

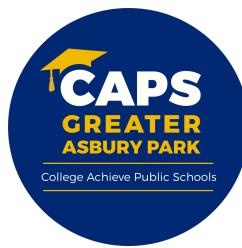
Virtual Instructional Plan 2025 - 2026

Announcement from the Head of School

In the event that a school district is provided a written directive to institute a public health-related closure by either the NJ Department of Health or the health officer of the jurisdiction, the school district may utilize home instruction to provide instructional services to enrolled students. N.J.A.C. 6A guides the provision of home instruction services: 16-10.1 and may include direct services, online instruction, or any other means developed by the district to meet the needs of its students. Days in which students impacted by a public health-related closure have access to home instruction services, consistent with the guidance provided by the State, will count as a school day in compliance with the 180-day requirement and accordance with N.J.S.A. 18A: 7F-9.

College Achieve Greater Asbury Park's alternate plans. In the event of extenuating circumstances, CAGAPCS will adopt virtual learning platforms (e.g., Google Classroom and Class Dojo) and provide virtual learning resources to ensure the continuity of instruction when students cannot attend school due to district/school closure. In cases where digital access to the Internet and web resources is limited, printed instructional materials will be prepared and sent home. While the virtual platform is not intended to replace the traditional classroom environment, teachers can still deliver standards-based instruction to students online or in print until the regular school program can resume.

This document outlines how CAGAPCS will continue to provide instruction and access to school and district staff while a traditional classroom setting is otherwise not recommended. The plan outlines roles and responsibilities for all community stakeholders, as the virtual instructional model's success will depend upon the dedication of faculty/staff, students, parents, and district administration. This plan has been developed in accordance with the NJ Department of Education broadcast sent in July 2025



Below outlines the expected roles and responsibilities of school community stakeholders as related to virtual instruction for our scholars'

Roles and Responsibilities – Parents

It is necessary for parents and students accessing our various virtual learning sites to have consistency in the process. The process for navigating to a teacher's emergency **VIRTUAL PLANS** page (for at-home instruction) is as follows:

Visit the school website at—COLLEGEACHIEVEGREATERASBURY.ORG. -- (select the teacher) – Extended Learning tab (or content is located directly on the teacher's homepage).

Support your child in their learning process by:

- ✓ Monitoring CAGAPCS updates sent via phone blasts, Class Dojo, Google Classroom, district website, etc.
- ✓ Checking in with your child daily about the At Home/Virtual Learning tasks, activities, and assessments that they are working on
- ✓ Encouraging adherence and attendance in the At-Home/Virtual Learning check-in times offered by each of your children's teachers
- ✓ Designating a place and time where your child will work independently on his/her assigned tasks
- ✓ Asking your child to provide a brief summary of the learning he/she is engaging in for each class to ensure their understanding of the content
- ✓ Asking your child about their deadlines and supporting them, as needed, in submitting assignments in accordance with the established deadlines
- ✓ Helping your child manage logs to document progress on assignments and lessons
- ✓ Reminding your child to contact/email his/her teachers if they have any questions

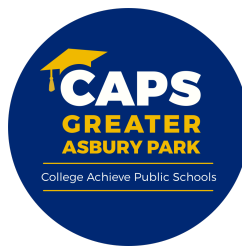
Additional Supports:

Contact the school Social Worker (Social Emotional Supports/Trauma), Nurse (Medical), and Special Education Services

- ✓ Social Worker – dmitchell@collegeachieve.org
- ✓ Nurse - Skominiski@collegeachieve.org
- ✓ Special Education grades K to 12 – Mferrari@collegeachieve.org

Office Hours/Virtual Support provides access to:

- ✓ Administrators
- ✓ Teachers/Paraprofessionals
- ✓ Technology Coordinators
- ✓ Child Study Team
- ✓ ESL Teams
- ✓ Guidance Counselors/Social Workers
- ✓ Nurses
- ✓ Secretaries



Roles and Responsibilities – Students

Student responsibilities include:

- ✓ Identifying a comfortable and quiet space to study/learn
- ✓ Dedicating appropriate time to learning, as guided by your teachers
- ✓ Routinely checking the appropriate Google Classrooms and emails for information on courses, assignments, and resources, on a daily basis
- ✓ Attending and participating in any check-in times offered by your teachers
- ✓ Engaging in the virtual platforms with academic honesty, integrity, and according to the district's Acceptable Use Policy
- ✓ Submitting all assignments in accordance with provided timelines and/or due dates

If you are having technical difficulty accessing the assignments, please contact the school's Technology Manager for support.

