



**Cherry Hill Public Schools**  
**Emergency Virtual or Remote**  
**Instruction Plan**  
**2023-2024**



### **Administrative (Essential) Staff**

Dr. Kwame R. Morton, Sr. - Acting Superintendent  
Dr. Farrah Mahan - Assistant Superintendent  
Lynn Shugars - Assistant Superintendent  
LaCoyya Weathington - Assistant Superintendent  
Diane Leber - Director of Human Resources  
Caitlin Mallory - Director of Special Education  
Marc Plevinsky - Asst. Director of Technology  
Tony Saporito - Director of Security  
Barbara Wilson - Public Information Officer  
Mike Beirao, Director of Athletics  
Stephen Nicolella, Director of Facilities  
Fatihah Abdur-Rahman, Supervisor of C&I  
Violeta Katsikis, Supervisor of C&I  
Allison Staffin, Supervisor of C&I  
Shilpa Davé, Supervisor of Pupil Services  
Bonnie Mingin, Supervisor of Pupil Services  
Trina Ragsdale, Supervisor of Pupil Services  
Marc Wiseley, Supervisor of Pupil Services  
Linda King - Transportation Supervisor  
Danyelle Edwards, Principal-Malberg Early Childhood Center  
Idalis Kizee, Principal-Barton Elementary School  
Rebecca Tiernan, Principal-Cooper Elementary School  
Dumar Burgess, Principal-Harte Elementary School  
Jared Peltzman, Principal-Johnson Elementary School  
LaVonda Daniels, Principal-Kilmer Elementary School  
Bill Marble, Principal-Kingston Elementary School  
Eugene Park, Principal-Knight Elementary School  
John Cafagna, Principal-Mann Elementary School  
Melissa Gleason, Principal-Paine Elementary School  
Ric Miscioscia, Principal-Sharp Elementary School  
Jim Riordan, Principal-Stockton Elementary School  
Jonathan Cohen, Principal-Woodcrest Elementary School  
Rebecca Metzger, Principal-Beck Middle School  
Dr. Neil Burti, Principal-Carusi Middle School  
George Guy, Principal-Rosa International Middle School  
Dr. Dennis Perry, Principal-CHHS East  
Dr. John Burns, Principal-CHHS West  
Lauren Giordano, Principal-Alternative HS



## Table of Contents

Ensuring Continuity of Educational Services .....	4
NJDOE Mandated Items .....	5
<b>Mission Statement</b> .....	5
<b>Facilities</b> .....	5
<b>Internet Access and Technology Availability</b> .....	5
<b>Meal Access and Availability</b> .....	6
<b>Length of a Virtual or Remote Instruction Day</b> .....	6
<b>Malberg School Remote Learning Schedule</b> .....	7
<b>Elementary School Remote Learning Schedule</b> .....	8
<b>Middle School Remote Learning Schedule</b> .....	10
<b>High School Remote Learning Schedule</b> .....	11
Additional Items.....	12
<b>Attendance</b> .....	12
<b>Grading &amp; Assessment</b> .....	12
<b>Guidelines &amp; Expectations</b> .....	12
<b>Guidance for Children</b> .....	12
<b>Guidance for Parents</b> .....	12
<b>Extra/Co-Curricular Activities</b> .....	13
<b>Related Services</b> .....	13
<b>Student Supports</b> .....	13



## Ensuring Continuity of Educational Services

The information detailed in the following plan has been outlined in a manner to ensure that the Cherry Hill Public School District (CHPS) follows P.L. 2020, Chapter 27. As such, the district is required to delineate a plan to move to virtual/remote learning, if we are required to close the schools of the district for more than three consecutive school days due to a declared state of emergency, declared public health emergency, or a directive and/or recommendation by the appropriate health agency or officer to institute a public health-related closure. Under this plan, a day of virtual or remote instruction commensurate with in-person instruction will count towards the district's 180-day requirement.

