



# **Pillar Schools**

2024-2025

Emergency Virtual or Remote  
Instruction Plan

## **INTRODUCTION**

Pillar Schools recognizes the importance of continuing to educate its students in the event of a transition to virtual/remote instruction when a declared public health emergency results in a district closing.

## **MANDATED CAMPUS CLOSURE**

In the event Pillar Schools are required to switch to virtual/remote instruction, during a declared public health emergency, based on guidance and direction from the New Jersey Department of Education, Pillar Schools will inform families of their student's daily schedule.

Remote learning will begin on the next full school day after administration is directed to close the campus.

A list of essential employees have been identified and will be provided to the county office when virtual instruction is necessitated.

## **EQUITABLE ACCESS STATEMENT**

Pillar Schools and the Department of Education/Student Services shall work to ensure Pillar School students' needs for achieving equity in educational programs that includes a cohesive set of policies, programs, and practices that ensure high expectations and positive achievement patterns and equal access to education opportunity for all learners.

## **DELIVERY OF INSTRUCTION**

A survey will be sent to families to determine the technology that is available within their homes and any additional technological needs. If a household does not have access to a computer/tablet, Pillar Schools will provide an iPad with the appropriate apps/software to participate in instruction. A continued effort will be made to provide internet access to students who do not currently have access. Pillar Schools have designated staff members and the agency's IT department to offer remote support to families to work through technical issues. All of our teachers, therapists, related service providers and educational staff either have a laptop and/or an iPad. All of the educational staff have had trainings on both Zoom and Microsoft Teams. All students have been assigned a Pillar School Google email account and password for Microsoft Team assignment and virtual meeting access. Additionally, supplementary paper materials will be mailed to students as needed.

Students will be offered the opportunity to participate in instruction between the hours of 9AM and 4PM. Instructional time is based on a tailored schedule based on each classroom's collective needs. Teachers, teacher's assistants and 1:1 aides will be available daily for personal instruction outside of the synchronous lessons and are available for individual consultation with the student and family. The classroom staff will reach out to families through their preferred communication method to get regular updates from parents and caregivers so that virtual instruction can be further tailored to the student's individual academic needs.

## **ASSESSMENT DURING REMOTE INSTRUCTION**

Assessments of remote student learning will be determined to the greatest extent possible through participation and performance in synchronous lessons and parent reports.

- For asynchronous activities assessment is determined through teacher's observation, teacher's review of turned in assignments, parent report and progress toward IEP goals during the remote instruction period.
- Staff will participate in IEP meetings as requested by sending school districts. Meetings will be conducted via a virtual meeting platform (e.g., Zoom, Teams, Google Meet).

## **MEALS DURING A MANDATED VIRTUAL/REMOTE INSTRUCTION PERIOD**

- Meals will continue to be offered to students during mandated closure.
- Parents and caregivers will let school administration know if they are interested in picking up boxed meals.

## **ATTENDANCE**

Attendance is considered on an individualized basis. While we hope and expect that student's will logon and complete both synchronous and asynchronous instructional opportunities, we recognize that some families are not available during instructional hours due to work and other commitments. In addition, some students are residing in long term care facilities and have inconsistent access to parties responsible to assist with schoolwork.

Students are considered present when parents or caregivers have acknowledged receipt of instructional materials and communicate that activities are being completed (via e-mail, telephone call, or chat). Students are also considered present when they participate in synchronous lessons or related services. If assignments are turned in or marked as viewed within the virtual platforms a student is considered present.

Pillar Schools have worked closely with families to determine the delivery of instruction that best meets individual needs. This includes but is not limited to daily e-mails, virtual chats, mailing instructional materials to students' homes and offering individual consultations at times that are best suited for families.

Any significant lapses in attendance will be reported to the student's sending district through a required 5-day absence letter which will be sent to the student's case manager via e-mail. We will work in conjunction with the student's family and

sending district to determine if these lapses in attendance should influence promotion, retention, or graduation.

