Achievers Early College Prep Charter School

Remote Learning Plan

2025-2026

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INTRODUCTION

In 2021, Governor Murphy issued an executive order that became law for the continuity of instruction in the event of a public-health related district closure so that LEAs can utilize virtual or remote learning to satisfy the required 180 days of instruction. To provide transparency and ensure that New Jersey students continue to receive high quality, standards-based instruction, AchieversECP will continue to submit annually its proposed program for virtual or remote instruction (Plan) to the New Jersey Commissioner of Education.

Each school district will implement its plan during a closure lasting more than three consecutive school days due to a declared state of emergency, a public health emergency, or a directive by the appropriate health agency or officer to institute a public health‑related closure. Achievers Early College Prep Charter School presents in this document a plan to ensure the continuity of instruction so that the district can use remote schooling to satisfy the 180‑day requirement pursuant to *N.J.S.A 18A:7F‑9*.

While our school board and administrative team firmly believe that in-person teaching and learning is irreplaceable, this plan ensures that meaningful remote learning experiences will be provided through online instruction, project-based learning, and other engaging opportunities. It also outlines how the school will support students by distributing meals, delivering special education services, and providing English as a Second Language (ESL) support to eligible students.

Equitable Access and opportunity to Instruction for All Students

Principles/Commitments that shall guide our school district's efforts include these:

- **AchieversECP** program of virtual or remote instruction implemented for the general education students will provide the same educational opportunities to students with disabilities.
- **AchieversECP will embrace the health, safety, and well‑being of our students, their families,** and our staff members and employees. (To this end, our district will arrange for families of eligible students to receive meals, either through pick‑up or delivery procedures.)
- **Special Education and Related services**, including speech language services, counseling services, physical therapy, occupational therapy, and behavioral services, may be delivered to students with disabilities with electronic communication or virtual or online platform and as required by the student's Individualized Education Program (IEP), to the greatest extent practicable.
- **Address issues of equity and ease of access to communications and resources.** To support this effort, our school has provided electronic devices to all students and internet hotspots to families lacking reliable internet or Wi-Fi access.
- **AchieversECP staff will post information and assignments, class announcements, as well as instruction and feedback through Google Classroom**. Zoom and Google Meet will be used as main interaction platforms. School emails will be used as a main mode of communication between students and educators. Educational activities and resources will be differentiated to meet the learning needs of all students in the specific grade level or department.

Accommodate the learning needs of all students.

Unless compelling circumstances require a change, remote schooling will follow the same instructional hours as a typical in-person school day. This approach is designed to maximize student learning and growth to the greatest extent possible.

IEP Implementation of Accommodations and Modifications

AchieversECP outlines methods for documenting IEP implementation, including tracking services, monitoring student progress, and ensuring the provision of accommodations and modifications. This process involves collaboration among teachers, Child Study Team members, parents, and external stakeholders (when applicable) to support the progress of students with IEPs. Documentation occurs in various formats, including but not limited to the following:

- **I-Ready** (school wide intervention Math and Reading Program)
- **Intervention classes**

  ○ Math Intervention: 5x a week

  ○ Homogeneous Grouping: by tier from MAP

- **Lexia Reading** (Tier 4 intervention)
- **In-Class Supports**: Co-teaching, Teaching Assistant, Para Support

Virtual or Remote School Schedules

- **School Hours**: **Regular School Day**

  ○ Middle School 7: 30 a.m. ‐ 3:45 p.m.

  ○ High School 7:30 a.m. ‐ 3:30 p.m.

- **School Hours**: **Reduced School Day**

  ○ Middle School 7: 30 a.m. ‐ 12:50 p.m.

  ○ High School 7:30 a.m. ‐ 12:50 p.m.

Full Day In-Person Instruction Model

All students will participate in scheduled in-person instruction unless they are required to quarantine due to COVID-19. Quarantined students will receive virtual instruction that is equivalent in quality and content to in-person learning.

Full Day Virtual or Remote Instruction Model

Virtual learning model for 100% of students would include scheduled synchronous learning, live interaction with teachers, and mandatory participation times. This model would be implemented as a last resort due to health and safety concerns.

