



**EMERGENCY VIRTUAL & REMOTE
INSTRUCTIONAL PLAN FY 26/27**

Contents

Introduction.....	3
Essential Staff for Program Implementation.....	4
Instructional Plan.....	5
Daily Schedule.....	5
Lack of Devices:.....	6
Internet Access.....	6
Attendance.....	6
Special Education Services.....	7
Instruction.....	7
English Language Services.....	7
Instruction.....	7
Student Assistance and Counseling Services.....	8
Counseling Services.....	8
Meal Distribution Plan.....	9
Distribution.....	9
Facilities Plan.....	9
Facilities.....	9

Introduction

In April 2020, Governor Murphy issued an executive order that became P.L.2020, c.27. This law provides for the continuity of instruction in the event of a public-health related district closure so that LEAs can utilize virtual or remote instruction to satisfy the 180-day requirement pursuant to N.J.S.A. 18A:7F-9. In order to provide transparency and ensure that New Jersey students continue to receive high quality, standards-based instruction, each school district, charter school, renaissance school project and Approved Private School for Students with Disabilities (APSSDs) must annually submit its proposed program for virtual or remote instruction (plan) to the Commissioner of Education. This plan would be implemented during a district 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

Central Jersey College Prep Charter School (CJCP) is committed to providing a high-quality educational program, virtually or remotely, in the event that the school is required to close for 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. The district's virtual or remote program of instruction shall be in accordance with N.J.S.A. 18A:7F-9.

In the event that CJCP is required to close the school for 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, the Commissioner of Education shall allow the district to apply to the 180-day requirement established pursuant to N.J.S.A. 18A:7F-9, one or more days of virtual or remote instruction provided to students on the day or days the school was closed if the program of virtual or remote instruction meets such criteria as may be established by the Commissioner Education.

CJCP Chief Education Officer shall submit, with Board approval on 8/19/2025, the school district's updated program of virtual or remote instruction to the Commissioner. A day of virtual or remote instruction, if instituted under the district's Commissioner of Education's approved program of virtual or remote instruction, shall be considered the equivalent of a full day of school attendance for the purposes of meeting State and local graduation requirements, the awarding of course credit, and other such matters as determined by the Commissioner of Education.

CJCP will include the statutory requirements listed in the "LEA Guidance for Chapter 27 Emergency Virtual or Remote Instruction Programs for the 2021-2022 SY", in the school's plans for virtual or remote instruction for the 2026-2027 school year. The revised 2026-2027 plans will be approved by CJCP's Board of Trustees on 6/16/2026 and will be submitted to the county office of education for review and approval. CJCP Emergency Virtual or Remote Instruction

Programs FY25 can be found under the About Tab on our school's website <https://cjcollegeprep.org/>.

Essential Staff for Program Implementation

CJCP identifies all its employees as “essential” to our high-quality educational program. Essential staff includes and is not limited to, administrators, teaching staff, school psychologist, school social workers, counselors, support staff, secretaries, custodian, aides, etc. In the event that remote instruction is implemented, CJCP would require all employees to report to the building, while students remain at home to the best of their ability and in line with New Jersey Department of Education guidelines. CJCP will identify key staff members who would aid in the successful execution and implementation of the school's Emergency Virtual Remote Instructional Plan. This list will be provided to the county office at the time of transition to remote or virtual instruction.

Chief Education Officer (CEO)	● School operations ● Communication ● Management ● NJDOE Information Communication ● NJDOH Information Communication ● State, county, and local official
Director of Curriculum	● Management of instruction implementation ● Supervise instructional plan implementation ● Communicate with school community ● Monitor teachers
Director of Operations	● Communicate with school community ● Technology ● Operational management of education program ● Support staff management
Nurses	● Report of Covid-19 cases to charter's Covid-19 POC and DOH ● Educate parents and staff on proper hygiene
Director of Guidance Services	● Management of student services ● Special Education compliance ● Student support and management

