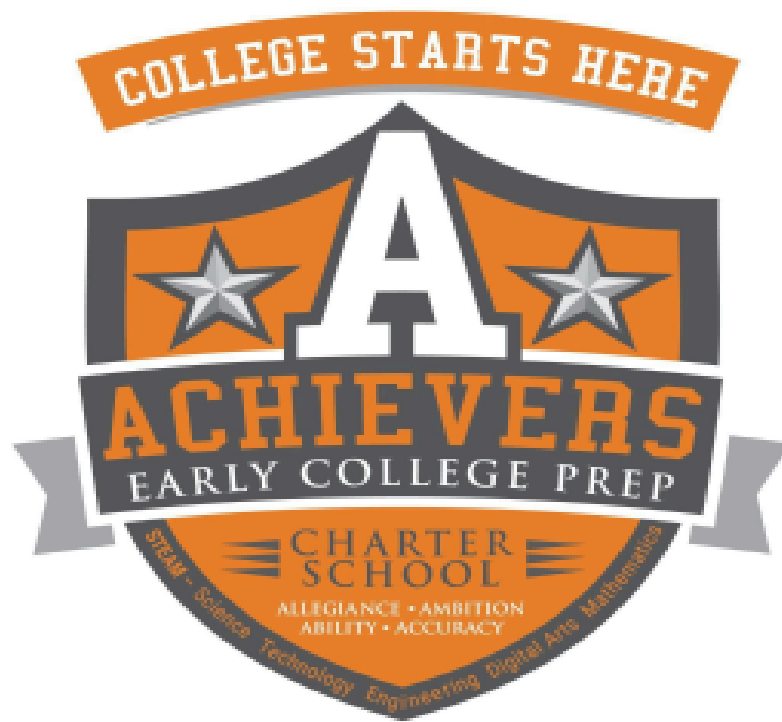




Achievers Early College Prep Charter School

Remote Learning Plan

2026-2027

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INTRODUCTION

New Jersey law permits a local educational agency (LEA) to use an approved program of virtual or remote instruction to satisfy the State’s 180-day requirement when schools are required to close for more than three consecutive school days because of a declared state of emergency, a declared public health emergency, or a directive or recommendation from the appropriate health agency or officer to institute a public-health-related closure. In accordance with *N.J.S.A. 18A:7F-9* and *N.J.A.C. 6A:32-13.1 and 13.2*, Achievers Early College Prep Charter School (AchieversECP) will annually submit its proposed program of virtual or remote instruction to the New Jersey Commissioner of Education.

This plan supports continuity of instruction during any qualifying emergency that results in an authorized extended school closure. Depending on the circumstances and the applicable declaration, directive, or recommendation, such emergencies may include:

- A communicable-disease outbreak, epidemic, pandemic, or other public health emergency;
- Severe weather or a natural disaster, including a hurricane, flood, tornado, blizzard, earthquake, wildfire, or extreme heat or cold;
- An environmental or hazardous-material event, including a chemical spill, gas leak, poor air quality, water contamination, or unsafe building condition;
- A prolonged loss of essential utilities or infrastructure, including electricity, heat, water, internet, transportation, or access to a school facility;
- A fire, structural failure, or other condition that makes one or more school buildings unsafe or inaccessible;
- A credible security threat, civil emergency, or other event requiring closure or restricting safe access to school facilities; or
- Any other emergency for which the Governor, another legally authorized official, or the appropriate health agency or officer requires or recommends an extended closure that qualifies for virtual or remote instruction under State law.

The nature and scope of the response will be tailored to the emergency. The Plan may be activated for an affected classroom, cohort, school building, grade span, or the entire LEA, as authorized and appropriate. Virtual or remote days will be counted toward the 180-day requirement only when all applicable legal and NJDOE requirements are satisfied.

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 a 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: 45 a.m. - 3:25 p.m.
 - High School 7:45 a.m. - 3:00 p.m.
- **School Hours: Reduced School Day**
 - Middle School 7:45 a.m. - 12:50 p.m.
 - High School 7:45 a.m. - 12:50 p.m.

