



Springfield Public Schools 2024-2025

EMERGENCY VIRTUAL OR REMOTE INSTRUCTION PLAN

BOE Approved: 07/29/24

Table of Contents

Introduction

Leadership and Planning: Technology & the Digital Divide

Digital Divide - Identification of Technological Needs

Distribution Plan

Monitoring of Technology Needs

Leadership and Planning: Safe Delivery of Meals and Facilities

Method for Meal Distribution

How Buildings Will Be Maintained During a Closure

Leadership and Planning: Student Schedules

Continuity of Curriculum, Instruction and Assessment

Critical Definitions for Virtual/Remote Learning Model

Attendance Plan

PreK-12 Education Overview of Instructional Programs

Conditions for Learning: Physical Education

Conditions for Learning: Academic, Social, and Behavioral Supports

Social Emotional Learning (SEL)

Counselor Focus: School-Wide Awareness

Responsive Services

Individual Support

Multi-Tiered System of Supports (MTSS)

Conditions for Accommodations: Special Populations

Addressing Special Education Needs

Addressing English Language Learner Plans

Gifted & Talented Education

Other Considerations

Introduction

Springfield Public Schools is committed to providing our students engaging learning experiences to prepare them for global citizenship. We are challenged to maintain the high expectations for learning while we continue to prioritize 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 plans for the 2024-2025 school year.

As an overview of the elements in the plan, addressing **Emergency Virtual or Remote Instruction Programs** will provide a description of how we are prepared to address a district closure lasting more than three consecutive school days due to a declared state of emergency, declared public health emergency, or a directive by the appropriate health agency or officer to institute a public health-related closure.

https://pub.njleg.gov/bills/2020/PL20/27_.PDF

The Superintendent of Schools will work closely with the technology team to ensure timely communication of all district information related to an emergency district closure.

Should virtual or remote instruction be implemented, instructional staff will be advised by their building principal with detailed instructions on executing the Emergency Virtual or Remote Plan.

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.

Leadership and Planning

At such times as Emergency Virtual or Remote Instruction is utilized, the Office of the Superintendent will communicate with the County Office regarding the length of time such instruction will be utilized, what student populations will be impacted, and communicate a list of essential employee roles.

Essential employees may include employees who are required to continue to report to a physical location in order to support the work of the organization, and may include, but are not limited to:

Superintendent of Schools
School Business Administrator/Board Secretary
Assistant Superintendent of Curriculum & Instruction
Building Principals
District Directors
District Supervisors

Custodial Staff
Transportation Staff

Leadership and Planning: Technology & the Digital Divide

Springfield Public Schools will ensure that all students expected to engage in remote instruction have access to the requisite educational technology, including devices, connectivity, and collaborative online learning platforms.

Google Workspace for Education Plus (GWFE) is integrated into the district's student information and learning management system to enrich online collaborative learning. GWFE inherently offers a wide range of engaging tools and resources, including Google Meet, a video conferencing service, to provide a comprehensive online solution. GWFE supports and provides the resources necessary to meet the virtual instruction needs of each student and expand opportunities for teachers to deliver instruction effectively to an entire class or small group work.

For the 2022-2023 school year, the district's online Annual Registration form collected data to support students and families who identified as needing technology for online instruction. These needs range from the basics, which allow remote learning (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 for students who cannot fully participate in remote instruction.

Digital Divide - Identification of Technological Needs

1. Annual Registration Form
2. Free/Reduced Lunch and Title I Reports

Distribution Plan

1. Review Annual Registration data to identify students and families in need of technology with both the Director of Technology 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.

Leadership and Planning: Safe Delivery of Meals and Facilities

Delivery of Meals

- The district will adhere to the rules and regulations provided by the Department 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.

Facilities

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).

Leadership and Planning: Student Schedules

The remote schedule will mirror the student’s in-person daily schedule. School-specific daily schedules are published on each school’s web page: Time Schedules. The minimum hours of instruction for a virtual or remote day is four hours, excluding lunch and recess. In an event that a shift in instruction occurs, all families are notified via the district’s email notification system.

<https://www.springfieldschools.com/>

- Edward V. Walton Early Childhood Center (PreK, K, Grade 1, 2, and 3)
- James Caldwell Elementary School (PreK, K, Grades 3-5)
- Thelma L. Sandmeier Elementary School (PreK, K, Grades 3-5)
- Florence M. Gaudineer Middle School (6-8)
- Jonathan Dayton High School (9-12)

Teachers will be available for communications with students during their contractual time.

