

Springfield Public Schools

Fall 2020-2021 School Reopening Plan



Presented by
Superintendent Daniel J. Warwick

Submitted to Dept. of Elementary and Secondary Education – August 14, 2020

Learning Model Adopted by School Committee – August 6, 2020

Mayor Domenic J. Sarno, Chair

Christopher Collins, Vice Chair

Barbara Gresham

Denise Hurst

LaTonia Monroe Naylor

Attorney Peter Murphy

Maria Perez



**Springfield Public Schools
Reopening Plan for 2020-2021**

Table of Contents

Letter from the Superintendent	3
Executive Summary	4
Introduction	7
Guiding Principles for Reopening	9
Adopted Plan for the Fall 2020-2021 Reopening	10
Hybrid Learning Model	11
Remote Learning Model	18
In-Person Learning Model	28
Summary of Remote Learning Expectations in Hybrid and Remote Models	31
Delivery of Academic Interventions to Accelerate Learning	32
Supporting Student Learning Across Models	35
Supporting Student Well-Being	39
Supporting Teacher Collaboration and Well-Being	43
Partnering to Support Students Outside School Time	47
Operational Plans to Support Learning In-Person Learning	48
School Calendar for 2020-2021	55
Assessment Calendar for 2020-2021	56



Springfield Public Schools Reopening Plan for 2020-2021

Letter from the Superintendent

This Springfield Public Schools Reopening Plan is a document that outlines planning, conversation, and SPS School Committee feedback as the district worked towards the development of a defined reopening plan. It is representative of our best thinking for how SPS will approach the reopening of our schools given the guidance of professionals and with a priority placed on the health and safety of students and staff.

The district is deeply appreciative of the School Committee's exceptional leadership during the duration of the continued COVID-19 pandemic. The creation of this Reopening Plan would not have been possible without it. With their guidance and leadership, I am confident the District has created a reopening plan that positions us to overcome the enormous challenges this unprecedented pandemic has laid before us as effectively and efficiently as humanly possible.

We are putting forth a reopening plan that calls for fully remote education for all students with a plan to reassess at the end of the first marking period. Primary considerations for any shift to a hybrid model after the fall marking period would be based on the status of the coronavirus at that time and the reported status of ventilation systems in school buildings.

A review of physical and technical aspects of all school buildings has begun, but the review is not complete, and the results are not yet known. Without data guaranteeing that the ventilation systems in all schools are operating at full throttle in this COVID-19 age, we cannot conscientiously allow students and staff back into the schools.

It is my belief that the pandemic has ushered in an era that has changed the delivery model of education forever. As we re-open schools, we face the unknown and even with our well-laid plans, further challenges are likely to arise. As the science around the pandemic changes, we will be prepared to shift as needed.

I look forward to continuing our work together to meet the needs of our students and staff during these highly charged and difficult times. Continued guidance from authorities and community input will continue to frame our movement forward during these unprecedented times.

Daniel J. Warwick
Superintendent of Schools



Springfield Public Schools Reopening Plan for 2020-2021

Executive Summary

To ensure readiness for multiple possibilities, the Springfield Public Schools prepared instructional and operational plans for three scenarios as outlined by the Massachusetts Department of Elementary and Secondary Education: 1) a return of all students to school buildings five days per week; 2) a hybrid learning model in which most students attend school physically two days per week and learn from home three days per week; and, 3) a fully remote model in which students learn from home five days per week.

Based on analysis of the feasibility and safety of reopening our buildings to students and staff, and the vote of the Springfield School Committee, **the Springfield Public Schools will start the 2020-2021 school year with a remote learning model.** All students will learn remotely five days per week. We will remain in a remote learning model for the entirety of the 1st marking period of the year and will revisit the possibility of implementing a hybrid learning model starting with the 2nd marking period.

This plan results from careful analysis and planning over the last several months that included: 1) reflection on the successes and challenges of remote learning after school closed March 13th; 2) analysis of every instructional space to determine how many students could return while maintaining safe distance; 3) engaging with an Industrial Hygienist to assess the air quality and ventilation in each building; 4) examining curriculum to identify resources and changes needed to support remote learning; 5) reviewing experiences of our highest need students with disabilities and English Learners to develop plans tailored to their needs; and, 6) analysis of technology needs to support remote learning.

While governed by requirements of the Massachusetts Department of Elementary and Secondary Education, this plan is rooted in guiding principles centered on an equitable reopening of school that provides each student with the instruction and supports they need for success. This includes giving as many students as possible an in-person learning experience when possible, focusing on both instruction and well-being, and providing the safest possible environment for students and staff.

The plan outlines how the Springfield Public Schools will support student learning under three different scenarios.

- **Hybrid Learning Model** – Under this model, most students attend school two days per week (either Monday and Tuesday or Thursday and Friday), while learning remotely on the other three days. The highest need students with disabilities and English Learners will attend school four days per week (transportation permitting). On in-person days, students will, for the most part, remain in the same classroom with the same group of students and their teachers will come to them for each subject. On remote learning days, students will have between two and four virtual classes per day combined with independent work and graded assignments. All students participate in a homeroom meeting daily (in-person or remote) as an opportunity for relationship-building, checking-in, and taking attendance. Under the hybrid model, students who cannot attend school, for health or other reasons, can opt to remain remote and be provided with a five-day per week remote learning program.



Springfield Public Schools Reopening Plan for 2020-2021

- **Remote Learning Model** – Under this model, all students will learn remotely five days per week. Each student participates in a virtual homeroom meeting at the start of each day for relationship-building, checking-in, and taking attendance. Students participate in between two and four virtual classes, via videoconference, per day with their teachers. Other time will be spent on independent or group work on graded assignments with each student required to submit at least two graded assignments per subject, per week. Total time on learning, between virtual classes and independent work, will equal at least as many minutes as students would receive during a school day. Grades would be given consistent with the SPS Grading Framework.
- **In-Person Learning Model** – Under this model, all students would attend school five days per week, but with precautions in place to ensure social distancing and minimal movement throughout the building. Based on the feasibility study conducted by the district, it has been determined that SPS cannot return to fully in-person learning until the public health recommendations for social distancing and mask wearing can safely be relaxed.

Across all learning models, numerous supports will assist students with learning and social-emotional well-being. The district will maintain a robust suite of instructional interventions designed to support below-grade level students to make up ground. Assignment to these interventions will be based on student learning data with progress monitored whether learning in-person or remotely. In addition, the district will implement a streamlined assessment program focused on diagnosing student learning gaps and identifying areas of content that need to be re-taught to support student mastery.

To ensure that technology is not a barrier for any student accessing hybrid or remote learning, all students in grades K through 12 will have an SPS-issued laptop and families without internet access at home will have access provided by the district. A series of supports will be implemented – including documentation, trainings for school staff, a YouTube channel with help videos in six languages, and a student help desk – so that all students and families have necessary technology support.

Beyond instructional needs, the district will continue and expand a broad range of support services to assist both student and families with social-emotional wellness. These services include social-emotional curricula for students; Positive Behavior Intervention and Supports (PBIS) to build a robust student culture; wrap-around services in partnership with area providers; individual and group counseling services for students; and, use of Student Teacher Assistance Teams (STAT) to identify and create supports for struggling students. SPS will also be partnering with numerous community organizations who serve SPS students to provide support for both remote learning and social-emotional wellness.

Without question, none of the models outlined in this plan can be implemented without our dedicated educators who will also need support to effectively implement hybrid or remote learning. Over the summer, teams of teachers have developed and curated a range of instructional resources to support teachers in delivering remote lessons. These resources will be posted to the district learning management platforms (Schoology and Unified Classroom) for teachers to use with their classes. In addition, school schedules, for remote or hybrid, are being designed to ensure significant time is available for teacher collaboration and planning. Lastly, a robust schedule of professional development



Springfield Public Schools Reopening Plan for 2020-2021

is being offered at the end of August to provide teachers with support to effectively implement remote learning. This professional development will include training on: school safety protocols; implementing trauma-informed practices in the school setting; executing hybrid and remote learning in your content area; implementing PBIS in hybrid and remote settings; and, using the SPS learning management platforms to support remote learning.

Finally, this plan goes into extensive detail on the operational planning for a safe return to school should we implement the hybrid learning model. These plans include nursing procedures to keep students and staff safe; facilities safety protocols to maximize air ventilation and ensure regular cleaning and disinfecting of buildings; controls for building entry to minimize movement into and out of SPS buildings; food services plans to ensure all students can have breakfast and lunch safely in their classrooms; and, transportation plans for getting students safely to and from school.

We are in unprecedented times and believe our plans represent an appropriate balance of maximizing opportunities for student learning while protecting staff and students consistent with the public health emergency. We look forward to welcoming all students back to the Springfield Public Schools, in whatever form, and we will be prepared to provide an engaging and rigorous learning experience for ALL students.



Springfield Public Schools Reopening Plan for 2020-2021

Introduction

To ensure readiness for multiple possibilities, the Springfield Public Schools have crafted instructional and operational plans for three scenarios as outlined by the Massachusetts Department of Elementary and Secondary Education: 1) a return of all students to school buildings five days per week; 2) a hybrid learning model in which most students attend school physically two days per week and learn from home three days per week; and, 3) a fully remote model in which students learn from home five days per week. Based on the analysis of both facilities and staffing, discussed later in this plan, it is not possible to return all students to school physically five days per week and remain consistent with recommendations from the Centers for Disease Control (CDC). Should guidance change in the coming months, the Springfield Public Schools will be prepared to make shifts mid-year to allow students to attend school physically more days per week.

The Springfield Public Schools will start the 2020-2021 year with a remote learning model. All students will learn remotely five days per week. The remote learning model outlines very specific expectations for teachers and students around time spent in virtual classes each week (multiple live virtual classes per week, per class); time spent on independent learning activities each day; and, the number of graded assignments students must complete each week per class. Students in Preschool through 12th grade will begin their remote learning on Tuesday, September 15th. Kindergarten screenings, to the extent possible, will take place during the first two weeks of remote learning. We will continue the remote learning model through the entirety of the 1st marking period, while planning for the possibility of implementing a hybrid learning model with the start of the 2nd marking period.

This plan is a result of careful analysis and planning over the last several months that included the following activities (along with many others).

- 1) Reflecting on successes and challenges of the remote learning experience after the school closure on March 13th, we were able to identify lessons learned that have informed planning for the Fall. For example, our goal to ensure all students attend school physically at least some days of the week, if possible, was informed by the difficulty many of our students had with learning without ever having in-person time with their teachers and peers. While we will implement fully remote schooling as circumstances dictate, we believe that giving all students at least two days in school with their teachers and peers will result in significantly greater engagement and learning during remote days.
- 2) We analyzed every instructional space in every one of our schools to determine how many students could return to school at any one time while remaining consistent with Massachusetts and CDC guidance. This analysis examined capacity when spacing student seats 3-feet apart and 6-feet apart. Ultimately, we determined that while we could return nearly all students if we spaced seats 3-apart, this was not a desirable situation both because CDC-guidance remains that students should be 6-feet apart and Massachusetts still requires 6-feet of spacing when students eat breakfast and lunch which will have to take place in classrooms.
- 3) Contracted with O'Reilly, Talbot, and Okun Associates to conduct an expert analysis of each school building's HVAC system and implications for ventilation. This assessment was based on a higher standard for ventilation than recommended by the MA Department of Elementary and



Springfield Public Schools Reopening Plan for 2020-2021

Secondary Education to ensure the safety of staff and students (the assessment is based on the ASHRAE standard). While this assessment is ongoing, with site visits to every facility in progress, the expert recommendation was to delay reentry of students to schools until a more thorough assessment can be completed and any necessary improvements made to ensure all buildings meeting the necessary standard for ventilation.

- 4) Examined our curriculum and instructional resources to identify what needs to be changed or enhanced to support either fully remote or hybrid instruction in the coming year. This analysis has resulted in teams of teachers working with our Office of Instruction to develop additional curricular resources (for example video lessons featuring SPS teachers) to support teachers and students with remote learning time.
- 5) Review of the experiences and needs of our highest need students with disabilities and English Learners helped determine how best to support these students in the coming year. This analysis resulted in the decision in this plan that, if we are able to implement the hybrid learning model, our highest need students with disabilities and our Level 1 English Learners (those with the lowest level of proficiency in English) will return to school four days per week (subject to transportation availability). For these groups of students, it is more difficult to effectively make a fully remote learning experience equivalent to what would be received when physically in school.
- 6) Thoroughly analyzing our efforts to meet student technology needs during the closure informed planning for how to improve those efforts this Fall. This resulted in four significant decisions for the Fall: 1) all teachers will use one of two online learning platforms consistently across the District – Schoology at grades PK-5 and Unified Classroom at grades 6-12 – to minimize confusion for students and families with where to find remote learning activities; 2) all students in grades K-12 will be provided an SPS laptop for use at school and at home; 3) the District will contract with Comcast to provide Internet Essentials service to families without internet; and, 4) additional supports will be provided to students and families struggling to use provided technology.

There were many other activities, discussions, and analyses undertaken to craft this plan and it has been a substantial effort of stakeholders across the District. What is entirely evident is that this plan may be outdated from the moment it is released. We recognize this and are approaching this year with a nimble and flexible team and attitude. As circumstances change, we will change with them and communicate changes, and the reasons behind them, as quickly as possible.



Springfield Public Schools Reopening Plan for 2020-2021

Guiding Principles for Reopening

This plan was developed based on a series of guiding principles centered on identifying our highest priority needs and ensuring that all students are provided the instructions and supports they need to be successful regardless of learning model. We have, to the extent possible, adhered to these guiding principles in development of this plan and the recommendations for reopening.