Hybrid Instruction Model

- Based on guidance from New Jersey Department of Health and the Trenton Department of Health, hybrid instruction could include the following:

  ○ 1⁄2 day in-person and 1⁄2 day virtual learning for all students or cohorts of students

  ○ Cohort model for in-person and virtual learning on a daily or weekly basis

- This document first outlines our plan for individual students who may need to transition to remote-only learning. It then addresses scenarios in which entire classrooms may shift to a remote format. Finally, it details our remote learning model and how it applies to both the middle school and the high school.

Scenario I: Individuals on Remote‑Only Schooling

1. Student Status

2. Quarantined Students

Quarantined students are those who:

- o Test positive for covid.
- o Are identified as close contacts of someone who has tested positive.
- o Are symptomatic and awaiting results of a covid test.
- o Exhibit covid‑19 symptoms but have not been tested.
- o Are siblings of symptomatic students who are excluded from school, pending a negative covid test.

PROTOCOL:

● For up to three days, teachers shall send home all classroom work and assignments (either via electronic transmission or via parent or sibling pick‑up).

● Beginning on or before the fourth day, teachers shall provide electronic access to their classrooms, typically via Zoom.

● The principal shall inform parents that teachers will continue to teach to the children in front of them; teachers will not attend directly to the screen.

● At some time, subsequent to their lessons but preferably during the same day, teachers will reach out directly to remotely schooled students to answer any questions they may have.

Non‑Quarantined Students

● Students who are absent for reasons unrelated to covid or its regulations shall be ineligible for remote‑schooling arrangements.

● As during pre‑covid times, students who are absent for:

○ Short-term periods of fewer than 11 days shall receive from their teachers all classroom work and assignments (either via electronic transmission or via parent or sibling pick‑up).

○ Long‑term periods exceeding ten days shall be eligible for home instruction accommodations according to district policy and regulations.

DISTRICT GUIDELINES

Student Attendance

○ **All attendance will be recorded in PowerSchool.** During remote learning, students must be present in the Zoom session to be marked as present. Teachers will contact the parent/guardians

when attendance issues are a concern. If attendance concerns continue, teachers should contact the school counselor and then the school principal.

School officials shall mark quarantined students as "Present." This designation will preserve the family's privacy, as it avoids noting if it is the child who has covid or if the youngster is living with a family member who has covid or if the family has just returned from travel.

○ For students who are absent but are not in quarantine, teachers shall mark them "Absent.

o Parents will receive daily phone calls of students who are not participating and request the reason. Parents will automatically receive a call and letter when their student is absent.

TECHNOLOGY AND CONNECTIVITY

○ **AchieversECP** will ensure that every student has access to a device and internet connection and prioritize the provision of technology to students that are otherwise without access.

○ **AchieversECP** will continue to consider the technological needs of all students, including those with learning disabilities, assistive technology needs, and language barriers. Additionally, we will consider the needs associated with deployment of necessary technology, including student and parent training and acceptable use of policy implementation.

○ **AchieversECP** will also ensure that staff have all necessary resources including devices and internet connectivity to deliver virtual synchronous instruction. If permitted, AECP will provide building access for staff to connect students to live instruction if students are learning virtually.

PROGRAM COMMITMENT TO MEASURE STUDENT GROWTH AND LEARNING

● **AchieversECP** will continuously measure student growth and learning in a virtual or remote instructional environment through various forms of assessments. There assessments include but are not limited to the following:

○ Homework, Interim Assessments, quizzes, Do Nows, Exit Tickets, surveys, questionnaires, and Project-based assessments & projects (Individual, Whole School, Entire District on Hybrid or Remote Only Schooling)

● AchieversECP will provide credit recovery opportunities for middle and high school students who are at risk of course failure or have missed instructional time due to extended absences or disengagement during remote learning.

● **Instruction**

○ All classroom instruction is SYNCHRONOUS and LIVE, via Zoom/Google Meet. Asynchronous learning opportunities may be used after the direct instruction portion of the lesson.

TEACHER RESPONSIBILITIES

Teachers shall:

○ Post assignments in Google Classroom. Assignments will be updated daily along with any other relevant information so that, if students must quarantine (or are absent for other reasons), the students will have information and materials readily available for their learning.

○ Confirm that quarantined students have home access to *Zoom*. Follow up for students who need such support.

○ Provide instruction via *Zoom* using Google Classroom as their primary Learning‑Management System.

○ Respond to parents' or caregivers' questions, conveyed via e‑mail, telephone calls, or texts, in a timely manner. Teachers shall not respond to parents' or caregivers' inquiries during instructional time.

