Springfield Public Schools
Guide to Virtual Instruction

Springfield Public Schools
Search. Learn. Serve

September 5, 2020

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

Welcome to the 2020-2021 school year! There is no question that this is a genuinely unprecedented school year. The NJDOE has approved the district plan to open for virtual-only instruction, and we are looking forward to welcoming students into virtual classrooms on September 10, 2020.

Springfield Public Schools is committed to significantly improving the virtual learning experience for all of our students and providing high-quality instruction and student support. We are working to provide this experience in the following ways:

- Teachers are expected to provide in-person real-time instruction throughout the day, with a clear schedule for students and families. Updated school schedules are available beginning on page 10.
- The district is in the process of adding the Google Apps for Education (GAFE) suite to provide critical tools necessary for teacher and student collaboration. We have successfully rolled out the GAFE suite to our teachers, and expect to continue the rollout over the next month. Additional information regarding the use of the GAFE suite, will be provided about student emails and applications.
- All teachers are expected to fully utilize OnCourse to support active communication with students and parents. All grades are expected to use OnCourse to communicate with students and families through the OnCourse Connect learning management system.
- Staff will be evaluated as specified in state and district policies on their instruction through observations of virtual and in-person classrooms. District and school leaders will be visiting the virtual classrooms regularly.
- Staff will be required to include social-emotional learning (SEL) supports throughout their instruction. SEL curriculum is included across the curriculum, with specific times during the day for intentional check-ins for students.
  Guidance counselors will be required to meet with students regularly to support the SEL framework, and in the high school, provide ongoing college planning and application support.
- We will be asking for feedback from our families and will continue to use that feedback to strengthen our programs and services.

In preparation for the beginning of the year, we have created the "*Springfield Public Schools Guide to Virtual Instruction*," a document that provides information about the expectations for schools and students as we begin the year in an all-virtual mode. While it is a lengthy document, it is meant to provide support and guidance around the questions families may have as they begin to navigate and prepare for the year ahead.

The guide includes an overview of our guiding principles (page 5), school schedules* (beginning on page 10), and suggestions for virtual learning spaces (page 20). We have also

reformatted the 2020-2021 School Calendar, and you can access it on our website, and also on page 28.

This document includes instructions for logging into the two most critical district applications, OnCourse, and Clever, the two applications that will be necessary for a successful first day back in school.

Below, please find an overview of our all-virtual instructional model. This serves a framework for the district operations and services during virtual instruction.

All-Virtual Instructional Model Overview

Schedule	● Full school day of virtual instruction, 4 days per week ● Half-Day (4 Hours) of instruction on Wednesdays
Instructional Method	● Standards-based lessons ● Whole group instruction ● Small group instruction ● Individualized support
Special Services	● Services provided according to student IEP ● IEP Amendments may be necessary due to required instructional changes ● Some special education services may be provided in-person
Health/Safety Protocols	● All Health/Safety Protocols will be followed for staff and students that work in a building.
Building Safety Measures	● Social distancing modifications to classroom spaces ● Follow NJ DOE/NJ DOH/CDC guidelines ● Hand sanitizer available ● Enhanced facility/bus cleaning procedures
Transportation	● Transportation provided to eligible students for identified students
Food Services	● Grab-and-go lunches distributed to eligible students
Student Assessment	● Variety of assessment tools to determine learning progress ● Ongoing formalized assessments to monitor student progress and goal achievement
Social-Emotional Learning (SE) & Support	● 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.

While this guidance is meant to support our expectations for the beginning of the school year, we continue to look toward key dates for decisions regarding the plan to phase into a hybrid in-person model. Below, please find the key dates for our decisions about our next steps:

- September 10, 2020: Full District Virtual Instruction Begins
- On or before October 19, 2020: The district will present the district status of proceeding with the reopening plan. Any decisions to phase into in-person hybrid instructional models will be made based on guidance from the NJDOH, NJDOE, and local health officials.
- Week of November 2, 2020: If the district is able to move forward, students in grades K-6 will begin in-person learning opportunities.
- November 17, 2020: If the district is able to move forward, students in grades 7-12 will begin Marking Period 2 with in-person learning opportunities.

Please know that your ongoing feedback has been critical to this process. I have had the opportunity to engage in thoughtful dialogue with community members who support and disagree with the plans, and regardless of the position, the thoughtful discussions continue to impact our next steps. I look forward to continued feedback, as we work together to provide our students with meaningful learning experiences in an ever-changing world.

Warmest Regards,

Rachel Goldberg

Rachel Goldberg
Superintendent of Schools

* A Note About High School Schedules

At the outset of the planning, we were intent on shifting the schedules to develop a block schedule approach for high school students. As you have learned from the principal, and as is shown in the schedule here, we were unable to accomplish this goal. As we worked through the schedule options, we found that such a significant change in the schedule would have an adverse impact on student course choices. Ultimately, we felt that while such a shift might be helpful in the future, it was too much to accomplish successfully in this short time period.

In addition, parents will note that the Activity Period is still starting the day. As we move forward with our virtual school day, we will investigate how that period is working in the virtual environment, and we will be looking for feedback from our staff and students about the best use of our time moving forward. For now, we are excited to support the clubs and activities that will meet during this time. We are also hoping that this provides additional support time for students.

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Helpful Terms

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 NJAC 6A:16-10.1(c).