Ensure that. . .

- Student and staff safety is paramount in planning activities;
- As many students as possible have in-school instruction as often as possible;
- Our highest need students have the most in-school instructional time, this includes students in low incidence special education programs, including public day school students, and Level 1 English Learners;
- EVERY student is attending school regularly for in-person instruction (unless we are required to return to fully remote schooling);
- Every student has a consistent schedule that prioritizes instruction in ELA, Math, Science, and Social Studies on in-person instructional days;
- Students have virtual classes with their teachers on remote learning days (in a hybrid model) and engage in class and learning activities requiring at least as much time as would have been spent in school;
- All students and families have the technology tools and knowledge to be successful when learning remotely; and,
- Every student has a check-in with their homeroom, advisory, or crew teacher every school day, whether in-person or remote, to serve as their primary point of contact and support system for their social-emotional needs.

These guiding principles reflect both the District's priorities and the guidance provided by the Massachusetts Department of Elementary and Secondary Education (DESE). Following are the key themes from the DESE's guidance that informed this plan.

- Develop plans for fully in-person, hybrid, and fully remote schooling, including plans for switching between modes quickly.
- Prioritize having as many students in school as often as possible.
- Particularly prioritize in-school instruction for highest need students with disabilities and English Learners.
- Emphasize supporting the social-emotional needs of students as they adjust to return to school.
- Focus on keeping staff and students safe.
 - Require all students and staff to wear masks all day except when eating and during mask breaks.
 - Exceptions made for youngest students.
 - Recommended distance of 6 feet between students in class, but as low as 3 feet permitted (though when students take mask breaks or eat, 6 feet is required).
- Frequent hand-sanitizing or handwashing throughout the day.
- Minimize transitions and mixing of students by scheduling students to remain with the same cohort of students, in the same room, throughout the day.
- School year reduced to 170 days to allow for additional PD at the start of the year.



Springfield Public Schools Reopening Plan for 2020-2021

Adopted Plan for the Fall 2020-2021 Reopening

Relying on the best information we have available, and in light of ongoing concern about the safety of students and staff, the Springfield Public Schools will implement a remote learning model and open school for Preschool through 12th grade students on Tuesday, September 15th. The implementation of full remote learning at the start of the school year is qualified by our belief that students being in school at least part-time will always be better than students learning full-time remotely. We will shift to a hybrid learning model as soon as possible consistent with protecting staff and students.

We will implement the remote learning model for the entirety of the 1st marking period, while working toward the implementation of the hybrid learning model for the 2nd marking period should that be possible.

Under the remote learning model all students will have two to four live, video-based classes with their teachers per subject, per week and a series of graded assignments that must be submitted each week. Students with disabilities and English Learners will receive their necessary accommodations, support services, and ESL instruction virtually every week as prescribed by their IEP, 504 plan, and level of need.

The Remote Learning Model is detailed on page 17 of this plan.



Springfield Public Schools Reopening Plan for 2020-2021

Hybrid Learning Model

Based on our experience during the school closure since March 13th, and to the extent it is possible while creating the safest situation we can for students and staff, we believe it is imperative that all students have at least some time in school with their teachers and classmates. This in-person time will be essential both for direct instruction and to ensure students are prepared to engage in their remote learning activities on days they are learning from home.

Under this model, all students in the District will be divided into an A, B, or C cohort. Students in the A cohort will physically attend school on Monday and Tuesday while learning remotely Wednesday through Friday. Students in the B cohort will physically attend school on Thursday and Friday, while learning remotely Monday through Wednesday. Students in C cohort will attend school up to four days per week, every day except Wednesday (transportation permitting).

Cohort A and B contain nearly all SPS students with only our highest need students with disabilities and Level 1 English Learners in Cohort C. This is deliberate so we ensure that students who most need in-person instruction to support their learning are in school up to four days per week. In addition, all students attending public day schools in the Springfield Public Schools will attend school up to four days per week as members of Cohort C (transportation permitting).

We are also ensuring that students with siblings living in the same household and attending more than one Springfield school are being assigned to the same cohort to ensure they will attend school on the same days.

Wednesdays will be used to deep clean all buildings and classrooms between the transition from Cohort A to Cohort B students. On Wednesdays, all students will be learning remotely with the active support of and communication with their teachers.

Our hybrid learning model, detailed below, is focused on using in-school time for the learning activities that most require the physical presence of the teacher and students. This includes direct instruction but is particularly focused on activities that require discourse and collaboration.

When students are learning remotely, it will be a combination of synchronous activities with their teacher via video conference and asynchronous activities in which they are working independently or in small groups with their peers. We are outlining clear expectations for teachers and students about the kinds of activities that should be taking place during remote learning. Most importantly, students will be engaged in learning activities from home that are engaging, advance their learning, and occupy at least as much time as students would be spending on their learning if they were physically in school. With the number and variety of schools in Springfield, the hybrid learning model will vary between schools, but adherence to the expectations outlined in this plan will be consistent and monitored throughout the year.



Springfield Public Schools Reopening Plan for 2020-2021

Expectations

Our hybrid learning model starts with clear expectations for what teachers and students should be doing to get the most out of the hybrid learning experience.

In our hybrid learning model, all teachers will . . .

- Participate in Professional Development sessions prior to the start of the school year on effectively teaching their content area in a hybrid context.
- Be assigned to a homeroom/advisory/crew that they will meet with daily (in-person or remote) to check in with while supporting relationship-building and social-emotional well-being.
- Engage with students and families during virtual student orientation prior to the start of school to introduce students and their families to expectations for the 2020-2021 school year.
- Collaborate and plan lessons for students during common planning and professional learning community sessions weekly.
- Create a well-organized Schoology (PK-5) or Unified Classroom (6-12) class page for students to access every day when live or remote to access learning activities and assignments.
- Post video lessons, tasks, and assignments ensuring a daily workload in alignment with DESE guidelines for time on learning.
- Prepare mini lessons in each content area aligned to the standards.
- Ensure that lessons, learning activities, tasks, assignments, and assessments (both synchronous and asynchronous) are consistent with the Massachusetts Curriculum Frameworks and Springfield Public Schools' Unit Planning and Pacing guides.
- Assign projects and tasks for students to complete both in person and during remote learning time.
- Collaborate with SPED and ELL teachers to ensure work assigned is aligned to special education and EL student needs as indicated in their IEPs and 504 plans.
- Provide students with expected daily routines or schedules while in remote learning.
- Monitor students' log on to and use of online instructional platforms (iReady, Read 180/System 44, Imagine Learning, etc.).
- Keep accurate records of work completion, online learning, and projects completed to grade students effectively.
- Maintain effective and ongoing communication with families regarding their child's progress and keep communication logs that reflect efforts in this area.
- Notify school administration when a student, after multiple efforts to connect with the student and family, is not joining virtual classes or completing virtual learning activities.
- When students are learning remotely, be available to respond consistently and promptly to student questions and concerns, responding in no more than 24 hours during the school week.

In our hybrid learning model all students will . . .

- Participate in virtual student orientation prior to the start of school to prepare to return to school.
- Attend school daily whether learning takes place in-person or remotely.
- Create a space and dedicate time for learning on remote days.
- Sign into Schoology (PK-5) or Unified Classroom (6-12) daily and engage in videos and assignments posted in teachers' class pages.
- Complete independent projects/tasks assigned by teachers during both in-person and remote learning.



Springfield Public Schools Reopening Plan for 2020-2021

- Log into iReady ELA and Math (K-8) and Read 180/System 44 (Secondary) online learning platforms on remote learning days as required.
- Use school-issued technology for academic purposes, following SPS policy and procedures when utilizing technology.
- Collaborate with peers on remote assignments using respectful language and behavior.
- Reach out to teachers and support staff when you need help or when overwhelmed.

Elementary Teaching and Learning (Grades PK – 5)

Because of the range of elementary schools in Springfield, both in size and types of programming, it is a priority to provide schools with as much autonomy as possible in building their schedule and instructional program for the hybrid learning model. To support this autonomy, while also ensuring that all students receive a high-quality and standards-aligned instructional experience both when remote and when in-school, our plan for elementary schools is focused on a series of essential expectations. As schools finalize their schedules and instructional programs, they are being monitored to ensure consistency with the following expectations.

Students should be scheduled into cohorts (depending on classroom size and ensuring 6-foot social distance in classrooms) that are all assigned to a homeroom when in-person so they can remain in the same room, with the same cohort throughout the day. Each cohort should have a homeroom teacher who will provide instruction to the cohort on live days. A remote teacher will provide instruction to the students on remote days.

To support remote learning activities, the District Office of Instruction is working with teams of instructional coaches and teachers to develop and curate a series of instructional resources, in each content area, to support teachers with synchronous and asynchronous remote activities.

The following chart summarizes the instructional activities and priorities for students and teachers on remote and in-person school days.

REMOTE LEARNING DAYS	IN-PERSON LEARNING DAYS
<i>Starting the Day</i>	
Every student will start the day with an in-person or virtual meeting with their homeroom teacher and peers to provide for relationship-building, sharing key information, checking in with one another, and supporting social-emotional well-being of students. This meeting will set the tone for the day and serve as a context for identifying student needs.	
<i>During the Remote Days Each Week</i>	<i>During the In-Person Days Each Week</i>
<ul style="list-style-type: none"> • The remote teacher will facilitate student engagement in synchronous and asynchronous learning activities. • Every student must have at least two virtual classes with their teacher per week for each 	<ul style="list-style-type: none"> • Every student will engage in ELA, Math, Science, and Social Studies instruction daily with their live teacher. • Students will engage with their specials teacher (i.e. art; music, PE) on a rotating basis at least once a week.



Springfield Public Schools Reopening Plan for 2020-2021

<p>of ELA and Math (at least 30-40 minutes each).</p> <ul style="list-style-type: none">• Every student must have at least one virtual class with their teacher per week for Science, Social Studies, and Specials (at least 30-40 minutes each).• Between virtual classes with their teacher and independent learning activities, on each remote learning day every student must have 120 minutes for ELA, 90 minutes for Math, and 45 minutes for Science and Social Studies. Students will also receive specials (art, music, PE) on a rotating schedule with 40 minutes of virtual class or independent activities daily.• Homeroom classes must meet with their remote teacher every day to check-in, support each other, and take attendance.• Students will receive necessary EL and SPED services virtually as required by their EL level or IEP.• Students should have at least two graded assignments to complete per week, per class.• Synchronous classes and asynchronous learning activities must take at least as much time to complete as students would be spending in school if they were physically present.• Students will engage in learning activities that are designed to allow students to work independently, but with support as needed. Students will be challenged, but not frustrated.• For asynchronous activities, teachers will provide students with suggested schedules for the completion of remote activities.• Outside scheduled virtual classes, classroom teachers will be available to respond to student questions via email or video conference and will respond within 24 hours during the school week.	<ul style="list-style-type: none">• Every student must receive any EL and SPED services required by their EL level or IEP.• Students should be scheduled to remain in the same classroom for the entire day. Educators will transition into the homeroom as needed to provide specials and EL/SPED support.• Breakfast and lunch must be eaten in a student's homeroom.• Students are in school for the regularly scheduled school day for their school (available at www.springfieldpublicschools.com).
---	---



Springfield Public Schools Reopening Plan for 2020-2021

Secondary Teaching and Learning (Grades 6-12)

Because of the range of secondary schools in Springfield, both in size and types of programming, it is a priority to provide schools with as much autonomy as possible in building their schedule and instructional program for the hybrid learning model. To support this autonomy, while also ensuring that all students receive a high-quality and standards-aligned instructional experience both when remote and when in-school, our plan for secondary schools is focused on a series of essential expectations. As schools finalize their schedules and instructional programs, they are being monitored to ensure consistency with the following expectations.

Students will be scheduled into cohorts of 15-20 (depending on classroom size and ensuring 6-foot social distance in classrooms) that are all taking the same courses when in-person so they can remain in the same room with the same cohort throughout the day. To facilitate students being able to take some low enrollment electives, some of these classes may be offered fully remotely to avoid the need for transitions to these classes.

Each cohort of 15-20 students taking the same classes will have a “homegroup” teacher for their cohort. This homegroup will meet every day, whether in-person or remote to support student needs and build relationships.

To support remote learning activities, the District Office of Instruction is working with teams of instructional coaches and teachers to develop and curate a series of instructional resources, in each content area, to support teachers with synchronous and asynchronous remote activities.

The following chart summarizes the instructional activities and priorities for students and teachers on remote and in-person school days.

REMOTE LEARNING DAYS	IN-PERSON LEARNING DAYS
<p><i>Starting the Day</i></p> <p>Every student will start the day with an in-person or virtual meeting with their homeroom/advisory/crew teacher and peers to provide for relationship-building, sharing key information, checking in with one another, and supporting social-emotional well-being of students. This meeting will set the tone for the day and serve as a context for identifying student needs.</p>	
<p style="text-align: center;"><i>During the Remote Days Each Week</i></p> <ul style="list-style-type: none"> • In all classes, every student must have at least two virtual classes per week, per class with their teacher (at least 50 minutes). • For any class being conducted entirely remotely, for example low enrollment electives, students must have at least three virtual classes per week, per class with their teacher (at least 50 minutes). 	<p style="text-align: center;"><i>During the In-Person Days Each Week</i></p> <ul style="list-style-type: none"> • Every student must meet for at least 100 minutes, 120 minutes is preferable, over each two days in-person with their ELA, Math, Science, and Social Studies classes (this is not required if a student has already met the high school graduation requirement of 3 years in Science or 3 years in Social Studies). • Every student must receive any EL and SPED services required by their EL level or IEP.