TEACHER AIDE RESPONSIBILITIES

Paraprofessionals shall:

- o Keep abreast of the information on group messaging, school email, and Real Time (SIS) notifications so that they'll understand what the teacher's plans are.
- o Under the teachers' direction, provide instructional or other support via *Zoom*, using *Google Classroom* as their primary *Learning‑Management System.*
- o In a timely manner, direct parents', or caregivers' questions, to converse via e‑m ail, telephone calls, or texts, to the teachers with whom they work. As is typical practice, aides shall not respond to parents' or caregivers' inquiries.

STUDENT RESPONSIBILITIES

Students shall:

- o Arrive to class sessions on time.
- o Always keep screens on unless students or their parents have made other arrangements with teachers.
- o Engage only in behaviors that are respectful to instructors and peers and that conform to appropriate expectations and codes of conduct.
- o Forgo recording sessions without expressed permission from teachers.
- o If they are enrolled in AchieversECP H.S., continue to submit their personal *Return Safe* medical status daily.

PARENT/CAREGIVER RESPONSIBILITIES

Parents and/or caregivers shall:

- o Ensure that students arrive to all sessions on time.
- o Encourage students to keep their screens on continuously unless teachers have made specific arrangements with students or their parents.
- o Allow students to do their own work. Students' responses allow teachers to know what children have learned and what may require more instruction. Parental or caregiver intercession in the process interferes with the normal instruction/learning assessment cycle.
- o Avoid interacting with teachers or students during sessions. Reach out separately to teachers by e‑mail telephone (to the school), or text if communication is necessary.
- o Avoid recording classroom sessions or parts thereof without formal written permission from all participants teachers and parents of all students. Recording sessions without documented permission violates participant's privacy rights.
- o Continue to submit their children's *Return Safe* medical status daily.

HOME INSTRUCTORS

Our Board of Trustees will pre-approve all teachers as home instructors to ensure we are prepared to provide instruction to quarantined students or those absent for medical reasons. This proactive approach allows the district to quickly identify and assign available staff, streamlining the home instruction process.

RETURNING TO IN-PERSON SCHOOLING

Once quarantined students are cleared to return according to district guidelines, they may resume in-person attendance after submitting the required documentation to the school nurse.

Scenario II: Classes, Whole School or the Entire District on Remote‑Only Schooling

Decision Making Guidelines:

o   The Lead Person, in consultation with the schools' physician, the municipality's health officer, the schools' director of student services, and the relevant school's principal and school nurse, shall consider the following factors in making decisions to move individual classes to remote‑only learning.

Primary factors shall be assessments based on:

o   The community's and the school's ability to stay ahead of contact tracing or uncontrolled spread.
o   Our community's covid‑transmission rate, as noted in the *Covid‑19 Activity‑Level Index* (*CALI*) score of the NJ Department of Health (D.O.H.): https://www.nj.gov/health/cd/statistics/covid/.
o   The burden placed on the community's health‑care capacity.
o   The social and emotional well‑being of students and/or staff members.

Secondary factors shall include the following metrics (upon the recommendations of the state):

o   When one‑third (33%) of a class enrollment is on quarantine (based on the requirements noted on page 1 of this document), the school nurse shall inform the principal who'll share the information with the school leader.
o   The school leader, Director of Student Services, Transportation Coordinator, and Food Services Manager will collaborate to engage in proactive planning.
o   Convene a meeting of all the teachers and aides of the affected class to plan for the possibility of all‑remote schooling.
o   When more than half (50%) of a Classrooms school's class enrollment is on quarantine, the Lead Person, in consultation with the director of student services, the schools' physician, and appropriate municipal health officials, shall make the decision to place an entire class on remote‑only schooling.

Decisions to Place Entire District on Remote‑Only Schooling

o   The lead person, in consultation with the leadership team, the school physician, the municipal health officer, school principals, and others, shall monitor relevant factors: ○ A class's covid‑related status, *i.e.*, when more than half (above 50%) of class members (adults and students) have received clearance, based on guidelines to return to in‑person schooling.
o   Our community's covid‑transmission rate, as noted in the *Covid‑19 Activity‑Level Index* (*CALI*) score of the NJ Department of Health (D.O.H.): https://www.nj.gov/health/cd/statistics/covid/
o   The ability of the community's health care system to manage the burden of infections. ○ The social and emotional well‑being of students and/or staff members.

o The Lead Person shall determine return dates based on the ability of appropriate departments—food services, transportation—to have their operations in place.

