

**THE GRAMON FAMILY OF SCHOOLS**  
**RESTART AND RECOVERY PLAN**

- 14-8344      **New Beginnings School District – Plan 7-31-20 – Updated 9-2-2020; 11-12-2020; 2-18-2020, 3-31-21**
- 14-8344      **Gramon School – Plan 7-31-20 – Updated 9-2-2020; 11-12-2020; 2-18-2020, 3-31-21**
- 14-8249      **Glenview Academy – Plan 7-31-20 – Updated 9-2-2020; 11-12-2020; 2-18-2020, 3-31-21**

The Gramon Family of Schools, which includes New Beginnings, Glenview Academy, and the Gramon School, are approved private schools for students with disabilities. Our 3 schools serve students with autism spectrum disorder and other developmental disabilities. Student ages range from ages 3 to 21 and are from over 65 local school districts across 9 New Jersey counties. Classes at The Gramon Family of Schools are all ungraded, and students are grouped according to classroom type that spans over a 4-year age range.

The Gramon Family of Schools continues to work diligently to provide the students with the best education possible. Instruction is provided in a manner that is consistent with each student's Individualized Education Program (IEP) and Mandated Tuition Contract in order to provide continuity of instruction to the best extent possible, during these unprecedented times. The Gramon Family of Schools Board of Education's Restart and Recovery Plan will be evaluated over time to determine if any modifications to the school day or structure of the plan needs to be revised.

The health and well-being of the students at The Gramon Family of Schools is our top priority. The Gramon Family of Schools Board of Education's Restart and Recovery Plan addresses specific key subject areas in order to help keep our students and staff safe and healthy and to meet the needs of our students. The key subject areas include:

- A. Conditions for Learning
- B. Leadership and Planning
- C. Policy and Funding
- D. Continuity of Learning

## A. Conditions for Learning

Conditions for Learning address the students' and staffs' physical safety needs, as well as the social, emotional, and environmental factors. Addressing these needs will give our teachers the added resources to be able to educate our students and our students the added supports to help them learn.

In order to address the students' and staffs' physical needs, the district has adopted a policy for screening students and employees for symptoms of COVID-19, as well as their history of exposure. Additionally, social distancing will be required by students and staff in the classroom, hallways, bathrooms, and on school buses, as well as during arrival and dismissal times. Other safety modifications, such as physical barriers between desks, will also be in place to ensure a safe environment. Additional cleaning and disinfecting procedures have also been adopted which is explained in more detail below.

All staff and visitors to the Gramon Family of Schools are required to wear face coverings unless doing so would inhibit the employee or visitor's health or if the individual is under two years of age. Students will be encouraged to wear face coverings during the school day unless doing so would inhibit the student's health or well-being.

With the potential for travel over Spring Break combined with the rise in cases in Essex County, the Gramon Family of Schools will be fully-remote the week directly following spring break, April 12, 2021 through April 16, 2021. Directly following the week of fully remote instruction, we will resume the hybrid schedule from April 19, 2021 through April 30, 2021. Beginning Monday, May 3, 2021 the Gramon Family of Schools will move to a full, five-day, in-person schedule. Below is a breakdown of the upcoming changes:

- Cohort A and B will be fully remote the week of April 12th-16th.
- Cohort A will resume 3-day, hybrid schedule (Monday-Wednesday) from April 19<sup>th</sup>-30<sup>th</sup>.
- Cohort B will resume 3-day, hybrid schedule (Wednesday-Friday) from April 19<sup>th</sup>-30<sup>th</sup>.
- When Cohort A or B is not onsite, they will continue to receive virtual instruction
- Both Cohorts will move to a full, 5-day, in-person schedule beginning May 3<sup>rd</sup>.

Dates and school hours are subject to adjustment based on health trends and safety guidelines.

The Gramon Family of Schools will continue to follow the health and safety measures below:

1. General Health and Safety Guidelines

The Gramon Family of Schools is and will continue to comply with all Center for Disease Control (CDC), state, and local health department guidelines while implementing the restart and recovery plan. Additionally, reasonable accommodations such as social distancing, usage of face coverings, hand sanitizing stations throughout the building, frequent hand washing, as well as providing options for telework and virtual learning will be available for staff and students at higher risk for severe illness.

2. Classrooms, Testing and Therapy Rooms

While in the classroom, therapy rooms or during testing, social distancing will be required by students and staff to the maximum extent possible. If social distancing is not possible, the use of face coverings is required. Shared educational and therapeutic materials, including physical and occupational equipment, as well as larger common areas such as the gymnasium and multi-purpose rooms will be cleaned and sanitized after each use, as well as nightly cleaning and sanitizing. Adequate ventilation is in place throughout the Gramon Family of Schools. Maintenance of all HVAC systems as required by the manufacturer is in place and hydrogen peroxide fogging units have been purchased to treat all areas nightly and school vehicles after each use. Additional hand sanitizing stations are available for use throughout the day by students and staff.

