

**SPRINGFIELD SCHOOL DISTRICT
BOARD OF SCHOOL DIRECTORS
Regular Board Meeting
September 24, 2020**

Members Present:

*Bruce Lord, President
Jennifer Lofland, Vice President
Joseph Sillo, Secretary
Frank Agovino, Treasurer
Domenic Bentivegna, Director
Jennifer Flynn, Director
Jacqueline Guy, Director
Kevin Keenan, Director
Margaret Rovinski, Director*

*Anthony Barber, Superintendent of Schools
Don Mooney, Executive Director of Operations
Lisanne Mikula, Solicitor*

MEETING MINUTES

Mr. Lord led the pledge to the flag.

A. PUBLIC COMMENT

Bridgette Williams, 631 Maplewood Rd., Springfield thanked the District for everyone's work. She would like the board to vote in favor of return to sports competition for the students. She pointed out all the safeguards already in place and that they are being followed.

Frank Riehl, 413 Parham Rd., Springfield thanked everyone for their work. He hope there will be a quick move out of the hybrid plan to full time in school for the students.

Joann Miceli, 501 Hawarden Rd., Springfield She said the kids are ready to come back to school full time. The benefits from sports far outweigh the effects of COVID.

Michael Lee, 123 Sylvan Ave., Morton He said that maybe advice from parents who home school would be helpful to find out how they handle home schooling. He stated that this is an important election and said folks should contact the election board with questions about how to vote.

Public comments submitted via email were read at the School Board meeting and are included as an attachment to the minutes.

B. ITEMS FOR PUBLIC INFORMATION

❖ **June 30, 2020 Audit Report – BDD,LLP – Carl Hogan**

Mr. Hogan was introduced by Mr. Mooney. The auditors met with the Finance Committee. The board directors were provided with a presentation of the review process and findings. Mr. Lord thanked Mr. Mooney and the Business Office team for their hard work.

C. COMMITTEE REPORTS

❖ **Education – Jennifer Lofland, Chair**

Recent meetings have been postponed. They will be resuming on October 8th and all safety procedures will be in place.

❖ **Facilities – Kevin Keenan, Chair**

Met September 10th. Primary focus was the Master Plan. Discussion included cellphone service in the new building and HVAC enhancements involving COVID. The next meeting is October 8th.

❖ **Finance & Audit – Don Mooney**

Met September 15th. The auditor went into greater detail concerning the audit. Master Plan financing was discussed. Effects of the tax reassessment was discussed as was earned income tax.

❖ **Personnel – Bruce Lord, Chair**

Did not meet.

❖ **Policy – Domenic Bentivegna, Chair**

Did not meet. There were email dialogues about some policies.

❖ **Communications – Frank Agovino, Chair**

Did not meet. Plans are to meet in the near future. Tax reassessment communications are being discussed via email.

❖ **Volunteer Memorial – Domenic Bentivegna**

Met on September 21st. Student volunteer recognitions have been postponed to the spring.

D. CONSENT AGENDA

Although Board action is required, it is generally unnecessary to hold discussion on these items. With the consent of all members, they are therefore grouped and approval is given in one motion. In the event a Board member wants to discuss any item, the Board President will move it to an appropriate place on the agenda.

Motion: Ms. Guy

Second: Ms. Rovinski

Vote: 9-0-0

1. Approval of Minutes

Regular Board Meetings – August 27, 2020

Consent Agenda (cont'd)

- 2. Payment of Bills**
General Fund checks for the month of August, 2020 totaling \$828,999.99

- 3. Acknowledgement of Receipt of Financial Reports**
 - ❖ Tax Collector's Reports – August, 2020
Morton and Springfield
 - ❖ District Financial Reports – August, 2020
General Fund, Investment Schedule, Revenue, Expenditures
 - ❖ Financial Reports – August, 2020
Middle School & High School Activity Accounts