School Business Administrator Assistant School Business administrator	• Meal distribution • Food service management • Budget • Business operation • Board reporting • State reporting
Human Resources	• Staff support • Personnel communication of policies and expectation
Teachers	• Report to school when needed • Continue to teach according to their contract
Director of Facilities	• Sanitize/disinfect facilities • Custodian management • Ensure sufficient availability of sanitizing and disinfecting resources for staff and students.
School Secretaries	• Report to school when needed • Complete assigned work

Instructional Plan

CJCP program of virtual or remote instruction implemented for the general education students shall provide the same educational opportunities to students with disabilities, low-income students, English learners, racial and ethnic minorities, and foster care youth. 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 a virtual or online platform and as required by the student's Individualized Education Program (IEP), to the greatest extent practicable.

In the event the State or local health department determines it is advisable to close or mandates closure of the school 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, CJCP Chief Education Officer shall have the authority to implement the school district's program of virtual or remote instruction for all students including students with disability, low-income students, English learners, racial and ethnic minorities, and foster care youth. CJCP Chief Education Officer shall consult with the Board prior to such decision, if practicable. CJCP Chief Education Officer shall ensure that students, parents, staff, and the Board are informed promptly of the Chief Education Officer's decision.

Daily Schedule:

- o Students will log on Monday through Friday at
 - o Elementary: 7:50 AM - 3:20 PM
 - o Middle: 7:50 AM - 3:20 PM
 - o High School: 7:50 AM-3:20 PM
- o Instructional design offered K-12:
 - o Synchronous/Live sessions: live classes via zoom or Google Hangouts
 - o Asynchronous/Self-paced sessions: combination of self-paced and self-guided instruction through watching pre-recorded videos, completing assignments independently, and making corrections and improvements on work based on feedback
 - o Courses and expectations will mirror on-site instruction. Students in remote learning will have the same access to learning opportunities as students participating in on-site, hybrid learning, therefore, expectations will be the same.

Lack of Devices:

- o CJCP is a one-to-one technology school, and all students are already provided with a device. The school's Director of Operations will conduct surveys to find out if students lack proper internet connection to participate in the school's remote learning program seamlessly. IT helpdesk would be available every day for immediate assistance to students who may have technical difficulties with their devices or who may need a replacement.

Internet Access

- o Students identified as having poor internet connectivity which interrupts their daily attendance to remote or virtual instructions will be issued a district provided hotspot.

Attendance

- o Students will be responsible to fulfill all requirements from all courses, including attending all live sessions, completing self-paced learning materials, reviewing all resources presented by teachers, and completing all assignments by their deadlines.

Failure to attend live sessions or turn in assignments in a timely manner will result in an unexcused absence. Attendance policy in the student handbook located on the school's website, will apply.

Special Education Services

Instruction

- Replacement Classes
 - Special education teachers will follow the virtual or remote instructional plan for general education students listed in the above remote or virtual instruction.
 - Special education teachers will utilize Google Classroom to post modified assignments as needed.
 - Hard copies of assignments and activities would be available for pickup as needed.
- Self-Contained Classes
 - Remote instruction will mirror in-person instruction with all learning processes in terms of class size and other instructional practices.
 - Continuation of ongoing courses and activities will be supported through a collaborative relationship between teachers and parents based on the students' IEP.
 - Continuation of data collection of students' behavior and progress towards goals.
- Speech-Language Services, Occupational/Physical, Counseling and Social Skills
 - All services will be scheduled and provided remotely for students via Zoom, or telephone conferences. In cases where students are unable to attend zoom sessions, compensatory services will be provided as needed.

English Language Services

Instruction and Family Communication

- All communication to families will be provided in both English and the family's native language. This will include meeting invites, program information, homework support and updates to instructional delivery.
- Live Instruction will mirror in-person learning via zoom. Google classroom will be utilized to organize instruction and assignments as well.
- English as a second language program will be implemented to support student language acquisition and learning grade level skills.