It is the intention of CHPS to provide learning opportunities commensurate with in-person learning including related services to the extent possible during these times of emergency closure. This plan may be implemented for all schools simultaneously or independently depending on the nature of the circumstances. The plan was developed by the CHPS administrators in conjunction with the Road Forward Committees. The plan was designed to reflect the unique and specific needs of the schools across the district (i.e., elementary schools, middle schools, and high schools). The plan will be posted on the district's website and will be readily accessible.

Building upon our strong foundations of academic excellence, inclusion, voice, and cultural proficiency, we will:

- Student Wellness  
Create frameworks of learning and supports for all students to develop the skills needed for social and emotional wellness.
- Purpose & Passion  
Develop highly engaging learner-centered experiences within an environment that promotes voice, choice, and passion for learning.
- Connecting Beyond Our Classrooms  
Provide resources, opportunities, and experiences for our students to connect to the world beyond their classrooms and to become informed and empathetic agents of change in the world.

The District is committed to the following:

- The health & safety of students and staff members.
- Regularly scheduled school days for all students.
- Breakfast and Lunch being available and scheduled for students.
- Working in partnership with the New Jersey Department of Education, New Jersey Department of Health, and the Camden County Department of Health to remain informed about the status of community health.
- Communicating information transparently with the students, families, staff members, and community.



## **NJDOE Mandated Items**

### **Mission Statement**

It is the mission of Cherry Hill Public Schools (CHPS) to provide all children with an education that develops open-minded thinkers with the strong academic and interpersonal skills to thrive in an ever-changing world and make it a better place for all.

As such, the district is committed to the implementation of curricula that leverage, reflect, and affirm the unique experiences and social, cultural, linguistic, and familial backgrounds of the Cherry Hill School District community. Teachers participate in on-going training related to cultural proficiency, culturally responsive teaching, trauma informed practices, and character education. Teachers will implement these strategies with all students when instructing them in a remote/virtual setting.

### **Facilities**

Custodial and facilities staff will be assigned to building on a rotating basis to inspect and maintain buildings as needed.

### **Internet Access and Technology Availability**

Cherry Hill Public Schools is committed to ensuring that all students have access to the technology and resources needed to participate in full virtual learning. As such, all students will have access to a Chromebook to be used while participating in full virtual learning. The district will take the appropriate steps to ascertain the availability of students' access to technology and we will provide support for families in need of Internet access by providing a device to enable all children to learn while in a virtual setting.

If students need a device or Internet connectivity, they are directed to send an email to [studentsupport@chclc.org](mailto:studentsupport@chclc.org). Devices will be distributed to all students who request them. Internet support will be provided through Internet providers or mobile Wi-Fi devices to be distributed to families. Any student whose situation changes may contact the building principal, or the technical assistance email address listed above to make a new request to borrow a device.

Students and families can request technical assistance by submitting an email to [studentsupport@chclc.org](mailto:studentsupport@chclc.org). When emailing for technical support, please provide the following information: Your first and last name, phone number, child's first and last name, child's ID number, and a detailed description of the problem.

Teachers and staff can request technical support by completing a Request for Service (RFS) in the CHPS Staff Center. Please complete the RFS form in its entirety and provide a detailed description of the problem.



### **Meal Access and Availability**

Cherry Hill Public Schools participates in the National School Breakfast and Lunch Programs. The District will return to weekly bulk meal distributions at two locations - High School East and High School West as permitted by the Department of Agriculture. Arrangements will be made to assist families that cannot attend the weekly distributions. Meals will be made available for pick up at multiple locations throughout the district. These meals will consist of several breakfast and lunch items to be consumed throughout the course of the week. In the event of closure, the district will explore additional strategies and methods to increase the availability of meals to students.

