Reference: Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19

https://www.nj.gov/health/cd/documents/topics/NCOV/COVID-QuickRef_Discont_Isolation_and_TBP.pdf

Guidance for Child Care Programs that Remain Open

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-childcare.html>

General Business Frequently Asked Questions

<https://www.cdc.gov/coronavirus/2019-ncov/community/general-business-faq.html>

Guidance for Cleaning and Disinfecting

https://www.epa.gov/sites/production/files/2020-04/documents/316485-c_reopeningamerica_guidance_4.19_6pm.pdf

EPA Approved Disinfectants for Use Against SARS-CoV-2 (COVID-19)

<https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19>

EPA Approved Disinfectants for Use Against SARS-CoV-2 (COVID-19)

<https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19>

A Trauma-Informed Approach to Teaching Through Coronavirus

<https://www.tolerance.org/magazine/a-trauma-informed-approach-to-teaching-through-coronavirus>

CASEL – An Initial Guide to Leveraging the Power of Social and Emotional Learning as You Prepare to Reopen and Renew Your School Community

https://casel.org/wp-content/uploads/2020/05/CASEL_Leveraging-SEL-as-You-Prepare-to-Reopen-and-Renew.pdf

New Jersey Tiered System of Supports (NJTSS) Implementation Guidelines

<https://www.nj.gov/education/njtss/guidelines.pdf>

RTI Action Network

<http://www.rtinetwork.org/>

The Pyramid Model: PBS in Early Childhood Programs and its Relation to School-wide PBS

https://challengingbehavior.cbcs.usf.edu/docs/Pyramid-Model_PBS-early-childhood-programs_Schoolwide-PBS.pdf

SHAPE

<http://www.schoolmentalhealth.org/SHAPE/>

Child Care Resource and Referral Agencies

<https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-Agencies.aspx>

Coronavirus Resources for Mentoring

<https://nationalmentoringresourcecenter.org/>

Benefits of School Lunch

<https://frac.org/programs/national-school-lunch-program/benefits-school-lunch>

Child Care Resource and Referral Agencies

<https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-Agencies.aspx>

Division of Early Childhood Education

<https://www.nj.gov/education/ece/hs/agencies.htm>

New Jersey Specific Guidance for Schools and Districts

<https://www.nj.gov/education/covid19/sped/guidance.shtml>

Mentoring Guidance for COVID-19 Closures

<https://www.nj.gov/education/covid19/teacherresources/mentguidance.shtml>

Educator Evaluation During Extended School Closure as a Result of COVID-19

<https://www.nj.gov/education/covid19/teacherresources/evaluation.shtml>

Performance Assessment Requirement for Certification COVID-19 Guidance

<https://www.nj.gov/education/covid19/teacherresources/edtpaguidance.shtml>

Educator Preparation Programs and Certification

<https://www.nj.gov/education/covid19/teacherresources/eppcert.shtml>

Executive Order No. 149

<http://d31hzhk6di2h5.cloudfront.net/20200530/7d/e6/d1/5c/09c3dc4d1d17c4391a7ec1cb/EO-149.pdf>

NJSIAA COVID-19 Updates

<https://www.njsiaa.org/njsiaa-covid-19-updates>

NJSIAA provides return-to-play guidelines – Phase 1

<https://www.njsiaa.org/events-news-media/news/njsiaa-provides-return-play-guidelines-phase-1>

Guidance for Opening up High School Athletics and Activities

https://www.nfhs.org/media/3812287/2020-nfhs-guidance-for-opening-up-high-school-athletics-and-activities-nfhs-smac-may-15_2020-final.pdf

CARES Act Education Stabilization Fund

<https://www.nj.gov/education/covid19/boardops/caresact.shtml>