



Local Education Agency Guidance for Virtual or Remote Instruction Plan

The New Jersey Department of Education (Department) is providing the following guidance pursuant to N.J.S.A. 18A:7F-9(c) and N.J.A.C. 6A:32-13.1 and 13.2, to assist LEAs in the development of their annual virtual or remote instruction plans. The Department encourages LEAs to reflect on the previous school year to enhance elements of the prior year's plan to provide the most substantive education, and including, but not limited to, related services, for all students in the event of an LEA closure.

For each of the areas below, the chief school administrator or lead person will either mark "yes," confirming that the information is in the Plan and list the corresponding Plan page number, or mark "no" if the information is not contained in the Plan. The chief school administrator or lead person is expected to provide an explanation to the County Office of Education for all areas marked "no."

By July 31 annually, the chief school administrator or lead person must submit a board-approved LEA Guidance for Virtual or Remote Instruction Plan for the coming school year, along with this form to their County Office of Education. At the time of submission to the county office of education, the plan must be posted on the LEA's website. Plans will be reviewed in each county office of education on a rolling basis with an electronic response communicated within two business days of receipt.

LEA Checklist for Virtual or Remote Instruction Programs

LEAs must enter the page number where each checklist item may be found in the virtual or remote instruction program submitted to the [County Office of Education](#).

School Year: 2025-26

Contact Information

County: Cumberland

Name of District, Charter School, APSSD or Renaissance School Project:

Creative Achievement, an Archway Program

Chief School Administrator/Charter or Renaissance Leader Name/APSSD Leader:

Susan Lafferty

Phone Number of Contact: (856) 906-4184

Equitable Access and Opportunity to Instruction

Question	LEA Yes or No
1. Is the LEA ensuring equitable access and opportunity to instruction for all students?	Yes <input type="checkbox"/>



Question	Page Number	LEA Yes or No	County Yes or No
2. Does the program ensure that all students' varied and age-appropriate needs are addressed?	1/2	Yes <input type="checkbox"/>	
3. Is the program designed to maximize student growth and learning to the greatest extent possible? Synchronous and/or asynchronous virtual or remote learning plans which will maximize student growth and learning.	1	Yes <input type="checkbox"/>	
4. Does the program describe how the LEA will continuously measure student growth and learning in a virtual or remote instruction environment?	2	Yes <input type="checkbox"/>	
5. Does the program describe how the LEA will measure and address any ongoing digital divide issues, including a lack of internet access, network access and/or sufficient access to devices?	2	Yes <input type="checkbox"/>	

Notes on Equitable Access to Instruction

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Addressing Special Education Needs

Question	Page Number	LEA Yes or No	County Yes or No
1. Does the program address the provision of virtual or remote instruction to implement Individual Education Programs (IEPs) for students with disabilities to the greatest extent possible, including accessible materials and platforms?	2	Yes <input type="checkbox"/>	
2. Does the program address methods to document IEP implementation including the tracking of services, student progress, as well as provision of accommodations and modifications?	2	Yes <input type="checkbox"/>	
3. Does the program describe how case managers will follow up with families to ensure services are implemented in accordance with IEPs to the greatest extent possible?	2	Yes <input type="checkbox"/>	
4. Does the program address procedures to conduct IEP meetings, evaluations and other meetings to identify, evaluate and/or reevaluate students with disabilities?	3	Yes <input type="checkbox"/>	

Notes on Special Education Needs

As an APSSD, all of our students are special education.



Addressing English language learners (ELL) Plan Needs

Question	Page Number	LEA Yes or No	County Yes or No
1. Does the program include an English as a Second Language and/or bilingual education program aligned with State and Federal requirements to meet the needs of ELLs?		No <input type="checkbox"/>	
2. Does the program describe how the LEA communicates with families of ELLs including providing translation materials, interpretative services, and literacy level appropriate information?	3	Yes <input type="checkbox"/>	
3. Does the program include the use of alternate methods of instruction (that is, differentiation, sheltered instruction, Universal Design for Learning), access to technology and strategies to ensure ELLs access the same standard of education as non-ELL peers?		No	
4. Does the program include 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)?		No	

Notes on Supporting ELL Educational Needs

We have no ELL student needs, however, interpreters are employed to communicate with any parent who may have a language barrier



