The CTC Academy Emergency Virtual or Remote Instructional Plan

2025-2026 School Year
Fair Lawn Campus
29-01 Berkshire Drive, Fair Lawn, NJ 07410
(201) 797-7440
July 2025

Essential Employees

Fair Lawn Principal - Sue Brand - sbrand@ctcacademy.org
Executive Director - Anne Ogden - agogden@ctcacademy.org
Head of Therapeutic Services - Laura Bejot - lbejot@ctcacademy.org
Head of Health Services - Carol Anne Chupak - cchupak@ctcacademy.org

The list of essential employees will be provided to the county office at the time of transition to remote/virtual instruction.

In April 2020, Governor Murphy signed A-3904 into law (P.L.2020, c.27, or "Chapter 27"), which, in part, requires each school district, charter school, renaissance school project, and Approved Private School for Students with Disabilities (APSSD), hereinafter referred to as Local Educational Agencies (LEAs), to annually submit a proposed program for emergency virtual or remote instruction (Plan) to the New Jersey Department of Education (NJDOE). In July 2022, the NJDOE readopted N.J.A.C. 6A:32, School District Operations, with amendments and new rules which includes updates to the components of the LEA's Plan. This law provides for the continuity of instruction in the event of a public health-related district closure, by permitting LEAs to utilize virtual or remote instruction to satisfy the 180-day requirement pursuant to N.J.A.C. 6A:32-13.1 & 13.2. To assist LEAs in the submission of Plans, the NJDOE is issuing "Local Educational Agency Guidance for Chapter 27 Emergency Virtual or Remote Instruction Programs for the 2025-2026 School Year (SY)," which includes a checklist to identify components that must be included in the Plan.

This plan would be implemented during a closure lasting more than three consecutive school days due to a declared state of emergency, declared public health emergency, or a directive by the appropriate health agency or officer to institute a public health related closure. A chief school administrator or lead person would consult with the board of education or board of trustees, if practicable, prior to implementing the plan of virtual or remote instruction. A day of virtual or remote instruction, if instituted under a plan approved by the New Jersey Commissioner of Education, is considered the equivalent of a full day of school attendance for the purposes of meeting State and local graduation requirements, awarding of course credit, and other such matters as determined by the New Jersey Commissioner of Education.

Who We Are: CTC Academy is an Approved Private School for Students with Disabilities (APSSD) that provides an educational and therapeutic learning program for students with a diverse array of significant developmental disabilities, in many instances, compounded by medically complex profiles. Taking into consideration the unique learning needs of the students at CTC Academy, the following plan for School Year 2025-26 session was developed to ensure our students have full access to a learning and therapeutic program whether a student has opted for in-person instruction and in the event that we need to provide remote learning. The plan reflects the student's daily classroom instructional and therapeutic schedule and activities that provide equitable access to all.

Demographics of Students: As a receiving school, CTC Academy receives students from 64 surrounding towns in five surrounding counties. Our student population ranges from 3 years through 8 years of age at Fair Lawn campus and from 6 years through 21 years of age at Oakland campus. The students display a wide range of disabilities and all require physical support to participate in activities of daily living, instruction and therapy. We serve students with complex medical needs and as a result, a portion of our students require 1:1 private duty nurses to attend school.

1. <u>Virtual School Operation</u>

A. Schedule for 2025-26 School Year
The schedule for our School Year is posted on our school website at https://ctcacademy.org/ This includes Extended School Year (ESY).

Per the direction provided by the NJ Governor and NJ DOE for the 2025-2026 school year, all students are expected to attend in person with few exceptions.

Exceptions for remote options will be provided by CTC Academy as needed due to health and safety needs of the class and/or campus. Individual student requests for a remote learning option will be provided as approved by the student's district due to a student's specific medical needs.

In the case of any health concerns, a particular school class may not be held in person and a remote option will be utilized for a specific period of time and the rest of the school may remain open. The school building may also be closed for a period of time as determined in conjunction with the Bergen County Department of Health and, as a result, we would pivot to remote learning for that campus.

B. Policy Regarding Remote Learning Services
Individual student requests for a remote learning option will be provided as approved by the student's sending district due to a student's specific medical needs.

C. Ensuring Each Student Has Appropriate Contact Time

The school day for students is 8:40am to 2:45pm. A framework for the remote schedule is a minimum of 4 hours excluding lunch recess. A framework for the schedule is included below.

Please note the following:

- The same schedule will be followed for both in-person and remote learning. This will enable CTC Academy to pivot from one to another as required.
- Synchronous Instruction: Highlighted in Yellow-Provided via Zoom
- Asynchronous Instruction: Highlighted in Orange-Provided via Google Classroom
- Professional staff will use Google Classroom to provide parents access to all instructional activities for both in-person and remote students.
- Subjects: Facilitated Play, Literacy, Math, Science, Social Studies, Activities for Daily Living (ADL), Social Groups/Social Emotional Learning, Music and Physical Education.
- Schedules will be differentiated based on the student's grade, IEP and developmental needs.