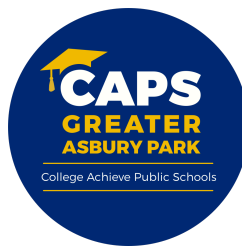
Tech Manager Email Address: virtualhelp@collegeachieve.org

Roles and Responsibilities – Schools/Teachers

- ✓ Creating a Google Classroom, Online assignment page or other digital platform and assigning your students
- ✓ Creating a Class Dojo that serves as the communication platform for parental contact
- ✓ Sharing Google Classroom codes with respective administrators, students and parents so they can view the site and accompanying assignments
- ✓ Uploading standards-based assignments/assessments into Google Classroom or Class Dojo or School Web Page
- ✓ Testing the virtual platform used
- ✓ Making print copies of activities for students who have limited access to devices or Internet
- ✓ Referencing the advanced training tutorials in the following: Google Meets, Google Classroom and Class Dojo, if used
- ✓ Supporting peers that are new to the aforementioned platforms
- ✓ Setting up office hours (AM:2 hours; PM:2 hours) for Communication with students, parents, administrators • uploading/scoring/grading assignments providing feedback

Essential Employees and Positions:

Jasonn Denard - Head of School
Micah Bender - SBA
Kim Wright-White - Principal
Michael Clark - Facilities Coordinator
Jake Sisco - Transportation/Security Coordinator
Giovanni Reynoso - Vice Principal
Technology Personnel
Food Services
Facilities/Janitorial Workers



Device Support & Deployment

The distribution days and times for K-12 will be established immediately after a closure has been established. Distribution will take place on the day of closure and the days preceding until all scholars retrieve the devices.

The replacement fee for lost or damaged Chromebooks is \$100.00.

Equitable Access and Opportunity to Instruction

Our virtual instruction plan ensures equitable access to instruction for all students through school-wide communication methods and Chromebooks for all scholars and hotspots for those who present the need.

Below we have highlighted an itemized breakdown of minutes of instruction per day, per subject, and appropriateness by grade level.

Synchronous School Day

All students will follow a school similar to their current schedule. The first period of the day will be used as the significant period for attendance purposes.

Schedules will be posted and provided to families using blackboard and Class Dojo, if needed.

Below is a copy of a sample schedule

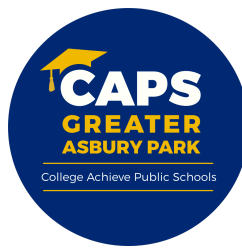
Sample 100% Virtual Schedule:

Grade	8:00-8:50	8:50-9:40	9:40-10:30	10:30-11:20	11:20-12:10	12:10-1:00	1:00-2:00
Kinder-4th	History	ELA	Math	Lunch/Recess	PE	Science	Art/Music/Spanish

Grade	8:00-8:50	8:50-9:40	9:40-10:30	10:30-11:20	11:20-12:10	12:10-1:00	1:00-2:00
5th	Async PE	Async Spanish	Math	Lunch	History	ELA	Science
6th	Async PE	History	Math	ELA	Science	Lunch	Async Spanish
7th	ELA	Async PE	Async Spanish	Math	Science	Lunch	History
8th	Async Spanish	History	ELA	Math	Science	Lunch	Async PE

Grading and Notice of Student Progress

All classwork and assessments will be graded by the teacher and will follow our normal grading scale and policy. If the assigned activity is not completed after two class periods, teachers will contact the student and parents. Students will have an opportunity to make up missing work.



Students will receive progress reports 2x per cycle via email. Students will receive a report card via email at the end of every cycle. Parent conferences will be held in accordance with our district calendar via Google Meets. Parents and Staff can also schedule a parent conference during staff office hours or at a time convenient for both parties.

Interim Assessments and Progress Monitoring

To ensure continuous student growth and learning measurement in a virtual or remote instruction environment, College Achieve Greater Asbury Park will still administer progress monitoring and interim assessments. These assessments already rely on a platform that can be accessed remotely. District administrators and staff will ensure that all necessary security measures are taken before assessing our scholars remotely. We also recognize that there may be a need to adjust and adapt the assessment for a virtual and/or remote setting.