- 4. 2019-2020 General Fund Year-End Budget Transfers**
 - ❖ *Approval of the General Fund Year-End budget transfers for the 2019-2020 school year.*

- 5. Contracts for Board Approval**
 - ❖ *Agreement with Overbrook School for the Blind to provide 1:1 Aide/Intervener for one (1) student (ID# 100009529) for the 2020-2021 School Year per Diem \$232.00 for 180 days.
Total cost for one (1) student \$41,760.00*

E. ITEMS FOR BOARD ACTION

1. Personnel Report – Ms. Bellace

RECOMMENDATION: *that the Board approves the Personnel actions as listed in the Personnel Report.*

Motion: *Ms. Guy*

Second: *Mr. Agovino*

Vote: *9-0-0*

Comments: Ms. Bellace reported 3 non-certificated resignations and 3 long term substitute hires.

2. Independent Contractor Agreement – Mr. Mooney

RECOMMENDATION: *that the Board approve the agreement between Springfield School District and independent contractor Collaborative Communication, LLC to provide speech and language services for the Springfield School District. The agreement is for the 2020-2021 school year, with cost to the District not to exceed \$51,840.00.*

Motion: *Ms. Guy*

Second: *Dr. Lofland*

Vote: *9-0-0*

Comments: Mr. Mooney explained the new contractor is replacing the previous contractor who terminated their contract with the District.

3. PSBA Candidates for 2020 – Mr. Sillo

RECOMMENDATION: *that the Board approves Mr. Sillo to register votes for the following 2020 PSBA officers and Trustees in the upcoming election:*

- *David Hein – President Elect*
- *Daniel O’Keefe – Vice President*
- *Michael Gossert – Treasurer*
- *Marsha Pleta – Western at Large*
- *Aimee Kemick – Section 2 Advisor*
- *Brian Petula – Section 4 Advisor*
- *Andrea Christoff – Section 6 Advisor*
- *Michael Faccineto – Trustee PSBA Insurance Trust*
- *Marianne Neel – Trustee PSBA Insurance Trust*

Motion: *Ms. Guy* **Second:** *Ms. Rovinski* **Vote:** 9-0-0

Comments: Mr. Sillo recommended this slate of candidates.

4. Plan Con Part K Filing – Mr. Mooney

RECOMMENDATION: *that the Board approves the filing and subsequent approval of Plan Con Part K – Project Refinancing filing with the Pennsylvania Department of Education and the related materials for the Springfield High School master plan project.*

Motion: *Ms. Guy* **Second:** *Ms. Rovinski* **Vote:** 9-0-0

Comments: Mr. Mooney commented on the approved filing and approval of this phase of the Plan Con process.

5. General Fund Balance Transfers and Reserve Designation – Mr. Mooney

RECOMMENDATION: *That the Board approves the following General Fund balance transfer and reserve un-assignment for the fiscal year ended June 30, 2020.*

- ❖ *\$2,600,000 transfer to the General Fund Unassigned Fund Balance from the Healthcare Reserve Assigned Fund Balance*

Motion: *Ms. Rovinski* **Second:** *Mr. Keenan* **Vote:** 9-0-0

Comments: Mr. Mooney explained the transfer to building the Healthcare reserve.

6. Non-Public School Transportation – Mr. Mooney

RECOMMENDATION: *that the Board ratifies the decision to approve, for the time period from August 31, 2020 to October 9, 2020, the provision of transportation services to and from school for resident pupils of the District who are lawfully enrolled in any non-public school which is not operated for profit and which is located within the district boundaries or outside the district boundaries at a distance not exceeding ten miles. The provision of such transportation services during the stated time period is without prejudice to or waiver of the District's right to not provide transportation services to such students for any period during which the District does not provide transportation to students who are enrolled in the District's public schools.*

Motion: Ms. Rovinski **Second:** Mr. Agovino **Vote:** 9-0-0

Comments: Mr. Mooney noted that there are approximately 21 routes are running to provide this transportation. Mr. Agovino added that there is a pending law concerning this as a requirement.