### **Length of a Virtual or Remote Instruction Day**

The length of the virtual or remote instructional day will vary by level (ES, MS, HS). Each level has specified times for the academic day. Students will engage in synchronous live instruction daily with teacher support. Upper elementary and secondary students may also have asynchronous projects and tasks assigned as well. Teachers will provide differentiated instruction and communicate specifics regarding daily student class schedules. Students are strongly encouraged to have their camera on during live instruction. This allows for the teacher to sufficiently engage students in the instructional process. More importantly, it allows teachers to properly respond to student confusion when it occurs in the interest of clarifying their understanding.



## Malberg Early Childhood Center Remote Learning Schedule

Students will participate in live instruction daily with the teacher. Teachers and parents will work collaboratively to determine when the student needs to log on for live classes.

Monday	Tuesday	Wednesday	Thursday	Friday
<b>PLC for Teachers 8:15 - 8:45</b>	<b>PLC for Teachers 8:15 - 8:45</b>	<b>PLC for Teachers 8:15 - 8:45</b>	<b>PLC for Teachers 8:15 - 8:45</b>	<b>PLC for Teachers 8:15 - 8:45</b>
<b>In School AM – 9 -11:30 PM- 1 - 3:30 Full Day – 9:00 – 2:30</b>	<b>In School AM – 9 -11:30 PM- 1-:30 Full Day – 9:00 – 2:30</b>	<b>In School AM – 9 -11:30 PM- 1-3:30 Full Day – 9:00 – 2:30</b>	<b>In School AM – 9 -11:30 PM- 1-3:30 Full Day – 9:00 – 2:30</b>	<b>In School AM – 9 -11:30 PM- 1-3:30 Full Day – 9:00 – 2:30</b>

### Components of Schedule

- a. Full Class virtual meeting
  - 20 - 30 minutes
  - The full-class virtual meeting will include:
    - Content Introduction
    - Social-Emotional Health Check-ins
    - Relationship / Community Building Activities
    - Building and Maintaining the Classroom Community
    - Opportunities for Cooperative Learning
- b. Encore Classes
  - 30 minutes
  - Scheduled in accordance with established class schedules.
- c. Creative Curriculum/ AI's Pals (AI's Pals once per week)
  - 30 minutes
- d. Conferring/Feedback/Small Groups/Conference with students and parents
  - 30 minutes for ½ day; 90 minutes for full day students, including individual ABA up to 30 minutes daily
  - Full day - Play goals 30 minutes per week
  - Communicate with students and parents to support remote learning

### PLC Expectations

- Teachers will confer with therapists, resource teachers, CST, and administrators. They will also analyze student performance data and conduct committee meetings.

### Instructional Design

- An emphasis will be placed upon the use of visual techniques, such as Boom Cards, PowerPoints, interactive games, and multimedia.
- Concepts taught during large group instruction will also be differentiated via small group lessons to meet the needs of the children.
- Educational Assistants will aid via small group lessons, and 1:1 support.



## Elementary School Remote Learning Schedule

Elementary school students will participate in live streamed synchronous instruction daily. Students are strongly encouraged to have their camera on during live instruction. All students will attend the academic day from 9:00 am - 3:30 pm. This mirrors the traditional academic day and allows teachers to implement a variety of instructional strategies. Time allocations for each content area/learning activity within the elementary daily schedule are designed to provide remote instruction that is reflective of grade level curriculum, while adhering to developmentally appropriate expectations for children ranging from kindergarten-5th grade. The instructional methods utilized will include direct instruction, guided instruction, guided practice, independent practice, small group instruction, and conferencing.