Springfield Public Schools Reopening Plan for 2020-2021

- | | |
|---|--|
| <ul style="list-style-type: none">• Students will receive necessary EL and SPED services virtually as required by their EL level or IEP.• Students should have at least two graded assignments to complete per week, per class that should be turned in by the next time they are in-person.• The combination of synchronous classes and asynchronous learning activities must take at least as much time to complete as students would be spending in school if they were physically present.• Scheduling among virtual classes will be coordinated across the building or across a grade level to ensure that students do not have all their virtual classes on the same day.• Students will engage in learning activities that are designed to allow students to work independently, but with support as needed. Students will be challenged, but not frustrated.• For asynchronous activities, teachers will provide students with suggested schedules for the completion of remote activities.• Outside scheduled virtual classes, classroom teachers will be available to respond to student questions via email or video conference and will respond within 24 hours during the school week. | <ul style="list-style-type: none">• Other courses, outside the four core subjects, can be taught on some or all the in-person days (meaning they can rotate to meet, for example, every other in-person day).• Students should be scheduled to remain in the same classroom for the entire day with exceptions only allowed for classes that require special space or equipment (when students need to transition for special space or equipment they should transition as a group from their homeroom).• Breakfast and lunch must be eaten in a student's homeroom.• Students are in school for the regularly scheduled school day for their school (available at www.springfieldpublicschools.com). |
|---|--|

Supports for Students with Disabilities

Students with moderate to severe disabilities, as determined by their IEP, will be programmed for up to four days of in-person learning. Services will be provided as indicated in their IEP to ensure FAPE either through a push-in model or virtually. Any changes to the delivery of special education services will be documented and communicated to parents in their native language through the N1 process.

Students with disabilities who opt for remote learning will be provided with a regular and consistent schedule of classes, interventions, services, and therapies as required by the student's IEP, offered synchronously or asynchronously. Daily interactions with teachers and other staff members will be maintained to ensure participation. The provision of up to four days of in-person learning for this population is dependent on availability of transportation.



Springfield Public Schools Reopening Plan for 2020-2021

Supports for English Learners

ELs will be prioritized by level and language needs and be placed into A/B or C cohorts depending on LEP level, and, in certain cases, student growth percentile. Schools will be providing ESL instruction in all models. Level one students will follow the C cohort and receive instruction four days a week, depending on availability of transportation, and will receive language support by an ESL educator. ELs placed into the A/B cohorts will receive instruction by an SEI-endorsed educator along with ESL services while in person. They will also be provided with scaffolded instruction on the days they will be learning from home. Students opting to work remotely will also receive instruction by an ESL teacher. Former ELs will be placed into the A/B schedule and will receive instruction by an SEI endorsed educator who will collaborate with ESL educators (as needed) to provide support.



Springfield Public Schools Reopening Plan for 2020-2021

Remote Learning Model

We will implement our remote learning model should the public health situation prevent us from being able to provide a sufficiently safe environment in school for students and staff. This is our model of last resort because, based on our experience after the March 13th closure, not having students physically with their teachers at all makes creating and supporting rich remote learning especially challenging. In a hybrid learning model, the time students are in school can be used effectively to set students up for progress and success when working remotely. That said, we recognize the need to implement this model as required by circumstances and public health guidance.

This plan also defines how we will support and serve students and families who choose to remain fully remote during the 2020-2021 school year. At the close of the last school year, the families of about 32 percent of our students reported that they would not be sending their students to school in the coming year. We recognize that the number and decisions will change based on our evolving circumstances, but we are prepared, via this plan, to support those students who remain fully remote.

As with our hybrid learning plan, we are focused on setting clear expectations for teachers and students about remote learning. This includes expectations around both synchronous and asynchronous activities, remote learning activities, student engagement, and support of student well-being. There will be some variations between schools in the implementation of remote learning, but every school will be expected to follow a consistent set of expectations focused on ensuring all students are getting as much instruction as they would if in school and are progressing on mastery of standards consistent with the SPS pacing guides.

Expectations

Our remote learning model starts with clear expectations for what teachers and students should be doing to get the most out of a fully remote learning experience.

In our remote learning model, all teachers will . . .

- Participate in Professional Development prior to the start of the school year to develop skills and knowledge on how best to support students learning remotely within the teacher's content area.
- Be assigned to a homeroom/advisory/crew that they will meet with daily, at the start of each day, to check in with students and support relationship-building and social-emotional well-being.
- Engage with students and families during virtual student orientation prior to the start of school to introduce students and their families to expectations for the 2020-2021 school year.
- Collaborate and plan lessons for students during common planning time and Professional Learning Communities weekly.
- Create a well-organized Schoology (PK-5) or Unified Classroom (6-12) class page for students to access at the start of every day to easily understand the daily activities and assignments.
- Post video lessons, content, tasks, and assignments to the learning platform, to ensure a daily workload consistent with DESE guidelines for time on learning by subject.
- Prepare mini lessons in each content area aligned to the standards.



Springfield Public Schools Reopening Plan for 2020-2021

- Ensure that lessons, learning activities, tasks, assignments, and assessments (both synchronous and asynchronous) are consistent with the Massachusetts Curriculum Frameworks and Springfield Public Schools' Unit Planning and Pacing guides.
- Assign projects and tasks for students to complete independently or in small groups.
- Collaborate with SPED and ELL teachers to ensure work assigned is aligned to special education and EL student needs as indicated in their IEPs and 504 plans.
- Provide students with expected daily routine and schedule for remote learning.
- Monitor students' use of online instructional platforms (iReady, Read 180/System 44, Imagine Learning, etc.).
- Keep accurate records of work completion, online learning, and projects completed to grade students effectively.
- Maintain effective and ongoing communication with families regarding their child's progress and keep communication logs that reflect efforts in this area.
- Notify school administration when a student, after multiple efforts to connect with the student and family, is not joining virtual classes or completing virtual learning activities.
- Be available to respond consistently and promptly to student questions and concerns, responding in no more than 24 hours during the school week.

In our remote learning model, all students will . . .

- Participate in virtual student orientation prior to the start of school to prepare to return to school.
- Attend school daily starting with a virtual homeroom/advisory/crew meeting at the start of each day.
- Create a space and dedicate time for remote learning.
- Sign into Schoology (PK-5) or Unified Classroom (6-12) daily and engage in videos and assignments posted in teachers' classrooms.
- Complete independent projects and tasks assigned by teachers.
- Log into iReady ELA and Math (K-8) and Read 180/System 44 (Secondary) online learning platforms as required.
- Use school-issued technology for academic purposes, following SPS policy and procedures when utilizing technology.
- Collaborate with peers on remote assignments using respectful language and behavior.
- Reach out to teachers and support staff when you need help or are overwhelmed.

Elementary Teaching and Learning (Grades PK – 5)

For students remaining entirely remote during the 2020-2021 school year, or if we implement a fully remote model, the expectations for elementary scheduling and instruction will include the following.

- Students will meet with their assigned teacher and cohort of peers daily to check-in, support each other, and take attendance.
- Teachers will facilitate student engagement in synchronous and asynchronous learning activities daily.
- Every student must have at least four virtual classes with their teacher per week for each of ELA and Math (40 minutes each).
- Every student must have at least three virtual classes with their teacher for writing per week (30 minutes each).



Springfield Public Schools Reopening Plan for 2020-2021

- Every student must have at least three virtual classes with their teacher per week for Science (40 minutes each).
- Every student must have at least two virtual classes with their teacher per week for Social Studies classes (40 minutes each).
- Every student must have at least one virtual specials class per day (40 minutes each).
- Between virtual classes with their teacher and independent learning activities, on each remote learning day every student must have 120 minutes for ELA, 90 minutes for Math, and 45 minutes for Science and Social Studies. Students will also receive specials (art, music, PE) on a rotating schedule with 40 minutes of virtual class or independent activities daily.
- Students should have at least two graded assignments to complete per week, per subject.
- Learning activities, both synchronous and asynchronous, must take at least as much time to complete as students would be spending in school if they were physically present.
- Students should receive necessary EL and SPED services as required by their EL level or IEP.

Elementary Sample Schedule

Time		Monday	Tuesday	Wednesday	Thursday	Friday
8:30 To 8:50	Home Room Five 20-minute synchronous sessions	School-Wide Broadcast Morning Announcements Attendance Morning Meeting SEL	School-Wide Broadcast Morning Announcements Attendance Morning Meeting SEL	School-Wide Broadcast Morning Announcements Attendance Morning Meeting SEL	School-Wide Broadcast Morning Announcements Attendance Morning Meeting SEL	School-Wide Broadcast Morning Announcements Attendance Morning Meeting SEL
8:50 To 9:30	ELA- Reading Four 40-minute synchronous sessions One 40-minute asynchronous session/independent work	Synchronous instruction K-2: Being a Reader/MM 3-5: Reading Mini-Lesson	Asynchronous instruction & independent learning activities <i>ESL Pullout Synchronous Instruction</i>	Synchronous instruction K-2: Being a Reader/MM 3-5: Reading Mini-Lesson	Synchronous instruction K-2: Being a Reader/MM 3-5: Reading Mini-Lesson	Synchronous instruction K-2: Being a Reader/MM 3-5: Reading Mini-Lesson
9:30 To 10:00	ELA- Writing Three 30-minute synchronous sessions Two 30-minute asynchronous sessions/independent work	Synchronous instruction Being a Writer	Synchronous instruction Being a Writer	Video-based language skills practice lessons (Being a Writer) Asynchronous instruction <i>ESL Pullout Synchronous Instruction</i>	Asynchronous instruction & independent learning activities <i>ESL Pullout Synchronous Instruction</i>	Synchronous instruction Being a Writer



Springfield Public Schools Reopening Plan for 2020-2021

Time		Monday	Tuesday	Wednesday	Thursday	Friday
10:00 To 10:40	<p>Math Four 40-minute synchronous sessions</p> <p>One 40-minute asynchronous session/independent work</p>	Synchronous instruction from Ready Classroom Math	Synchronous instruction from Ready Classroom Math	Synchronous instruction from Ready Classroom Math	Synchronous instruction from Ready Classroom Math	<p>Asynchronous instruction & independent learning activities</p> <p><i>ESL Pullout Synchronous Instruction</i></p>
10:40 To 11:00	<p>Home Room Morning Reflection:</p> <p>Checking for Understanding</p> <p>Assignment Review</p>	Synchronous morning reflection	Synchronous morning reflection	i-Ready Reading	Synchronous morning reflection	Synchronous morning reflection
11:00 To 12:45	LUNCH	Reserved for staff to have their 30-minute lunch break, their 40-minute prep, and a 35-minute collaboration period for meetings from the charts at the bottom of the document.				
12:45 To 1:00	<p>i-Ready Block</p> <p>This block may be monitored by an educator.</p>	i-Ready Reading	i-Ready Reading	i-Ready Math	i-Ready Math	i-Ready Math
1:00 To 1:40	<p>Science Three 40-minute synchronous sessions for Science per week</p> <p>Two 40-minute asynchronous sessions for independent learning activities for Science or Social Studies. Science and Social Studies should each be allocated one asynchronous</p>	<p>Asynchronous instruction & independent learning activities for Science or Social Studies</p> <p><i>ESL Pullout Synchronous Instruction</i></p>	Synchronous instruction	<p>Educator PLC</p> <p>Asynchronous instruction & independent learning activities for Science or Social Studies</p> <p><i>ESL Pullout Synchronous Instruction</i></p>	Synchronous instruction	Synchronous instruction



Springfield Public Schools Reopening Plan for 2020-2021

Time		Monday	Tuesday	Wednesday	Thursday	Friday
	period per week.					
1:40 To 2:20	<p>Specials: Phys Ed./Health Arts Music Technology Two 40-minute synchronous sessions</p> <p>Second Step One 40-minute synchronous session</p> <p>Social Studies Two 40-minute synchronous sessions for Social Studies per week</p>	<p>Specials Synchronous instruction</p> <p>General Education Teacher Expectations: Co-Teach with Specials Educator</p> <p>IEP/504/STAT/ Parent Meetings</p>	<p>Social Studies Synchronous instruction</p> <p>General Education Teacher is teaching this block.</p>	<p>Second Step Synchronous instruction</p> <p>General Education Teacher Expectations: Co-Teach with Second Step Instructor</p>	<p>Social Studies Synchronous instruction</p> <p>General Education Teacher is teaching this block.</p>	<p>Specials Synchronous instruction</p> <p>General Education Teacher Expectations: Co-Teach with Specials Educator</p> <p>IEP/504/STAT/ Parent Meetings</p>
2:20 To 3:20	<p>Shared Math and ELA Time for one of:</p> <p>SGI (synchronous)</p> <p>Intervention (synchronous)</p> <p>Independent Work (asynchronous)</p> <p>i-Ready (if needed)</p>	<p>A Week ELA x 3 days Math x 2 days</p> <p>B Week ELA x 2 days Math x 3 days</p>	<p>A Week ELA x 3 days Math x 2 days</p> <p>B Week ELA x 2 days Math x 3 days</p>	<p>A Week ELA x 3 days Math x 2 days</p> <p>B Week ELA x 2 days Math x 3 days</p>	<p>A Week ELA x 3 days Math x 2 days</p> <p>B Week ELA x 2 days Math x 3 days</p>	<p>A Week ELA x 3 days Math x 2 days</p> <p>B Week ELA x 2 days Math x 3 days</p>
3:20 To 3:30	Whole School Dismissal	Closing Announcements	Closing Announcements	Closing Announcements	Closing Announcements	Closing Announcements
Synchronous Times		Community Building: 30 minutes Instruction:	Community Building: 30 minutes	Community Building: 30 minutes	Community Building: 30 minutes	Community Building: 30 minutes



Springfield Public Schools Reopening Plan for 2020-2021

Time	Monday	Tuesday	Wednesday	Thursday	Friday
	3 hours and 50 minutes	Instructional Minutes: 3 hours and 50 minutes	Instructional Minutes: 3 hours	Instructional Minutes: 4 hours	Instructional Minutes: 3 hours and 50 minutes
Asynchronous Times	i-Ready: 15 minutes Independent Work/Projects: 40 minutes	i-Ready: 15 minutes Independent Work/Projects: 40 minutes	i-Ready: 35 minutes Independent Work/Projects: 1 hour and 10 minutes	i-Ready: 15 minutes Independent Work/Projects: 30 minutes	i-Ready: 15 minutes Independent Work/Projects: 40 minutes
Total Time (7 hours)	5 hours 15 minutes of synchronous and asynchronous 1 hour 45 minutes for lunch, recess, break, etc.	5 hours 15 minutes of synchronous and asynchronous 1 hour 45 minutes for lunch, recess, break, etc.	5 hours 15 minutes of synchronous and asynchronous 1 hour 45 minutes for lunch, recess, break, etc.	5 hours 15 minutes of synchronous and asynchronous 1 hour 45 minutes for lunch, recess, break, etc.	5 hours 15 minutes of synchronous and asynchronous 1 hour 45 minutes for lunch, recess, break, etc.