Additional Programming

College Achieve Greater Asbury Park is committed to our mission of preparing all students to attend and graduate from the top colleges in the world. To that end, our remote academic program will still provide opportunities for enrichment and acceleration through, but not limited to, additional help/acceleration via asynchronous assignments and projects, small synchronous groups, virtual field trips, performances, and concerts.

Our secondary program will continue to offer honors and advancement classes via the student's daily schedule. We will also offer acceleration and credit recovery for high school students using our digital platform, Edgenuity.

Addressing Special Education Needs

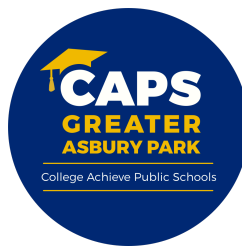
Using Google Meets, we will provide virtual services according to each student's Individualized Education Program (IEP), inclusive of modifications and services, including specialized instruction, speech-language and other related services along with IEP meetings.

Additionally, our Special Education staff will regularly communicate with teachers and modify work for our scholars where needed. They are also participating in virtual grade-level meetings to be kept up to speed with unit and lesson plans.

Family and scholar communication is documented through our school-wide communication log in the form of family outreach through phone, virtual meetings, email and class dojo, etc.

The case managers follow up with families via postage letter, email, phone call, and virtual meetings to ensure services are followed through with fidelity during a challenging time.

All IEP Meetings, evaluations, and other meetings to identify, evaluate, and/or reevaluate students with disabilities through the elaboration of meeting roles, Special Education Requirements, and unified protocols for Special Education meetings and school community stakeholder communication will be held virtually.

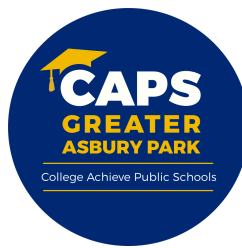


Our Special Services department will provide office hours to families and scholars to further support the transition to virtual or remote learning. Our Special education teachers will continue to provide virtual, in-class, and small group support via Google Meet breakout rooms.

Addressing English Language Learners (ELL) Plan Needs

Depending on the length of time that Emergency Virtual or Remote Instruction will be delivered, students receiving English as a Second Language instruction will have their schedules adjusted accordingly to ensure continuity of instruction and services for this population of students.

- In addition to regularly scheduled instruction, afternoon periods have been established for the purpose of providing additional support.
- Families of ELLs will be provided with an update regarding the provision of translation materials, interpretive services, and literacy level-appropriate information.
- ELLs will be surveyed annually by October 15th to confirm access to technology in the event of Emergency Virtual or Remote Instruction is transitioned to. Any deficiencies in student access to appropriate educational technology will be addressed if observed and/or reported.
- Annual staff professional development includes training for teachers, administrators, and counselors to learn strategies related to culturally responsive teaching and learning, socioemotional learning, and trauma-informed teaching for students affected by forced migration from their home country (e.g., refugee, asylee).



Attendance Plan:

If virtual/remote instruction is needed, each school leader will communicate the daily schedule to parents/guardians. This schedule will include Google Meet synchronous instructions, small group instruction, and independent/ asynchronous work time, where applicable.

Our scholar attendance will be tracked by taking attendance during each period of synchronous learning (as outlined in the plan). Attendance will be recorded daily. Attendance will be measured by the student attending virtual sessions. Attendance and completion of tasks will factor into promotion and retention.

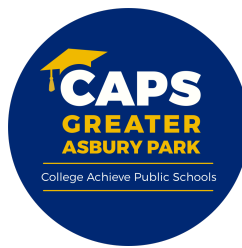
For students with excessive absences and/or students earning less than 70% on their average grade during marking periods five and six, parents must be contacted via phone call, class dojo, Google Classroom, email or virtual meetings, etc. Mandatory Virtual Conferences must be held to communicate academic and attendance policies and requirements. If students miss school due to illness, their absences will be excused with a notification from the parent/guardian via e-mail, class dojo message, and phone call. Just as it is in an in-person class, daily attendance is vital in an online learning environment.

Our school social worker, registrar, and enrollment coordinator (K-6) and School Counselors and Dean (7-12) will reach out via phone and postal mail to families of scholars who may be unresponsive, frequently absent, or unable to access digital learning for unforeseen reasons and extraordinary circumstances. For scholars who fall into the latter category, asynchronous work will be assigned and collected by our Student Support Team will assign and collect asynchronous work weekly.