ESSENTIAL EMPLOYEES

AchieversECP identifies the following staff members as essential in the event of a transition to remote or virtual instruction.

o **Teachers**: All teachers will be required to be available during their regular contracted hours to teach students their designated subjects and to offer support as needed
o **Admin**: All admin will be required to be available during their regular contracted hours to support teachers in the form of virtual coaching, instructional guidance and any other instructional support needed.
o **Ops Admin Team**: Our operational team will be required to work mostly from the school. They (include the nurse, office administrators, attendance counselor) will be required to support lunch services (on days they are handing out food) as well as attendance support, ensuring all students log-in to ZOOM remotely.
o **Ops Building Management Team**: All operational building managers will be required to work in the school to clean and disinfect (as required) to ensure routine cleanliness.

PROVIDING MEALS

The Operations Director will oversee the implementation of plans to ensure that all students participating in remote-only instruction receive the meals they would have been provided during in-person learning. These plans are documented and maintained in the offices of the Food Services Manager, Transportation Director, Business Administrator, and the Assistant Lead Person for Curriculum and Instruction.

FACILITIES PLAN

 AchieversECP will follow the steps listed below to ensure that the building is maintained throughout an extended period of closure:

■ **Step 1:** The school will determine what areas need to be cleaned, how these spaces will be disinfected, and the equipment and resources required. We will choose appropriate cleaning and disinfecting products as well as PPE.

■ **Step 2:** The second step will be to implement the plan to clean and disinfect, following rules for using specific products.

■ **Step 3:** Ongoing communication is essential for the effective execution of our plan. Regular check-ins with teachers, students, and parents will be conducted to assess what is working and identify areas needing improvement. Given the fluid nature of the situation, processes may need to be revised frequently in response to evolving federal, state, and local regulations. To stay aligned with these changes, we will ensure that a designated staff member maintains consistent communication with the appropriate regulatory authorities.

DECISION TO RETURN TO IN PERSON SCHOOLING

The Centers for Disease Control and Prevention (C.D.C.) in its publication, *Operational Strategy for K‑12 Schools through Phased Prevention*, suggests the following priorities with regard to schooling:

o "K12 schools should be the last settings to close after all other prevention measures in the community have been employed, and the first to reopen when they can do so safely."

    o   "In person instruction should be prioritized over extracurricular activities, including sports and school events, to minimize risk of transmission in schools and protect in‑person learning. . . ." ○ "Lower susceptibility and incidence among younger children compared to teenagers suggests that younger students (for example, Classrooms school students) are likely to have less risk of in‑school transmission due to in‑person learning than older student s (middle schools and high schools) . . . ."

    o   "Schools should consider prioritizing in‑person instruction for students with disabilities who require special education and related services directly provided in school environments, as well as other students who may benefit from receiving essential instruction in a school setting."

COMMUNICATING THE DECISION

○ The Lead Person and/or her designees, such as school principals, school nurses, and/or the public information officer, shall communicate school decisions via a range of channels, possibly including telephone calls, text messages, email blasts, postings on district and school websites, and other means to all relevant stakeholders, including, but not necessarily limited to:

- The families of all children in the class
- Municipal health officials
- School Physician
- Chair of the Board of Trustees
- Transportation Coordinator
- Food Services Director
- All district employees
- All district families

Scenario III: Provisions for Special Education and Related Services for Students with Disabilities and Services Supporting English Language Learners (ELLs)

Special Education

Every child and adolescent with a disability is entitled to a free and appropriate education including special education services based on their Individualized Education Program (IEP). Students receiving special education may be more negatively affected by distant-learning and may be disproportionately impacted by interruptions in regular education. It may not be feasible, depending on the needs of the individual child and adolescent, to adhere both to distancing guidelines and the criteria outlined in a specific IEP. Attempts to meet physical distancing guidelines and the needs of the individual child may require creative solutions, often on a case-by-case basis.

Ensuring the Delivery of Special Education and Related Services to Students with Disabilities

Understanding the Federal Individuals with Disabilities Education Act (IDEA) and New Jersey state special education regulations, students with disabilities are entitled to special education and related services, such as accommodations and modifications to instruction, speech-language services, occupational therapy (OT), physical therapy (PT), and counseling. Since the onset of virtual instruction, the NJDOE engaged a variety of stakeholders, including educators, related services providers, and advocacy groups to gain insight, share best practices, and consider policies to support districts in providing services to students with disabilities in virtual learning environments.