Content Area/Activity	Kindergarten	Grades 1-2	Grades 3-5
<b>Morning Meeting</b>	20 minutes min	20 minutes min	15 minutes
<b>Fundations</b>	30 minutes min	30 minutes min	N/A
<b>Reading</b>	Integrated ELA/Social Studies or Integrated ELA/Science- 45-60 minutes	30 minutes	45-60 min.
<b>Writing</b>	15-25 minutes	15 minutes	30 minutes
<b>Math</b>	30-40 minutes	35-40 minutes	45-60 minutes min. - Live whole group 15-25 min. - rotating small groups, ind. work
<b>Science/Social Studies</b>	Integrated into ELA	Science or Social Studies- 20-30 minutes	30 minutes min.
<b>I/E Intervention and Enrichment (no new instruction taught &amp; TAG)</b>	N/A	30 minutes	45 minutes (gr 3) 60 minutes (gr 4&5)
<b>Encore (following current schedule, unless adjustments needed to be made for district lunch period)</b>	40 minutes	40 minutes	40 minutes
<b>Lunch/Recess 12:00-1:00</b>	60 minutes	60 minutes	60 minutes
<b>Break</b>	30-40 minutes to occur throughout the day: *Breaks from screen time *Music/movement breaks *Bathroom *Snack	20-30 minutes to occur throughout the day *Breaks from screen time *Music/movement breaks *Bathroom *Snack	20 minutes to occur throughout the day
<b>End Of Day Closure</b>	10-15 minutes	5 minutes	3 minutes
<b>Rotating small group/1:1 (Math/Reading/ Writing/IEP Goals)</b>	60 minutes min *All students will be scheduled by the teacher and receive 20-30 minutes of live instruction 2-3/week	60 minutes min *All students will be scheduled by the teacher and receive 20-30 minutes of live instruction 2-3/week	N/A





## Types of Remote Instruction

<p><b>Direct and Guided Instruction</b></p>	<p>This is a <b>LIVE</b> session where the teacher will be on Google Meet providing a lesson to students. The teacher will be instructing and explaining new grade specific content within a subject area. Teachers will be actively demonstrating and modeling skills and strategies, as well as guiding students through the process of understanding the new material. This is an opportunity for students to engage with the teacher and their classmates while learning new material. Students will have the opportunity to ask questions and receive feedback.</p>
<p><b>Guided Practice</b></p>	<p>This is a <b>LIVE</b> session where the teacher will be on Google Meet to guide students through the process of applying and practicing newly learned material. Teachers will prompt, observe, and provide feedback to students as they are asked to apply and practice new learning. The students will have the opportunity to practice the skills that were taught during direct and guided instruction. Students will have the opportunity to ask questions and receive feedback.</p>
<p><b>Independent Practice</b></p>	<p>This is an <b>OFF-SCREEN</b> time where the students will work independently on assignments following the direct instruction from the teacher. Students will be working on their own from a workspace at home. Teachers will communicate clear directions. The expectations for these assignments will be provided during live instruction and/or posted within Google Classroom. Students will complete the assignments and be asked to submit them to their teacher in a timely manner. These assignments must reflect the students' work and will be used to provide evidence of student learning. The teacher will review the assignments and provide feedback. These assignments will be used to help determine where students need support and for developing the next steps for instruction.</p>
<p><b>Small Group Instruction/ Conferring</b></p>	<p>This is a <b>LIVE</b> session where the teacher will be on a Google Meet providing an individualized lesson and/or conference with a small group of students. The instruction during this time will be individualized to target student needs within a subject area. Students will have the opportunity to ask questions and receive feedback.</p> <p>While the teacher works with small groups, the rest of the students in the class will be working independently <b>OFF SCREEN</b> on their daily assignments which will be posted in Google Classroom.</p> <p>Teachers will rotate small groups throughout the course of the week to meet with all students. Teachers will communicate their small group schedules in advance so that students know when to sign on for their <b>LIVE</b> small group/conferring session.</p>
<p><b>I/E Intervention and Enrichment</b></p>	<p>This is a <b>LIVE</b> session where the teacher will be on a Google Meet providing an individualized lesson and/or conference with small groups of students. The teacher will use this opportunity to review skills within a subject area and/or to provide enrichment that extends student learning based on previously learned information. Students will have the opportunity to ask questions and receive feedback.</p> <p>While the teacher works with small groups, the rest of the students in the class will be working independently <b>OFF SCREEN</b> on assignments that reinforce skills and those that extend their knowledge.</p> <p>Teachers will rotate small groups throughout the course of the week to meet with all students. Teachers will communicate their small group schedules in advance so that students know when to sign on for their <b>LIVE</b> small group/conferring session.</p>



## Middle School Remote Learning Schedule

Middle school students will participate in live streamed synchronous instruction daily. Students will follow their regular class schedule (8 AM to 3 PM) with a scheduled break for lunch. Students will also complete assignments asynchronously. Students are strongly encouraged to have their camera on during live instruction.

