EMERGENCY VIRTUAL/REMOTE INSTRUCTION PLAN
FOR THE 2023 -2024 SCHOOL YEAR

Introduction

Montgomery Academy plans to provide full-day, full-time, in-person instruction and operations for the 2023-2024 school year. The New Jersey Department of Education (NJDOE) and New Jersey Department of Health (NJDOH) worked collaboratively to develop the following guidance to operationalize that goal. This guidance includes a range of strategies that our school has considered implementing to reduce risks to students and staff from COVID-19 while still allowing for full-time in-person learning. The absence of one or more of the strategies outlined in this document does not preclude the reopening of the school facility for full-day in-person operation with all enrolled students and staff present. While the State is committed to a resumption of normalcy for next school year, we will continue to monitor the data and our decisions will be guided by science to ensure that we maintain safe and healthy school communities.

Instruction

Curriculum and instruction will be provided through full days and in-person instruction ensuring equity for all students. This instruction shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades Kindergarten through 12 as part of the school's implementation of the New Jersey Student Learning Standards.

Montgomery Academy shall ensure New Jersey Learning Standards are addressed, in person or virtually should the need arise, and students are assessed for learning, which will maximize student growth and learning to the greatest extent possible, through:

- Ensuring alignment of all curriculum to NJDOE State Approved Standards;
- Supporting our teachers, that the following actions have and will continue to be taken:
  1. Prioritize the most critical prerequisite skills and knowledge for each subject area and grade level.
  2. Train teachers to evaluate students' unfinished learning and provide acceleration support moving curriculum and instruction forward.
  3. Plan and design the approach to diagnosing students' unfinished learning in that prerequisite content knowledge and those prerequisite skills.
  4. Adapt our curriculum scope and sequence/pacing guides for each subject area and grade level to accommodate where teachers might need to provide acceleration support.
  5. Monitor students' progress on grade-appropriate assignments and adjust supports for teachers based on student results.
  6. Provide professional development opportunities on a variety of topics.
- Grading and Assessments: Students shall be graded based on Policy #2624 and the District's Student Code of Conduct.
- Utilizing the following strategies with respect to student assessment as Montgomery Academy remains open for the 2023-2024 school year or should the need arise for return to virtual/remote learning:
  1. Inventory sources of current student performance data: Sources may include but are not limited to formative classroom assessments (quizzes, exit slips, etc.), student observations, student self-assessments, district benchmark assessments, projects, etc. We will utilize multiple sources of student data.
  2. Develop hypotheses: After preparing for data for examination, interpret the data and develop hypotheses about factors contributing to students' performance and the specific actions that can be taken to meet students' needs.
  3. Determine appropriate assessment tools: Develop an inventory of various assessment tools available and determine which would be most appropriate for improvement per the hypotheses made based on the available student performance data.
  4. Utilize NJDOE Start Strong State Assessment for planning and strategizing for the upcoming year.

5. Reading Development Teacher to specifically address the literacy need of students and support classroom teachers in this endeavor.

Clear and frequent communication with families/guardians, in their home language, is offered to help ensure that this important flexibility shall be as readily accessible as possible, whether in-person or remotely. Communication modes will include, at a minimum:

- School website;
- Paradigm Apprise Alert to parents via phone calls and text messages;
- Emails and phone communications from administrators and teachers;

Providing clear and consistent communications with stakeholders is vital to successful implementation.

Montgomery Academy is prepared to provide virtual or remote instruction, should the need arise in either of the following two situations:

1. Due to unforeseen circumstances either through Executive/Emergency Order or Department of Health recommendation.
2. Students are excluded from school due to meeting the NJDOH's COVID-19 exclusion criteria.

In order to address the digital divide, all Montgomery Academy students have been provided with a Chromebook. Access to the Internet is provided to students on an as needed basis with portable hot spots provided by Montgomery Academy.

Remote learning will continue to be guided by P.L. 2000, c.27 and the school's Emergency Closure School Preparedness Plan if we are required to deliver instruction through a fully remote environment during limited periods throughout the school year due to a local or statewide public health emergency. According to N.J.A.C. 6A:32-8.3, a school day shall consist of not less than four hours. School policies for attendance and instructional contact time will need to accommodate opportunities for both synchronous and asynchronous instruction while ensuring the requirement for a 180-day school year are met.

