Pine Hill School District
2025-2026 Remote/Virtual Learning Plan

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Superintendent

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Guiding Consideration for the District Remote/Virtual Learning Plan:
- Ability to transition to a remote/virtual learning mode.
- Remote/virtual learning will only be used when the district is unable to:
  - Provide for the health and safety of students and staff to the greatest extent possible.
  - Retain in-person instruction to the greatest extent possible in accordance with guidelines and requirements of governing bodies such as NJ Dept. of Health, Camden County Dept. of Health, NJ Dept. of Education, NJ Statute, and/or Executive Orders by the Governor of NJ.

- Alterations in the plan and information contained in this document are subject to change upon receipt of updated guidelines. The intent is to provide the Pine Hill Board of Education and communities with a current overview of the remote/virtual instructional plan in order to assist all parties in planning appropriately for a smooth transition to this learning platform during the 2025-2026 school year.

This plan is based on based upon the current guidance and guidelines of the entities listed below and is subject to change at their direction:
- Executive Orders of the Governor of New Jersey
- New Jersey Department of Education (NJDOE)
- Centers for Disease Control (CDC)
- American Academy of Pediatricians (AAP)
- New Jersey and Camden County Departments of Health

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Michelle Messina, Assistant Superintendent of C&I

Amy Francis, Director of Special Education

Russell Lewis, Supervisor of Buildings & Grounds

Marc Gold, IT Coordinator

Leslie Rodriguez, Transportation Coordinator

The district will provide a full list of essential workers at the time of any closure.

Emergency Remote/Virtual Instructional Programming
2025-2026
Pine Hill School District

Health and Safety

Critical Area	District Actions and Person(s) Responsible (Bold indicates responsible staff)
General Health and Safety Guidelines ● Establishing and maintaining communication with Health Department ● Develop "high risk" criteria, identifying local conditions, and sharing with staff and families ● Nursing Staff	**Superintendent, Building Principals, School Nurses** ● The superintendent will respond to any outreach from the Camden County Health Department in order to address health concerns that impact the district/school community that may have been reported to them to commence a possible transition to remote/virtual learning mode. The Camden County Health Department will assist school personnel with contact tracing and have staff available to perform contact tracing and case investigation, if needed to determine if a closure and change in instructional models must occur. ● Use of NJ Dept. of Health documents ● Recommendations from Local Health Dept. for K-12 Schools ● District nurses, in consultation with the county department of health, building principals, and the superintendent will make decisions regarding a public district health-related closure. ● Check in on students with medical issues. ● Check in with families with known concerns. ● Check in with staff who may be medically compromised. ● Check on the other students as part of the guidance department, social worker, school psychologist tiered list of concerns-see student contact log.

	● Create videos, look for various resources on mental health issues and wellness resources.

Instruction and Learning

<u>Educational Program</u> ● Daily Schedule	**Administration, Certificated Staff** ● The educational day must equal a minimum of four hours, not including lunch and recess. School hours for students will be those used for Early Dismissal Days, as per the Board adopted school calendar for 2025-2026. Special classes may be in addition to these. Staff are expected to work from the school buildings when permitted by NJ Dept. of Health, Camden County Dept. of Health, and Executive Orders**.** ● Early dismissal day schedules will be used for each school for synchronous learning. (OHS-7:20-11:30am; PHMS- 8:10am-12:10pm; Glenn- 8:45am-12:45pm; Bean- 8:45am-12:45pm). Asynchronous learning and individual or small group meetings will occur in the afternoon.
● Staff Guidance	● Staff will work the standard hour day, allowing for teachers to work with learners and communicate with parents/guardians in the afternoons. ● When possible, teachers will work from their classrooms in the building in which they are assigned so that all resources are available to them. ● Teachers will provide contact information for parents and students. ● Attendance is taken via Google Meets. For students who were absent from Meets, teachers will work with those students to identify other opportunities to provide evidence of participation and learning. ● Student personnel services staff will monitor attendance and other areas of concern such as promotion, retention, graduation, discipline and any other decisions that may affect a student's performance. ● The principals will meet weekly with student personnel staff to review attendance data and student learning.

● Curriculum & Instruction	● Teachers will post daily schedules and asynchronous assignments in their Google Classrooms. Lesson plans and individual Google Classrooms will be reviewed by building and district administration to determine that differentiation is occurring. ● Review instructional expectations guidance document to assist teachers and staff with expectations on an as needed basis. ○ Synchronous, asynchronous, in-person and recorded lessons ○ Apps & online resources available for support ● Teachers will continue to meet (virtually or in-person) in their content area/grade level PLCs to review data and student growth. Specialists in each of the buildings will also regularly review assessment and learning data to monitor student success in the online environment. ● Administration will regularly review grade books and student progress. ● Accelerated learning opportunities will continue with STEAM classes, AP programming, and differentiated instruction in daily lessons.
● Student Guidance	● Classes will meet virtually during the modified schedules. ● Students will be reminded to check their Google Classrooms for schedules, communication, and asynchronous assignments. ● "How to" videos and guidance documents will be posted on the district website to assist students in using various technology tools/platforms.
● Credit Recovery	● The district offers credit recovery through virtual options such as Educere and Apex and would continue this protocol.