There are various types of instruction that will occur throughout the school day during remote learning to intentionally balance and provide screen time that is developmentally appropriate for students. Students will be expected to engage in a combination of live sessions and off-screen tasks to ensure their stamina and engagement. This balance will vary depending on the developmental appropriateness for each grade level.

- Teachers will connect live with students daily.
- Students will continue to follow their assigned course schedule.
- Advisory will meet synchronously everyday
- PE/EX will resume A/B rotation--holding synchronous classes
- All content areas (English, Humanities, Science, World Language, Math) will be taught synchronously daily
- Music lessons will be scheduled with teacher
- Students will be instructed in all virtual platforms to ensure proficiency in a fully remote schedule including
  - How to access platforms
  - Protocols in forgetting passwords
  - The role/function of each platform.
    - How to turn in assignments

<b>Middle School Remote Schedule</b>	
<b>Period</b>	<b>Monday – Friday</b>
Advisory	8:00 – 8:30 AM
Period 1	8:30 – 9:25 AM
Period 2	9:25 – 10:20 AM
Period 3	10:20– 11:15 AM
Lunch	11:15 AM – 12:15 PM
Period 5	12:15 – 1:10 PM
Period 6	1:10 – 2:05 PM
Period 7	2:05 – 3:00 PM



## High School Remote Learning Schedule

High school students will participate in live streamed synchronous instruction daily. Students will follow their regular class schedule (7:30 AM to 2:30 PM) with a scheduled break for lunch. Students will also complete assignments asynchronously. Students are strongly encouraged to have their camera on during live instruction.

There are various types of instruction that will occur throughout the school day during remote learning to intentionally balance and provide screen time that is developmentally appropriate for students. Students will be expected to engage in a combination of live sessions and off-screen tasks.

- The high schools will follow the traditional Days 1-6 schedule.
- Teachers will connect live with students daily.
- Students will continue to follow their assigned course schedule.
- Music rehearsals will be scheduled with teacher during the mid-day break.
- Students will be instructed in all virtual platforms to ensure proficiency in a fully remote schedule including
  - How to access platforms
  - Protocols in forgetting passwords
  - The role/function of each platform.
    - How to turn in assignments

REGULAR PERIODS	DAY 1	DAY 2	DAY 3	DAY 4	REGULAR PERIODS	DAY 5	DAY 6
<b>1</b> 7:30-8:27	<b>A</b>	<b>D</b>	<b>C</b>	<b>B</b>	7:30-8:57	<b>A</b>	<b>C</b>
<b>2</b> 8:31-9:28	<b>B</b>	<b>A</b>	<b>D</b>	<b>C</b>	9:01 - 10:29	<b>B</b>	<b>D</b>
<b>3</b> 9:32-10:29	<b>C</b>	<b>B</b>	<b>A</b>	<b>D</b>			
10:33 - 11:27	Break	Break	Break	Break	10:33 - 10:58	Break	Break
					11:02 - 11:27		
<b>4</b> 11:31 - 12:28	<b>E</b>	<b>H</b>	<b>G</b>	<b>F</b>	11:31 - 12:58	<b>E</b>	<b>G</b>
<b>5</b> 12:32 - 1:29	<b>F</b>	<b>E</b>	<b>H</b>	<b>G</b>	1:02 - 2:30	<b>F</b>	<b>H</b>
<b>6</b> 1:33 - 2:30	<b>G</b>	<b>F</b>	<b>E</b>	<b>H</b>			



## **Additional Items**

### **Attendance**

Student attendance will be taken daily at every school and by class periods at the middle and high schools. Students are expected to be punctual in logging into their virtual class sessions. Attendance will be reflected in the Genesis Student Management System. Attendance will be handled in a manner consistent with in-person instruction. Students who are excessively absent may be subject to failure including the withholding of credits at the high school level.