Attendance Plan

Question	Page Number	LEA Yes or No	County Yes or No
1. Does the program address the LEA's attendance policies, including how the LEA will determine whether a student is present or absent, how a student's attendance will factor into promotion, retention, graduation, discipline, and any other decisions that will reflect the student's performance?	3	Yes <input type="checkbox"/>	
2. Does the program describe how the LEA communicates with the family when a student is not participating in online instruction and/or submitting assignments?	3	Yes <input type="checkbox"/>	

Notes on Attendance Plan

Safe Delivery of Meals Plan

Question	Page Number	LEA Yes or No	County Yes or No
1. Does the program contain how the LEA will provide continued safe delivery of meals to eligible students?	4	Yes <input type="checkbox"/>	

Notes on Safe Delivery of Meals



Facilities Plan

Question	Page Number	LEA Yes or No	County Yes or No
1. Does the program contain an outline of how buildings will be maintained throughout an extended period of closure?	4	Yes <input type="checkbox"/>	

Notes on the Facilities Plan Other

Other Considerations

Does the program contain the following considerations?	Page Number	LEA Yes or No	County Yes or No
a. Accelerated learning opportunities		No	
b. Social and emotional health of staff and students	4	Yes <input type="checkbox"/>	
c. Title I Extended Learning Programs		No <input type="checkbox"/>	
d. 21 st Century Community Learning Center Programs		No	
e. Credit recovery		No <input type="checkbox"/>	
f. Other extended student learning opportunities	4	Yes	
g. Transportation		No <input type="checkbox"/>	
h. Extra-curricular programs		No <input type="checkbox"/>	
i. Childcare		No <input type="checkbox"/>	
j. Community programming		No <input type="checkbox"/>	

Notes on Other Considerations



APSSD Applicable Only: Sharing Plans

Was the program shared with all sending districts? Yes ☒ No ☐

Notes on APSSD Sharing Plans

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Essential Employees

Question	Page Number	LEA Yes or No	County Yes or No
1. The LEA will ensure essential employees are identified and a list is provided to the county office at the time of the LEA's transition to remote or virtual instruction.	4	Yes <input type="checkbox"/>	

Notes on Essential Employees

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Board Approval

Date of board approval (mm/dd/yyyy): 06/09/2025

Notes on Board Approval

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Posted on Website

1. Is the program posted on the school district/APSSD/Charter/Renaissance School Project Website? Yes ☒ No ☐

2. Link to website: www.archwayprograms.org

CREATIVE ACHIEVEMENT ACADEMY EMERGENCY VIRTUAL/REMOTE INSTRUCTION PLAN 2025-2026 SCHOOL YEAR

District Demographic Profile-100% Students with Disabilities

Total students served-60

Purpose

To have a prepared plan ready to put in immediate effect should Creative Achievement have to transition to remote learning due to a closure lasting more than 3 consecutive days due to a declared state emergency, declared public health emergency, or a directive by the appropriate health agency or officer to institute a public related closure.

Our plan for virtual or remote learning for 2025-2026 School year, should we have a public health emergency, is based on guidance from NJDOE, the CDC and DOH.

This plan will be sent out to all sending districts, the county office, as well as posted on the school's website, www.creativeachievement.org.

Creative Achievement wants you to know that the health and wellbeing of our students, employees, families, and community remains our top priority.

In preparation for emergency transitioning to remote/virtual instruction, the following plan will be put into action:

EQUITABLE ACCESS AND OPPORTUNITY TO INSTRUCTION

The virtual plan includes all students, all disabilities and all levels of education. All academic goals will be addressed individually, as per the IEP. The teacher's plans will include asynchronous virtual/remote education to maximize student growth at the same rate as synchronous.

All students will have a Chromebook. Students not present when the Chromebooks are handed out will have one delivered to them

All students will receive a packet of work, with 2 weeks of academics, in addition to the virtual learning. This will address students that are unable to learn virtually due to lack of access or cognitive ability. If they do not receive a packet in school, it will be delivered to them.

An administrator will reach out to the sending district of a family that may not have appropriate access to wifi/internet and see what their plan is for the same issue in district.

Teachers will reference Realtime, our student IEP portal weekly to note progress on goals.