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

Guiding Principles

We are prioritizing the ability for students to access high-quality instruction regardless of whether they are physically present in the school. The following principles guided the planning and development of the plans for virtual instruction:

- Designing learning experiences that engage and challenge students;
- Developing consistent plans and expectations for teacher and student communication;
- Providing equitable learning experiences with consideration of individual student needs, with an understanding that every student has different needs;
- Prioritizing social-emotional supports; and
- Identifying opportunities to support and expand home/school learning connections.

In addition, we developed the plan for virtual instruction with the following criteria:

- Consistent: Schedules will provide consistent times and structures for synchronous learning.
- Structured: A daily schedule will provide a clear structure for learning. Students will know when they will transition between content area work.
- Engaging: Project-based learning will be emphasized for students to approach content and to learn through exploration and critical thinking.
- Supportive: We will follow best practices to provide social-emotional support through our teaching and learning practices.
- Individualized: Whenever possible, students will be provided with opportunities to support choice and individual interest. Small-group meeting opportunities will be maximized.
- Accountable: Both students and staff will be responsible for fully participating in learning.

Technology Access & Distribution

Throughout the summer, the district has collected information regarding student technology needs. Students in grades 6-12 receive their device (MacBook) to utilize throughout their academic careers. Students in grades PK-5 who need a device must request to borrow a device for use at home through their school principal.

In addition, any Springfield Public Schools families that do not have consistent internet access may borrow a "hotspot" for use in their homes.   Families are required to contact their school principal to make such a request.

Families who borrow a device are required to submit a signed Acceptable Use Agreement.

School Breakfast & Lunch Distribution

Breakfast and Lunch will be distributed via a "grab and go" format beginning Monday, September 14, 2020. Additional information about expanded eligibility and distribution will be provided no later than September 11, 2020.

Virtual Learning Instructional Model

Methods of Virtual Instruction

For virtual instruction, all students will engage in live instruction from their teachers for each of their courses daily. The instruction may be provided as live mini-lessons or instruction followed by teacher-led small group breakouts. Independent/investigation work will reinforce skills and practice new learning, and followed by live closure of the lesson with the entire class. Such methods include:
- Whole Group Instruction
- Collaborative Group work
- Independent student work
- Pre-recorded videos
- Virtual labs
- Live teacher and support services
- Student/Teacher conferencing

There will be time at the end of each day for individual or small group conferencing where teachers will meet with students individually or in groups to receive tutorial or additional support services, intervention services, and/or time will be given to students to complete online assignments. Interventions services could be small group review of concepts, academic intervention classes, or related services.

Teachers will work to build in breaks throughout the day, and students will have opportunities to work independently so as not to be in front of a computer screen all day.

Components of Lessons

Below are the components of a virtual lesson:
- Live, or synchronous, teacher instruction and interaction.
    - Synchronous Learning (real-time) requires all participants to be present at the same time providing two-way, real-time live instruction and communication between teachers and students
- Independent, or asynchronous, student investigation or practice.
    - Asynchronous Learning (self-paced) does not require all participants to be virtually present at the same time. Instruction is self- guided student instruction provided on-demand and can include pre-recorded video lessons, independent game-based learning tasks, or pre-assigned work/assessments.
- Closure, Connections, Reflections
    - During this time, either synchronous or asynchronous, students may work independently, in small groups, or as a whole group. The learning goals

of the day will be reviewed, and students will plan for homework assignments.
- English Language Arts & Math will have equal amounts of instructional time per day.
- In Elementary Grades: teachers will allow 20-minute snack breaks for students.
- Content Areas: Based on New Jersey Student Learning Standards (NJSLS):
  - Grades K-8 Include:
    - Reading: Fluency, Vocabulary, Comprehension
    - Writing: Expository, Narrative, Persuasive, Descriptive
    - Math: Algebra, Number & Operations, Measurement & Data, Geometry
    - Social Studies
    - Science
    - Social-Emotional Learning (SEL)
    - Special Areas: Art, Music,
    - Health/Physical Education (one per day)
    - Foreign Language Classes
  - Grades 9-12 Include:
    - English required courses and electives
    - History required courses and electives
    - Math required courses and electives
    - Science required courses and electives
    - STEM courses (i.e., Engineering)
    - World Language courses
    - Health/Physical Education courses
    - Practical, Performing, and Fine Arts courses
    - Advanced Placement courses
    - Career and Technical Education courses

Teacher Expectations

During the period of virtual instruction, teachers and certificated staff are expected to maintain consistent communication with students. In addition, all teachers are expected to provide a professional learning environment for students, with as little interference as possible during live instruction. Specific expectations for teachers include:
- Live synchronous teaching must be provided for every period via Zoom.
- Communicate with parents via email, scheduled Zoom, and/or phone conference.
- Participate in ongoing professional development generated by teacher request.
- Collaborate with grade-level colleagues during team planning time.
- Update and revise the curriculum/maps accordingly.
- Submit weekly lesson plans.

- Participate in Zoom meetings during contractual hours such as I&RS, 504, and IEP Meetings.
- Utilize supervisors, principals, administrators, and the tech department for additional support.

Student Expectations

Attendance

Student attendance will be taken throughout the school day. Students will be asked to mark themselves present for the day when they sign on to OnCourse. In addition, teachers will take attendance during homeroom/activity periods and in classes throughout the school day. Students are expected to join their first classroom in time for the start of the day's activities. Parents will receive a notification when their child has been marked as absent and must follow the notification procedures when a student is absent from the virtual classroom.