Secondary Teaching and Learning (Grades 6-12)

For students remaining entirely remote during the 2020-2021 school year and when implementing a fully remote model, instruction at the secondary level will conform to the following expectations. Individual schools will vary in how they implement these expectations based on scale, staffing, and student needs, but all students will receive an instructional program consistent with these expectations.

- Every student will start the day with a virtual meeting of their homeroom/advisory/crew teacher and peers to provide for relationship-building, sharing key information, checking in with one another, and supporting social-emotional well-being of students. This meeting will set the tone for the day and serve as a context for identifying student needs.
- Every student must have at least three synchronous virtual classes per week, per class with their teacher (at least 50 minutes each).
- Students will receive necessary EL and SPED services virtually as required by their EL level or IEP.
- Students should have at least three graded assignments to complete per week, per course. Graded assignments and asynchronous learning activities must take at least 2.5 hours per week to complete per course.
- Students should be given at least one week to complete graded assignments.
- The combination of synchronous classes and asynchronous learning activities must take at least as much time to complete, per class, as students would be spending in school if they were physically present. See sample schedule.
- Scheduling among virtual classes will be coordinated across the building or across a grade level to ensure that students do not have all their virtual classes on the same day.
- Students will engage in learning activities that are designed to allow students to work independently, but with support as needed. Students will be challenged, but not frustrated.



Springfield Public Schools Reopening Plan for 2020-2021

- For asynchronous activities, teachers will provide students with suggested schedules for the completion of remote activities.
- Outside scheduled virtual classes, classroom teachers will be available to respond to student questions via email or video conference and will respond within 24 hours during the school week.

Sample Secondary Remote Learning Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
Home Room Advisory/ Crew 30 minutes synchronous	Morning announcements Attendance Advising SEL supports	Morning announcements Attendance Advising SEL supports	Morning announcements Attendance Advising SEL supports	Morning announcements Attendance Advising SEL supports	Morning announcements Attendance Advising SEL supports
English 50 minutes	Synchronous explicit instruction & guided practice	Synchronous explicit instruction & guided practice	Asynchronous instruction & independent learning activities <i>ESL Pullout Synchronous Instruction</i>	Asynchronous instruction & independent learning activities <i>ESL Pullout Synchronous Instruction</i>	Synchronous explicit instruction & guided practice
Math 50 minutes	Asynchronous instruction & independent learning activities <i>ESL Pullout Synchronous Instruction</i>	Synchronous explicit instruction & guided practice	Synchronous explicit instruction & guided practice	Synchronous explicit instruction & guided practice	Asynchronous instruction & independent learning activities <i>ESL Pullout Synchronous Instruction</i>
History/Social Sciences 50 minutes	Synchronous explicit instruction & guided practice	Asynchronous instruction & independent learning activities	Synchronous explicit instruction & guided practice	Synchronous explicit instruction & guided practice	Asynchronous instruction & independent learning activities
Science 50 minutes	Asynchronous instruction & independent learning activities	Synchronous explicit instruction & guided practice	Synchronous explicit instruction & guided practice	Asynchronous instruction & independent learning activities	Synchronous explicit instruction & guided practice
Elective 1 (physical education, arts, foreign language, technology, health) 50 minutes	Synchronous explicit instruction & guided practice	Asynchronous instruction & independent learning activities	Asynchronous instruction & independent learning activities	Synchronous explicit instruction & guided practice	Synchronous explicit instruction & guided practice



Springfield Public Schools Reopening Plan for 2020-2021

	Monday	Tuesday	Wednesday	Thursday	Friday
Elective 2 (physical education, arts, foreign language, technology, health) 50 minutes	Asynchronous instruction & independent learning activities	Synchronous explicit instruction & guided practice	Synchronous explicit instruction & guided practice	Synchronous explicit instruction & guided practice	Asynchronous instruction & independent learning activities
Synchronous Times	Community Building: 30 minutes Instruction: 2 hours and 30 minutes	Community Building: 30 minutes Instruction: 3 hours and 20 minutes	Community Building: 30 minutes Instruction: 3 hours and 20 minutes	Community Building: 30 minutes Instruction: 3 hours and 20 minutes	Community Building: 30 minutes Instruction: 2 hours and 30 minutes
Asynchronous Times	Independent work/projects: 2 hours and 30 minutes	Independent work/projects: 1 hours and 40 minutes	Independent work/projects: 1 hours and 40 minutes	Independent work/projects: 1 hours and 40 minutes	Independent work/projects: 2 hours and 30 minutes
Total Time	5 hours and 30 minutes total with 30 minutes for community building and 5 hours of instruction	5 hours and 30 minutes total with 30 minutes for community building and 5 hours of instruction	5 hours and 30 minutes total with 30 minutes for community building and 5 hours of instruction	5 hours and 30 minutes total with 30 minutes for community building and 5 hours of instruction	5 hours and 30 minutes total with 30 minutes for community building and 5 hours of instruction

Supports for Students with Disabilities

All students with disabilities will have services provided remotely as indicated in their IEP to ensure FAPE. Any changes to the delivery of special education services will be documented and communicated to parents in their native language through the N1 process. Remote learning for students with disabilities will include a regular and consistent schedule of classes, interventions, services, and therapies as required by the student's IEP, offered synchronously and asynchronously as appropriate. Daily interactions with teachers and other staff members will be maintained to ensure participation.

Supports for English Learners

While remote learning offers positive opportunities, such as pace-shifting and personalization, student engagement may be challenged by the lack of in-person interaction that ELs may need to increase their English language proficiency. Educators will consider the wide variety of specific and unique language acquisition needs of all ELs based on their English language proficiency levels. The recommended strategies and procedures outlined below will help teachers continue providing EL services and keep ELs engaged while learning remotely.



Springfield Public Schools Reopening Plan for 2020-2021

Schools will designate ESL educators to instruct, provide support to content teachers, and modify online learning for ELs with the support of the district-based ELL Staff.

- Elementary ESL Educators will meet with students either in the homeroom virtual session to provide support or within a breakout session to support ELs in their classes. Students needing additional language support will meet virtually with an ESL educator as a separate class. See below for time requirements. Example activities that elementary EL students might undertake remotely include:
 - Listening to eBooks or videos and completing related work (listening);
 - Reading books suggested by their teachers and completing related activities (reading);
 - Recording their ideas using appropriate technology and talking with their teachers via video conference (speaking); and,
 - Typing into a shared online document and then reading aloud their writing to an ESL teacher or family member (writing).
- Elementary EL students will be provided ESL time consistent with the below requirements.

Elementary Required ESL Time	
Level 1.0-1.7:	150 minutes weekly (<i>in addition to ELA</i>) *Direct instruction with ESL Teacher
Levels 1.8-2.5:	90 minutes weekly (<i>in addition to ELA</i>) *Direct instruction with ESL Teacher
Levels 2.6-3.4:	75 Minutes weekly *Method of delivery determined by school schedules. Required minutes may be met in the classroom setting <i>with ESL Teacher</i> coteaching or delivering direct instruction
Levels 3.5-5:	Consult with classroom teachers
Scheduling Considerations	
<ul style="list-style-type: none"> • Remaining ESL Educator time to be scheduled with classrooms with 1.0-2.5 students • Maximum 10 students per class • Small groups may be combined levels as long as minimum minutes are met (e.g. 1.0-2.5 may be combined and instructed for 150 minutes) 	

- Secondary ESL Educators will meet with students in their ESL Block. Students level 1-4.1 must be enrolled in an ESL course unless they have opted to not receive services. Example activities that secondary EL students might undertake remotely include:
 - Listening to eBooks, videos, or podcasts and completing related work (listening);
 - Reading books and articles from sources suggested by their teachers and complete related assigned activities (reading);
 - Recording their ideas using technology and talking with their teachers via video conference (speaking); and,
 - Writing into a shared document with peers and providing feedback on each other's work (writing).



Springfield Public Schools Reopening Plan for 2020-2021

- Co-Planning: Depending on schedules, core academic teachers may meet virtually with the ESL teacher to provide modifications to their lessons to best support ELs. ESL teachers will assist in setting objectives that are connected and consistent.



Springfield Public Schools Reopening Plan for 2020-2021

In-Person Learning Model

Based on our analysis of both physical space, staffing needs, and transportation expectations, it will not be possible to return all students physically to school five days per week until the guidance from the Centers for Disease Control changes regarding required social distancing to ensure safety of staff and students.

That said, the following outlines our plan and preparations for a return to five days per week in school for all students should public health guidance change. To the extent possible, we have designed our schedules and instructional program for hybrid learning so that when we return to fully in-person schooling students would simply follow for five days the schedule they had previously been following for two days per week under the hybrid model.

Based on our analyses of physical space, staffing needs, and transportation, we believe the following changes in guidance would be necessary before we could bring back all students five days per week.

- 1) CDC guidance on social distancing would have to be for spacing between seats of no more than 3-feet.
- 2) Changes would be necessary to guidance on spacing when removing masks for purposes like eating breakfast or lunch because classrooms cannot be spaced with seats 3-feet apart for instruction and then shifted at each meal to 6-feet for eating.
- 3) We would have to ensure we have sufficient instructional staff to cover all instructional spaces whenever occupied by students throughout the school day which is contingent on the degree of physical distancing required.
- 4) Changes would be necessary to guidance on distancing when on school buses to bring all students back every day.

There are several aspects of our in-person learning plan that are, of necessity, not completely detailed. We do not yet know what the public health guidance and recommendations would be when we would return to fully in-person schooling and, therefore, cannot predict what how schedules might change based on the number of students allowed in a classroom (for example).

Expectations

Student and teacher expectations for a full in-person learning model conform to the expectations we would have for students and teachers during a more typical school year. Teachers are expected to be actively engaged in professional development and collaborative planning within their school; come to school daily with lessons and learning activities prepared; and, support student learning and social-emotional well-being. In addition, this year, teachers will be trained on safety protocols to ensure that any return to fully in-person schooling is consistent with public health guidelines keeping staff and students as safe as possible.

Students are expected to attend school daily; actively engage with their learning activities and assignments; and, be part of a community with teachers and peers that supports learning and wellness. Students will also be expected to follow safety protocols around social distancing, minimizing transitions, and adhering to hygiene guidance.



Springfield Public Schools Reopening Plan for 2020-2021

Elementary Teaching and Learning (Grades PK – 5)

Should the opportunity emerge to return to fully in-person school, but with continuing safety measures that preclude a return to “normal” schedules and instructional practices, expectations for elementary instruction include the following.

- Every student will start the day with their homeroom teacher and peers to provide for relationship-building, sharing key information, checking in with one another, and supporting social-emotional well-being of students. This meeting will set the tone for the day and serve as a context for identifying student needs.
- ELA, Math, Science, and Social Studies classes must meet every day.
- Other classes (i.e. Art; Music, PE, Technology, SEL) can be scheduled to rotate.
- Students should receive necessary EL and SPED services as required by EL level or IEP.

The quickest way to shift from hybrid to fully in-person learning will be to have students extend their hybrid schedule to five days per week.

Secondary Teaching and Learning (Grades 6-12)

Should the opportunity emerge to return to fully in-person schooling, but with continuing safety measures that preclude a return to “normal” schedules and instructional practices, instruction at the secondary level will conform to the following expectations. Individual schools will vary in how they implement these expectations based on scale, staffing, and student needs, but all students will receive an instructional program consistent with these expectations.

- Every student will start the day with their homeroom/advisory/crew teacher and peers to provide for relationship-building, sharing key information, checking in with one another, and supporting social-emotional well-being of students. This meeting will set the tone for the day and serve as a context for identifying student needs.
- Every student will meet for at least 250 minutes per week with their ELA, Math, Science, and Social Studies classes.
- Other courses, outside the four core subjects, will be scheduled based on student need and requirements consistent with the Springfield Public Schools’ Pupil Progression Plan.
- Every student will receive any EL and SPED services required by their EL level or IEP.
- Students should be scheduled to remain in the same classroom for the entire day with exceptions only allowed for classes that require special space or equipment (when students need to transition for special space or equipment they should transition as a group from their homeroom).
- Breakfast and lunch will be eaten in a student’s homeroom.
- Students are in school for the regularly scheduled school day for their school (available at www.springfieldpublicschools.com).