Fair Lawn Campus Student Schedule	
8:40am- 9:00am	Morning Matters In-Person: Student Arrival and Morning Matters Routine Asynchronous (Remote): Activity on Google Classroom
9:00am-9:30am	Morning Circle
9:30am-10:00am	Therapeutic Feeding/Snack (ADL Activities) Asynchronous (Remote): Activity on Google Classroom
10:00am-10:30am	Lesson
10:30am-11:00am	In-Person: Lesson Asynchronous (Remote): Activity/lesson on Google Classroom
11:00am-11:30am	Lesson
11:30am-12:15pm	Lunch/therapeutic Feeding Recess
12:15pm-1:00pm	ADL/Facilitated Play
1:00pm-1:30pm	Lesson

1:30pm-2:00pm	Lesson
2:00pm-2:40pm	Afternoon Circle Asynchronous (Remote): Activity/lesson on Google Classroom
2:45pm	Dismissal

D. Student Growth Measurement

In order to continuously measure student growth and learning in a virtual or remote instruction environment our approach is consistent with our operation of in person attendance. Teachers and therapists work individually with virtual students to measure progress and growth and evaluate students through observation, assessment, parent interaction, and feedback. Additionally, progress reports are completed three times per year for all students, including those remote.

E. IEP implementation including the tracking of services, student progress, as well as provision of accommodations and modifications

Based on our student's multiple disabilities and needs, accommodations and modifications are required for all instructional programs and are incorporated into our daily instructional strategies in order to meet the diverse needs of our students.

Tracking of progress is done through electronic documentation and progress notes.

F. Case manager follow up with families to ensure services are implemented in accordance with IEPs to the greatest extent possible

As a receiving school we maintain close and ongoing communication with the student's sending district case manager.

G. IEP meetings, evaluations and other meetings to identify, evaluate and/or reevaluate students with disabilities

The IEPs are held virtually and accommodations are routinely provided to ensure the needs of the students are met including allowing observations and evaluations done by district personnel.

H. English as a Second Language and/or bilingual education program aligned with State and Federal requirements to meet the needs of ELLs

Accommodations are made to meet the ELLs English as a second language needs of the student's multiple disabilities and needs. Based on student needs there may be the assignment of a bilingual teaching assistant to facilitate remote instruction.

Student specific materials, as well as parent/family communications of ELLs including providing translation materials, interpretative services, and literacy level appropriate information are translated into the primary language and literacy levels. Google translate is also utilized for teaching material. For remote meetings the language line is utilized as needed.

Based on the complex disabilities of our students, alternate methods of instruction including visual aids, adaptive text, and modeling are embedded into our learning model and provide the same standard of education in a virtual mode to ensure ELLs access the same standard of education as non-ELL peers.

I. **Training for teachers, administrators, and counselors to learn strategies related to culturally responsive teaching and learning, socio-emotional learning, and trauma-informed teaching for students affected by forced migration from their home country (e.g. refugee, asylee)**

CTC Academy provides individualized training to staff as appropriate, this includes trauma informed and culturally responsive teaching. The social workers provide support and education to staff regarding our communities cultural diversity. School Psychologist provides education regarding socio-emotional learning for the staff. The school psychologist also facilitates weekly social groups for students remotely as needed.

J. **Attendance policies**

There is a separate code that we use to record remote present and remote absent in our database.

Exceptions to allow for remote options will be provided by CTC Academy as needed due to health and safety needs of the class and/or campus. Individual student requests for a remote learning option will be provided as approved by the student's district due to a student's specific medical needs.

If a student is absent without notification, our school nurse will follow-up with the family. Should a student miss 5 continuous days of remote learning then the district will be notified.

Based on the complex disabilities of our students, there are no adverse attendance consequences related to promotion, retention, graduation, discipline, or any other decision for student performance.

K. How does the program communicate with the family when a student is not participating in online instruction and/or submitting assignments?

Due to the needs of our students the families facilitate the remote instruction and are partners in the learning process. Thus, they are aware if a student is not participating in online instruction.

L. Preparations to Shift Back to Entirely Remote Learning

To prepare for a potential shift back to remote learning models, CTC Academy has devices or computers for each classroom. This will allow a fast pivot from in-person to remote instruction when required. This allows remote learners to access the same lessons that their classmates are receiving in the school building.

Staff has received extensive training in the use of Google Classroom. Parents have found Google Classroom user friendly in accessing weekly learning activities and other important information, an important component for successful remote learning.