Attendance, Board Policy No. 5200

Student Discipline/Code of Conduct

All expectations for student conduct that apply during the school year remain applicable during the virtual instruction period. Students are expected to adhere to the school behavior expectations, including, but not limited to:

- Respecting other members of the learning community
- Maintaining academic integrity
- Completing academic expectations
- Serving as a positive member of the school learning community
- Seeking support when making the right decisions are difficult

Student Discipline/Code of Conduct, Board Policy No. 5600

Elementary Daily Schedules & Sample of Activities

Pre-Kindergarten Hourly Schedule

Pre-K (AM) Virtual Learning Schedule	Monday-Tuesday Thursday-Friday 8:50am-11:30am	Wednesday (Modified Schedule) 8:50am-10:40am
Start Time	8:50	8:50
Period 1	8:50-9:30	8:55-9:20
Period 2	9:30-10:10	9:20-9:45
Period 3	10:10-10:50	9:45-10:10
Period 4	10:50-11:30	10:10-10:35
Dismissal	11:30	10:40

Pre-K (PM) Virtual Learning Schedule	Monday-Tuesday Thursday-Friday 12:30pm-3:10pm	Wednesday (Modified Schedule) 11:10am-1:00pm
Start Time	12:30	11:10
Period 1	12:30-1:10	11:15-11:40
Period 2	1:10-1:50	11:40-12:05
Period 3	1:50-2:30	12:05-12:30
Period 4	2:30-3:10	12:30-12:55
Dismissal	3:10	1:00

Sample Preschool Schedule

The Preschool Program is supported by *Creative Curriculum*. *The Creative Curriculum Cloud* will provide digital access to *Creative Curriculum* to assist in individualize instruction, facilitate communication between the teachers and families, streamline weekly planning processes, and offer access to new family-facing resources to build consistency in learning experiences.

Period 1 & 2: Welcome Zoom Meeting
- Attendance
- Class message (weather, calendar, daily events, birthdays, etc.)
- Watch the video message from the teacher
- Review of plans for the day
- Teacher read aloud
- SEL check-in
- Whole Group & Small Group Meetings

Period 3: Learning Centers and Small-Group Activities
- Children choose from learning center activities such as creative arts, dramatic play, library, math and manipulatives, science and sensory, and writing. This time often includes small-group activities with the teacher through synchronous and asynchronous learning.
- Snack/Recess

Period 4: Reflection Zoom Meeting (whole class/small groups)
- Children come together for a featured whole/small-group wrap up activity, which may consist of summarizing the day, SEL check-in, or peer socialization.

Kindergarten-Grade 2 Hourly Schedule

Grades K-2 **Virtual Learning Schedule**	**Monday-Tuesday** **Thursday-Friday** **8:50am-3:10pm**	**Wednesday** **(Modified Schedule)** **8:50am-1:00pm**
Start Time	8:50	8:50
Period 1	8:50-9:30	8:55-9:25
Period 2	9:30-10:10	9:25-9:55
Period 3	10:10-10:50	9:55-10:25
Period 4	10:50-11:30	10:25-10:55
Lunch/Recess	**11:30-12:30**	**No Lunch**
Period 5	12:30-1:10	10:55-11:25
Period 6	1:10-1:50	11:25-11:55
Period 7	1:50-2:30	11:55-12:25
Period 8	2:30-3:10	12:25-12:55
Dismissal	3:10	1:00

Kindergarten-Grade 5 Sample Schedule of Activities

Time	**Teacher**	**Student**
8:25 am *Before the School Day*	Teacher Start Time Teacher may record a daily message.	Students have a workspace at home and prepare for the day.

8:40-9:20 am
 Start of the School Day
	Teacher opens the virtual room; admits students—uploads attendance into OnCourse.
	
	 Teacher reviews plans for the day.
	
	 Teachers may begin the day with ELA or Math academic areas of learning. On some days, students may start their day with a "special" class such as art, music, or physical education.
	
	 Whole Group Instruction: Present Benchmark Lesson
	
	 Small-Group, Mini-Lessons (no more than five) to reinforce the skills presented in the benchmark lesson. Teacher leads discussions to solidify learning across the units.
		Each student will be scheduled at least 3 Zoom meeting sessions daily (1 per content area with SS and Science on alternating days)
		
		 • Students log in
		 • Watch daily video message, review teacher notes and Activity List
		 • With the teacher, students review plan for the day.
		 • English Language Arts/ELA Activities include:
		    • Complete Morning Journals
		    • Writing (Persuasive, Descriptive, Narrative and Expository)
		    • Independent Reading
		    • Student Sharing
		 • Math Activities include:
		    • Working with manipulatives
		    • Math Games
		    • Independent problem solving
		    • Workbooks

9:20-10:00 am	ELA/Math Continue
	OR
	Possible Elective Class Scheduled
	
	Continue lesson objectives
	
	Small group mini-lessons to reinforce skills presented in benchmark lessons.
		• Breakout Sessions: Teachers or Classroom Aides will meet with small groups of students to review learning, provide support and/or enrichment
		• Independent work (digital applications)
		   · BrainPop/ BrainPop Jr.
		   · iXL
		   · RazzKids
		   · Google Activities
		• Journals
		• Independent reading
		• Workbooks
		• View required videos made by teacher or website
		• SE/ AIS may work longer with co-teacher / aide
		• "Brain break" as needed

10:00-10:40 am	ELA/Math New Instructional Block OR Possible Elective Class Scheduled Teacher-led direct instruction Direction Instruction (Video)	
10:40-11:20 am	ELA/Math Continue OR Possible Elective Class Scheduled Individual Student/Teacher Check-ins ELA Work Plans MATH Work Plans	
11:20 am-12:20 pm	LUNCH	LUNCH/RECESS BREAK