In the event of a mid-year shift from remote or hybrid to fully in-person schooling, to expedite the shift (and to the extent possible) students’ in-person day schedules from the hybrid learning model will be used and extended from two days per week to five days per week.



Springfield Public Schools Reopening Plan for 2020-2021

Supports for Students with Disabilities

All students with disabilities will receive services as indicated in their IEP to ensure FAPE. To ensure social distancing and minimize transitions within the buildings, most special education services will be delivered through a push-in model within the student's classroom. Any changes to the delivery of special education services will be documented and communicated to parents in their native language through the N1 process.

Students with disabilities who opt for remote learning will be provided with a regular and consistent schedule of classes, interventions, services, and therapies as required by the student's IEP, offered synchronously or asynchronously. Daily interactions with teachers and other staff members will be maintained to ensure participation.

Supports for English Learners

Elementary students will receive ESL support in a push-in model. Staff will circulate to classrooms to support and provide direct ESL instruction. Secondary students will receive ESL supports in their ELA classes whenever possible based on student schedules and the need to limit movement to and from classes. Regardless of scheduling and movement constraints, all English Learners will be provided with ESL supports.



**Springfield Public Schools
Reopening Plan for 2020-2021**

Summary of Remote Learning Expectations in Hybrid and Remote Models

Homeroom and Attendance	Hybrid Learning Model 3 remote learning days per week	Remote Learning Model 5 remote learning days per week
How often does homeroom, advisory, or crew meet?	Daily	
How is a daily attendance taken?	During daily homeroom, advisory, or crew	
How is class attendance taken?	During virtual classes and through submission of weekly assignments	
Elementary Scheduling	Hybrid Learning Model 3 remote learning days per week	Remote Learning Model 5 remote learning days per week
How many live, virtual classes will each student have weekly?	2 in ELA and Math 1 in Other Subjects	4 in ELA and Math 2 in Other Subjects
What is the expected length of each live, virtual class?	30-40 minutes	30-40 minutes
How much time will students spend on learning?	On remote days, the total of virtual, live classes and independent learning activities will require at least as much time as a typical school day	
How many graded assignments will students have per week?	2 per week per class	2 per week per class
Secondary Scheduling	Hybrid Learning Model 3 remote learning days per week	Remote Learning Model 5 remote learning days per week
How many live, virtual classes will each student have weekly?	2 in each class	3 in each class
What is the expected length of each live, virtual class?	50 minutes	50 minutes
How much time will students spend on learning?	On remote days, the total of virtual, live classes and independent learning activities will require at least as much time as a typical school day	
How many graded assignments will students have per week?	2 per week per class	3 per week per clas
Getting Help and Technology	Hybrid Learning Model 3 remote learning days per week	Remote Learning Model 5 remote learning days per week
How can students get help from teachers when remote?	Teachers can be contacted by email or messaging within apps and will respond within 24 hours during the school week	
Where will student learning activities be organized?	PK through 5 th Grade: Schoology 6 th through 12 th Grade: PowerSchool Unified Classroom	
What tool will be used for live, virtual classrooms?	Teachers can choose from Zoom or Microsoft Teams (Passwords will be required and live classes will not be recorded with student faces)	



**Springfield Public Schools
Reopening Plan for 2020-2021**

Delivery of Academic Interventions to Accelerate Learning

It is essential that all students be able to access and make progress in interventions identified to support their individual learning and progress toward grade-level mastery. The following chart identifies the District’s key interventions and summarizes how each will be implemented under each learning models.

Brief Description	In Person Delivery	Hybrid Delivery	Remote Delivery
iReady – ELA and Math, Grades K-8			
<p>Provides actionable data that give teachers a foundational understanding of students’ strengths and areas of need.</p> <p>Delivers online lessons with tailored instruction and practice for each student to accelerate growth.</p> <p>Supports teachers with resources for remediation and reteaching at individualized, small group, and whole class levels of instruction.</p>	<p>3 x week for a total of 60 min</p>	<p>3 x week on remote days for a total of 60 min</p>	<p>3 x a week for a total of 60 min</p>
Read 180 – ELA, Grades 6-10			
<p>READ 180 is a blended learning intervention program building reading comprehension, academic vocabulary, and writing skills for struggling students who test 2 years below grade level.</p>	<p>5 x week at an ideal of 90 minutes each session.</p>	<p>2 x week live remote teaching sessions</p> <p>Software Sessions: 3 x week at a minimum of 20 minutes each session</p> <p>Independent Reading: Minimum of 20 minutes of reading 5 x week.</p>	<p>4 x week live remote teaching sessions</p> <p>Software Sessions: 4 x week at a minimum of 20 minutes each session</p> <p>20 minutes of Independent Reading: Minimum of 20 minutes of reading 5 x week</p>
System 44 – ELA, Grades 6-10			



**Springfield Public Schools
Reopening Plan for 2020-2021**

Brief Description	In Person Delivery	Hybrid Delivery	Remote Delivery
<p>System 44 helps students understand that the English language is a finite system of 44 sounds and 26 letters that can be mastered. Direct instruction provides English language learners with teacher-led phonics instruction building on phonemic awareness and moving to letter-sound correspondence, blending, word building, dictation, and spelling. System 44 focuses on vocabulary, sound articulation, and language transfer with differentiated resources.</p>	<p>5 x week at an ideal of 90 minutes each session.</p>	<p>2 x week live remote teaching sessions</p> <p>Software Sessions: 3 x week at a minimum of 20 minutes each session</p> <p>Independent Reading: Minimum of 20 minutes of reading 5 x week</p>	<p>4 x week live remote teaching sessions</p> <p>Software Sessions: 4 x week at a minimum of 20 minutes each session</p> <p>20 minutes of Independent Reading: Minimum of 20 minutes of reading 5 x week</p>
Literacy Lab – ELA, Grade PreK			
<p>AmeriCorp based tutors (6) serve in 3 schools (6 classes) to provide Tier 1 and Tier 2 classroom literacy support.</p>	<p>Daily – as a part of the classroom team</p>	<p>Daily – as a part of the classroom team</p>	<p>Some recorded lessons may be available for use</p>
Literacy Lab – ELA, Grades K-3			
<p>AmeriCorp based tutors (13) serve in (8) schools to provide Tier 1 literacy support</p>	<p>Daily 1:1 15-20 minutes</p>	<p>Daily 1:1 during in-person days</p>	<p>N/A</p>
SIPPS – ELA, Grades K-8			
<p><i>SIPPS</i> (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) is a research-based, accelerative, foundational skills program for new and struggling readers in grades K–12. The program builds skills and confidence for fluent, independent reading in a structured literacy approach to foundational skills instruction through explicit instructional routines focused on phonological awareness, spelling-sounds, and sight words, with immediate</p>	<p>Staffing permitted. SIPPS can be used in-person and remotely in Tier 1 or Tier 2. Implementation in Tier 2 will be dependent on staffing and the scheduling of students.</p>		



**Springfield Public Schools
Reopening Plan for 2020-2021**

Brief Description	In Person Delivery	Hybrid Delivery	Remote Delivery
application to reading connected text and to spelling.			
Reading Recovery – ELA, Grade 1			
Daily dosage of 30 minutes in a 1:1 setting. Lesson plans are individualized in the 8 participating schools.	Based on school staffing in the 8 participating schools, this may occur across one or more scenarios.		
AVMR – Math, Grades K-5			
Training is on-going during this academic year. Students may receive this intervention later in the 2020-2021 academic year from educators. Coaches are continuing to meet with a small segment of our population as their training continues.	Based on the schedules of schools and the training schedules of the coaches, this may occur across one or more scenarios.		
Imagine Learning – English Learners, Grades K-5			
<p>Through a systematic approach to vocabulary, grammar, and language conventions, Imagine Learning explicitly teaches students the skills that are critical to reading comprehension and language proficiency, empowering them to unlock learning across all subject areas.</p> <p>Students are given the opportunity to listen, speak, read, and write. Educators can review recordings, monitor progress, and provide additional learning materials to assist English Learners in acquiring English in all four domains of language learning.</p>	3 x week for a total of 60 min	3 x week on remote days for a total of 60 min	5 x a week for a total of 100 min



**Springfield Public Schools
Reopening Plan for 2020-2021**

Supporting Student Learning Across Models

Regardless of instructional model, we will be supporting student learning and progress through a variety of strategies including consistent communication with students and families, monitoring and improving attendance, grading, assessments, and technology for learning.

Communication with Students and Families

Consistent and regular communication with students and families is essential to the success of this reopening plan and to ensuring students have an engaging and rigorous learning experience regardless of the implementation model. Given the scale of the District, our communication efforts include both District strategies to provide regular, consistent, and thorough messaging on reopening plans and expectations coupled with school-specific messaging around schedules, assignments, routines, and student needs. Following is a summary of messages and strategies for communication at the District and school levels.

	District	School
Priority Messages	<ul style="list-style-type: none"> • About the reopening plan • Timeline for school start and opening model • Summary of student expectations for learning model being implemented • Changes to reopening plans as they occur (for example changing models) • How to obtain help with technology for remote learning • How to obtain help getting internet access • General messaging on the importance of attendance and regular engagement • General information on accessing learning materials in Schoology and Unified Classroom • How to pickup meals on remote learning days 	<ul style="list-style-type: none"> • Schedule for implementation of the adopted learning model • Schedule and information on synchronous learning activities • Means of communicating with school and teachers • Recommended schedule and routines for asynchronous remote activities • Method for obtaining a laptop computer or internet access through the school • Follow-up with students not attending or otherwise not engaged • Information on how and when to access remote learning activities • Information on orientation activities for the start of the year
Means of Communication	<ul style="list-style-type: none"> • SPS Social Media accounts on Facebook, Twitter, and Instagram • Remote Learning page of SPS website • Reopening FAQ (on website) • Getting help with technology on the SPS website 	<ul style="list-style-type: none"> • Individual calls home by teachers or staff as needed • School website • School messaging tools (ClassDojo, Remind, etc.) • School and class pages on Schoology and Unified Classroom



Springfield Public Schools Reopening Plan for 2020-2021

	<ul style="list-style-type: none"> • School Messenger automated calls and SMS messages • Signal Vine personalized SMS messages on attendance (for chronically absent students) 	<ul style="list-style-type: none"> • School Messenger automated calls and SMS messages
--	--	---

Attendance

The Springfield Public Schools will be taking attendance daily whether implementing hybrid, remote, or in-person learning models. Daily attendance will be captured during the daily homeroom, advisory, or crew meeting that starts each day whether students are in-person or remote on that day. Attendance will be recorded in PowerSchool by the homeroom, advisory, or crew teacher.

Whether hybrid or remote, students will have several synchronous classes per day and a process is under development to capture discrepancies between student attendance at homeroom meetings and their participation in synchronous and asynchronous activities. Students participating in homeroom, but then missing half or more of other required activities through a day will have their attendance record for that day changed to absent.

To support follow-up with students who are chronically absent, the District is exploring the use of SignalVine by Attendance Specialists to engage in systematic and personalized text messaging with students and families to promote re-engagement and improved attendance. SignalVine, already in use at SPS to reduce Summer Melt among graduates pursuing college, allows two-way text communication so that attendance specialists can identify needs and provide supports to help students engage and participate.

Grading

Regardless of learning model, for the 2020-2021 school year the Springfield Public Schools will follow our adopted [Grading Framework](#). In the coming year, student work will be assessed and graded with feedback provided consistently on submitted assignments. To further support student engagement when remote, and consistent with best instructional practices, teachers will be encouraged to provide students with opportunities to revise and resubmit work.

In both the hybrid and remote learning models, teachers will assign a minimum number of graded assignments per week, per class for completion during remote learning. These assignments will structure and frame the work students are doing when they are remote. For assignments included in remote work, teachers will give at least a week, from the date of assignment, before they must be turned in and these assignments will be included in student marking period and final grades.

Assessment

The District's assessment plan for the 2020-2021 school year will prioritize formative and diagnostic assessments. Diagnostic assessments will be administered in all grade levels two or three times this year (depending on grade level) to gauge the current academic level of each student and differentiate learning plans and interventions to support each student. Formative assessments, provided by the



Springfield Public Schools Reopening Plan for 2020-2021

Achievement Network, will be administered three times this year in 2nd through 11th grade with the goal of assessing student progress toward mastery and develop reteaching plans at the school and classroom level.

The District Assessment Calendar, included at the end of this plan, is significantly narrower than in previous school years to prioritize time for classroom instruction. Schools and teachers will still give end of unit and other summative assessments, but the timing will be less prescribed than in previous years. In addition, formative assessments, and diagnostic assessments where possible, will be taken by students remotely to preserve in-person time for instructional activities and discourse. To preserve the validity of assessments administered remotely, lockdown testing applications will be used, and teachers will communicate to students and families that the formative and diagnostic assessments are ungraded and benefit students if they are taken seriously and honestly.

To facilitate a smooth return to school and initial focus on relationship-building and student well-being, no assessments will be administered during the first week of school.

Technology for Learning

Hybrid and remote learning require the use of technology by teachers and students and that technology should not get in the way of student learning. With that in mind, the Springfield Public Schools are undertaking the following steps to ensure technology is accessible, supported, and used for teaching and learning both when students are in school and when they are remote.