2. <u>Digital Divide</u>: *Equitable Access to Instruction for Re-Entry: hybrid learning schedule:*

A. Process for Identifying Students in Need

During the beginning of the school year, and periodically, the social workers will send out communication regarding the student's technology needs. The communication focuses on getting an understanding for technology and other needs in the home. In addition, all new students for the 2025 – 2026 school year have been contacted by the school social workers to obtain an understanding for technology and other needs in the home should learning pivot to a remote option. Based on this needs assessment, families in need will be loaned technology (computers and ipads) including assistive technology and connectivity resources as needed.

The teachers will also serve as a resource and inform the social workers of any concerns related to technology, if a parent makes a request for technology or if they observe a technology need that is not met.

B. Steps to Provide the Needed Technology

If a need is determined, the social worker will share that need with the Assistive Technology Specialist who is responsible for obtaining the technology/service. This will ensure students are able to access instruction and therapy while in the home. A formal spreadsheet with names of students requesting/needing technology support and how and when their need was fulfilled will be completed and maintained by the social worker with input from the Assistive Technology Specialist and will serve as documentation.

For each item loaned to a parent/guardian, they must fill out a form acknowledging that they are borrowing CTC property and plan to return the item when the student is no longer in need of the technology. The Social Worker or designee will maintain binder with the master copies of the signed technology loan agreement.

C. Prioritize Students Who May Not Be Able to Fully Participate in Remote Instruction

Due to the educational needs of our students in regards to effective accommodations and modifications we understand that Remote Instruction can be challenging for our students to grasp and attend. Teachers and therapists are engaged in ongoing communication with parents and guardians regarding best practices with implementing the lessons. Our behavior team also assists parents both individually and through on-going group support to share tips for supporting learning while in the home.

D. Ongoing Monitoring

During the beginning of the school year, and periodically, the social workers will send out a communication regarding the student's technology needs. This communication will serve as a reminder that we are here to eliminate any lapses in remote learning, due to a technology need. During individualized educational events, such as parent/teacher conferences and IEP meetings, the social worker, teacher, and when appropriate, the principal, can reiterate to families our goal of providing them with equitable access to instruction.

E. Returning Loaned Equipment/Technology

Returning Loaned Equipment: All loaned equipment should be cleaned and sent back in student backpacks.

3. General Health and Safety:

A. Reasonable Accommodations for Students

- **Student Accommodations** will be discussed with parents and identified. Exceptions for remote options will be provided by CTC Academy as needed due to health and safety needs of the class and/or campus. Individual student requests for a remote learning option will be provided as approved by the student's sending district due to a student's specific medical needs.

  In the case of any health concerns, a particular school class may not be held in person and a remote option will be utilized for a specific period of time and the rest of the school may remain open. The school building may also be closed for a period of time as determined in conjunction with the Bergen County Department of Health and, as a result, we would pivot to remote learning for that campus.

  Privacy - consistent with applicable law, we protect the privacy of student medical information.

4. Facilities Plan

In the event of a pivot to virtual instruction for an extended period of time, the facilities staff and administration will periodically visit the campus to evaluate, assess, and ensure the building and systems remain functional.

5. Safe Delivery of Meals

A plan for the safe delivery of meals during periods of remote learning does not apply to CTC Academy as we do not have a cafeteria and students bring their own lunch.

6. Additional School Considerations

A. Accelerated learning opportunities - Due to the significant disabilities that comprise our student population, accelerated learning opportunities are not required by our students. If a student would benefit from accelerated learning the learning program for this individual student would be modified.

B. Title I Extended Learning Programs - Since CTC Academy is an APSSD, our school does not receive Title I funding.

C. 21st Century Community Learning Center Programs - Twenty-first century learning refers to developing learning, literacy and life skills as part of the classroom experience. Learning skills encompass critical thinking, creativity, collaboration and communication, which have been identified as essential for successfully adapting to modern work environments. CTC Academy does not offer a 21st Century Community Learning Center Program; however, we do address the generalization of academic skills applied in the community through Community Based Instruction Program.

D. Credit recovery - CTC Academy does not implement a credit recovery program Instead, we address individual student progress toward graduation with the IEP meetings and IEP documents, in partnership with parents and sending school district participation to ensure that students meet their requirements of graduation.

E. Transportation - is the responsibility and is provided by the sending district. Community Based Instruction (CBI) transportation is provided by CTC Academy.

F. Extra-curricular programs - Due to the needs of our student population we provide exposure to extra-curricular programs throughout our learning program during the school day. We do not offer after hour extra-curricular programs.

G. Childcare - CTC Academy does not offer a child care after school program.

H. Community programming - Our school social worker has developed a wide array of community resources and programs for our students, staff, and families. These include social events, education series, and training.