12:20-1:00 pm	ELA/Math Continue
	OR
	Possible Special Class Scheduled
	
	Teacher-led direct instruction
	
	Direct Instruction
	(Video)
		• Breakout Sessions: Teachers or Classroom Aides will meet with small groups of students to review learning, provide support and/or enrichment
		• Independent work (digital applications)
		   · BrainPop/ BrainPop Jr.
		   · iXL
		   · RazzKids
		   · Google Activities
		• Journals
		• Independent reading
		• Workbooks
		• View required videos made by teacher or website
		• SE/ AIS may work longer with co-teacher / aide
		• "Brain break" as needed

1:00-1:40 pm	Science: Monday/Tuesdays Social Studies: Thursday/Friday OR Possible Special Class Teacher presents a benchmark lesson. Small group mini-lessons to reinforce skills presented in benchmark lessons.	
1:40-2:20 pm	Science: Monday/Tuesdays Social Studies: Thursday/Friday OR Possible Special Class Teacher Check-ins Science Work Plans	

	Social Studies Work Plans
2:20-3:00 pm *End of the* *School Day*	***Reflections*** Teacher brings the group together to summarize the day. Teacher reviews at-home work expectations. Students submit completed assignments. Whole class touchpoint - Focus on socialization, SEL, Growth Mindset, Executive Function ***Support Time*** Students can ask questions and get additional support.
Highlights	- ELA (Reading/Writing) and Math will have an equal amount of instructional time per day. - All teachers will ensure synchronous (face to face) instruction is equitable. - Teachers need to allow 20-minute snack breaks for students. - Foreign Language will be offered 40 minutes per week. - Specials will be embedded throughout the day. - Check-ins (Crisis Team/Counselor/I&RS) - Daily SEL check-ins. - Tiered Support

Elementary "Lesson" Framework

Please note, each day, teachers provide multiple "lessons" for different content areas. The framework below is an example of how such a lesson may be conducted using the virtual learning environment.

- 5 Minutes
  - Lesson Introduction

- 10-30 Minutes Benchmark Lesson: Present new learning to students
  - Whole class
  - Direct live instruction by the teacher
  - This may be longer if it is a part of an instructional block

- 20 - 30 Minutes
  - Supporting independent or group work and check for understanding
  - Students will be engaged in:
    - Independent/Investigation work - students may work on an assignment alone practicing/investigating new learning or concept
    - View required videos (tutorial websites, teacher-created, etc.)
    - Group work - Students may work in a group on an assignment
  - Teachers will be:

- Leading small group live Instruction - Teacher /Co-Teacher (or para when applicable) could pull small groups to target specific learning for that particular group.
  - The Teacher / Co-Teacher (or para when applicable) could work 1:1 with a student either reinforcing skills, reteaching, or assessing
  - This may be longer if it is a part of an instructional block

- 5 - 10 Minutes
  - Presented live by the teacher
  - Close lesson - Review key learning
  - Whole class or student share - selected by the teacher

Florence M. Gaudineer (FMG) Middle School Schedule & Activities

Grades 6-8 Sample Daily Schedule

In the OnCourse system, students at FMG are assigned teachers for periods as though students are meeting in classes period 1-9. However, the actual schedule allows for a "block" schedule, providing students with additional time with teachers. The sample below shows how the schedule will correspond to the periods assigned in OnCourse.

Time	Monday	Tuesday	Wednesday (Early Dismissal for Students)		Thursday	Friday
7:45 - 7:50	Homeroom	Homeroom		Homeroom Team Advisory	Homeroom	Homeroom
7:50 - 8:15	SEL Attendance Advisory	SEL Attendance Advisory	7:45-8:10		SEL Attendance Advisory	SEL Attendance Advisory
8:20 - 9:20	Period 2A	Period 2B	8:13 - 8:33	Per. 2A	Period 6A	Period 6B
			8:33 - 8:53	Per. 3A		
			8:53 - 9:13	Per. 5A		
9:30 - 10:30	Period 3	Period 5	9:13 - 9:33	Per. 6A	Period 3	Period 5
			9:33 - 9:53	Per. 7A		
			9:53 - 10:13	Per. 9A		
10:40 - 11:40	Period 4	Period 9	10:13 - 10:33	Per. 2B	Period 4	Period 9
			10:33 - 10:53	Per. 3B		
			10:53 - 11:13	Per. 5B		
			11:13 - 11:33	Per. 6B		
			11:33 - 11:53	Per. 7B		
			11:53 - 12:13	Per. 9B		
11:40 - 12:40	Lunch		**Early Dismissal**		Lunch	

12:40 - 1:05	Period 5	Specials Office Hours		Period 5	Specials Office Hours
1:05 - 1:30	Specials Office Hours	Period 3		Specials Office Hours	Period 3
1:30 - 1:55	Period 9	Period 4		Period 9	Period 4
1:55 - 2:30	Support	Support		Support	Support

FMG Lesson Framework

During the 1-hour "block" class, teachers will work with virtual instruction programs in a variety of formats. The basic framework for such a lesson includes:

- 10-15 Minutes
    - Benchmark Lesson - Present new learning to students
    - Whole class
    - Direct live instruction by the teacher