Delivery of Special Education & Related Services	
IEP Implementation & Supports ● Special Education Supports	● Remote tools, increased virtual meetings, and physical items to use for practice will be provided as needed. ● The CST department will be present within Google Classroom environments to support teachers and students to ensure that materials are accessible. ● IEPs will be implemented and supported to the greatest extent possible, monitored by the case managers/CST department through weekly review and follow-up. ● Work with teachers to devise alternative means of instructional support. ● Related services will be provided according to the instructional model available and the availability of service providers within that chosen model. ● Related services offered during "remote" times will be based on student need, social distancing concerns, group sessions. ● Check the communication log of students to see what teachers may need assistance in working with a child and/or family. Case managers will follow up with families via phone and/or email to support and monitor service implementation. ● IEP meetings and evaluation will be conducted remotely through Google Meets as needed according to code.
● IEP Meetings & Evaluations	
MLL Supports ● Programming	● MLL teachers will teach remotely during the morning, allowing for teachers to work with learners and communicate with parents/guardians in the afternoons. ● MLL teachers will work to provide translation materials, interpretative services, and support student learning. ● Teachers of MLLs have received Sheltered Instruction training prior to the start of the school year. Their lessons, Google Classroom, and

	instruction will be reviewed regularly by their supervisor and building principal.
<u>Additional Learning Supports</u> ● Medically Fragile Students ● Specialists ● Aides, DSAs, 1:1 Staff, Support Professionals	● Review of medical records by Nurses and CST staff; determine needs of students and implement accommodations needed. ● Related services will be provided as the district is able, based on staffing availability, student needs, and family schedules. ● Follow school schedules for remote/virtual learning. ● Afternoon time is flexible in order to support individual student learning needs. ● Meeting time is flexible as long as it works within the parameters of the building administrator, core subjects and is convenient for students ● Provide remote learning tasks and practice opportunities for students. ● Attend PLC, RTI, department or other district required meetings- as scheduled by administrators. ● Provide coverage for instruction during the day; serving as a support to other teachers. ● Support students and teachers within the virtual classroom, meet with students individually or in small groups, and provide check-ins.
Food Service & Distribution	
<u>Meals</u> ● Develop cafeteria procedures for student meal distribution	**Business Administrator, Cafeteria Manager/Nutri-Serve Representative** ● Grab and Go breakfast and lunch will be available to all students who pre-order (when able). ● Weekly pickup at multiple schools, developed through schedules. ● Food pickup procedures will be disseminated to all families via Remind, global phone calls, posted on school websites, and via email.

● Delivery Assistance	● SRO will coordinate with Volunteers of America to deliver food to families without transportation.
Social Emotional Learning (SEL) and School Culture and Climate	
<u>Student and Educator Well-Being</u> ● Support Educator & Student Well-Being	**Building Principals, Guidance & CST Directors, Student Support Services** ● Afternoon and evening student check-ins with counselors. ● Guidance counselors, social workers, nurses, school psychologists, and the administrative team will work together to provide supportive activities and resources for staff and students. ● Create a resource list for mindfulness practices in the classroom as well as continuing to hold morning meetings within the virtual environment.
<u>Utilizing the Strengths of Staff</u> ● School Leaders ● Student Support Staff ● Teachers	● Under the direction of building and district administrators, the school guidance counselors, social workers, nurses, school psychologists, administrative team, and teaching staff will work together to create a priority list for weekly check-ins for students and families. This will include academic support and encouragement, as well as family and individual physical and emotional needs. ● Instructional aides will be utilized to support students by being part of the check-in team to support academic needs to assist the teachers. ● The school nurse, guidance counselors, mental health counselor, social workers, and psychologists will work to support SEL lesson virtual classrooms providing models for teachers to use. The Assistant Superintendent will also assist by determining opportunities within academic lessons to further support the NJSLS.