7. Return to Competition Plan for Athletics-- Mr. Mooney

RECOMMENDATION: *that the Board approves the addendum to the Athletic Health and Safety Plan, which will allow student athletes to participate in Fall sports per the Central Athletic League Return to Competition Health and Safety Plan.*

Motion: Ms. Rovinski **Second:** Mr. Agovino **Vote:** 9-0-0

8. Health and Safety Plan – Dr. Barber

RECOMMENDATION: *that the Board approves the transition from all virtual learning to the hybrid instructional model as set forth in the Academic Health and Safety Plan.*

Motion: Ms. Guy **Second:** Dr. Lofland **Vote:** 9-0-0

Comments: Comments for Item #7 and Item #8 were made in one presentation. Each item was voted separately.

Dr. Barber thanked the administrative team for their tireless work. He also thanked the staff for a spectacular opening to the schools. He reviewed the factors that support the decision to move to the Hybrid Plan starting on October 8th. The updated plan will be submitted to PDE once approved by the Board.

Health and Safety Plan and Return to Competition for Athletics – (cont'd)

Dr. Zweiback (Director of Teaching and Learning – Secondary) spoke to the safety measures associated with the hybrid reopening; masking, social distancing, cleaning and self-monitoring.

Ms. Mattei (Director of Teaching and Learning – Elementary) went over the instructional information. Teachers will have students in classroom and other students on Zoom. She also talked about the social distancing in the classrooms and other spaces in the schools.

Mr. Mooney talked about facilities – sanitizers, hand washing stations and disinfecting after school. Also that common areas and high touch surfaces will be cleaned during the school day. Transportation and food service was also reviewed.

Mr. Mooney introduced Mr. Glenn Mallon, Athletic Director and Mr. Tom Lemieux, Assistant Athletic Director. They addressed the progression to the updated Athletic Plan and the return to competition schedule.

9. Update to 2020-2021 Act 80 Exceptions – Dr. Barber

RECOMMENDATION: *that the Board approves the update to the Act 80 Exceptions for the 2020-2021 school year to reflect the change of the staff development date to October 7, 2020.*

Motion: *Ms. Rovinski*

Second: *Dr. Lofland*

Vote: 9-0-0

Comments: Dr. Barber noted the change was due to the change in the staff development date.

10. Update to 2020-2021 School District Calendar – Dr. Barber

RECOMMENDATION: *that the Board approves the update to the 2020-2021 School Year Calendar to reflect the change of the staff development date to October 7, 2020.*

Motion:

Second:

Vote:

Comments: Dr. Barber noted the change was due to the change in the staff development date.

F. LIAISON REPORTS

1. Solicitor’s Report – Ms. Mikula

Update on reassessment – 75 appeals have been filed. Hearing has been scheduled before the Board of Assessment on October 14th.

2. Legislative Board Report – Mr. Agovino

SB1216 includes delays to Keystone Exams, provisional certifications for teachers, and transportation for non-public students. There seems to be an overturn of numbers of attendees to public gatherings, but this development is very new.

3. DCIU Board Report – Ms. Rovinski

Met on Monday, September 21st. Head Start and Early Head Start are meeting in person. Enrollment at DCTS is at an all-time high, including 66 Springfield students.

4. DCCC Board Report – Mr. Sillo

Will be meeting toward the end of October.

5. Future Board Meetings – *October 22, 2020
November 19, 2020*

6. Superintendent’s Salutations – Dr. Barber

Before and after each meeting, the Board meets in Nonpublic Executive Study Session to discuss personnel, legal and labor relations matters.

