**Achievers Early College Prep Charter School-
Remote Learning Plan**

September 2022

THE PLAN AT A GLANCE

Introduction

Per, Governor Murphy issued 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. **In order 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 documents 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 sub-stitute 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 school officia ls will distribute meals, provide special-education related services, and offer English-as-a-second-language (E.S.L.) services 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.
- **Achievers 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 through the use of 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 this end, our school has provided electronic devices to all students and hotspots to families who may lack Internet and/or wifi 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 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 below. We want to ensure that we maximize student growth and learning to the greatest extent possible:

Virtual or Remote School Schedules

- **School Hours**: <u>Regular School Day</u>
    - Middle School   7: 30 a.m. - 3:30 p.m.
    - High School 7:30 a.m. - 3:15 p.m.

- **School Hours**: <u>Reduced School Day</u>
    - 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

- Learning model for 100% of students would include in-person scheduled instruction, ***unless*** students are quarantined due to COVID-19 reasons. For students who are quarantined, they will receive virtual instruction commensurate to in-person instruction.

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 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 9th grade academy.

<u>Scenario I: Individuals on Remote-Only Schooling</u>

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 class rooms, typically via Zoom.
    - 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 par ent 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 on quarantine, teachers shall mark them "Absent.

- **Technology and Connectivity**
    - **AchieversECP** will ensure that every student has access to 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 in the event that students are learning virtually.

Program Commitment to Maximize Student Growth

(Individual, Whole School, Entire District on Hybrid or Remote Only Schooling)

- **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 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 *GoogleClassroom 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 teacher's plans are.

- Under the teachers' direction, provide instructional or other support via *Zoo m*, 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/learn- ing/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 participant's privacy rights.
    - Continue to submit their children's *Return Safe* medical status daily.

- **Home Instructors**
  - Our Board of Trustees will 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 district guidelines, they may do so after transmitting documentary clearance to the school nurse.

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

- **Decisions to place Class, Whole School or the Entire District 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 LeadPerson, 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/.
    - 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 (upon the recommendations of the state):
    - 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-services 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 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**
  - The leadperson, in consultation with the leadershipteam, 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.

- **Essential Employees**
  - **AchieversECP list the following staff as essential in the event we were 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**: All operational team will be required to work mostly from the school. They (includes nurse, office administrators, attendance counselor) will be required to support with 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 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.

- **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 your chosen products
    - **Step 3:** The third step will be to Maintain and Revise. Communication is critical to effectively execute our plan. Therefore, check-in with our teachers, students, and parents frequently will be required and assessed and reassessed often, as it will be

determine what's working and what requires adjustment. This situation is ever changing and processes might have to be modified frequently due to evolving regulations at the federal, state, and local levels. We will also make certain that someone at our school is constantly in contact with regulatory authorities.

Decisions 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:
- "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."
- "Inperson 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."

Communicating the Decision

  - The LeadPerson 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 The school physician.
        o The chair of the board of trustees.
        o The transportation coordinator.
        o The food-services director/operation director.
        o All school-district employees.
        o All school-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 receiving 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 2021-2022 school 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
- A special education case manager is responsible for ensuring services and supports are in place and provided as determined by the student's Individualized Education Program (IEP), and may act as a liaison between the student's teachers and parents.
- 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.
- 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.

- 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.
- 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.
- Finally, in order to meet the needs of ELLs, a Social Emotional Learning (SEL) approach is a critical component of an effective ESL program as ELLs come to our schools with a diverse range of experiences, developmental levels, academic abilities, and educational backgrounds. *With that being said, AchieversECP does our best to ensure the training of our teachers, administrators, and counselors to learn strategies related to culturally responsive teaching and learning, socio-emotional learning for all students. Specific staff, such as our social worker, is further equipped to support our students who experienced trauma affected by forced migration from their home country, by providing trama-informed support.*

ESL Delivery of Virtual Instruction:

- ESL instruction in grades K-12 is 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.
- Asynchronous learning experiences are crafted to advance student learning that is aligned with grade-level specific New Jersey Student Learning Standards. Teachers are able to 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 are able to view student work in "real time" as well as to receive student work for review, and to provide feedback in a timely manner.
- Finally ESL Teachers will consistently communicate with families of ELLs including providing translation materials, interpretative services, and literacy level appropriate information