Springfield Township School District

Plan for Chapter 27 Emergency Virtual or Remote Instruction Program 2026-2027

Date: September 1, 2026 **Board Approved:** June 17, 2026

Equitable Access to Instruction

Equitable access and opportunity to instruction for all students is ensured through the use of chromebooks, Google Classroom, and video based synchronous instruction. The program ensures that all students' varied and age-appropriate needs are addressed by the instruction delivered by their teachers. The program is designed to maximize student growth and learning to the greatest extent possible by following the regular instructional program. Synchronous instruction and asynchronous assignments maximize student growth and learning. Student growth and learning in a virtual or remote instruction environment will be continuously measured through the district's assessment system. Ongoing digital divide issues, including a lack of internet access will be assessed by counselors and/or assistant principals. Students without sufficient broadband access will be issued hotspots.

Addressing Special Education Needs

The program addresses the provision of virtual or remote instruction to implement Individual Education Programs (IEPs) for students with disabilities to the greatest extent possible, including providing accessible materials and platforms. The program addresses methods to document IEP implementation including the tracking of services, student progress, as well as provision of accommodations and modifications through our online system. Case managers will follow up with families to ensure services are implemented in accordance with IEPs to the greatest extent possible by phone, email and/or video conferencing. IEP meetings, evaluations and other meetings to identify, evaluate and/or reevaluate students with disabilities will be conducted via video conferencing.

Addressing English Language Learners (ELL) Plan Needs

The program includes an English as a Second Language program aligned with State and Federal requirements to meet the needs of ELLs. The LEA communicates with families of ELLs by providing translated materials, interpretative services, and literacy level appropriate information. The program includes strategies to ensure ELLs access the same standard of education as non-ELL peers through the use of differentiated instruction and access to technology (chromebooks). Teachers, administrators, and counselors receive training as needed on strategies related to culturally responsive teaching and learning, socio-emotional learning, and trauma-informed teaching for students affected by forced migration from their home country.

Attendance Plan

The district expects all students to interact with the assigned work daily. Each day, students will indicate presence by completing a brief task in the teacher's Google Classroom.

Teachers will monitor synchronous class activities throughout the week for student participation. Additionally, teachers will monitor the completion of work, have work products due, and hold virtual meetings throughout the week. These will be used, in part, to assess student participation and understanding.

Immediately after the morning meeting, teachers will report to nurses and attendance clerks on who was absent and who was present. Attendance clerks will record this in Genesis. If a student does not complete the attendance form, the school nurse will reach out to the family to determine if health/wellness is affecting their participation. School counselors may also reach out if appropriate.

If a student is not completing work, teachers will reach out first, then counselors and principals. The focus should be determining what factors are interfering with their participation and providing supports to mitigate those factors. Supports can be extra instruction, health consultation, working with a counselor, tech support, or delivery of hardware.

Tier 2 and 3 mental health supports will continue for identified students through a CASEL aligned screening tool. Contact with students and families will occur in accordance with laws (virtual vs in-person). Tier 1 mental health supports and social emotional learning activities will continue through school counselors in accordance with the schedule for in-person school.

Safe Delivery of Meals Plan

Students who are receiving instruction remotely, or their parents, may pick up meals (three to five meals at one time) for those days they are receiving remote instruction.

Facilities Plan

The district will continue to follow its regular building maintenance and cleaning procedures.

Other Considerations

a. Accelerated learning opportunities: Any existing accelerated learning opportunities will continue in a virtual format to the greatest extent possible
b. Social and emotional health of staff and students: The social and emotional health of students will be monitored by teachers and counselors. The social and emotional health of staff will be monitored by administrators.
c. Title I Extended Learning Programs: Existing Title I Extended learning programs will continue in a virtual format to the greatest extent possible
d. 21st Century Community Learning Center Programs: The district's tutoring programs will continue in a virtual format to the greatest extent possible
e. Other extended student learning opportunities: Other extended student learning opportunities will continue in a virtual format to the greatest extent possible
g. Transportation: Since transportation will not be needed to facilitate the regular school day within the district, any additional transportation needs will be assigned to the district's bus drivers if feasible. Students in out-of-district placements which may still be delivering in-person instruction will continue.
h. Extra-Curricular Programs: Where feasible, the district will continue to offer extra-curricular programs in a digital / virtual format.
i. Childcare: If possible within any restrictions that may be in place, the district will offer childcare through our existing Extended Day Care program.
j. Community Programming: Any community programming in which the district is involved will be facilitated virtually.