- 20 - 30 Minutes
    - Supporting independent or group work and check for understanding
    - Students will be engaged in:
        - Independent/Investigation work - students may work on an assignment alone
          practicing/investigating new learning or concept
        - View required videos (tutorial websites, teacher-created, etc.)
        - Group work - Students may work in a group on an assignment
    - Teachers will be:
        - Leading small group live Instruction - Teacher /Co-Teacher (or para when applicable) could pull small groups to target specific learning for that particular group.
    - The Teacher / Co-Teacher (or para when applicable) could work 1:1 with a student either reinforcing skills, reteaching, or assessing

- 5 - 10 Minutes
    - Presented live by the teacher
    - Close lesson - Review key learning
    - Whole class or student share - selected by the teacher

Jonathan Dayton High School (JDHS) Schedule & Activities

JDHS Hourly Schedule

PERIOD	REGULAR SCHEDULE *(Mondays, Tuesdays, Thursdays, and Fridays)*	EARLY DISMISSAL *(Wednesdays)*
*Activity Period	7:40 – 8:21*	7:40 - 8:05
Announcements	8:24 - 8:34	8:08 - 8:18
1	8:34 - 9:16	8:18 - 8:44
2	9:19 – 10:01	8:47 - 9:13
3	10:04 – 10:46	9:16 - 9:42
4 (Lunch)	10:49 – 11:31	9:45 - 10:11
5 (Lunch)	11:34 – 12:16	10:14 - 10:40
6 (Lunch)	12:19 – 1:01	10:43 - 11:09
7	1:04 – 1:46	11:12 - 11:38
8	1:49 – 2:31	11:41 - 12:07

JDHS Lesson Framework

- 10-15 Minutes:
  - Do Now/Take Attendance
  - Whole class instruction
  - Direct live instruction by the teacher

- 20 - 30 Minutes
  - Students will be engaged in:
    - Independent/Research work - students may work on an assignment alone practicing/researching new skills or concepts.
    - View required videos (tutorial websites, teacher-created, etc.)
    - Group work - Students may work collaboratively on an assignment in a group.
  - Teachers will be:
    - Leading small group live Instruction - Teacher/Co-Teacher could create small groups to target specific learning for that particular group.
    - Supporting independent or group work and assess for understanding.
    - Conferencing with students on individual or group assignments.

▪ Incorporating SEL components into daily/weekly instruction.

- 5 - 10 Minutes
  - ○ Presented live by the teacher
  - ○ Close lesson – Assess learning objectives.
  - ○ Whole class or student share - selected by the teacher (through presentations or conferencing).

Essential Instructional Technology

All of the district approved applications can be accessed through Clever, the district single sign-on portal.

Preparing for the First Day

Preparing for the first day of virtual instruction takes two steps:

1. Your child will sign on to the Clever Single-Sign-On. You can access the sign on here: https://clever.com/in/springfieldnj
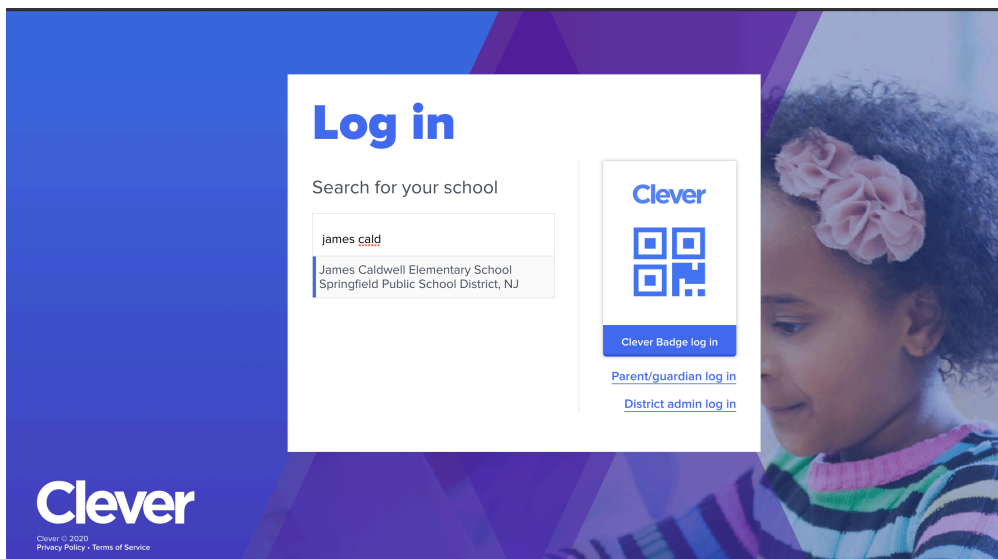
Here, they will need to write the full name of their school. Teachers and /or principals. The login for students is the same as student OnCourse connect portal access and laptop login:

Username: OnCourse ID
Password: Student's lunch code

Once your child has logged into Clever, they will be able to see their teacher's Clever links. They need to log into OnCourse Connect from the Clever Portal, where they will be able to see their schedule and their classrooms.

If you need additional support, please reach out to your child's teacher and/or principal for guidance.

About Clever

Clever is a single sign-on that makes accessing applications and managing passwords simple and secure.

Information about student and family accounts can be found here: https://support.clever.com/hc/en-us/categories/200147417-Student-or-Families

About OnCourse

The OnCourse Connect Portal is also an essential real-time information gateway to students' academic performance and a student digital learning platform to support the district's anytime/anywhere learning objective.

On an annual basis, families are required to complete the annual registration form to confirm their child's registration in Springfield Public Schools and complete essential forms.