Continuity of Learning: Curriculum, Instruction, and Assessment

Critical Definitions

Virtual/ Online Model of Instruction: In a virtual model, students interact with teachers and peers through online or web-based programs. Virtual learning will include scheduled synchronous and asynchronous learning opportunities through live interaction with teachers, and mandatory participation times.

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.

In order to provide transparency and ensure that New Jersey students continue to receive high quality, standards-based instruction, each school district, charter school, renaissance school project and Approved Private School for Students with Disabilities (APSSDs) must annually submit its proposed program for virtual or remote instruction (plan) to the Commissioner of Education.

When Springfield Public Schools are closed due to a district closure lasting more than three consecutive school days due to a declared state of emergency, declared public health emergency, or a directive by the appropriate health agency or officer to institute a public health-related closure the district will utilize the **Emergency Virtual or Remote Instruction Programs**.

PreK-12 Educational Overview

Attendance

Attendance as outlined in the district's attendance policies, includes how the district determines whether a student is present or absent.

- Daily attendance will be taken within Genesis for all virtual/remote learners. ●
- Parental outreach is conducted regularly via phone calls and emails.

Instructional Programs

Springfield Public Schools is committed to creating and maintaining high level curricular continuity across all grade levels. All students will be supported by the following:

- All students will have access to a full schedule of online synchronous and asynchronous learning opportunities consisting of four hours in the morning, with a grab-and-go lunch offering.
- Provide sufficient opportunity for students to receive instruction in prioritized core subject courses (English, Math, Social Studies, Science). Specials (Art/Visual and Performing, Music, Physical Education/Health) 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, GoogleMeet), as well as the implementation of screencasts and/or pre-recorded lessons by teachers.

- Asynchronous work posted through our district's digital, single sign-on platform where students get a digital classroom with all the resources they need to login and start learning. Teachers create personalized and organized digital classrooms which are integrated into the district's Learning Management System, part of our Student Information System.
- All Online Programs including assessments relating to curricular disciplines (i.e. Math, Science, etc.) will be implemented accordingly for the instructional and purposes.
- As needed, teachers and/or students will schedule video conference time for additional support and feedback.
- Our district technology support allows for equitable access and the opportunity to use a variety of online tools to complete assignments, including learning videos and tutorials.
- Support staff will assess students' social and emotional needs being met and ensure students remain connected to the school community.
- Remote interventions and tutorials will take place through virtual platforms (such as, GoogleMeet), as well as the implementation of screencasts and/or pre-recorded lessons by teachers.
- Credit recovery and summer programs will be accessible through virtual platforms (such as GoogleMeet), instructed by our teachers and/or programs such as Educere for independent lessons.

Conditions for Learning: 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 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 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.

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.

Responsive Services

- Parent Conference/Consultations: The school counselor may attend parent-teacher conferences based on need or request from parents or teachers. 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.

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.

Social and Emotional Health for Staff

Staff will be provided with ongoing resources and professional development related to stress and time management, mindfulness practices and relationship building. Staff will have access to district counselors, psychologists and social workers.

Conditions for Accommodations: Special Populations

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.

Addressing Special Education Needs

Students with Individualized Education Plans (IEPs) will receive academic instruction and related services in accordance with the specific program and services outlined within their IEP. This will be delivered remotely, utilizing a technology-based learning management system as well as through alternative on-line formats. The specific delivery of services will be determined via the child's case manager/ and or related service provider.

Addressing English Language Learner Plans

ELL students will be provided with instruction via the ESL teacher. We 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 students' academic requirements.

Gifted & Talented Education

Springfield Public Schools will continue to provide opportunities for enrichment and extension learning support for students receiving gifted and talented.

Other Considerations

Child Care Services

Child care services may be offered or discontinued, creating specific challenges by site, based on New Jersey Department of Health, CDC guidance and local health department.

Student Transportation

- Transportation will be provided to those students eligible determined by the State of New Jersey.
- Bus routes will be designed using the New Jersey Department of Health, CDC guidance and local health department.
- The district will communicate any changes to transportation aligned to guidance provided by the New Jersey Department of Health, CDC guidance, and local health department.