Teachers will use a rating system to note progress. The teachers will communicate progress monthly with parents, or after virtual learning has ceased, should it be less than a month.

ADDRESSING SPECIAL EDUCATION (100% Special Education)

There is a mandatory 4 hour of instruction per day, which will be comprised of both synchronous and supplemental asynchronous instruction.

Should remote instruction be needed, teachers will contact parents to schedule instruction. Chromebooks and/or paper packets will be in the student's possession, or delivered to them, if needed.

- Every student will be given a Chrome book for remote instruction. The Chrome books will be equipped with Google Classroom and White glove protection. Parents without internet access should contact their Child Study Team case manager or the CAA administrator to discuss connectivity or the teacher can assist getting in contact with the aforementioned people. Depending on the home technology capability, some or all work will be web based.
- Teachers will have at least 2 weeks of work (paper packets) prepared, should a student not have access to the internet, lose power or his/her goals are not conducive to on line learning.
- Students in elementary grades are given appropriate learning activities to broaden their knowledge of information correlating to the IEP goals and individual grade levels. High school students have new materials introduced to them through google classroom with follow up supporting activities to reinforce learning.
- Students, who are non-academic, will be given plans for completing IEP goals and objective through functional and daily living skills activities. Included in the folders will be skill appropriate activities and/or directions for everyday independent living skills.
- The teachers have made available his/her email address and/or website (google classroom, Class Dojo, Realtime Portal, etc) for parents to contact them.
- Cell phones for Administrators will be provided to families and districts.
- Related Services-OT, PT, Counseling and Speech have created activities to be done at home to address IEP goals and support the educational needs, they will also be available to parents via the best mode of communication n the parent has identified. Related services are delivered through google classroom and zoom where appropriate. Material

for OT, PT and Speech will be sent home to the students or they can utilize a list of materials provided that most people have at home.

- Related service (SEMI) logs containing frequency and duration of service given will be kept on file and emailed monthly to case managers or the SEMI contact for the districts.
- One to one aides will be working individually online with their student if applicable.
- All communications will be documented.
- Staff are communicating and using various platforms to remain involved in the student growth, both academic and personal/social by interacting with them.
- Monthly progress will be communicated to both the family and the district, unless the declared emergency last less than a month.
- The districts will be directed to contact a secretary or administrator to schedule any meetings that may be needed, which can be completed through a virtual platform.

ADDRESSING ELL NEEDS

Not applicable for the student population, however, bilingual staff will be the communicator with families whose dominant language is Spanish.

Cultural competency/diversity in the school is a mandatory training.

ATTENDANCE

Teachers and/or 1-1 aides will reach out daily for attendance. If a child logs on virtually, he/she is present. If a child is unable to participate in virtual learning, a phone call home will be made.

Teachers will speak with parents if the child is having difficulty attending or submitting assignments. If the behavior persists, the district case manager will be contacted.

Attendance will be sent to the secretaries of the school the child attends and the secretaries will log it in. This way, the district will receive monthly attendance in the same manner they are used to.

The teacher will reach out to the school nurse to report any student who cannot be reached for 5 consecutive days. The School nurse will send a letter to the case manager indicating the absences.

MEALS

Students requesting meals during remote times will follow the Vineland school district meal plan, as they provide meals to Creative Achievement.

We will continually follow guidance from local authorities regarding further developments of the emergency and continue to keep students, employees, and families abreast of any changes. Any revisions will be submitted to the county in a timely manner.

FACILITIES PLAN

Creative Achievement has a custodian that is here full time. He is an essential employee and reports to work during emergency situations. Maintenance is performed by the landlord.

OTHER CONSIDERATIONS

Creative Achievement is dedicated to the health and well-being of both staff and students. The classroom staff and counselors will consistently reach out to students/families to see if they are ok and if there is anything we may be able to help with.

Administrators will reach out to staff to make certain that they are happy and healthy and if they are in need of any additional supports.

Teachers will differentiate activities and attempt to use games and online field trips to keep the students motivated and excited about learning. Behavior modification point will be awarded for participation, positive interactions and other gestures of encouragement or support for peers.

ESSENTIAL STAFF

All administrators, secretaries, teachers and related service staff are considered essential staff. However, paraprofessionals, if necessary will be considered essential as well. A list of employees will be sent to the county office if a transition is made to virtual instruction.