3. Transportation

Transporting students to and from the school buildings is the responsibility of the Local Education Agency (LEA)/sending school district. Social distancing practices on school buses will be required to the maximum extent possible. Best practices for cleaning and sanitizing has been adopted for all Gramon Family of Schools' vehicles used to transport students for designated purposes. Hydrogen peroxide fogging units have been purchased to treat all school vehicles after each use.

4. Student Flow; Entry, Exit, Common Areas

Procedures have been developed and specific locations identified for students and staff to enter/exit the school building for individual health screenings at the start of each school day and to minimize gatherings. Signage on floors and walls to reinforce social distancing and to ensure students and staff remain at least six feet apart have been posted. When social distancing is not possible, face coverings are required.

5. Screening, PPE, Response to Students and Staff Presenting Symptoms

Policies for the safe and respectful screening of students and staff for symptoms of and history of exposure to COVID-19 have been developed. Isolation rooms have been identified to safely

and respectfully isolate students or staff who display signs or symptoms of COVID-19. If an identified student or staff member tests positive for COVID-19, school officials will immediately notify the local health department, staff, and families of a confirmed case while maintaining confidentiality. If a case of COVID-19 is confirmed, the schools will follow the guidelines of the CDC and state and local health department for quarantine, isolation and contact tracing. If a student is quarantined at home, remote instruction will be provided during that time.

#### 6. Contact Tracing

Policies and procedures have been developed regarding contact tracing. School nursing staff and the Director of Human Resources have been trained in contact tracing in order to keep the school communities safe from the spread of contagious disease such as COVID-19. The local health department will be notified immediately of any confirmed cases of COVID-19 at the schools. Additionally, staff have been trained on the importance of contact tracing.

#### 7. Facilities Cleaning Practices

The Gramon Family of Schools continues to adhere to the existing required cleaning practices of the schools, as well as any new cleaning practices and procedures identified by the local health department. Classroom and play structures will be cleaned and sanitized daily and additional cleaning staff have been added to help with the increase for routine cleaning and disinfecting of frequently touched surfaces and objects as well as bathrooms on a daily basis and in between use as much as possible. Social distancing signage and hygiene protocols have been posted throughout the buildings.

In order to keep areas throughout the schools as clean as possible, students will use restroom locations either in their classrooms or will be assigned to a bathroom closest to the student's class. Additionally, students will remain in their classrooms during mealtime. Physical education and recess times will be scheduled one class at a time to allow for sanitizing in between use.

#### 8. Meals

In order to keep areas throughout the schools as clean as possible and continue to maintain social distance, students will remain in their classrooms during mealtime. Cafeteria staff who prepare student meals will be required to wear face coverings and to wash their hands immediately after removing gloves and after directly handling used food service items. Students who qualify for the School Lunch Program, will continue to receive meals accordingly.

#### 9. Recess/Physical Education/Field Trips

Recess will be staggered to allow for social distancing. Physical education classes will be scheduled one class at a time. Playground equipment and other shared equipment will be disinfected between use. All off-site field trips have been postponed. Virtual field trips will be incorporate as relevant to the classroom curriculum.

#### 10. Extra-Curricular Activities and Use of Facilities Outside School Hours

The Gramon Family of Schools has suspended all extra-curricular activities and use of facilities outside of school hours.

### B. Leadership and Planning

The Gramon Family of Schools administration, in developing this revised plan are working closely with the Restart Committee and Pandemic Response Teams giving guidance and requirements on the logistical and operational needs for reopening school.

The Restart Committee, comprised of diverse stakeholders from all areas of the school community including district and school level administrators, board members, educators and parents, is responsible for the strategic planning and development of the reopening plan to ensure the health and safety of students and staff. During the development of the reopening plan, the Restart Committee followed the guidelines of the Center for Disease Control (CDC), state and local health departments, as well as school policies and procedures focusing on the specific needs of the special education student population served by the schools.

Additionally, each school building has established a Pandemic Response Team. The Pandemic Response Teams who are also comprised of diverse stakeholders within the school community, discuss, approve and implement actions related to COVID-19. Each of the schools Pandemic Response Teams designated a liaison to work along-side the district Restart Committee. Teams work together to oversee the implementation of the plan providing support, health and safety measures and training about COVID-19. Beginning with the opening of school, teams will meet at least weekly to review and update any health and safety protocols as needed. Team liaisons will attend district team meetings to communicate the actions of the school Pandemic Response Teams.

#### 1. Scheduling

A plan for moving to a full 5-day, in-person schedule on May 3, 2021, has been developed and communicated to the school community. Careful consideration regarding the needs of the special education student population, as well as the school staff has been considered when developing the reopening plan. Health and safety measures have been implemented

based on the guidance by the Center for Disease Control (CDC), state and local health departments and the Department of Education.

The Gramon Family of Schools will continue to offer a virtual learning component in the reopening plan which will be guided by P.L. 2020, c.27 and the school district's updated Emergency Closure School Preparedness Plan. The schools are fully prepared to deliver instruction through a fully virtual environment if mandated by the Department of Education and state and local health departments.