Multi-Tiered System of Supports (MTSS)	
<u>MTSS</u> ● Universal Screening/Data-based Decision Making ● Family Engagement	**Building Principals, , Director of Special Services, Director of Guidance, Student Support Services Personnel, Building-based Specialists** ● Screening tools in ELA & Math (Star Literacy & Math, IXL, NWEA) will be used to gather data to inform instruction, provide support, and target remediation. ● Additional data (benchmark, grades, anecdotal notes, summer program work) will be used to inform instruction and intervention decisions. Use of RTI staff, classroom teachers, Assistant Superintendent, building administration, and I&RS teams will work collaboratively in this area. Principals will schedule virtual I&RS and RTI meetings with grade level staff. ● Families will be included in the decision making process relative to the experience of previous remote learning through surveys and town hall meetings. This will assist with the interventions implemented. ● Families will be contacted by school personnel (teacher, guidance counselor, CST) by email and/or phone if students are not participating in online instruction or are struggling with the virtual environment.
Wraparound Supports	
<u>Whole Community</u> ● Mental/Physical Health Supports	**Building Principals, Director of Special Services, Nurses, Certificated Staff** ● Staff will work together to provide emotional and academic support to students and families as needed. ● Resources for students and families will be available (virtual portal, hard copies, supplies...). ● Checking in with students and parents via email, phone, or Google Meets.

● Family Engagement	● Ensuring that families have access to health, dental and vision care by working with local community organizations to provide support. ● Professional Development will be provided in consultation with the Guidance Director and Mental Health Specialists specific to culturally responsive teaching and learning, socio-emotional learning, and trauma-informed teaching for students affected by forced migration from their home country, ● Create parent tutorials and online resource libraries for remote learning materials so parents can better support students' learning needs. ● Positive reinforcement & clear expectations weekly through the principal communications. ● School guidance counselors, district social workers, mental health counselors, and school psychologists, along with the school nurse and teachers, will work together to provide emotional and academic support to students and families as needed. ○ Resources include NJ Family Care, NJSNAP, NJ Helps, local food banks, community agencies, hospitals, clinics, Camden County Dept of Health, DCP&P, PHPD...
● Academic Enrichment/Expanded After-School Learning	● Project Success after school tutoring will transition to remote learning in the evening based on feedback from last year. ● Daily Check-ins with counselors may move to the evening to adjust to family schedules. ● Multi-tiered systems of support will be provided during the afternoon- providing Tier Three intervention support in ELA and math. ● Clubs and activities will be encouraged to meet remotely.
● Guidance Staff	● Counselors will meet with students or classes (large groups, online, provide lessons) throughout the morning.

• Community Programming	• During the afternoons or evenings, time is flexible and convenient for staff and students; check-in with families and students via email, phone and/or Google Meets. • Attend team, RTI, department or other district required meetings- as scheduled by building leadership. • The Camden County College 21st Century STEM Scholars program partners with Overbrook High School to provide after school and summer programming. The program is designed to incorporate academic support and extracurricular activities that include project-based learning, college and career experiences, college credit courses, social/emotional exercises and discussions, art and cultural experiences, and physical education that support the students' personal, academic, and career goals. Programming is delivered via virtual sessions during remote learning. • The District coordinates with various social service partners to share family needs in cases where other family supports are necessary to stabilize the family and student. Information is provided to the family for resources and is shared with services with family permission. Communications and direct contact including virtual sessions continue during remote learning.

Operations
Operational Requirements • Prepare Buildings and Grounds	**Superintendent, Supervisor of Buildings & Grounds, Business Administrator** • All cleaning routines have been reviewed and policies have been updated to stay consistent with CDC and local, state and federal guidelines and will continue during remote/virtual learning periods. • The Supervisor of Buildings & Grounds, will continue to adapt to the situation and disseminate the information to the operations staff and administration.

● Clear Communication Protocols ● Key Considerations re: Policy and Practice Changes ● Transportation	● Communication protocols are established in conjunction with the County Dept. of Health. Nurses will be in contact with the Health Department, the school physician, building and district administration, parents and staff on an as-needed basis, as outlined by the Camden County Department of Health. ● The district will follow guidance from the NJDOE, County Office of Education, and Strauss Esmay. ● Transportations will be utilized as needed depending on the situation and needs of the district and families.
Educator Roles Related to School Technology Needs	
<u>Preparation</u> ● Support ● Access & Devices	**Technology Coordinator, IT Staff, Building Principals, Secretarial Staff** ● Help Ticket System will be used for reporting tech problems for staff, students, families; will be routed to the appropriate staff. ● Use of data from 2024-2025 to determine access and needs. A comprehensive data system has been created to log and monitor devices already deployed. Additional outreach to verify needs of individual students and families will be completed by building secretaries. ● Families will be surveyed to see if any additional tech devices are needed. ● All students will have access to devices. Loaner devices will be available. ● Review login information with students and parents using training videos, online resources located on the school websites, and hold Google Meets to answer parent questions about devices, apps, and other programs used for instructional purposes.

Support
    ● Connectivity
 	
    ● Repairs
	● Student Support Services personnel will check in with families who may need Internet support.
	● Families will be surveyed to determine Internet access.
	
	● Implement the procedure for Chromebook technicians to repair and return student devices. The procedure will be posted on the district website and shared with parents via building Remind accounts.