Below are directions to guide parents/guardians in accessing the portal and completing the AR form:

Returning Parents/Guardians:
Parents/guardians who know their OnCourse Connect portal account information, please use the following link to get started: https://www.oncourseconnect.com. If a returning parent/guardian cannot recall the username and/or password, please follow the instructions provided in the New Parents/Guardians section below.

NOTE: For returning students, the portal may have last year's academic information until schedules are published.

New Parents/Guardians:

> Parents/guardians new to our district, or returning parents/guardians who have forgotten their OnCourse Connect portal username or password, can receive their username and reset their password by entering the email address, associated with the student account, at the following link: https://www.oncourseconnect.com/account/forgotpassword

With the login credentials, the parent/guardian is ready to access the OnCourse Connect portal and complete the Annual Registration form!

Instructions & Other Useful Information

> For parents/guardians with multiple students, each account will allow parent/guardian access to each of their students' information on the portal. If this does not occur, please contact the appropriate school's office.

Once logged in as a parent/guardian, the following message appears:
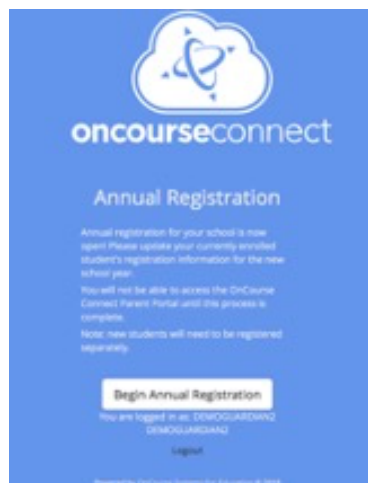
Click on "Begin Annual Registration" and enter the information requested on all pages related to the student - required fields have an asterisk. Immediately following the District Agreements (see sample pic below), you can click directly on the school associated with the student for whom you are completing the form, OR you can use the "Next" to toggle through each school to get to the student's school.
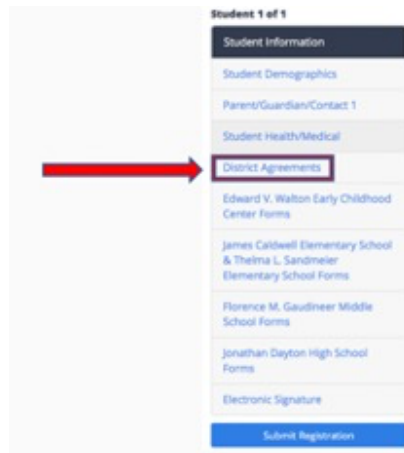
If the form is partially complete, it may be completed later by clicking the "Logout" button at the top of the screen - the progress saves automatically. When ready to go back and complete the form, log back into the OnCourse Connect portal: https://www.oncourseconnect.com

Before clicking on Submit Registration, please review the information for accuracy, and replace any abbreviations.

IMPORTANT: Parents/guardians of new registrants, or if a password reset was requested, a prompt to change the temporary password to a confidential and secure password may appear immediately after submitting the AR form. When creating a new password, please pay attention to the password requirements as described in the prompts while making this change.

The video below offers a quick preview of the OnCourse Connect portal's useful features for parents and guardians: https://oncoursesystems.wistia.com/medias/rgbtw1285z

Tips for a Home Virtual Learning Environment

1. Create a Designated Learning Space

Wherever you decide to let your child set up shop, try to create a designated workspace at home. Talk with your child about how this is their "work from home" desk! Just like their desk at school but at home. You can try to set this area up like their school desk by removing any home clutter. Consider adding items to the area that the student might need, such as a pencil case, calculator, and extra paper. Students should feel comfortable and have a sense of ownership of their home learning space.

2. Choose the Right Learning Space

It is easy to want to let your child learn from their bedroom, playroom, or the couch while you also work from home. Choose a designated learning space that allows your child to feel a sense of ownership and empowerment when they sit down to learn! It is important to find a neutral space with limited distractions where you can check in periodically.

3. Minimize Distractions

It is inevitable that your student will get distracted while at home. What we can do as parents is prepare for distractions before they happen. If you have a dog, consider putting a sign on the door to let solicitors or delivery drivers know not to knock. Other ways you can minimize distractions is to make sure that all toys, games, and activities are tucked away during learning hours. Practice the "out of sight, out of mind" mentality. Take it day by day, if something isn't working, try something new!

4. Follow the School Schedule

Our students are used to being on school schedules, so try to keep their schedule the same at home! There are pillars in the school day that you can mimic at home. Having consistency in the schedule will instill your student with a sense of comfort. Let them know that this is how it is going to be for a little while, but learning at home can be just as fun as learning in school!

5. Communicate

Communication is essential when it comes to remote learning. Make sure to keep open lines of communication with both your child and their teacher. During this time, teachers are still learning and practicing how to support online learning. This is an unexpected learning experience for students, parents, teachers, and school administrators. Try keeping open lines of communication with your students' teachers and give them feedback. Help them understand what they can do better to deliver the best educational experience and let them know when they are doing a good job!