### **PILLAR SCHOOLS STAFF EXPECTATIONS**

During remote/virtual instruction staff should follow these guidelines:

- Teachers and 1:1 assistants are responsible to support students assigned to them for the current school year.
- Teachers will check and respond daily to parents' emails and telephone calls.
- Teachers and therapists will provide feedback as appropriate to parents and students.
- Teachers will provide online live lessons that will be differentiated and age appropriate for individual students.
- Teachers will prepare home assignments packets to be sent via email to parents or mail hard copies as needed.
- Collaborate with other service providers and subject related teachers as needed for consistency and to meet student's needs.
- Teachers will provide a subject area recorded video lesson each week that will be sent to each student via email. Students are able to view these recorded lessons at a convenient time.
- Materials are to be uploaded in MS Teams, sent via email, or sent through regular mail upon requests of the parents.
- Lessons will be based on student's IEP goals and adhere to NJ Common Core Standards.
- IEP goals will be addressed.
- All teachers and staff will be available between 9:00am to 4:00pm via email or telephone contact.
- Parents will be contacted if student is not present or participating in class to determine and overcome any barriers to participation during virtual/remote instruction.

### **IMPLEMENTATION STRATEGY**

Pillar Schools will continue to communicate frequently with parents, case managers and families via e-mail, and through Microsoft Teams or Zoom. We believe that clear and consistent communications with stakeholders are vital to successful implementation.

### **ACCESS TO TECHNOLOGY**

During a period of remote/virtual instruction, technology will be required to

ensure the continuity of instruction. The district will use Zoom, Microsoft Teams, e-mail, videos, and any additional platform available to ensure the delivery of instruction for students.

- Assignments will be posted in the MS Teams student assignment folder for student access.
- Recorded content lesson videos will be accessed by students via emailed links.
- Students will submit assignments via MS Teams.
- Teachers will observe student's participation during live lessons.
- Staff members should bring home their needed teaching materials, school loaned devices, with charging cable in case the need for remote/virtual instruction occurs.
- Students/Families will be provided with devices to access instruction if needed.
- Households in need of assistance will be provided resources and guidance to gain Internet access for instruction.
- Pillar Schools have worked closely with families to determine the delivery of instruction that best meets individual needs. This includes but is not limited to daily e-mails, virtual chats, mailing instructional materials to students' homes and individual consultations.

Continued communication with student's sending districts during a health-related school closure is imperative and is being guided by our school's emergency preparedness plan to meet the needs of the students in a manner that is consistent with the student's Individualized Education Program (IEP) and Mandated Tuition Contract to the most appropriate extent possible.

Pillar School students are given access to Zoom, Microsoft Teams, a virtual learning platform, where they can connect with their teachers, classmates, and related service providers. Students are provided with at least two opportunities for daily synchronous (live) class offerings as well as daily asynchronous (unscheduled) activities in-line with grade appropriate CCCS that address the core subjects (Math, Language Arts, Social Studies, and Science). Classes are also recorded and available on Microsoft Teams for those students who are not able to access live class offerings during the scheduled time. Students will also be offered virtual opportunities to participate in adapted PE, music and enrichment opportunities included but not limited to library, cooking, and art.

### **STUDENTS WITH DISABILITIES EDUCATION PLAN**

It is imperative that Pillar Schools provide an appropriate education for each Special Education student during a period of virtual/remote instruction. We will meet the requirements for teacher-student contact time through direct communication with teachers, 1:1 assistants and therapists. Student progress will

be monitored, and feedback provided online and through direct contact by teachers and therapists on a daily basis.

### **COMMUNITY PROGRAMMING, RELATED SERVICES SPEECH, OCCUPATIONAL AND PHYSICAL THERAPIES**

Community programming will be considered and offered when possible and considered safe. Related Services will continue to be provided with the mandated frequency within each student's IEP. This includes physical therapy, occupational therapy, and speech therapy. In the event that virtual therapy is permitted, families will be offered virtual instruction and will follow an agreed upon frequency and format for therapy sessions. Contact will continue to be offered at the frequency and duration in a student's IEP. Modes of contact will include video chat, phone calls, pre-recorded activities, e-mails, text-based chat with specific activities and/or links to online resources.