- **Online Learning Platform** – We learned since the March 13th closure, that providing autonomy for each school and teacher to use their preferred software created far too many challenges for students and families. Those families with multiple children in the Springfield Public Schools especially struggled to navigate all the software being used to support their students to find and complete assignments. To address this, all grade PK-5 teachers will be using Schoology and all 6-12 teachers will be using Unified Classroom as their online learning platforms for the Fall. Schools and teachers may still direct students to other software or website for learning activities, but each student’s remote learning experience will be organized in this one online learning platform. Put more simply, Schoology (for grades PK-5) and Unified Classroom (for grades 6-12) will be the place where any student or family should go FIRST to know what work the student should complete on a remote day.
- **Laptops** – All students in grades K through 12 will be provided with a Springfield Public Schools laptop for use at home and at school. After the March 13th closure, about 16,500 students either already had or were provided with a laptop. That leaves about 7,500 Springfield Public Schools students without an SPS-issued laptop, in many cases because they chose to use a personal device for their remote learning. With the shift to a hybrid model, every student will be encouraged to accept an SPS laptop for consistency of platform and to ensure their device will work in school as well as at home. Each school will have enough laptops on the first day of school to distribute to students who are new to the district or who did not receive a laptop in the Spring. Provided laptops are Windows 10 personal computers with a touchscreen and hinge that allows them to function as a laptop or tablet. Preschool students are not being provided



Springfield Public Schools Reopening Plan for 2020-2021

with laptops at this time because their remote learning activities are being designed to be device-free.

- Internet – We currently estimate that as many as 3,000 households of SPS students do not presently have at-home internet or are relying on free services that will not be available in the Fall. We will be entering a sponsored-services agreement with Comcast to provide Internet Essentials service to any household of an SPS student that does not have internet access. In addition, for families living outside Springfield, we will provide a 4G hot spot as needed.
- Supporting use of Technology – While laptops and internet access are essential to our hybrid learning model, they are insufficient if families are struggling to use the technology. With that in mind, we will be using the following activities to support student and family technology use and literacy during the coming year.
 - Training those Supporting Families – Our IT Department will be providing basic use of and trouble-shooting training to those staff and community partners who are often our families’ first call when they are struggling. These trainings, being held in August, will be for parent engagement specialists, EL family liaisons, attendance specialists, building clerks, and staff of community partner organizations who support our students and families.
 - YouTube IT Support Channel – We will have a YouTube channel with basic “how to” and troubleshooting videos with videos available in our top six languages. These 2 to 5-minute videos will cover topics like restarting your computer, connecting to Wi-Fi, and logging into the online learning platforms.
 - Student Help Desk – We will continue to provide a student help desk that is accessible to students and families during school hours, and some evenings, to request support with technology needs. While not certain yet, we hope to add live chat and live translation functionality to this help desk service.



**Springfield Public Schools
Reopening Plan for 2020-2021**

Supporting Student Well-Being

The COVID-19 pandemic has and continues to cause a tremendous amount of stress, fear, and anxiety for our students, families, and educators. To support the re-entry and well-being of our students, the Office of Student Services will coordinate with schools to provide a comprehensive and integrated system of services to facilitate the positive development of students with a focus on health, behavior, school culture, and social-emotional skills.

Social Emotional Learning (SEL)

Undoubtedly, our educators have been greatly impacted by this pandemic. It is important to address the needs of educators so that they are prepared to address the needs of students. Studies have shown that focusing on the social-emotional development of adults can lead to positive outcomes for students. The same skills that can help students succeed in school and life can benefit teachers and school leaders who incorporate SEL practices into their own lives. Our plans for social-emotional wellness will include activities in support of both students and staff.

At the elementary school level (PreK-5), we will launch the Second Step Program. Second Step is a SEL curriculum that helps transform schools into supportive, successful learning environments uniquely equipped to encourage children to thrive. Second Step will be implemented by the Elementary School Counselors, City Connects Coordinators, and Physical Education/Health Teachers.

At the secondary level (6-12), a foundational approach to implementing SEL in secondary schools is embedding SEL instruction and support into every classroom. This approach provides an opportunity for secondary school teachers to systematically integrate SEL skills into their teaching practice with the support of the secondary school counselors, Physical Education/Health Teachers, and City Connects Coordinators (where applicable) in order to develop students' cognitive, social, and emotional competencies.

The below chart illustrates SEL supports being provided in person or virtually via classroom presentations, lessons, and small groups.

Area of Responsibility	In Person	Remote	Note
Second Step Lessons: Elementary Counselors, Coordinators, Physical Education/Health Teachers	Using classroom technology, the lesson will be delivered remotely to maintain cohort model of social distancing.	District approved platform to deliver lessons to students.	Lessons will be taught virtually based on the schedule determined by the building principal.
SEL Support (PreK-12): School Adjustment Counselors, City Connects Coordinators	Small social skills groups and other tier II supports. Will be delivered using the social distance guidelines.	District approved platform to deliver lessons to students.	Consideration should be made to provide supports to students that may need them given the social distancing guidelines.



Springfield Public Schools Reopening Plan for 2020-2021

Area of Responsibility	In Person	Remote	Note
Educator well-being (PBIS Team, School Adjustment Counselor, School Counselor)	Mindfulness strategies to promote positive emotional health and wellness. Will be delivered using the social distance guidelines.	Mindfulness strategies to promote positive emotional health and wellness. Will be delivered using district approved guidelines.	N/A

Positive Behavior Intervention and Supports (PBIS)

Students experiencing trauma, such as from the current global pandemic, may have been exposed to unpredictable schedules, inconsistent supervision, or food/home insecurity and need school to be their safest, most predictable, and most positive setting. PBIS, is the ideal frameworks for implementing strategies to support students returning to school and to prevent and address further challenges. The PBIS team at each building will assist with the planning of the SEL implementation and embed a continuum of supports.

Area of Responsibility	In Person	Remote	Note
School Culture and Climate: PBIS Team will implement an action plan that supports a safe and predictable environments for all learners. In addition, strategies around trauma informed practices will be provided to teachers.	PBIS Team and Teachers will implement 2020-2021 Action Plan with the goal of establishing and promoting healthy and normalizing routines which can be accomplished both in person and remotely.	PBIS Team and Teachers will implement 2020-2021 Action Plan with the goal of establishing and promoting healthy and normalizing routines which can be accomplished both in person and remotely.	PBIS Teams should reference their school-based action plan and share with staff.

City Connects Wrap-Around Services

City Connects offers a systemic approach to student support that results in significant and long-lasting positive impacts for students. This system allows Coordinators to respond to and support all students, no matter the context or moment.

When the school year begins, it will be important to continue to collect and organize information about student strengths and needs and take action to tailor student supports, even before the regularly scheduled Whole Class Review (WCR) meetings. This will be particularly important for immediately identifying and supporting students experiencing significant trauma or academic challenges.

Coordinators will be asked to review the “flag for fall” list with teachers to see which students continue to need either a direct check-in by Coordinator with student or families, immediate referral to outside



Springfield Public Schools Reopening Plan for 2020-2021

resources, or individual review at STAT meetings. The goal of the Coordinator is to have a proactive mindset as the school year begins.

Area of Responsibility	In Person	Remote	Note
Whole Class Review	City Connects Coordinator will meet with the classroom teacher to conduct the whole class review. Social distancing guidelines will be followed.	City Connects Coordinator will meet with the classroom teacher to conduct the whole class review using district approved platform.	N/A
Wraparound Services	Community referrals, program development and enrichment. Social distancing guidelines will be followed.	Community referrals, program development and enrichment using district approved platform.	N/A

School Counselors

School Counselors work to provide academic, career, college readiness, and personal or social competencies to 6-12 students through a comprehensive school counseling program. Secondary school counselors recognize that the social emotional needs of students can be barriers to learning and lead to school disengagement. The global pandemic has highlighted students who may not have been on the ‘radar’ for social-emotional concerns. School counselors will be intentional in their academic monitoring by working closely with teachers and building administrators to address how students and adults understand and manage emotions, set and achieve positive goals, feel and show empathy toward others and make responsible decisions.

Area of Responsibility	In Person	Remote	Note
Academic Engagement	Individual, group, parent counseling. Social distancing guidelines will be followed.	Individual, group, parent counseling using a district approved platform.	This includes academic monitoring and strategies to support students in moving from grade to grade and level to level. Engagement with the Graduation Coach at the high school level.

School Adjustment Counselors

School Adjustment Counselors assist with mental health concerns, behavioral concerns, positive behavioral support, academic and classroom support, consultation with teachers, parents and administrators as well as provide individual and group counseling and therapeutic services. School adjustment counselors will offer students and their families support during and after this pandemic.



Springfield Public Schools Reopening Plan for 2020-2021

Many families may be at risk of becoming overwhelmed with new demands, particularly when supporting remote learning days. School Adjustment Counselors will understand and respond to the needs of our most vulnerable students.

Area of Responsibility	In Person	Remote	Note
School Engagement	Individual, group, parent counseling. Social distancing guidelines will be followed.	Individual, group, parent counseling using a district approved platform	N/A
SEL Goal(s) in IEP and 504 Accommodation(s)	Individual, group, parent counseling. Social distancing guidelines will be followed.	Individual, group, parent counseling using a district approved platform	N/A

Student Teacher Assistance Team (STAT)

Each school has a Student Teacher Assistance Team (STAT) whose purpose is to support the progress of students struggling with the general education curriculum despite the use of differentiated instruction and interventions. The STAT develops Tier 2 interventions for at-risk students who: 1) are not responding to the Tier 1 core program in the general education environment; and, 2) might need supplemental, strategic, and individualized support. Referrals to STAT for review can include both academic challenges and social, emotional, or behavioral concerns.

Area of Responsibility	In Person	Remote	Note
STAT Meetings	The STAT Facilitator will convene the team. Social distancing guidelines will be followed.	The STAT Facilitator will convene the team using a district approved platform.	N/A



Springfield Public Schools Reopening Plan for 2020-2021

Supporting Teacher Collaboration and Professional Learning

Anticipating that the Springfield Public Schools will be reopening either with a hybrid or fully remote learning model (and the possibility of switching between these during the year), instructional resources, collaborative planning, and professional development for the coming year are focused on empowering educators to maximize opportunities for student learning in either model. Our plan recognizes that the fully remote implementation to close the 2019-2020 school year did not provide sufficient time on learning, rigor, or engagement for our students. Most of our planning and professional development time will be focused on improving our knowledge and skills to create deeply engaging and rigorous robust learning while students are remote.

Instructional Resources to Support Hybrid and Remote Learning

Throughout the summer, teams of teachers, instructional coaches, and curriculum administrators have met to develop proposed structures and resources to support remote learning at each grade span and in each content area. This work started with guidance on how to use remote instructional time including how many minutes of learning activities students should have in each content area and how much of that time should be devoted to synchronous virtual classes with the teacher.

One theme that emerged from the initial discussions is the importance of ensuring consistency of instruction across classrooms, schools, and modes (remote day or in-person day). In addition, we realize that many teachers will be teaching students remotely, as a deliberate instructional model, for the first time. As a result, the teams began working to curate existing instructional resources and creating new resources to support teacher delivery of instruction virtually. This content includes video lessons (both curated from other sources and created) as well as remote learning content and activities to engage students.

By the start of the school year, instructional resources for remote learning will be prepared for the first unit of the year in all core classes and for each grade level. These resources will be loaded into our learning management platform district learning object repositories for download into individual teacher courses.

Teacher Collaboration and Planning for Hybrid or Remote Learning

Teacher collaboration and co-planning is a long-standing priority for the Springfield Public Schools as all teachers have been scheduled into weekly meetings of Professional Learning Communities for several years. We will leverage this focus by ensuring all teachers participate in weekly PLCs with the team of educators serving the same groups of students. In addition, we will prioritize opportunities for special education and ESL teachers to join content and grade-level PLCs to collaboratively plan for all students.

In the Hybrid Learning Model, Wednesdays, when deep cleaning is happening in schools and all students are learning remotely, time for collaborative planning and PLC meetings will be prioritized (though not for the entire day as virtual classes will still take place with students).



Springfield Public Schools Reopening Plan for 2020-2021

During the ten additional teacher days occurring between August 31st (the original start date of school) and September 15th (the new start date), the District will prioritize two things: 1) collaboration and planning; and, 2) outreach and relationship-building with students and families. To provide structure and consistency to these ten days, all schools will be expected to accomplish the following prior to the start of school on September 15th.

- Establish and train all staff on school-specific safety procedures and protocols for all aspects of in-person learning days.
- Provide time for teachers to collaborate and hold co-planning meetings with their content-area, grade-level, and IEP teams.
- Create school, team, and program schedules for delivery of live, virtual classes to ensure all students can participate in their required virtual sessions.
- Provide time for teachers to individually contact the students and families in their homeroom, advisory, or crew class.
- Commence logging all efforts to individually contact, communicate with, and engage students and families.
- Provide time for teachers to build necessary content for at least the first three weeks of school in their learning management platform (through October 7th).
- Convene virtual family orientations for every family in the school at which families will be given information on safety procedures, breakfast and lunch, transportation, obtaining laptops or internet access, and expectations for in-person and remote learning.
- Convene STAT team to review and develop engagement plans for students at high-risk of not engaging with remote learning.

Professional Development to Support Hybrid and Remote Learning

With the added ten teacher days focused on collaborative planning and connection with families, the five originally scheduled professional development days (August 24th to 28th) will center on preparing teachers to effectively implement engaging and rigorous remote learning.

The following topics will be covered with all educators during professional development.

