



Achievers Early College Prep Charter School- Remote Learning Plan

October 2021

Emergency Remote-Schooling Plans as Required by *P.L.2020,*

c.27



THE PLAN AT A GLANCE

● Introduction	2
Scenario I: Individuals on Remote-Only Schooling	4
● Student Status	4
● Quarantined Students	4
● Non-Quarantined Students	5
● District Guidelines	5
● Student Attendance	5
● Teacher Responsibilities	6
● Aide Responsibilities	6
● Student Responsibilities	6
● Parent/Caregiver Responsibilities	7
● Home Instructors	7
● Decisions to Return to In-Person Instruction	7
Scenario II: Classes (Not Whole Schools) on Remote-Only Schooling	8
● Decisions to Place Classes on Remote-Only Schooling	
Factors in Making the Decision	8
● Primary Factors	8
● Secondary Factors	8
● Communicating the Decision	9
● Providing Meals	9
● District Guidelines	9
● Student Attendance	9
● Teacher Responsibilities	9
● Aide Responsibilities	10
● Student Responsibilities	10
● Parent/Caregiver Responsibilities	10
● Decisions to Return to In-Person Schooling	10
● Decision-Making Priorities	10
● Factors in Making the Decision	11
● Communicating the Decision	11
Scenario III: Whole Schools or the Entire District on Remote-Only Schooling	11
Decisions to Place Whole Schools or the Entire District on Remote-Only Schooling	11
Factors in Making the Decision	11



● Communicating the Decision	12
● Providing Meals	12
● District Guidelines	12
● Student Attendance	12
● Teacher Responsibilities	12
● Aide Responsibilities	12
● Student Responsibilities	12
● Parent/Caregiver Responsibilities	13
● Decisions to Return to In-Person Schooling	13
● Decision-Making Priorities	13
● Factors in Making the Decision	13
● Primary Factors	13
● Secondary Factors	13
● Communicating the Decision	14

MOVING TO REMOTE-ONLY SCHOOLING

Introduction

In August 2021, our schools returned to providing full-time, in-person instruction. Per

the New Jersey Department of Education (NJ D.O.E.) and Gov. Murphy, schools can no longer make remote schooling their typical model.

In *The Road Forward*, the NJ D.O.E. stated, “Local Education Agencies (L.E.A.s) must plan

provide full-day, full-time, in-person instruction and operations for the 2021-22 school year.” However, the State also requires school districts annually to approve an *Emergency Virtual or Remote Instruction Plan*.

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*.

Although the members of our school board and administrative team agree that there is no substitute for staff to teach and students to learn in an in-person mode, this plan ensures that meaningful remote-schooling experiences will take place via online instruction, project-based learning, and other opportunities. This plan also outlines provisions for how our



r school officials will distribute meals, provide special-education related services, and offer English-as-a-second-language (E.S.L.) services to eligible students.

Principles that shall guide our school district’s efforts include these:

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.)

Maintain the continuity of instruction.

Address issues of equity and ease of access to communications and resources. (To this end, our school has provided electronic devices to all students and hotspots to families who may lack Internet and/or wifi access.)

Accommodate the learning needs of all students.

Unless there are compelling circumstances that require adjustment to our schools’ hours of in-struction, remote-schooling times will continue as if it were a typical, in-person school day, as follows:

- Middle School 7: 30 a.m. - 3:45 p.m.
- High School 7:30 a.m. - 3:15 p.m.

This document lays out, first, our plan for individual students who may have to shift to remote-only schooling. Then, it addresses situations where the particular classrooms may have to move to a remote-only format. Finally, it describes our remote schooling model and how it may apply to both the middle and high schools.

Scenario I: Individuals on Remote-Only Schooling

- 1. Student Status**
- 2. Quarantined Students**

Quarantined students are those who:

- Test positive for covid.
- Are identified as close contacts of someone who has tested positive.
- Are symptomatic and awaiting results of a covid test.
- Exhibit covid-19 symptoms but have not been tested.
- 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.
- Principals 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:

- A. 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).
- B. Long-term periods exceeding ten days shall be eligible for home-instruction accommodations according to district policy and regulations.

District Guidelines

• Student Attendance

○ School officials shall mark quarantined students as “Virtual 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 on quarantine, teachers shall mark them “Absent.”