Respectfully submitted,

*Joseph Sillo
Director and Board Secretary*

PUBLIC COMMENTS TO BE READ AT SEPTEMBER 24, 2020 SCHOOL BOARD MEETING

Alyssa Moore, 8 Amosland Rd., Morton

To Whom it May Concern,

Thank you for taking time to read my comment. Please know I never do things like this, but in this situation, I would like my concerns to be heard. I strongly feel that the decision to begin the hybrid model is premature. I have watched the video for DCIU of Dr Rubin and understand with proper precautions, risk of infection is greatly reduced. I also know, from personal experience, the emotional and mental strain living daily with these precautions takes on adults. To expect a trust level from many in a community I have witnessed pay little mind to these very precautions, makes me very anxious.

I know children belong in school, that is a no brainer, but at the cost of their mental and emotional health, or even risking a virus that has no rhyme or reason, along with no known side effects, does not seem an acceptable trade off. As soon as hybrid begins, I am shifting my family's bubble to not include grandparents (who are my child's second parent as I am raising him on my own), not include aunts, uncles and cousins, and to not include his great-grandfather. All of this so he can attend in-person school for 2 days a week. He will be even more isolated than he is now, and I lose my support system. I can not put my family at risk because of trusting everyone else to do what is scientifically right.

Please know, my son is getting positive talk from me about the start of in-person. I will not let him see how anxious and life changing this will be for us. He is content in Canvas and the monitored interactions with a couple peers with similar thinking. We attempted SVA and it was a complete disappointment and I knew the risk of switching him back to ETR/Canvas. I just did not anticipate it soon. He is being instructed in the safety precautions and old enough to follow them. He is also concerned about this happening and asking me why would he be going back if all these steps had to be in place. Honestly, I cannot answer him, but I make stuff up.

With all of that said, and the impossibility of keeping him home on Canvas in my mind, I do have one question that I would like addressed. With the hybrid schedule, why are the 2 groups attending school back to back? To lessen risk of exposure, shouldn't the groups attend school two consecutive days, one day asynchronized, and a different group the other 2 consecutive days? The teachers and support staff in SSD have impressed me since March. Their dedication, creativity and care is beyond anything I expected. I am thrilled my son is a Cougar. No doubt this pandemic has stretched everyone to their breaking points. I do not want my comments to come across as under appreciating anyone in this community. When the safety of my family feels threatened, I cannot let it go without addressing it.

Thank you for reading and I offer prayers and positive thoughts to everyone's health and well being!

George and Stacey Hannigan, 243 Colonial Park Dr., Springfield

Members of the Board:

I'm respectfully asking the School Board to approve the ***Central League return to competition plan***, as it is in the best interest of our students, specifically their mental health.

My kids have successfully been participating in club sports, and following appropriate guidelines without issue. It can be done, and the kids deserve a chance to play.

Please approve this plan...our kids are depending on you!

Thank you for your time and consideration!!!

Heather Poehner, 205 Midland Rd., Springfield

As the parent of a student athlete I fully believe the benefit of letting them play with proper safety protocols in place outweighs the risk. My daughter has been playing tournament softball since May with no issues. It can be done safely. I personally feel safer at a sporting event than I do at the grocery store.

Please follow the decisions of many of the other districts and let them play.

Angela Donaldson, 380 Bennett Rd., Springfield

Thank you for your time and dedication to our kids. This is a complicated situation and I have the utmost respect for the SSD decision makers. I am asking you to vote "yes" to fall sports and allow our kids to compete in the Central League's fall season.

I have a senior and a sophomore athlete - both have been participating in voluntary workouts with their respective teams since July. The coaches, athletic directors and trainers have done an outstanding job in ensuring safety guidelines are being met. Over the last few weeks we've seen our township athletic programs commence their seasons with spectators on the sidelines.

Our high school athletes should be given the same opportunity to compete in a monitored environment. Please listen to the students and put trust in the Springfield community that we can compete safely this season.

Brian and Tamara Bean, 329 Kennerly Rd., Springfield

To Dr. Barber and the SSD School Board,

Thank you as always for your continued dedication and support to the Springfield School district. You all, along with the district administration, principals, teachers, and staff, have made the transition into a very unpredictable school year a smooth one.