- Safety protocols for staff, students, classrooms, and schools.
- Etiquette and norms for online learning and video.
- Implementing trauma-informed practices in a school setting.
- Executing a hybrid or remote learning model.
- Training, by content area, on delivering remote instruction in that content with an overview of District-provided resources for remote learning.
- Professional learning for elementary educators on the District's new Social Studies curriculum.
- Learning management platform training (Schoolology for PK-5 and Unified Classroom for 6-12).
- Implementing PBIS for hybrid and remote learning.

In addition, all District administrators (Central Office administrators, Principals, and Assistant Principals) will participate in a daylong professional development on implementing, supporting, and monitoring remote learning.



Springfield Public Schools Reopening Plan for 2020-2021

Elementary Professional Development Schedule

<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
<i>August 24th</i>	<i>August 25th</i>	<i>August 26th</i>	<i>August 27th</i>	<i>August 28th</i>
Welcome Back District Overview off Health and Safety Protocols School-Specific Review of Health and Safety Protocols Online Etiquette and Norms for Remote Learning Trauma-Informed Practices	District Guidance on Remote and Hybrid Learning Effective Co-Teaching and Collaboration in the Remote Setting Teaching Hybrid or Remote in your Content Area	Teaching Hybrid or Remote in your Content Area	New Social Studies Curriculum Schoology (part 1)	Schoology (part 2) PBIS in a Hybrid and Remote Setting
<i>August 31st</i>	<i>September 1st</i>	<i>September 2nd</i>	<i>September 3rd</i>	<i>September 4th</i>
School-Based Time for Collaboration, Co-Planning, Lesson Planning, and Outreach to Students and Families*				
<i>September 7th</i>	<i>September 8th</i>	<i>September 9th</i>	<i>September 10th</i>	<i>September 11th</i>
HOLIDAY	School-Based Time for Collaboration, Co-Planning, Lesson Planning, and Outreach to Students and Families*			
<i>September 14th</i>	<i>September 15th</i>	<i>September 16th</i>	<i>September 17th</i>	<i>September 18th</i>
Final Preparations and Planning	First Day of School			

* Each school will schedule and structure the collaboration, co-planning, and outreach activities during these days, but all schools are expected to accomplish the tasks outlined in the section above titled "Teacher Collaboration and Planning."

Secondary Professional Development Schedule

<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
<i>August 24th</i>	<i>August 25th</i>	<i>August 26th</i>	<i>August 27th</i>	<i>August 28th</i>
Welcome Back District Overview off Health and Safety Protocols	District Guidance on Remote and Hybrid Learning	Unified Classroom for Remote Learning	Teaching Hybrid or Remote in your Content Area	School-Based Planning for Hybrid or Remote Learning



Springfield Public Schools Reopening Plan for 2020-2021

Secondary Professional Development Schedule

<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
School-Specific Review of Health and Safety Protocols Online Etiquette and Norms for Remote Learning Trauma-Informed Practices	Teaching Hybrid or Remote in your Content Area	Effective Co-Teaching and Collaboration in the Remote Setting		PBIS in a Hybrid and Remote Setting
<i>August 31st</i>	<i>September 1st</i>	<i>September 2nd</i>	<i>September 3rd</i>	<i>September 4th</i>
School-Based Time for Collaboration, Co-Planning, Lesson Planning, and Outreach to Students and Families*				
<i>September 7th</i>	<i>September 8th</i>	<i>September 9th</i>	<i>September 10th</i>	<i>September 11th</i>
HOLIDAY	School-Based Time for Collaboration, Co-Planning, Lesson Planning, and Outreach to Students and Families*			
<i>September 14th</i>	<i>September 15th</i>	<i>September 16th</i>	<i>September 17th</i>	<i>September 18th</i>
Final Preparations and Planning	First Day of School			

* Each school will schedule and structure the collaboration, co-planning, and outreach activities during these days, but all schools are expected to accomplish the tasks outlined in the section above titled "Teacher Collaboration and Planning."



Springfield Public Schools Reopening Plan for 2020-2021

Partnering to Support Students Outside School Time

The Springfield Public Schools are fortunate to have numerous partners in our community who support student learning and enrichment outside school hours. In the coming year, regardless of learning model, this support will be critically important to support student learning, particularly in engagement with and completion of remote learning activities.

We are working closely with several organizations to align afterschool and enrichment programs with the curriculum and remote learning expectations for our students. We will be sharing information with our partners on grade-level instructional plans and learning activities that students are being asked to undertake remotely. These organizations will provide outside school opportunities to get support in completing these activities.

Importantly, many of our partner programs will be opening their physical facilities to our students either afterschool or on weekends. Given the importance of in-person opportunities for relationship building, well-being, and engagement with learning, we are excited our students will have additional places where they can connect with caring adults and their peers. All our partner organizations will implement safety procedures consistent with state and CDC guidance to keep staff and students safe when on-site.

In addition, our existing community data warehouse will be employed to enable two-way data sharing. Partner organizations will receive, for the students they serve, data on academic progress and engagement during school. Organizations will then share back with the District information on student participation in and progress through programming.

As of the writing of this plan, the following organizations are actively planning with the Springfield Public Schools to support remote learning and student progress.

- YMCA of Greater Springfield – in-person programming for Y-Aim participants
- Boys and Girls Club – in-person programming
- Springfield Parks Department Afterschool Program (including 21st CCLC programs) – virtual enrichment and support of remote learning
- South End Community Center – in-person programming
- Project Coach – virtual mentoring of students
- MassMutual Math Actuaries – virtual math tutoring for students
- Latino Education Institute – in-person programming for students at participating schools

Lastly, partner organizations will also be positioned to support students with technology access and use issues. In-person programs will be making their WiFi networks available to students to support District efforts to close internet gaps. In addition, SPS is providing multiple “train the trainer” sessions for staff from partner organizations on how to help students and families trouble-shoot basic technology problems. Because many students or families may reach out to their afterschool program for help, even before reaching out to the District, we are ensuring organizations are equipped to assist. Trainings will cover how to use an SPS laptop, how to connect to WiFi, how to install software, how to log into SPS learning management platforms, and how to get help through the SPS Student Help Desk.



Springfield Public Schools Reopening Plan for 2020-2021

Operational Plans to Support Learning In-Person Learning

When we can return to school in-person in our hybrid or fully in-person learning model, we will be implementing a broad range of operational protocols and procedures to maximize safety for staff and students. The safety protocols developed include expectations for: entry to and exit from buildings, visitors, traffic flow within the school, medical waiting rooms, eating of breakfast and lunch, the dismissal of students who are ill, and the consistent cleaning of all locations within the school. Because, in the hybrid model, students will be scheduled with a cohort of classmates taking the same classes, they will largely remain in the same room all day with teachers of each class coming to them. In the case of exceptions – for example moving to a science lab to use specialized equipment – the transition will be planned to avoid mixing of student cohorts during the transition. In addition, schedules will be designed to allow time for cleaning and disinfecting between classes needing to use the same space on the same day.

External partners who are long-term, consistent members of our school communities (for example AmeriCorps volunteers or student teachers) will be allowed to enter schools and will be required to follow the same procedures as staff. Shorter terms visitors will not be allowed in schools and occasional visitors will be required to make an appointment.

Nursing Procedures

The Springfield Public Schools are implementing procedures and processes for School Nurses and staff/student medical needs consistent with guidance from the Massachusetts Department of Public Health, the CDC, and the City of Springfield's Division of Health and Human Services.

School nurses will work to educate families on their role in helping to mitigate the transmission of COVID-19 by checking their children daily for symptoms and if they are sick keeping them home and notifying the school. The school nurse will then follow up with families to make sure they understand treatment, testing and return to school protocols. School nurses will also educate families on the importance of all children receiving flu vaccine. Flu vaccine is being ordered and will be offered to all students in school.

In the event a student presents symptoms of illness during the school day, the School Nurse will go to the student's classroom and assess the situation. Based on the assessment, the Nurse will provide care for the student in the classroom, escort the student to the Nursing Office for further assessment, or escort the student to the Medical Waiting Room in the event the student is presenting COVID-19 symptoms.

The Medical Waiting Room, identified in every school, is a separate physical space from the Nursing Office and is used exclusively for students presenting with COVID-19 symptoms. Students entering the Medical Waiting Room will be given a surgical face mask and face shield to wear. Staff working in the Medical Waiting Room will be trained in putting on and removing PPE and will be provided with an KN95 mask, face shield, gown, and gloves.



Springfield Public Schools Reopening Plan for 2020-2021

The following chart illustrates the Personal Protective Equipment that will be expected for students and staff by situation. This reflects current guidance and will be changed should the guidance change.

	<i>Cloth Mask</i>	<i>KN95 Mask</i>	<i>Face Shield</i>	<i>Gloves</i>	<i>Transparent Face Mask</i>
All students	X				
All staff	X				
Staff at-risk of contact with bodily fluids	X		X	X	
Staff having contact with bodily fluids or using disinfecting cleaners	X		X	X	
Symptomatic students in the Medical Waiting Room	X		X	X	
Speech and language therapy staff and staff working with PK-1, English Learner, and hearing-impaired students					X
Hearing impaired students					X
Staff working in the medical waiting room		X	X	X (and gown)	

If a school is notified of a student or staff member testing positive for COVID-19, the School Nurse will:

1. Determine the date of symptom onset for the student/staff.
2. Determine if the student/staff attended school/work while symptomatic and during the two days before symptoms began.
3. Determine who had close contact with the student/staff at school during those days
 - a. Classes will all have assigned seating charts
 - b. Bathroom break schedules or sign in/out times
 - c. Buses will take daily attendance
 - d. Review with school for another potential exposure times
4. Notify local board of health hotline at 750-3250 of a positive test result and Springfield Health and Human Services will provide guidance as needed.
5. Notify staff and families of potential exposure by phone or letter, maintaining confidentiality.
6. Follow up with staff and families to make sure they have reached out to their doctor and understand testing requirements.

Facilities Safety Protocols

Prior to the start of the school year, the District is contracting with an Industrial Hygienist to examine all District facility and cleaning procedures and assess every school. The District will implement all recommendations that can be implemented and adjust plans for those recommendations that cannot be implemented.

The District's Facilities team is undertaking several steps to improve ventilation in each school and maximize the introduction of fresh air into the building. These activities include:



Springfield Public Schools Reopening Plan for 2020-2021

- Ensuring all classroom windows are in working order with repairs made as needed.
- Keeping classroom windows open throughout the day.
- Running kitchen exhaust fans 24 hours per day, 7 days per week.
- Checking all HVAC Systems and making repairs, prior to the start of school, to any systems not in working order.
- Upgrading air filters, where possible, to MERV-13 or better which allows for virus filtration.
- Installing UV light disinfection systems as appropriate.
- Setting all fresh air intakes to run constantly while the buildings are occupied.
- Closing HVAC air returns in Medical Waiting Rooms.

To ensure student and staff safety in bathrooms, windows are being close in bathrooms with signage indicating they cannot be opened. In addition, exhaust fans will be set to run constantly when buildings are in session and hand dryers are being shut off and replaced with paper towels. Lastly, bathrooms will be disinfected constantly throughout the day.

Students and staff will need water throughout the day, but drinking from drinking fountains will not be allowed. Instead, drinking fountains will be used for refilling water bottles and, when this is not possible, bottle filling stations are being installed. Hand sanitizer stations will be placed adjacent to all bottle filling stations.

As outlined under instructional models, instructional plans and schedules are prioritizing students remaining in the same classroom throughout the day. In the cases where students must change rooms, schools are developing plans to ensure orderly flow of traffic and social distancing. In addition, Custodians are marking hallways and stairwells with directional arrows to make as many spaces as possible one direction for traffic.

Within classrooms, desks and chairs are being spaced using the Cannon Design / MSBA parametric dashboard. These layouts will ensure 6 feet of spacing from seat to seat in all classrooms. In addition, hand sanitizer stations will be installed in every classroom.

Cleaning plans for all schools have been revised to ensure the following cleaning procedures are followed across schools.

- Common areas and frequent touchpoints will be cleaned and disinfected daily.
- Chairs and desks will be cleaned and disinfected between student groups.
- Bathrooms will be cleaned and disinfected regularly throughout the day.
- Every Wednesday and on weekends, in the hybrid model, the building and all classrooms will be thoroughly cleaned and disinfected.

Building Access Controls and Procedures

Multiple entry and exit points will be utilized at schools to ensure social distancing protocols are in place as students and staff arrive and dismiss from school each day. Morning and afternoon duty schedules will be developed at schools to ensure all entry and exit points are monitored by school staff during arrival and dismissal. Protocols developed for entry and exit will be included in staff and student handbooks. The protocols for entry and exit will be reviewed with staff during professional development prior to the start of school and shared with students and families during the student



Springfield Public Schools Reopening Plan for 2020-2021

orientation session virtually before students physically return to school. Staff will, prior to entry to the building, certify that they are symptom-free. Visitors to schools will be limited and appointments will be required.

Following are the specific requirements that will be adhered to with respect to building entry.

- Visitors, including parents and vendors, will be allowed into school buildings by appointment only.
- Only one visitor will be allowed into the main office at a time. They should provide a phone number and wait outside the building or in their vehicle until called.
- All visitors must wear a mask to enter the building and use hand sanitizer upon entering.
- Each main office will have a plexiglass shield and all business will be conducted through the shield.
- Social distancing, to the extent possible, must always be adhered to.
- There will be no visitor sign-in sheet. Clerks will record visits into an electronic building entry log.
- When dismissing a child (illness, doctor’s appointment, etc.) parents will need to wait outside and the student will be brought to and released at the front door by a staff member. The staff member dismissing the child to the parent or guardian will log the dismissal into PowerSchool.
- Any meetings or conferences that can be conducted remotely should be conducted remotely. This includes IEP meetings and parent-teacher conferences.