Essential Employees

The LEA will ensure essential employees are identified and a list is provided to the county office at the time of the LEA's transition to remote or virtual instruction.

Protocols for Switching to Full Remote

If we are notified that we must go full remote immediately (i.e. we're told on a Thursday that we must go full remote on Friday), then we will follow the following protocols:

1. We will follow a delayed opening schedule on the first remote day in order to allow staff time to prepare accordingly.
    a. All staff should arrive by no later than 8:30
    b. Faculty will use the morning to prepare for the transition to full remote
    c. Instructional Assistants will assist with distribution of Chromebooks (parents will be notified that devices can be picked up starting at 9:30); dismissal time for instructional assistants will be 1:00
    d. Students (K-6) will join Google Meet for virtual instruction at 10:45 and will follow the schedule below

TIME	Period
10:45 - 11:00	Homeroom
11:00 - 11:30	Period 1
11:30 - 12:00	Period 2
12:00 - 12:30	Period 3
12:30 - 1:00	Period 4
1:00 - 1:30	Period 5
1:30 - 2:00	Period 6
2:00 - 2:30	Period 7
2:30 - 3:00	Period 8
3:00 - 3:05	PM Homeroom

2. On Day 2 of remote instruction we will follow the same delayed opening schedule in order to provide additional time for faculty to prepare materials for pick up (i.e. any workbooks or handouts that support learning)
    a. Faculty should prepare materials and label accordingly (bags will be provided); bagged materials can be placed outside of classrooms and will be collected and available for parent pick up between 10:00 and 3:30
    b. Instructional Assistants who work an “AM” schedule should report at 9:00 and will assist with collection and distribution of materials; dismissal will be 1:30 for “AM” assistants
    c. Instructional Assistants who work a “PM” schedule should report 11:00 and will assist with distribution of materials; dismissal will be 3:30 for “PM” assistants
3. On Day 3 of remote instruction we will begin, and thereafter continue with, a modified remote learning schedule as follows

Time	Period	Notes
8:50-9:00	AM Homeroom	Homeroom teachers should note students as present only if they have logged on to the Google Meet. Report attendance via Genesis as you would on a regular in-person school day.
9:00-9:30	Period 1	
9:30-10:00	Period 2	
10:00-10:30	Period 3	
10:30-11:00	Period 4	
11:00-12:00	Mid-Day Transition	Lunch / Snack / Daily Exercise
12:00-12:30	Period 5	
12:30-1:00	Period 6	
1:00-1:30	Period 7	
1:30-2:00	Period 8	
2:00-2:05	PM Homeroom	All homeroom teachers must facilitate an afternoon meeting at this time via Google Meet. Students will use this time to submit any remaining assignments from the day, organize assignments and activities to be completed as homework, and communicate with any teachers necessary to clarify expectations.

4. Related Arts schedules will remain aligned with the current periods (e.g. if you have Art on Tuesdays during Period 3, you'll continue to have Art on Tuesdays during Period 3); general education and special education teachers should be mindful of times so students do not miss their scheduled related arts classes
    a. Related Arts teachers should communicate with homeroom teachers regarding the Google Meet code students should use for their specials (Related Arts teachers can opt to join in the homeroom teacher's Meet if that is easier for the students, particularly at the primary grade levels)
5. Starting on Day 3 of remote instruction, Instructional Assistants should follow the schedule below; responsibilities during remote instruction will be outlined in a separate document and communicated prior to Day 3

Assignment	Arrival Time	Dismissal Time
AM Instructional Assistant	9:00	1:00
PM Instructional Assistant	9:00	1:00

If we are given advance notice of a transition to full remote (i.e. we're told on a Thursday that we must be full remote starting the following Monday), we will implement remote learning as follows:

1. Assuming we're notified on a Thursday and only have Friday to prepare, electronic devices will be distributed to students on Friday along with whatever materials are readily available (e.g. math workbooks or journals that do not require copying)
2. The first day of remote learning (in this scenario, Monday) will follow a delayed opening schedule in order to provide time in the morning for any preparation of materials (for pick up by parents) that was not completed on Friday. All staff will follow the Day 1 / Day 2 schedule outlined previously in this document.
3. We will then commence with the Day 3 protocols on the second day of remote (in this scenario, Tuesday).

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