



## Local Educational Agency Guidance for Chapter 27 Emergency Virtual or Remote Instruction Programs for the 2021-2022 School Year (SY)

The New Jersey Department of Education (Department) remains ready to assist every local educational agency (LEA) in returning to full-time, in-person instruction for the 2021-2022 SY. This includes providing LEAs with guidance in the event of declared emergencies resulting in a district-wide closure. The Department appreciates the challenges that LEAs had to overcome during the 2020-2021 SY as they faced a myriad of decisions affecting both the safety of their students and staff as well as the instructional experience. The Department is encouraging LEAs to reflect upon their experiences with virtual and remote instruction when planning for the 2021-2022 SY.

In April 2020, Governor Murphy issued an executive order that became [P.L.2020, c.27](#). This law provides for the continuity of instruction in the event of a public-health related district closure so that LEAs can utilize virtual or remote instruction to satisfy the 180-day requirement pursuant to *N.J.S.A. 18A:7F-9*. **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.** This plan would be implemented during 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. A superintendent must consult with the board of education, if practicable, prior to implementing the school district's plan of virtual or remote instruction. A day of virtual or remote instruction, if instituted under a plan approved by the Commissioner of Education, is considered the equivalent of a full day of school attendance for the purposes of meeting State and local graduation requirements, awarding of course credit, and such other matters as determined by the Commissioner of Education.

LEAs must include the statutory requirements listed in the "LEA Guidance for Chapter 27 Emergency Virtual or Remote Instruction Programs for the 2021-2022 SY," in their plans for virtual or remote instruction for the 2021-2022 school year. The 2021-2022 plans must be approved by the LEA's board of education or board of trustees (board), submitted to the county office of education for review and approval, and posted on the LEA's website. **The board-approved plan and checklist are due to the county office of education no later than October 29, 2021.** In the event that the LEA is directed to provide virtual or remote instruction before garnering county office approval, the approval date will be retroactive. Questions should be directed to the [county office of education](#).



**LEA Guidance for Virtual or Remote Instruction Plan  
Attestation for the 2021-2022 SY**

**Contact Information**

County: **Union**

Name of District, Charter School, APSSD or Renaissance School Project: **Springfield Public Schools**

Name of Chief School Administrator or Lead Person: **Rachel Goldberg**

Chief School Administrator or Lead Person Contact Number: **973-376-1025 Ext. 1213**

The New Jersey Department of Education (Department) is providing the following guidance pursuant to *N.J.S.A. 18A:7F-9(c)* to assist districts in the development of their 2021-2022 virtual or remote instruction plans. The Department encourages LEAs to reflect on the previous school year to improve elements of the prior year's plan to provide the most substantive education, including related services, to their students in the event of a district closure.

For each of the three areas below, the chief school administrator or lead person will either mark "yes," confirming that the information is in the plan and list the corresponding plan page number, or mark "no" if the information is not contained in the plan. The chief school administrator or lead person is expected to provide an explanation to the county office of education for all areas marked "no."

By October 29, 2021, the chief school administrator or lead person must submit a board-approved LEA Guidance for Virtual or Remote Instruction Plan for 2021-2022 along with this form to their county office of education. At the time of submission to the county office of education, the plan must be posted on the LEA's website. Plans will be reviewed in each county office of education on a rolling basis with an electronic response communicated within two business days of receipt.

**The plan outlines how virtual or remote instruction will be provided to students who may not have access to sufficient broadband, or to any technology required for virtual or remote instruction.**

The program should account for measuring and addressing any ongoing digital divide that exists, whether it be network access or lack of sufficient access to devices.

Page Number: 1

District Confirmation: Yes County Confirmation:



**The plan addresses the impact of virtual or remote instruction on the school lunch and school breakfast programs.**

The plan should contain how the LEA will provide continued safe delivery of meals to eligible students. Page Number: 2

District Confirmation: Yes County Confirmation:

**The plan contains the required length of a virtual or remote instruction day.**

The minimum hours of instruction for a virtual or remote day is four hours excluding lunch and recess.

Page Number: 3-7

District Confirmation: Yes County Confirmation: **Plan Posted on LEA Website**

Is the plan posted on your website? Yes

Website link: [www.springfieldschools.com](http://www.springfieldschools.com)

**APSSD Only**

Was your plan shared with all sending districts? N/A

**Board Approval**

Date (10/18/2021):

**Name and Signature of Chief School Administrator or Lead Person**

Chief School Administrator or Lead Person Name: Rachel Goldberg

Chief School Administrator or School Lead Person Signature:



Date (10/19/2021):

**Date of Submission to County Office**

Date (10/19/2021):



# Springfield 2021- 2022

EMERGENCY VIRTUAL OR REMOTE INSTRUCTION PLAN

Revised:

BOE Approved: 10/18/21  
County Submission: 10/19/21

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## **Introduction**

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 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 2021-2022 school year.

Currently, we are in Phase IV (Full In-Person) of the 2021-2022 school year while we continue to closely monitor the health and safety of our Springfield community.

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.

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.

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. To meet those goals, we are prepared to support an in-person as well as a fully virtual or remote learning environment.

**The program should account for measuring and addressing any ongoing digital divide that exists, whether it be network access or lack of sufficient access to devices.**

### **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 21-22 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, funding to provide connectivity and devices for all elementary students, has been sought through the Emergency Communications Fund submission (ECF).

To enrich collaborative learning, the district has integrated Google Workspace platform to its existing Learning Management System. Google Workspace offers a wide-range of educational resources, including Google Meet, providing a comprehensive, online platform to meet the virtual instruction needs of all students and improve how teachers deliver quality instruction and small group work.

The district's online Annual Registration form, for the 2021-2022 school year, 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, 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 may be unable to fully participate in remote instruction.

#### *Digital Divide - Identification of Technological Needs*

1. Annual Registration Form
2. Free/Reduce 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.

**The plan should contain how the LEA will provide continued safe delivery of meals to eligible students.**

- Currently, each school principal has developed safe delivery practices for delivering meals to eligible students during the regular school day.
  - Cafeteria's and classrooms are used for distancing while breakfast/lunch is served and provided throughout the designated periods.
  - Shields are being used in cafeterias to help minimize contact.

**Method for Meal Distribution:**

- All students, whether free or reduced, will be afforded the opportunity to pick up on the designated day. Prepackaged items will be included in the meals USDA food standards for a reimbursable breakfast and lunch.
- Students that are virtual will continue to have the option to pick-up his/her meals at the back of Jonathan Dayton High School parking lot, near door #5.
- Meal distribution time approximately 11:30 AM - 2:00 PM
- Meals: Breakfast and lunch together as follows: Monday (3 - Monday, Tuesday, Wednesday), Thursday (2 - Thursday, Friday).
- Methods are subject to change based on the circumstances



**The minimum hours of instruction for a virtual or remote day is four hours excluding lunch and recess.**

### **Leadership and Planning: Student Schedules**

The remote schedule will mirror the student's same in-person schedule. Visit our website under Time Schedules for Regular Day Schedules for each school.

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

- Edward V. Walton Early Childhood Center (PreK-2)
- James Caldwell Elementary School (3-5)
- Thelma L. Sandmeier Elementary School (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**.

## K-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 OnCourse for all virtual/remote learners.
- Parental outreach is conducted regularly via phone calls and emails.

### **Instructional Programs**

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, Zoom or 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.
- Springfield Public Schools is committed to creating and maintaining high level curricular continuity across all grade levels.
- 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 are being met and ensure students remain connected to the school community

## 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.

## 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.

## Gifted & Talented Education

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