- o Homework and instructional materials will be provided in either English or native language as is appropriate for student learning and skill mastery.
- o Classwork will be differentiated through collaboration between the ELL teacher and the classroom teachers to support students' learning needs.
- o Students will have access to online platforms that support both language acquisition skills, translation services, and skill mastery in native language based on their individual learning needs. Platforms include, but are not limited to, Brainpop ELL, Raz Kids ELL, and textbooks in students native language.
- o All support staff including administrators, teachers, support service members and support staff are provided annual training on culturally responsive teaching strategies that include implementing diverse curriculum materials and being responsive and supportive to students backgrounds. Training also includes:
 - o Focus on restorative classroom practices that includes trauma informed care that includes specific support for working with students impacted by forced migration from their home countries.
 - o An integration of social and emotional learning strategies to meet students needs.

Student Assistance and Counseling Services

Counseling Services

All counseling services would be conducted remotely through an organized and scheduled meeting plan. Counselors will provide the following including but not limited to:

- o Caseload management.
- o Coordinating preventative, individual counseling, small group, and classroom-based activities via Zoom Education.
- o Identifying at risk students and contact them regularly via phone communication and Zoom.
- o Maintain a log consisting of daily activities and communication with students, parents, and staff.
- o Maintain a Google Classroom with pertinent and relevant resources for students and staff.
- o Provide relevant resources to parents through the school website.
- o Continue all regular counseling duties of paperwork, and school referral services.

Meal Distribution Plan

Distribution

CJCP operates the National School Lunch Program (NSLP) through the school's contracted Food Service Management Company, Maschio's Food Services, Inc. and will continue to provide meals in compliance with the NJ Food and Nutrition Service.

School closing is meant to avoid large gatherings and concentration of people in crowds that could increase the number of people exposed, hence distribution of meals would be conducted on a scheduled basis in well packaged and sealed containers complying with food safety and health regulations. Meals would be pre-packaged as "Grab and Go" meals and distributed through parent pickup. Pickup would be as followed:

- Twice per week
- Between 10am through 3PM (time subject to change)
- Meals offered would be breakfast and lunch

In addition to the above-mentioned services, CJCP will work with the school districts to execute the meal distribution in a way that is most equitable and convenient to the parents because of possible, limited transportation opportunities facing low-income families.

Facilities Plan

Facilities

CJCP facilities will be maintained by the Director of Facilities and the Custodial team throughout an extended period of closure. The plan includes the following actions to ensure the buildings remain in good condition and ready for reopening:

- Sanitization and Disinfection:
 - Ensuring sufficient availability of sanitizing and disinfecting resources for staff and students.
 - Thoroughly sanitizing and disinfecting the facilities daily.
- Routine Maintenance:
 - Conducting regular inspections of HVAC systems to ensure proper ventilation and air quality.
 - Performing routine checks on plumbing systems to prevent leaks and water damage.
 - Ensuring all electrical systems are functioning correctly and addressing any issues promptly.
- Building Security:

- Ensuring all entry points (doors, windows) are secure to prevent unauthorized access.
 - Maintaining and monitoring security systems, including alarms and cameras.
- Pest Control:
 - Implementing regular pest control measures to prevent infestations.
 - Inspecting for signs of pests and taking immediate action if any are found.
- Grounds Maintenance:
 - Regularly maintaining outdoor areas, including landscaping, to prevent overgrowth and maintain curb appeal.
 - Ensuring walkways and parking lots are free of debris and hazards.
- Facility Upkeep:
 - Periodically checking and maintaining all building systems, including lighting, fire alarms, and sprinkler systems.
 - Conducting deep cleaning and maintenance of floors, carpets, and other surfaces.
- Equipment and Supplies:
 - Inventorying and maintaining all custodial and maintenance supplies to ensure readiness for reopening.
 - Regularly servicing and maintaining all equipment used by the custodial team.
- Documentation and Reporting:
 - Keeping detailed records of all maintenance activities and inspections.
 - Reporting any significant issues to the appropriate authorities and taking corrective action as needed.