Full Day In-Person Instruction Model

All students will participate in scheduled in-person instruction unless an authorized emergency closure is in effect or a student is temporarily unable to attend in person for a qualifying health, safety, or emergency-related reason. When this plan is activated, affected students will receive virtual or remote instruction that is commensurate with the quality, content, and instructional time of the in -person program to the greatest extent practicable.

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

When permitted by applicable State guidance and appropriate for the specific emergency, hybrid instruction may 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.

Individuals on Remote-Only Schooling

Students Temporarily Unable to Attend in Person

Students may be temporarily unable to attend in person because of an isolation or exclusion requirement issued under current health guidance, an emergency-related evacuation or displacement, an unsafe transportation or access condition, or another circumstance specifically authorized by the LEA under applicable law and policy. Eligibility for virtual or remote instruction will be determined on a case-by-case basis by the principal or designee, in consultation with the school nurse, Student Services, emergency management personnel, or other appropriate officials. This section does not create an individual entitlement to remote instruction for routine absences.

Other Student Absences

- Students absent for routine reasons unrelated to an authorized emergency or health exclusion, or other qualifying circumstance, are not automatically eligible for remote-schooling arrangements. 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 OnCourse. During remote learning, students must be present in the Zoom session to be marked as present. Teachers will contact the parents/guardians when attendance issues are a concern. If attendance concerns continue, teachers should contact the school counselor and then the school principal.

Student Participation

When a student is not participating in online instruction and/or failing to submit assignments, the LEA immediately communicates with the family through direct phone calls and written notices. This ensures parents/guardians are aware of the student's non-participation and are provided with guidance and support to help the student re-engage with learning.

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 who 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 the deployment of necessary technology, including student and parent training and acceptable use policy implementation.

- **AchieversECP** will also ensure that staff has 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. These 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 the primary Learning-Management System.
- Respond to parents' or caregivers' questions, conveyed via e-mail, telephone calls, or texts, promptly. Teachers shall not respond to parents' or caregivers' inquiries during instructional time.

TEACHER AIDE RESPONSIBILITIES

Paraprofessionals shall:

- Keep abreast of the information on group messaging, school email, and Oncourse (SIS) notifications so that they'll understand what the teacher's plans are.
- Under the teachers' direction, provide instructional or other support via *Zoom*, using *Google Classroom* as their primary *Learning-Management System*.

- o Promptly direct parents' or caregivers' questions to converse via e-mail, 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 at 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 at 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 intervention 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 email, 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 participants' 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

Students participating remotely on an individual basis may return to in-person schooling when the condition requiring exclusion or displacement has ended, and all applicable health, safety, documentation, and LEA requirements have been satisfied. The school nurse will review

health-related clearance; the principal or designee will review other emergency-related clearance.

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

Decision-Making Guidelines:

- The Lead Person has authority to implement the Commissioner-approved Plan when the legal conditions for emergency virtual or remote instruction have been met. The Lead Person will consult, as appropriate to the emergency, with the Board of Trustees, leadership team, school physician, municipal or county health officer, emergency-management officials, law enforcement, fire officials, utility or facilities professionals, the Director of Student Services, school principals, school nurses, transportation providers, food-service personnel, legal counsel, and other relevant authorities.
- The decision may apply to an individual class, cohort, grade level, school building, or the entire LEA. The scope and duration of remote instruction will be limited to what is reasonably necessary to protect health and safety and maintain continuity of instruction.

Primary factors shall be assessments based on:

- Whether a legally sufficient emergency declaration, public health emergency, or directive or recommendation from an authorized agency or official is in effect;
- The immediate and anticipated risk to the health, safety, and well-being of students and staff;
- Whether school buildings, essential utilities, transportation routes, technology systems, staffing, food service, and other critical operations are safe and functional;
- The geographic scope, expected duration, and severity of the emergency;
- Whether closure or remote instruction is necessary for all students or can be limited to an affected class, cohort, grade, or building;
- The ability to provide equitable access to instruction, devices, connectivity, meals, special education and related services, multilingual learner services, counseling, and other student supports; and
- Guidance and verified information from the Governor, NJDOE, NJDOH, local health officials, emergency-management agencies, law enforcement, fire officials, utility providers, and other relevant authorities.