To the greatest extent possible assistive technology and augmentative and alternative communication equipment that has been listed within the student's IEP will be either sent home with the student upon the school closure or mailed to the child's home.

Physiatry Clinics to support clinic evaluation pertaining to equipment needs will continue to be facilitated through tele-med appointments. The durable medical equipment department will work closely with families to support the student's needs and procure equipment and orthotics remotely.

All one-to-one aides will continue to support individual students, as per the IEP and district contracts. They will continue to function under the supervision of the classroom teacher and participate in synchronous educational and related services activities as appropriate. One-to-one aides will be available via Microsoft Teams and via telephone to support the students in learning throughout the duration of their school day. They will assist in presenting materials, providing accommodations, and demonstrating strategies for students to work on assignments. One-to-one aides will continue to assist in developing materials for individual students to address IEP goals.

Related therapy sessions and relevant communication with families will be logged within the designated Student Information System. Information documented includes but is not limited to type of communication, length of interaction, activities and materials used, IEP goals being addressed, and student performance.

### **SCHOOL SOCIAL WORKER AND BCBA**

School social worker and BCBA will remain available for consultation with families and to collaborate with staff members and classroom teams as needed.

Social worker will be available to address the social/emotional needs of students and staff.

## **NURSING**

The nursing department will contact families on a weekly basis to help address and record any medical concerns. Nurses will return students' daily medications if needed by the family. Nurses are also included on team meetings so that they may collaborate with teachers and related service providers to help or get additional information related to student health.

## **IEP Meetings**

IEP meetings will continue to be scheduled as initiated by sending school districts. These meetings are being conducted via video chat platforms (e.g., Zoom, MS Teams) or via a telephone conference line. Supporting documents will be sent via e-mail to case managers ahead of time to be included in the final IEP documents. When requested by sending school districts, documents will be signed by touchscreen technology or with scanned/e-mailed documents.

## **ENGLISH LANGUAGE LEARNER**

Students who are English Language Learners, or who have families who require translation will be provided with a designated staff member to translate for synchronous instructional time as well as related services sessions. In addition, written communication with families will be offered in both English and preferred alternate languages. These families will be encouraged to contact these staff members to communicate any issues regarding social or behavioral concerns. Translators will be provided for IEPs and meetings with district representatives. English Language Learners are also provided instructional materials that are geared toward their needs. This will occur in consultation with the classroom teacher and the speech language pathologist. Small classroom size and individualization of content and instruction will allow teachers the ability to tailor lessons for each child's needs, making appropriate accommodations for each student including those who are ESL/ELL. These students will be provided with classroom written materials that include both English and their native language in being responsive to cultural differences.

## **FACILITIES**

Maintenance responsibilities during school closure:

- Clean, sanitize, and disinfect frequently surfaces.
- Ensure that ventilation systems operate properly.
- Take steps to ensure that all water systems and features (for example, drinking fountains, decorative fountains) are safe to use after a prolonged facility shutdown to minimize the risk of diseases associated with water.
- Maintain all school vehicles.

## **ATHLETICS AND EXTRACURRICULAR ACTIVITIES**

Unless otherwise directed by the Department of Education/Department of Health, in the event of a health-related closure, all athletic events and extracurricular activities will be canceled.

During virtual/remote instruction transportation will be cancelled and vehicles will be maintained by staff.

## **CONTINUITY OF COMMUNICATION**

Information will be communicated to the school community directly to all stakeholders through the Honeywell alert system and Pillar school email.

## **REQUIREMENTS SPECIFIC TO APSSDs:**

- The Pillar Schools will share their plan with sending districts once it has been approved by the county office.
- Pillar Schools will continue to follow all APSSD guidelines
- A list of essential employees are identified and will be provided to the county office at the time of transition to remote or virtual instruction.