Adapted from https://www.scriptapp.com/general/parents-guide-for-remote-learning

Additional resources for families:
https://www.edutopia.org/article/7-guiding-principles-parents-teaching-home
https://blog.edmentum.com/5-things-parents-can-do-support-students-learning-online

2020-2021: District Assessment Calendar

Assessment Title/Subject Area	Administration Date/Time	Grades Covered	Requirement	Results Available
AP Exam	Paper Based May 3 – May 7, 2021 & May 10 - May 14, 2021	9-12	District	June 2021
Dynamic Learning Map (DLM)	Computer-Based Dates: TBA	3-8 & 11	State Mandated	TBA
NJSLA ELA/MATH	Computer-Based Dates: TBA Math Grades 3-5 ELA/Literacy Grade 3-8 Specific dates for building level administration will be determined.	Grades 3-8	State Mandated	TBA
NJSLA MATH (Algebra I, Geometry, Algebra II)	Computer-Based Dates: TBA Specific dates for building level administration will be determined.	Grades 7-11	Class of 2021 Class of 2022 Class of 2023 Graduation Requirements (see attached) Updated April 2020	TBA
ACCESS for ELL (Assessing Comprehension & Communication in English for English Language Learners)	Computer-Based Dates: TBA	Grades K-12	State Mandated	Summer 2021
PSAT	Paper Based October 14, 2020 October 29, 2020	Grade 11 Grades 9 & 10	District	December 2020
CogAT	Paper Based *Will not be administered in 2020	Grades 3 & 5	District	

New Jersey Student Learning Assessment – Science	Computer-Based Dates: TBA	Grade 5, 8 & 11	State Mandated	TBA
iReady Benchmark Assessments – ELA/Math	Computer-Based First Administration October 2020: ● EVW/JC/TLS/FMG ● JDHS Pilot Second Administration TBA ● EVW/JC/TLS/FMG ● JDHS Pilot Second Administration TBA ● EVW/JC/TLS/FMG ● JDHS Pilot *Each assessment is between 30-45 minutes	Grades K-12	District	Immediately Following
Bi-literacy STAMP	Computer-Based Dates: TBA	Grades 9-12	District	TBA

NJDOE Class of 2021 Graduation Requirements

Below, please find the guidance provided by the New Jersey Department of Education regarding graduation requirements. Any concerns regarding the the local graduation requirements should be shared with your child's guidance counselor and/or school principal.

Updated April 2020

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

New Jersey High School Graduation Assessment Requirements

On June 5, 2019, the New Jersey Department of Education (NJDOE) updated the high school graduation assessment requirements in both English Language Arts/Literacy (ELA) and mathematics for the Classes of 2019 through 2022, pursuant to an amended Consent Order from the Appellate Division of the Superior Court of New Jersey.

Important Update for Class of 2020: Governor Murphy signed Executive Order 117 on April 7, 2020 to address the continued threat of the Novel Coronavirus (COVID-19) to our school communities and the resulting school closures. The Executive Order waives the graduation assessment requirement for any twelfth-grade student who is expected to graduate in the class of 2020 but, as of March 18, 2020, had not yet met the graduation assessment requirement. Students in the class of 2020 who have not yet met the assessment requirement must still meet all the other State and local graduation requirements, including but not limited to credit, curriculum, and attendance requirements.

The Classes of 2021 and 2022

The high school assessment graduation requirements that are in place for the Classes of 2021 and 2022 are:

In **English Language Arts/Literacy**, students must demonstrate proficiency:

1. On NJSLA/PARCC ELA 10; *or*
2. By meeting the designated cut score on an alternative assessment such as other high school-level NJSLA/PARCC assessments, the SAT, ACT, or ACCUPLACER as defined in the chart below; *or*
3. By submitting, through the district, a student portfolio appeal to the New Jersey Department of Education.

In **mathematics**, students must demonstrate proficiency:

1. On NJSLA/PARCC Algebra I; *or*
2. By meeting the designated cut score on an alternative assessment such as other high school-level NJSLA/PARCC assessments, the SAT, ACT, or ACCUPLACER as defined in the chart below; *or*
3. By submitting, through the district, a student portfolio appeal to the New Jersey Department of Education.

Proficiency levels/cut scores for the Classes of 2021 and 2022 are specified in the next section.

Note: Special Education students, whose Individualized Education Plans (IEPs) specify an alternative way to demonstrate proficiencies, will continue to follow the graduation assessment requirements set forth in their IEPs.

ELA and Mathematics Assessment Graduation Requirements
for the Classes of 2021 and 2022

This document reflects the high school graduation assessment requirements put in place for the Classes of 2019, 2020, 2021, and 2022, pursuant to an amended Consent Order received by the NJDOE from the Appellate Division of the Superior Court of New Jersey on June 5, 2019.

The requirements for the Class of 2019, including the cut scores, remain unchanged from the requirements that were applied to the Classes of 2017 and 2018. These requirements now apply to the Classes of 2020, 2021, and 2022.

As of March 18, 2020, Executive Order 117 waives the graduation assessment requirement for any twelfth-grade student who is expected to graduate in the class of 2020 but, had not yet met the graduation assessment requirement. Students in the class of 2020 who have not yet met the assessment requirement must still meet all the other State and local graduation requirements, including but not limited to credit, curriculum, and attendance requirements.

Pathways Available

First Pathway

Demonstrate proficiency in the high school end-of-course NJSLA/PARCC assessments in ELA-10 and/or Algebra I.

English Language Arts/Literacy (ELA)	Mathematics
NJSLA/PARCC ELA Grade 10 ≥ 750 (Level 4)	NJSLA/PARCC Algebra I ≥ 750 (Level 4)

Second Pathway

Demonstrate proficiency in English language arts and/or mathematics by meeting the designated cut score on one of the alternative assessments.