If synchronous classes aren't possible (extreme situations): For students to be considered “present,” they must complete learning activities for each class by the date identified by the teacher. For extended projects, teachers will track attendance by work completed. If the assigned activity is not completed after two class periods, teachers will contact the student and parents; after three periods, the student will be marked absent. Students will be able to make up missing assignments.

Staff Attendance and Working Location:

If conditions allow, staff may work from school or home. Staff who work from home must have sufficient internet access; otherwise, they may be required to work from the school building to ensure seamless instruction for our scholars. Staff attendance will be taken via a daily morning meeting, before the start of the academic day.



Breakfast and Lunch Services

College Achieve Greater Asbury Charter School will provide packaged 'Grab-and-Go' breakfast and lunch, effective immediately at no cost to families, at our West Bangs location for K-12. Where possible, we will also deliver meals bi-weekly to those unable to pick up from the school.

Meals will be provided daily.

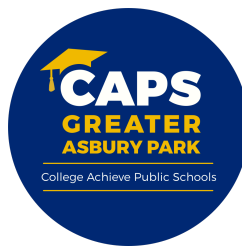
- Communication on how families can acquire meals will be provided through the district communication system, and will be communicated through the district website:

www.collegeachieveasbury.org

Facilities Plan

Depending on the nature/cause and length of the extended period of closure, the facilities will be maintained accordingly:

- If closure is related to a public health issue, all buildings will be cleaned and sanitized according to health guidelines.
- Buildings will be closed to the public, and only staff members essential to the upkeep of the district buildings will be permitted to enter buildings, if necessary
- Any weather-related school closure will be addressed via grounds maintenance and building maintenance as needed.
- Technological infrastructure will be maintained by Buildings & Grounds as well as Technology staff.
- Any closure resulting from an act of nature will result in the buildings and grounds being assessed for damage and subsequent remediation.
- All water sources (fountains/sinks) will be flushed out daily for maintenance.
- HVAC will be inspected, and filtration systems changed out as needed. School officials will continue to adhere to existing required facilities cleaning practices and procedures and any new specific requirements of the local health department as they arise.



Social Emotional Support

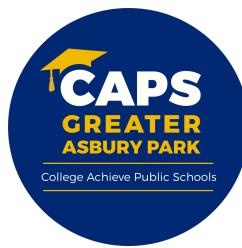
Our counseling/SEL team will provide Virtual Parent Webinars and mindfulness tools, and design a Virtual Calming room for families if need be.

Our counseling team/SEL and the dean will conduct wellness in-person visits and provide virtual counseling as needed.

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Other Considerations

- Accelerated Learning Opportunities
 - The district will offer additional targeted, small group lessons to provide accelerated learning opportunities. These opportunities will take place during the school day or after school.
- Social and Emotional Health of Students and Staff
 - The district will continue to implement a multi-tiered intervention system of support of district and school-based mental health supports and services, to respond to students' academic, social, and emotional needs. School-based health centers with mental health services will be available for students and staff. The district will share additional wraparound supports and counseling services made available for students and staff.
- Title I Extended School Day Programs
 - The district will offer additional targeted, small group lessons for identified students to support the development of early literacy and numeracy skills in ELA and math, to minimize the impact of learning loss.
- 21st Century and STEM Learning
 - Ongoing professional development will support students, parents and families, and staff during virtual or remote learning and will include online tutorials, live training sessions, and comprehensive support.
- Credit Recovery
 - General education students will have the option of earning recovery credits via Edmentum. Special education students will address any enrichment, advancement, or credit recovery coursework through their case managers.
- Transportation
 - Transportation will be suspended in the event of a public-health-related district closure.



- Extra-Curricular Programming
 - Extra-curricular programs and clubs that can operate in a virtual or remote environment will continue to do so. Extra-curricular programs and clubs that cannot operate virtually or remotely will be suspended.
 - Boys and Girls Club Afterschool Program will be suspended in the event of a public-health-related district closure.
- Community Programming
 - The District is committed to providing regular communication updates to families. Information regarding community programming will be shared with parents, families, and staff as they are made available to us. The district website will provide health-related information and additional resources regarding mental health, childcare, food services, and technology resources.