We wanted to send an email encouraging the board to vote yes for the fall season of sports. We have two boys, a freshman and a junior at Springfield High School, and they both have been participating in the "voluntary" practices in their sports (golf and soccer). We have been very impressed with the safety protocols and guidelines that the athletic department and coaching staff for each sport have put in place. Rules have been enforced and the players and families have been following these rules without difficulties throughout the summer and so far this fall. Adding a schedule of competition to this in our opinion would not change that. It would mean continuing these guidelines along with our neighboring communities. We feel this would be able to be done in a safe manner allowing these kids to enjoy the opportunity to compete.

We thank you once again for your time serving this wonderful community,

Jenifer Bucknam, 76 Nield Rd., Springfield

I am sending a request to ALLOW the SHS kidS play sports in 2020-2021 THANK YOU

Jennifer DiArenzo, 457 Sherman Road, Springfield

SVA has been my kindergartner's first school experience ever as she did not attend preschool, so she may not know any different, but I do.

We signed up for SVA because we were not comfortable sending our child back into school in October, but also because we loved the flexibility and the promised classroom aspect and similar curriculum to SSD.

We have gotten none of that. I went from watching my daughter be so excited to start school to now dragging her feet to come sit at the computer every morning. They expect kindergartners to be working in their SIX courses, 2 "supplemental" exact paths, and the lessons are way way above her head. They say the fundamentals of kindergarten are integrated into their curriculum that had me teaching her friction and prepositions in the first week of school?! No. That is not similar at all to SSD or any kindergarten classroom I know of. This is not what we signed up for.

Thank you for your attention to this matter and for your time,

Ginger Lim, 260 Saxer Ave., Springfield

The Edmentum rollout was a big disappointment from the start and it is until now. The curriculum for my Kindergarten is way too advanced. Instead of learning about letters and numbers they are being asked to do t charts and to conceptualize games with descriptions and point system.

There would need to be an accountability on this poor decision in choosing Edmentum. We were lead to believe that we would be there to guide our kids with this program but instead we are TEACHING them. This is a dereliction of your duty. You failed us and our children and that is never acceptable.

Lisa and Jonathan Connolly, 349 Sedgewood Rd., Springfield

Members of the Board of School Directors,

We can see and appreciate the effort the district is making to make SVA a better program and to support SVA families. However, Edmentum is not SSD and does not share the same values or standards as our district. There have been many issues with the start of SVA, but many of those can be overcome. One issue that stands out is the vast difference between the curriculum of SVA and that of SSD. While the two may cover the same standards, they do not seem to reflect the same priorities. For example, SSD places a strong emphasis on literacy for younger learners and includes a great deal of direct instruction in skills to create strong readers and writers. For my fourth grader, a typical recorded lesson so far from SVA teachers is under 10 minutes and covers multiple objectives. For my second grade child, there is much less emphasis on sight words and does not nearly match the phonics skills taught in our Wilson Foundations program.

SVA has now told us that parents are to be the primary instructor for their children, which is not how this program was presented. Why has the board selected, and continues to utilize a program that relies on parents as the instructors?

SSD also puts much emphasis on community building, student-teacher relationships and small class size at the elementary level. Our SVA second grade homeroom teacher has 76 students from grades k-2 on her roster and instructs on the 4th grade level. How is she to be expected to build a relationship and appropriately guide my second grader?

I have many concerns about my students having to “return” to SSD when they have supposedly never left it. These two programs are so vastly different, it is setting children up for a struggle whenever they return to the brick and mortar classroom as they will have missed many skills that the district deems important. This will likely affect all students because of the time and resources needed to re-acclimate SVA students.

What was the reasoning for selecting an outside program instead of using our own teachers and curriculum? The vast majority of districts in our county have found a way to utilize their own teachers and curriculum. Why is it that our district could not?