Hours of instructional time are not defined as a student's time spent in front of a teacher or in front of a screen, but time engaged in standards-based learning under the guidance and direction of a teacher. Google Classroom will be used as the learning

management system for content delivery during remote instruction. The NJDOE recommends districts prioritize flexibility and creative planning to maximize opportunities to learn with considerations for what is developmentally appropriate for a student's grade level and accommodate the varying levels of parent or guardian support during at-home instruction. Plans will look different in each district to meet the unique needs of their community, but considerations should be made to balance reducing student screen time with facilitating meaningful interactions between teachers, students, and their peers. Montgomery Academy students will be provided with at least four hours of instruction through Google Classroom and Google Meet.

Montgomery Academy will follow district attendance procedures as outlined in Policy #5200.

Addressing Special Education Needs

Montgomery Academy is fully committed to supporting our special education student population and it is prepared to continue instructional operations during a closure due to a declared state of emergency, declared public health emergency, or directive by the appropriate health agency or officer to institute a public health related closure.

Montgomery Academy provides equitable access and opportunity to instruction to our special education population. By having a ration of one device for every student (1:1), we guarantee that each enrolled student an Internet capable device (Chromebook) that supports instruction during in-person and synchronous asynchronous virtual or remote learning.

In case of school closure, students can meet individually with their teachers during allocated hours in the schedule, which can help them clarify doubts and ask questions about course content, obtain study ideas, and receive feedback from an assignment. On-site after-school extended day programs are available for the students.

In the event of a school closure, staff will continue to conduct IEP meetings and evaluations to the greatest extend possible utilizing such platforms as GoToMeeting or Google Meet.

When in-person instruction is not feasible, related services will continue to be

provided via telepractice. Montgomery Academy shall attempt its best effort to ensure that every student participating in remote learning has access to the requisite educational technology, and the provisions of special education and related services to the greatest extent possible.

Addressing English Language Learners Needs
Montgomery Academy does not have currently any students enrolled that are in an English as a Second Language and/or bilingual educational program.

Attendance Plan
Should the need arise for virtual/remote instruction, Montgomery Academy shall consider creative, flexible solutions in attendance monitoring. These solutions shall be based on Policy #5200. Based on parent work schedules, some students may be engaging in remote learning activities in the evening. While synchronous morning meetings may be effective for most populations, providing opportunities for students to show attendance asynchronously should be flexible. Teachers and administration shall monitor student daily attendance and participation via Google Classroom

During virtual/remote instruction, parents will be contacted regarding all attendance matters utilizing a variety of methods including: emails, phone calls, and mass notification.

Safe Delivery of Meals Plan
All students who are remote instruction, meeting the exclusion criteria for COVID-19, will have the opportunity to participate in their home district's breakfast and lunch programs. Arrangements will be made to help the parents facilitate access through their home district.

Facilities Plan
Continual monitoring the facilities will be ongoing should the need arise to return to in-person instruction. When possible, a custodian will be assigned to the location to ensure the area is cleaned and disinfected properly. All NJDOE, CDC, State, and local health department recommendations and requirements will be followed to the extent possible.

Other Considerations:

- **Accelerated Learning Opportunities**

  Should the need arise for virtual/remote instruction, our Learning Management Platform shall be Google Classroom. Using the [NJ DOE Acceleration Guide](#) as our guide, which summarizes the developing base of literature on learning acceleration approaches and share promising practices from New Jersey schools. The guide has been crafted for LEA administrators with the goal of helping teachers, support staff, families, and students emerge from these unprecedented times and start the new school year stronger than ever. The strategies suggested and recommendations in this guide are critical since the onset of the pandemic.

- **Social and Emotional Health**

  The school nurse, social workers, and school psychologist will continue meeting the needs of our students to address any social-emotional needs via email, telephone or virtual conference.

Essential Employees

Montgomery Academy will maintain a list of essential employees and provide this list to the county office at the time of transition to remote or virtual instruction.