Teacher Responsibilities

Teachers shall



- Post *assignments in Google Classroom*. *Assignments will be updated* daily along with any other relevant information so that, if students have to quarantine (or are absent for other reasons), the students will have information and materials readily available for their learning. As well, having this information available to quarantined students will provide our district with time to put in place other instructional arrangements for such students.
- 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.

• **Aide Responsibilities**

Paraprofessionals shall:

- Keep abreast of the information on group messaging, school email, and Realtime (SIS) notifications so that they'll understand what the teachers' plans are.
- Under the teachers' direction, provide instructional or other support via *Zoom*, using *Google Classroom* as their primary *Learning-Management System*.
- In a timely manner, direct parents' or caregivers' questions, conveyed 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.
- Accept, from the teachers with whom they work or other appropriate staff members, assignments that may be different from their typical support activities.

• **Student Responsibilities**

Students shall:

- Arrive to class sessions on time.
- Keep screens on at all times unless students or their parents have made other arrangements with teachers.
- Engage only in behaviors that are respectful to instructors and peers and that conform to appropriate expectations and codes of conduct.
- Forgo recording sessions without expressed permission from teachers.



○ 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:

- Ensure that students arrive to all sessions on time.
- Have students keep their screens on continuously unless teachers have made specific arrangements with particular students or their parents.
- 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.
- Avoid interacting with teachers or students during sessions. Reach out separately to teachers by e-mail, telephone (to the school), or text if you must communicate with teachers.
- Forgo 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.
- Continue to submit their children's *Return Safe* medical status daily.

Home Instructors

Our Board of Trustees shall approve all teachers as home instructors so that, if we have to provide home instruction for quarantined students or others who have to be absent for medical reasons, we shall have pre-approved all staff members who may be willing to serve, thereby expediting our district's ability to identify and assign a home instructor.

Decisions to Return to In-Person Schooling

Once quarantined students have received clearance to return to school, based on school-district [guidelines](#), they may do so after transmitting documentary clearance to the school nurse.

Scenario II: Classes (Not Whole Schools) on Remote-Only Schooling

Decisions to Place Classes on Remote-Only Schooling

• Factors in Making the Decision



○Because of the structure of schools’ schedules, only at our Classrooms schools may it be possible to place an entire class on remote-only schooling.

○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

- The community’s and the school’s ability to stay ahead of contact tracing or uncontrolled spread.
- 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/>.

Table 1: COVID-19 Activity Level Index (CALI) ^{6a}					Table 2: COVID-19 Activity Level Index (CALI) ^{6b}		
	Value	Case Rate ³	Percent CLI ⁴	Percent Positivity ⁵	Legend	Final Activity Level	CALI Score
Low	1	< 1	< 1.68%	< 3 %		Low	1
Moderate	2	1-10	1.68 - 5.51%	3-10 %		Moderate	2
High	3	10.01-25	5.52 - 13.08%	10.01-20 %		High	3
Very High	4	> 25	> 13.08%	> 20%		Very High	4

The burden placed on the community’s health-care capacity.

- The social and emotional well-being of students and/or staff members.

▪ **Secondary factors** shall include the following metrics:

• 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 Lead Person, director of student services, transportation coordinator, and food-ser-vices manager for proactive planning. The Lead Person or her designee shall communicate the information to the schools’ physician and municipal health officials to seek their perspectives.

○Convene a meeting of all the teachers and aides of the affected class to plan for the possibility of all-remote schooling.



○ When more than half (50%) of an Classroom-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.

Communicating the Decision

The Lead Person and/or her designees, such as school principals, school nurses, and/or the public information officer, shall communicate such schooling decisions via a range of channels, possibly including telephone calls, text messages, e-mail 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.
- The school physician.
- The chair of the board of trustees.
- The transportation coordinator.
- The food-services director/operation director.
- All school-district employees.
- All school-district families.

Providing Meals

The operations director shall implement plans to ensure all students on remote-only schooling receive the meals they'd otherwise have received had they been present for in-person schooling. These plans are on file in the offices of the food-services manager, the transportation director, the business administrator, and the assistant Lead Person for curriculum and instruction.

District Guidelines

-Student Attendance

Please note the procedures listed under "Student Attendance" on page 3 of this document

- Teacher Responsibilities

Teachers shall

- Keep their *Google Classroom* pages updated daily with assignments and other relevant information, including *Zoom* sessions, so that students shall have information and materials readily available for their learning.
- Confirm that all students have home access to *Zoom*. Follow up for students who need such support.