As we are in this ever changing environment, is there anything that can be done to better fit the needs of our students?

Erin Downey, 937 Church Rd., Springfield

Dear Ms. Flynn and Members of the Springfield School District Board,

I am writing today with concerns about the virtual option offered by Springfield School District through SVA in partnership with Edmentum.

I have children in both 9th grade and Kindergarten who are enrolled in SVA. While both programs started off less than ideal, I am happy with the progress that has been made on the system for my 9th grader. However, the program being offered for Kindergarten does not seem to be comparable to the Kindergarten program offered by Springfield School District.

While both may meet the state requirements for Common Core Standards, it does not seem to place an emphasis on early foundations of phonics and reading, nor is it consistent in the expectation for the amount of time a Kindergarten student should be spending "in class". If my son was attending Kindergarten through the SLC, he would be expected to participate in his class for 2.5 hours, however, with SVA he has 5 classes per day, all of which could take up to an hour each.

With regard to the curriculum, there seems to be a large gap between the expectations of the Kindergarten program offered through SVA and of the program that I know from Springfield. From my understanding, there is great emphasis placed on letter recognition, phonics, and sight word recognition at the earliest stages within Springfield's program. On Day 5 of my son's ELA lesson through SVA/Edmentum, he was chunking sentences by the prepositions that were used in the story. He has a graded project due in the first 30 days for ELA that is worth 20 points and will be graded on the following rubric:

Tell About Your Home
Student Facing Project Rubric

Read the chart below to understand how your project will be scored. Your goal should be to earn all 20 possible points.

CRITERIA	4 POINTS	3 POINTS	2 POINTS	1 POINT
Describe	Uses colorful words from the texts and other sources to describe home.	Uses descriptive words from the texts and other sources to describe home.	Uses common words to describe home.	Does not use colorful words to describe home.
Your Opinion	Writes a clear opinion about home and includes supporting reasons.	Writes an opinion about home and includes a few supporting reasons.	Writes an opinion about home but does not support the opinion.	No clear opinion about home is provided.
Name the Setting	Identifies settings from the unit texts and gives key details about them.	Identifies settings from the unit texts and gives some details about them.	Identifies a setting but does not give details about it.	Does not identify settings from the unit texts.
List Words	Writes a complete list of descriptive words used in texts to describe settings, as well as additional words to describe them.	Writes a list of words describing some of the settings in the texts and may add a few more.	Writes a few descriptive words used in texts to describe settings.	Does not create a list of descriptive words used in texts to describe settings.
Pictures	Creates drawings or finds pictures that adds more detail to the description of home.	Creates drawings or finds pictures that adds more detail to the description of home.	Creates drawings that do not accurately portray the description of home.	Does not include drawings or pictures with description.

Total Possible Points: 20

If my son should be learning about letters and sounds, how is he supposed to use colorful words or write a clear opinion? We also have not received any print materials for writing practice. Was the expectation that parents would be responsible for printing out all worksheets and materials? If so, that was not clearly communicated at any point during the enrollment period. Or is this the material that has been back ordered, which Springfield School District may have to print and

provide themselves. It is extremely disappointing that we are now in the third week of school, and our students have not had these resources.

In science, he is learning about motion and friction. Again, he has a graded project worth 20 points that is for 2 games he is supposed to develop using push and pull. Below is the rubric for this graded assignment:

Game of Motion Student Facing Project Rubric

Read the chart below to understand how your project will be scored. Your goal should be to earn all 20 possible points.