Secondary factors may include the following emergency-specific indicators:

- The number or percentage of students and staff unable to safely report in person;
- Disease transmission, exposure, isolation, exclusion, or health-care-capacity data during a public health event;
- Building inspection results; air- or water-quality findings; fire, structural, or environmental reports; and the status of heat, electricity, water, sanitation, internet, and other essential systems;
- Road conditions, transportation availability, evacuation zones, weather warnings, and facility accessibility;

- The credibility and immediacy of a security threat and the recommendations of law enforcement or emergency-management officials;
- The availability of staff and vendors needed to operate buildings safely; and
- The anticipated time required to correct the condition and safely resume in-person instruction.

The school leader, Director of Student Services, Operations Director, Transportation Coordinator, Food Services Manager, Technology staff, and affected principals will engage in proactive planning. Teachers and instructional support staff serving an affected class or school will be notified and will prepare for a possible transition to remote instruction.

Decisions to Place Entire District on Remote-Only Schooling

- The Lead Person may transition the entire LEA to remote-only schooling when an authorized emergency affects multiple buildings or when districtwide closure is necessary to protect health and safety or maintain operations. The decision will be based on the primary and secondary factors above and on information from the authorities relevant to the particular emergency.
- A districtwide transition will not be based on COVID-19 metrics alone. The LEA will use the most current emergency-specific guidance, orders, inspection findings, operational data, and professional recommendations available.
- The Lead Person will establish the activation date, anticipated duration, and conditions for returning to in-person instruction. Food service, transportation, technology, facilities, student services, and instructional operations must be ready to support the selected model.

ESSENTIAL EMPLOYEES

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

- **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
- **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.
- **Ops Admin Team:** Our operational team will be required to work mostly from the school. They (including the nurse, office administrators, and 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.
- **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.

FACILITIES PLAN

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

■ **Step 1: Access and Secure-** The Operations Director or designee will assess affected buildings and grounds, restrict access to unsafe areas, protect records and equipment, and obtain information from qualified inspectors, emergency responders, health officials, utility providers, or other appropriate professionals.

■ **Step 2: Stabilize and remediate:** The LEA will identify and implement the emergency-specific work required for safe occupancy. This may include cleaning and disinfection, water or air quality testing, utility restoration, structural repairs, environmental remediation, security measures, technology restoration, snow or debris removal, and acquisition of necessary supplies and personal protective equipment.

■ **Step 3: Verify readiness-** Before reopening, the LEA will confirm that affected spaces, essential systems, transportation, staffing, food service, and safety procedures are operational and anything that needs attention is addressed.

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:

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

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 distance 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 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 provide schools with any additional guidance from the USDE on the 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 current 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 before 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 meets 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 before creating the IEP, (2) create SMART IEP goals, (3) use data-rich documents to support goals and findings, (4) include the input of Teachers, students, and Parents, (5) ensure that all members follow the plan closely.
- School counseling staff and Child Study Team personnel will identify students whose postsecondary plans may have been adversely affected by an emergency-related closure and provide support, resources, and assistance. This may include facilitating connections to community organizations, scholarship programs, and county, State, or federal resources.
- Clear communication to parents/guardians of the procedures for student referrals and evaluation to determine eligibility for special education and related services or a 504 Plan as required by federal and state law will occur.

Multilingual Learners (MLs)

In alignment with state requirements and the federal Every Student Succeeds Act (ESSA), the ESL program ensures that MLs receive equitable access to the core curriculum, appropriate instructional accommodations, and language support services designed to accelerate English proficiency while promoting academic achievement. MLs 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, MLs 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 MLs, AchieversECP recognizes the importance of integrating a Social Emotional Learning (SEL) approach into our ESL program. MLs 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 are ongoing and inclusive of all staff.

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,” receive student work for review, and provide feedback promptly.
- 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,” receive student work for review, and to provide feedback on time.
- ESL teachers will consistently communicate with families of ELLs, including providing translation materials, interpretative services, and literacy level-appropriate information.
- All teachers are trained on best practices through professional development on the Sheltered Instruction Approach.