- Provide instruction via *Zoom* using *GoogleClassroom* as their primary *Learning-Management System*.
 - Follow regular schedules.
1. 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.
 2. Continue to submit their personal *Return Safe* medical status daily.

• **Aide Responsibilities**

Please note the responsibilities listed under “Aide Responsibilities” on page 4 of this document, and this additional responsibility: Continue to submit their personal *Return Safe* medical status daily.

Student Responsibilities

Students shall

- Arrive to class sessions on time.
- To facilitate instructional delivery and student participation, keep screens on at all times unless students or their parents have made other arrangements with teachers.
- Engage only in behaviors that are respectful to instructors and peers and that conform to appropriate expectations and codes of conduct.
- Forgo recording sessions without expressed permission from teachers.

Parent/Caregiver Responsibilities

- Please note the responsibilities listed under “Parent/Caregiver Responsibilities” on page 4 of this document, and this additional responsibility: Continue to submit their children’s *ReturnSafe* medical status daily.

Decisions to Return to In-Person Schooling

• **Decision-Making Priorities**

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:

“K–12 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.”



“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 students (middle schools and high schools). . . .”

○“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.”

• Factors in Making the Decision

- The leadperson, 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.
- 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/>
- 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.
- The LeadPerson shall determine return dates based on the ability of appropriate departments—food services, transportation—to have their operations in place.

• Communicating the Decision

- Please note the section, “Communicating the Decision,” on page 7 of this document.
- The administrative assistant shall communicate the Leadership Team’s decision to all relevant stakeholders, as previously enumerated.

Scenario III: Whole School or the Entire District on Remote-Only Schooling

Decision to Place Whole Schools or the Entire District on Remote-Only Learning



Factors in Making the Decision

The LeadPerson of schools, in consultation with the schools’ physician, the municipal-ity’s health officer, the schools’ director of student services, and the schools’ principals and nurses, shall consider the following factors in making decisions to move whole schools or the entire district to remote-only schooling:

- The community’s and the school’s ability to stay ahead of contact tracing or uncontrolled spread
- 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/>
- The burden placed on the community’s health-care capacity.
- The percentage of staff and students in the school who test positive.

Communicating the Decision

Please note the section, “Communicating the Decision,” on page 7 of this document.

Providing Meals

Please note the section, “Providing Meals,” on pages 4 and 9 of this document.

District Guidelines

• Student Attendance

Please note the procedures listed under “Student Attendance” on page 4 of this document.

• Teacher Responsibilities

Please note the responsibilities listed under “Teacher Responsibilities” on page 6 of this document

• Aide Responsibilities

Please note the responsibilities listed under “Aide/Paraprofessional’s Responsibilities” on page 6 of this document, and this additional responsibility: Continue to submit their personal *Return Safe* medical status daily.

• Student Responsibilities

Please note the responsibilities listed under “Student Responsibilities” on page 6 of this



document. High-school students shall continue to submit their personal *ReturnSafe* medical status daily.

• **Parent/Caregiver Responsibilities**

Please note the responsibilities listed under “Parent/Caregiver Responsibilities” on page 7 of this document, and this additional responsibility: Continue to submit their children’s *Return Safe* medical status daily.

Decisions to Return to In-Person Schooling

• **Decision-Making Priorities**

Please note the section entitled, “Decision-Making Priorities,” on page 10 of this document. •

Factors in Making the Decision

○The LeadPerson, in consultation with the student-services director, the school physician, the municipal health officer, school principals, and others, shall monitor relevant factors:

▪ **Primary factors** shall be:

- 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/>
- The ability of the community’s health-care system to manage the burden of infections.

▪ **Secondary factors** shall be:

- When more than half (above 50%) of class members (adults and students) have received clearance, based on standards in place at the time, to return to in-person schooling.
- Consideration of the needs of vulnerable student populations.
- Consideration of the decision-making priorities, as noted above.

• **Communicating the Decision**

The LeadPerson, in consultation with the student-services director, the school physician, the municipal health officer, school principals, and others shall invite remote-schooling subpopulations or full classes back to inperson schooling as of a specific date, using the same communication channels



(telephone calls, ext messages, e-mail blasts, postings on district and school websites, and other means) as she used in announcing her remote schooling decision.

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

oThe Lead Person or her designee shall communicate the Lead Person's decision to all relevant stakeholders, as previously enumerated