CRITERIA	4 POINTS	3 POINTS	2 POINTS	1 POINT
Two games included	One game uses pushes, and one game uses pulls. A change of speed and direction is included in one of the games.	One game uses pushes, and one games uses pulls. Either a change of speed or a change of directions is not included in one of the games.	One game uses pushes, and one game uses pulls. A change of speed and direction is not included in one of the games.	One or both games are missing. A change of speed and direction is not included in one of the games.
Drawings and pictures of games	Includes a drawing with labels that shows how pushes, pulls, speed, and direction are used in the game. A picture of the game is submitted.	Drawing is included with labels but one of the pushes, pulls, speed, or direction is not labeled. A picture of the game is submitted.	Drawing is included with labels, but more than one of the pushes, pulls, speed, or direction are not labeled. A picture of the game is submitted.	Drawing is not included, or more than two labels are missing. A picture of the game is not submitted.
Description of games	Completely describes how each game uses pushes and pulls. One of the games describes how a change of speed and direction is included.	Mostly describes how each game uses pushes and pulls. One of the games does not describe either a change of speed or direction.	Description of how each game uses pushes and pulls is present but the description is not complete or easy to understand. One of the games does not describe either a change of speed or direction.	Description of how each game uses pushes and pulls is very incomplete or missing. The description, if present, is not easy to understand. One of the games does not describe either a change of speed or direction.
Make your games	Makes two games that accurately match the drawings and descriptions. The game is easy to play.	Makes two games that mostly match the drawing and descriptions.	Makes one game that mostly matches the drawing and descriptions.	Makes one game or no games that matches the drawing and descriptions.
Make rules and tell how to score the games	Makes rules and a scoring system for each game. Rules and scoring system are complete and easy to understand.	Makes rules and a scoring system for each game. Rules and scoring system are mostly complete and mostly easy to understand.	Rules or scoring system are present, not both. Either rules or scoring system is mostly complete and mostly easy to understand.	Rules or scoring system are present, not both, or neither rules or scoring system is present. Either rules or scoring system is difficult to understand.
Total Possible Points: 20				

Again, these objectives seem to be unrealistic for a Kindergarten student in the first month of school. Children who attend Kindergarten through the SLC will not touch on this topic of motion until Week 1 of Unit 3, which appears to be sometime in January.

I attended yesterday's call with K-1 parents for children enrolled in SVA. One of the questions asked was about matriculation back into a brick-and-mortar setting. The staff from Edmentum said that we should work at our student's pace and that our students' grades and record going to Springfield would be based on work completed, not what would be on pace for their program. This does not provide any continuity of expectations when students re-enter the brick-and-mortar setting.

I am concerned that this program through SVA, especially for Springfield's youngest learners, will leave them largely off pace with their peers, while also not instilling the necessary foundations that will lead them to success throughout their entire school career. This does not seem to be an equitable education compared to what Springfield School District offers for hybrid/brick-and-mortar students.

Is there anything that can be done to remedy this situation? Or does Springfield School District's motto of "Pride in All Things" only apply to students who chose the hybrid/brick-and-mortar option? I look forward to your reply.

Dr. Laura McLaughlin, 141 S. Rolling Rd, Springfield

I am a community member of this district and I would like to know what the district is actively doing to create an anti-bias anti-racist culture?

I recently read an article on Teachingtolerance.org entitled [Anti-Racist Work in Schools: Are you in it for the Long Haul](#) that I encourage all leaders to read. The article raises a number of important questions for these times.

How is this district being intentional and thoughtful in ensuring their school is anti-racist and anti-bias?

- How are leaders in the district encouraged to support these anti-racist and anti-bias efforts?
- How are you ensuring that these efforts are throughout your community and district and not just a box to check?
- How are you going to create long-lasting change in your community so that all families, all students, all people feel welcomed and safe?
- Specifically, how are BIPOC (black, Indigenous and people of color) being heard, included, and supported in this work?

I am also the mother of a biracial son who grew up and witnessed racism in Delaware County first-hand. One thing that always struck me was the inability or hesitancy for leaders to speak up and out about racist behavior. However, one of the key messages of the article was "What we permit, we promote." We must promote anti-racism and anti-bias in our communities, in our schools, and in our homes.

I look forward to hearing about your efforts and am happy to help as well.