### **Grading & Assessment**

It is of critical importance that rigor be maintained throughout the duration of any school closure that may occur. Students will be accountable for the submission of assignments in a timely fashion. Students not completing assignments or not participating in online instruction are in jeopardy of failure. Principals and/or a designee will follow the Intervention & Referral Services (I&RS) process in contacting families of students in jeopardy of failure.

### **Guidelines & Expectations**

#### Guidance for Children

- Sit in a quiet spot in your house with limited distractions and background noises.
- Make sure to stay in one spot and sit still during the virtual meeting.
- Don't interrupt when someone is talking.
- Don't eat or drink during our virtual meeting.
- Help everyone hear each other and focus.
- Keep yourself on MUTE until it is your turn to speak.
- Be on time. Our meetings are timed.
- Make sure family members / pets do not interrupt you during this time.
- Make sure you dress appropriately!

#### Guidance for Parents

- Please do not interrupt lessons.
- Remember direct instruction lessons may involve two-way camera and audio usage. (This means that the instructor will likely see and hear what is occurring in the home, including what is said, and worn.)
- If you have questions or concerns, please email your child's teacher *after* the lesson is complete. Doing so enables the teacher to focus on the instructional activity.
- Do not audio/video record lessons.
- Please maintain the confidentiality of other students if your child participates in a group lesson.
- Video-conferencing is integral in fostering student/teacher connections. We appreciate you being quiet observers. If there are technical difficulties, please help out. If you have questions or concerns, please reach out to your teacher via email.



## **English as a Second Language**

English as a Second Language (ESL) will be provided in accordance with required state guidelines. English Language Learners (ELL) will be scheduled for instructions by their ESL teacher. ESL instruction will be provided directly by ESL teachers using the appropriate remote instructional methods. ESL students will be provided with a Chromebook as well as other mandated supplemental aids. ESL teachers will directly contact students and their families to inform them of their schedules and to provide needed resources including translation services. Additionally, they will communicate progress on a weekly basis.

## **Extra/Co-Curricular Activities**

The district will follow the guidance of the NJSIAA with respect to the athletics program. We will abide by the guidance dictated via the NJ Department of Health, NJ Department of Education, and/or the Governor's office with respect to the scheduling of extra/co-curricular activities.

## **Related Services**

CHPS remains committed to providing meaningful access for all students including our students with special needs. This includes providing a free and appropriate public education while recognizing the need to protect the health and safety of students with special needs and those individuals' providing education, specialized instruction, and related services to these students. It is the intention of the district to offer accommodations to students eligible for special education or those with 504 plans and related services, to the fullest extent possible. As appropriate, special education staff will provide instruction in areas identified within the student's IEP. Related Services such as Speech and Language Therapy, Occupational Therapy, and Physical Therapy will be provided remotely through virtual platforms in addition to consultation. Case managers will contact families weekly to ensure that concerns are being addressed and services are being provided. They will work directly with families to schedule, coordinate and conduct IEP meetings.

## **Student Supports**

All professionals will be available to provide assistance and support for students, staff, and families throughout the duration of a closure. This support network includes, but is not limited to, teachers, school counselors, nurses, social workers, librarians, and mental health professionals. Communication may take place via phone, videoconference, and email.

Support teachers (e.g., Special Education, Math Support, Reading Support, English Language) will provide support through differentiated instruction and/or support plans. These supports are communicated directly from the Support teacher to the classroom teacher or *in special circumstances to the family*. Students and staff may request accommodations based upon a documented need. Parents are encouraged to contact the building principal to discuss the steps necessary to address any documented needs. Students will continue to have access to supplemental instructional supports and extended learning opportunities including any credit recovery programs that may exist. Students will receive additional support from their teacher when requested.