Consistent with guidance from the United States Department of Education (USDE), AchieversECP must continue to meet our obligation to students with disabilities to the greatest extent possible.

- THE NJDOE will continue to update school districts and receive schools with any additional guidance from the USDE on implementation of IDEA. Specific strategies and considerations for students with disabilities must be critical points of discussion for every return- to-school scenario. The NJDOE recommends that school districts consider the following when addressing the education of students with disabilities for the relative year.
- Procedures to address the return to school of medically fragile students and students with physical or health impairments who may require accommodations and modifications as part of a 504 plan.
- AchieversECP will continue to communicate frequently with the families of students with significant medical risk factors to determine if additional precautions or unique measures are necessary prior to a student's return to school.

IEP Team Responsibilities

- The special education case manager is responsible for ensuring that all services and supports outlined in a student's Individualized Education Program (IEP) are properly implemented. The case manager also serves as a liaison between the student's teachers and parents to support effective communication and collaboration.
- The case manager will therefore follow-up with families to ensure services are implemented in accordance with IEPs to the greatest extent possible.
- The case manager will also ensure that the IEP team will meet as often as possible to discuss student challenges and determine the next steps in ensuring the well-being of their students.
- The IEP team will review student data/student progress to determine whether critical skills were lost during the period in which virtual instruction was being provided to students and determine the need for additional services to address learning loss.
- The IEP team will consider the impact of missed services on student progress towards meeting IEP goals and objectives and determine if additional or compensatory services are needed to address regression and recoupment of skills within a reasonable length of time.
- The IEP teams will develop procedures to complete overdue and/or incomplete evaluations to determine eligibility for special education services.
- When conducting an IEP meeting, the case manager will (1) Ensure all evaluations are updated, prior to creating IEP (2) Create SMART IEP goals, (3) Use data reach documents to support goals and findings (4) Include the input of Teachers, Students and Parents, (5) Ensure that all members follow the plan closely.
- The use of school guidance department staff and child study team personnel to identify students whose postsecondary plans may have been adversely affected by the COVID-19 pandemic and provide support, resources, and assistance, which may include facilitating connections to community organizations, scholarship programs, country, state, and federal opportunities to access support.
- Clear communication to parents/guardians of the procedures for student referrals and evaluation to determine the eligibility for special education and related services or a 504 Plan as required by federal and state law, will occur.

English Language Learners

English Language Learners (ELLs) are entitled to support and services for their literacy and language acquisition development from their English as a Second Language (ESL) teachers as well as their

classrooms and/or subject area teachers. These supports and services include authentic, immersive literacy experience in their target language and their native language as well as explicit, skills-based instruction in the four language domains: reading, writing, listening, and speaking through a high-intensity instruction model. In addition, because the ability to communicate does not start, nor does it end, with language acquisition and because communication is inextricably linked to culture, ELLs gain an awareness of and appreciation and respect for the multiplicity of cultures represented in the ESL classroom and the wider school population.

To effectively support English Language Learners (ELLs), AchieversECP recognizes the importance of integrating a Social Emotional Learning (SEL) approach into our ESL program. ELLs arrive with a wide range of experiences, developmental stages, academic abilities, and educational backgrounds. We prioritize the training of teachers, administrators, and counselors in culturally responsive teaching practices and SEL strategies that benefit all students. Additionally, specialized staff such as our social worker—are equipped to provide trauma-informed support for students who have experienced forced migration or other forms of trauma. Training and trauma informed practices is ongoing and inclusive of all staff..

ESL Delivery of Virtual Instruction:

- ESL instruction in all grades will be delivered in a blended model that includes synchronous and asynchronous learning opportunities.
- Daily materials include specific assignments for students, as well as time for independent practice of skills and/or strategies introduced, will be included.
- Asynchronous learning experiences are crafted to advance student learning that is aligned with grade-level specific New Jersey Student Learning Standards. Teachers can view student work in "real time" as well as to receive student work for review, and to provide feedback in a timely manner.
- ESL teachers will use Zoom/Google Meet to provide assignments to students and to offer individual, group, and in some cases, peer feedback. Teachers can view student work in "real time" as well as to receive student work for review, and to provide feedback in a timely manner.
- ESL teachers will consistently communicate with families of ELLs including providing translation materials, interpretative services, and literacy level appropriate information.