English Language Arts/Literacy (ELA)	Mathematics
One of the following: • NJSLA/PARCC ELA Grade 9 ≥ 750 (Level 4), *or* • NJSLA/PARCC ELA Grade 11 ≥ 725 (Level 3) *or* • SAT Critical Reading (taken before 3/1/16) ≥ 400, *or* • SAT Evidence-Based Reading and Writing Section (taken 3/1/16 or later) ≥ 450, *or* • SAT Reading Test (taken 3/1/16 or later) ≥ 22, *or* • ACT Reading or ACT PLAN Reading[1] ≥ 16, *or* • ACCUPLACER WritePlacer ≥ 6, *or* • ACCUPLACER WritePlacer ESL ≥ 4, *or* • PSAT10 Reading or PSAT/NMSQT Reading (taken before 10/1/15) ≥ 40, *or* • PSAT10 Reading or PSAT/NMSQT Reading (taken 10/1/15 or later) ≥ 22, *or* • ACT Aspire Reading[1] ≥ 422, *or* • ASVAB-AFQT Composite ≥ 31	One of the following: • NJSLA/PARCC Geometry ≥ 725 (Level 3), *or* NJSLA/PARCC Algebra II ≥ 725 (Level 3) *or* SAT Math (taken before 3/1/16) ≥ 400, *or* • SAT Math Section (taken 3/1/16 or later) ≥ 440, *or* SAT Math Test (taken 3/1/16 or later) ≥ 22, *or* ACT or ACT PLAN Math[1] ≥ 16, *or* • ACCUPLACER Elementary Algebra ≥ 76, *or* • Next-Generation ACCUPLACER Quantitative Reasoning, Algebra, and Statistics (QAS) (beginning January 2019)[2] ≥ 255, *or* • PSAT10 Math or PSAT/NMSQT Math (taken before 10/1/15) ≥ 40, *or* • PSAT10 Math or PSAT/NMSQT Math (taken 10/1/15 or later) ≥ 22, *or* • ACT Aspire Math[1] ≥ 422, *or* • ASVAB-AFQT Composite ≥ 31

Third Pathway

Demonstrate proficiency in English language arts and/or mathematics through Portfolio Appeals.

> ***Important Update for Class of 2020:*** Governor Murphy signed Executive Order 117 on April 7, 2020 to address the continued threat of the Novel Coronavirus (COVID-19) to our school communities and the resulting school closures. The Executive Order waives the graduation assessment requirement for any twelfth-grade student who is expected to graduate in the class of 2020 but, as of March 18, 2020, had not yet met the graduation assessment requirement. Students in the class of 2020 who have not yet met the assessment requirement must still meet all the other State and local graduation requirements, including but not limited to credit, curriculum, and attendance requirements.

English Language Arts/Literacy (ELA)	Mathematics
Meet the criteria of the NJDOE Portfolio Appeal for ELA	Meet the criteria of the NJDOE Portfolio Appeal for Math

The Class of 2023 and Beyond

The NJDOE is committed to providing fair notice to students and educators and will continue to collaborate with stakeholders to transition to the next generation of statewide assessments.

For questions or concerns, please reach out to assessment@doe.nj.gov.

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[1] Test is no longer administered but can be used for the graduating year.

[2] Beginning on **Monday, January 28, 2019**, classic ACCUPLACER tests were no longer available. QAS replaced ACCUPLACER Elementary Algebra.

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.

<u>**Extracurricular Activities**</u>

All clubs or activities will be offered virtually if the activities are appropriate to the virtual environment. 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 requests for the use of facilities by external community organizations.

Revised 2020-2021 District Calendar

Please see the next page for the full calendar.

SPRINGFIELD PUBLIC SCHOOLS
2020-2021 District Calendar

September 2020

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

9/2-3 Staff Development
9/7 Schools Closed: Labor Day
9/8-9 Staff Development
9/10 First Day of School
9/28 Schools Closed: Yom Kippur

October 2020

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

10/9 Progress Reports

November 2020

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

11/3 Schools Closed: Election Day
11/5-6 Schools Closed: NJEA Convention
11/16 End of Marking Period
11/20 Report Cards
11/23 PK-8 Early Dismissal: Conf.
11/24 PK-8 Delayed Opening: Conf.
11/25 Early Dismissal PK-12
11/26-27 Schools Closed: Thanksgiving

December 2020

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

12/18 Progress Reports
12/23 Early Dismissal PK-12
12/24-31 Schools Closed: Winter Recess

January 2021

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

1/1 Schools Closed: New Year's Day
1/18 Schools Closed: MLK Day
1/26-29 Early Dismissal: Gr 9-12 only (Mid Term Exams)

February 2021

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

2/1 End of Marking Period
2/4 Report Cards
2/15 Schools Closed: President's Day

March 2021

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

3/4 Progress Reports
3/4 PK-8 Early Dismissal: Conf.
3/5 PK-8 Delayed Opening: Conf.
3/29-4/2 Schools Closed: Spring Recess

April 2021

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

4/13 End of Marking Period
4/16 Report Cards

May 2021

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

5/14 Progress Reports
5/31 Schools Closed: Memorial Day

June 2021

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

6/14-17 Early Dismissal: Gr 9-12 only (Final Exams)
6/18 End of Marking Period
6/22 Graduation
6/22 Early Dismissal PK-12
6/22 End of Marking Period
6/22 Last Day of School
6/22 Report Cards

Approved December 7, 2015
Revised August 17, 2020

Total 183 Days Students /186 Days Staff

Schools Closed for Students & Staff
Schools Closed for Students
Schools Early Dismissal
Progress Reports or Report Cards

If more than 3 days are required for inclement weather, Spring Recess could be reduced or the school year extended in June for students and teachers.
Please be aware of this when planning vacation activities.