Food Services

On in-person days, all meals will be served in the classroom. Individually ordered and pre-packaged meals will be delivered to each classroom with a student roster, trash bags, and disinfecting wipes. Students will eat in the classroom and then trash, rosters, and meal containers will be moved to the hallway for the Custodian to remove. When eating, students will be able to remove their masks, but will remain 6-feet apart.

The following chart outlines the schedule for meal service in the hybrid learning model.

Hybrid Service Model				
Monday	Tuesday	Wednesday	Thursday	Friday
Cohort 1	Cohort 1	No Students Attending	Cohort 2	Cohort 2
		Meal Distribution		
Breakfast	Breakfast	Cohort 1 - pick up 3 days of meals	Breakfast	Breakfast
Lunch	Lunch	Cohort 2 - pick up 3 days of meals	Lunch	Lunch



Springfield Public Schools Reopening Plan for 2020-2021

Snack/Dinner*	Snack/Dinner*	Home Students - Pick up 5 Days of food	Snack/Dinner*	Snack/Dinner*
---------------	---------------	--	---------------	---------------

* As allowed by waiver from DESE and USDA

The following outlines key procedures for food service when returning to in-person schooling in the hybrid learning model. Should we implement the remote learning model, the District will continue to operate meal sites providing pick-up service for breakfast, lunch, and dinner.

- Meal Service Waivers – Current meal service waivers expire August 30th. New waivers will take affect with the start of regular school year service. The new waivers are more restrictive and require a return to some accountability, menu, and service requirements. Waiver changes will be monitored to identify more flexibility and new opportunities to distribute and claim additional meals such as snack and dinner.
- Ordering and Accountability – A simple and predictable pre-order process will be available using Heartland’s MySchoolBucks software. The tool will enable classroom teachers to quickly count breakfast and lunch meals for students in their class and provide orders that will be fulfilled by the cafeteria staff.

Sodexo and SPS will collaborate in drafting an order sheet that includes breakfast and lunch. Teachers will ask students their menu preference for each meal period by a show of hands. The teacher will input totals for each choice directly into the software. On Tuesday, teachers will collect student preferences for the next Monday and Tuesday for cohort A. On Friday, teachers will collect student preferences for next Thursday and Friday for cohort B.

The software will tabulate the pre-orders for the production staff. Requisition sheets will be created for each school, by classroom, for distribution. Rosters will be sent to the classrooms each day of service to properly record meals given to students. Sodexo accountability staff will enter student meal data into the POS system for accurate claiming. Training will be made available for everyone involved in the ordering process.

- Breakfast Distribution – Pre-ordered meals will be packed and prepared for distribution to the classroom. Any special dietary requests are noted in the school production area and bags are packed accordingly for each classroom. To maintain social distancing and minimize points of contact, bags will be transported to each classroom prior to the arrival of students.

Student rosters are to be completed as each student selects their breakfast. Students will select a unitized entrée with sides and optional milk and fruit.

Once the breakfast is complete, bags, rosters and trash are placed in the hallway for pick up. Sodexo staff will pick up rosters and bags, Custodians are to pick up trash. Disinfectant wipes, and trash bags are provided.



Springfield Public Schools Reopening Plan for 2020-2021

- Lunch Distribution – Pre-ordered meals will be packed and prepared for distribution to the classroom. Any special dietary requests are noted in the school production area and bags are packed accordingly for each classroom. To maintain social distancing and minimize points of contact, bags will be transported to the outside door of each classroom.

Teachers will be alerted that meals have arrived and are ready to be brought into the classroom for service. Student rosters are to be completed as each student selects their lunch. Students select a unitized entrée with sides and optional milk and fruit. Once lunch is complete, bags, rosters and trash are placed in the hallway for pick up. Sodexo staff will pick up rosters and bags and Custodians are to pick up trash.

For ease of distribution, schools with older students and more classrooms may have students pick up meal bags in the cafeteria. Social distancing and safety protocols will be in place for pickup of bags. Disinfectant wipes, and trash bags are provided.

- Dinner Meals – Current waivers will expire August 30th. Waivers to be monitored to identify opportunities to distribute and claim dinner meals.
- Home Feeding for Remote Learning – For students learning remotely, student meals will be provided on Wednesdays from 11:00-6:00. Students who attend class either in the beginning or the latter half of the week will pick-up a three-day meal pack and students who choose to learn remotely five days per week will pick-up a five-day meal pack. Once school plans are finalized, the appropriate number of sites and locations will be determined to maximize participation and community need.
- Engagement and Promotion – Sodexo will continue to collaborate with the district to promote the student feeding program. We will continue to use Home Grown website and media partners to communicate program promotions. New and improved menu introductions will continue through the emergency service as we continue to build our Home Grown brand. Student preferences and opinions will be closely monitored through surveys and digital tools and used to improve the student experience.

Transportation

Currently, transportation plans for returning to school under the hybrid learning model remain under development. We are coordinating with our transportation vendors and will ensure, prior to returning students to school, that all transportation options are consistent with public health recommendations. We are also surveying families to identify those families who plan to transport their child to school as this will reduce the demand for buses as social distancing requirements make it challenging to provide sufficient bus capacity to all eligible students.

Following are key requirements we are implementing for transportation.

- Disposable masks will be available on buses for students who do not have one.
- Bus Monitors will be provided with necessary Personal Protective Equipment (PPE) and transportation vendors will provide PPE for their drivers.
- Attendance will be taken daily on each bus to identify students traveling together each day.



Springfield Public Schools Reopening Plan for 2020-2021

- Buses will be loaded from the rear to the front and unloaded from the front to the rear to prevent students from walking past each other.
- Only one student will seat in each seat and an X will be marked on seats to indicate where students should sit so that students are alternately sitting by the window and by the aisle.
- Vans and buses will be disinfected regularly.
- When weather permits, all windows will remain open to provide added ventilation.



Springfield Public Schools Reopening Plan for 2020-2021

School Calendar for 2020-2021



SPRINGFIELD PUBLIC SCHOOLS School Calendar 2020 – 2021

Approved by School
Committee 7/30/2020

***(Teachers - 15 Workdays including PD and Convocation)**

***Aug. 24 – 28 - Teacher Work Days (PD)**

***Aug. 28 - Convocation**

***Aug. 31 – Sept. 4 - Teacher Work Days (PD)**

Sept. 7 - Schools Closed – Labor Day

Central Office is also closed

Sept. 8 – 14 Teacher Work Days (PD)

Sept. 15 - School begins – Grades 1 - 12

Sept. 15 - 18 - Kindergarten Screening

Sept. 21 – Kindergarten students begin

Sept. 28 - Preschool students begin

October 12 - Schools Closed – Columbus Day

Central Office is also closed

Nov. 3 - Schools Closed – Teacher Professional Day (Election Day)

Nov. 11 - Schools Closed – Observance of Veterans Day – Central Office is also closed

Nov. 25 - 27 Schools Closed for Thanksgiving Vacation

Central Office is also closed Nov. 26 and 27

Nov. 30 - Schools reopen

Dec. 23 – ½ Day - Last school day before the holiday vacation. Dismissal will be covered by bulletin

Dec. 24 – Dec. 31 - Schools Closed - Holiday Vacation

Dec. 25 - Central Office is also closed

Jan. 1 Schools Closed – New Year’s Day

Central Office is also closed

Jan. 4 – Schools reopen

Jan. 6 - Schools closed – Teacher Professional Day

Jan. 18 - Schools closed – Dr. Martin Luther King, Jr.’s Birthday – Central Office is also closed

August 2020				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

September 2020				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

October 2020				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

November 2020				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

December 2020				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

January 2021				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

February 2021				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26

March 2021				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

April 2021				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

May 2021				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

June 2021				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

Feb. 15 - Schools Closed – Presidents’ Day
Central Office is also closed
Feb. 16 – 19 - Schools closed for Mid-Winter Vacation
Feb. 22 - Schools reopen

March 12 - Schools Closed – Teacher Professional Day

April 2 – Schools Closed – Good Friday
Central Office is also closed
Apr. 19 – Schools Closed – Patriots’ Day
Central Office is also closed.
Apr. 20 – 23 - Schools Closed for Spring Vacation.
April 26 – Schools reopen

May 31 - Schools Closed – Memorial Day
Central Office is also closed

June 24 - ½ Day - *Tentative End of School Year
(Dismissal will be covered by bulletin)

*Calendar includes five (5) pupil school days for inclement weather. Schools will close after they have been in session for 180 pupil school days. Official end date and dismissal will be covered by bulletin.

Yellow = Schools Closed (pupils only)
Green = Schools and District Offices Closed (pupils and staff)



Springfield Public Schools Reopening Plan for 2020-2021

Assessment Calendar for 2020-2021

Week of...	ANet Formative Assessments Grades 2-12 (date windows are tentative)	Diagnostics Assessments K-8: iReady 6-10: RI/PI 9-11: ANet Diagnostic (date windows are tentative)	State Assessments MCAS and ACCESS for ELLs (MCAS date windows are tentative)
14-Sep 21-Sep 28-Sep			
5-Oct 12-Oct 19-Oct 26-Oct	A1 (ELA & Math) Grades 2-11	K-8: iReady 9-11: Anet Diagnostic 6-10: RI/PI	
2-Nov 9-Nov 16-Nov 23-Nov 30-Nov		6-10: RI/PI	MCAS Retest - ELA and Math
7-Dec 14-Dec 21-Dec 28-Dec	Holiday Vacation		
4-Jan 11-Jan 18-Jan 25-Jan	A2 (ELA & Math) Grades 2-11	K-8: iReady 9-11: ANet Diagnostic 6-10: RI/PI	Access Testing (tentative): 1/6-2/10
1-Feb 8-Feb 15-Feb 22-Feb	Winter Vacation		
1-Mar 8-Mar 15-Mar 22-Mar 29-Mar		6-10: Optional RI/PI	MCAS Retest - ELA and Math
5-Apr 12-Apr 19-Apr 26-Apr			MCAS ELA Grade 10 MCAS ELA Grades 3-8
3-May 10-May 17-May 24-May 31-May	A3 (ELA & Math) Grades 2-11	K-8: iReady 6-10:RI/PI	MCAS Grades 3-8 ELA ends Math & STE starts for grades 3-8 Math Grade 10
7-Jun 14-Jun 21-Jun			MCAS 9th grade Biology/Intro Physics



Springfield Public Schools Reopening Plan for 2020-2021

Assessment Type	Assessment Windows and Grades	Why is this a priority?	Guiding Principles and Expectations
ANet	Administered three times per year (a fourth, end-of-year administration, is optional at the discretion of schools. For 2020-2021 the District will be implementing a shorter form version of the ANet formative assessments to reduce the time needed to complete the test.	ANet assessments measure student progress on standards, without being associated with grades or a particular unit, and are intended as a planning tool to identify student needs and plan re-teaching opportunities. They are the primary mid-year measure, for schools and the district, of student progress.	SPS will be using a shorter form ANet Formative Assessment for 2020-2021. Until a return to fully on-site schooling, ANet should be taken as part of remote work to preserve classroom time for instruction. ANet assessments should NOT be included in student grades and this should be messaged to students and families, reiterating the importance of students taking the assessment honestly so we can best plan for their instruction.
Diagnostics	6-10: RI/PI administered four times a year with an optional 5th assessment. K-8: iReady Diagnostics administered three times. 9-11: ANet Diagnostics administered two times (new for 2020-2021).	Diagnostic assessments provide teachers and schools with information on the current academic level of students to support planning for instruction. These are especially important for 2020-2021 to gauge learning lost during the school closure and to create support plans for students below grade level.	Diagnostic assessments should NOT be included in student grades and this should be message to students and families, reiterating the importance of students taking the assessment honestly so we can accurately determine their progress and plan accordingly.
MCAS	Spring MCAS in ELA, Math, and STE for 3rd to 8th and 10th (April / May) ELA and Math 10th grade Retests - November / March ELA and Math for 11th Grade First-Time Test-Takers (dates TBD)	Required by the Department of Elementary and Secondary Education (DESE).	Administered according to DESE requirements. Entirely Computer-Based Testing. 10th through 12th graders in 2020-2021 do not have to pass the STE MCAS assessment to earn their Competency Determination, but 9th graders in 2021-2022 will be required to pass a Next Gen STE assessment.
ACCESS for ELs	Administered in Grades K-12 with Computer-Based Testing in Grades 1-12 (January).	Required by the Department of Elementary and Secondary Education (DESE).	Administered according to DESE/WIDA test administration requirements.
School-Based Formative and Summative Assessments/ Curriculum-Based Assessments	Regular assessment of student learning for purposes of grading, planning instruction, and assigning interventions.	School and classroom assessments serve both formative and summative purposes ranging from checking for understanding to assigning grades.	While the District assessment calendar is reducing the number of assessments being administered at required points in time, all schools are expected to have a consistent and effective program of assessment for formative and summative purposes. To the extent possible, until a return to fully on-site schooling, school and classroom assessments should be taken as part of remote work to preserve classroom time for instruction (Unified Classroom's assignment tool allows assessments to be given within a lockdown browser). Educators should continue to use the formative and diagnostic assessments found in the district approved curriculums as well as implement the Summative Unit Assessments in accordance with each content area's pacing schedule. School and classroom assessments are the only assessments that should be included in grading. Where possible, we recommend creative methods of assessing student learning (for example projects, submitted work, etc.).