A school day shall consist of not less than four hours for student instruction and two and one-half hours of continuous instruction for a full day Kindergarten class in accordance with N.J.A.C. 6A:32-8.3.

School district policies for attendance and instructional contact time are being reviewed and will be updated to accommodate learning opportunities concurrently for both groups while ensuring the requirements for a 180-day school year are met, which will help meet the needs of our special education population.

The district will provide professional development opportunities on how to best use technology to make sure the requirements of the student IEP's are met. The Gramon Family of Schools offers virtual learning for its medically fragile/high risk students. The medically fragile/high risk staff for COVID-19 are accommodated through virtual instruction. Whether the student is attending school on-site, through a hybrid model, or virtual learning, our plan addresses and meets the required instructional hours for the school day.

The following has been addressed in the Restart and Recovery Plan:

- Teachers will be provided with a sanitized planning area.
- School district policies are reviewed and updated to support in-person and remote instruction.
- Virtual learning privacy challenges have been addressed.
- School community members are engaged to help the district better understand the challenges and opportunities the district faces when developing/updating policies and practices.
- A steady supply of resources and PPE is available to ensure the safety of students and staff.
- Protocols for social distancing on school buses and throughout school buildings and are in place.

## 2. Staffing

The Gramon Family of Schools affords access and equity in the workplace so all staff to ensure the continuity of student learning. A survey was distributed to staff to understand their essential needs during the re-entry to the schools which allowed administration to allocate resources where needed. Additional technology devices were purchased to fill the needs of the staff during remote learning, as well as to prepare for hybrid sessions during the re-entry phase. Additionally, the district recognizes the need for social and emotional health support for staff during these unprecedented times and has made available mental health support services.

The Gramon Family of Schools complies with all applicable employment laws including, but not limited to, the American's with Disabilities Act (ADA) and Health Insurance Portability and Accountability Act (HIPAA) and all applicable state laws. Legal counsel was consulted prior to finalizing changes related to COVID-19 for the 2020-2021 school year.

The administration has identified all roles and responsibilities of school administrators, teachers, instructional assistants, and educational services professionals, to ensure continuity of learning and leverage existing resources and personnel to maximize student success.

If teacher schedules are adjusted, they are required to maintain quality instruction for students and abide by the minimum requirements set forth in NJDOE regulations.

The Gramon Family of Schools recognizes the NJDOE's response to COVID-19 by providing flexibilities for implementation of certain regulatory requirements during the public health emergency and will comply with the following:

- (1) Mentoring Guidance – Outlines requirements and flexibilities for teachers with an induction to the teaching profession and to the school district community through differentiated supports based on the teachers' individual needs.
  
- (2) Educator Evaluation Guidance – Provides a description of flexibilities and Requirements for educator evaluation necessitated by the state mandated school closures caused by COVID-19. This Guidance applies to all Teachers, Principals, Assistant Principals (APs), Vice Principals (VPs), and Other Certificated Staff for School Year (SY) 2019-2020, and is differentiated for educators with a provisional certification, in the process of earning tenure, and on a corrective action plan (CAP).

(3) Certification

(a) Guidance on Performance Assessment (edTPA) as well as the NJDOE's waiver of the teacher certification performance assessment (edTPA) requirement as necessitated by the COVID-19 state of emergency and related limitations.

(b) Additional COVID-19 Certification Guidance – Additional flexibilities are expected to be extended to candidates for certification in response to the logical constraints posed by the COVID-19 state of emergency.

While school is in session during the In-Person and Hybrid Learning Environments, the Gramon Family of Schools will adhere to the following guideline regarding the roles and responsibilities of administration and staff during the COVID-19 emergency.

a. In a fully in-person or hybrid learning environment the Gramon Family of Schools will leverage staff to monitor student movement, hallway traffic, and maintain safety according to guidelines. Instructional and non-instructional staff schedules can include designated time to support school building logistics required to maintain health and safety requirements.

b. Instructional staff should:

(1) Reinforce social distancing protocol with students and co-teacher or support staff.

(2) Limit group interactions to maintain safety.

(3) Support school building safety logistics (entering, exiting, restrooms, etc.).

(4) Become familiar with district online protocols and platforms.

(5) Plan standards-based lessons to meet the needs of students at various levels, ensuring versatility of lessons to apply to both fully in-person and hybrid learning environments.

(6) Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities.



- (7) Provide regular feedback to students and families on expectations and progress.
- (8) Set clear expectations for remote and in-person students.
- (9) Assess student progress early and often and adjust instruction and/or methodology accordingly.
- (10) Develop opportunities for real-time interactions with students (office hours, virtual meetings, etc.).
- (11) Instruct and maintain good practice in digital citizenship for all students and staff.
- (12) Instructional staff with additional capacity or limited time spent with students may assist with school building and safety logistics.
- (13) Teacher leaders or instructional coaches should support teachers in making necessary curricular adjustments and continuously improving the quality of instruction in remote and hybrid environments.
- (14) Providing materials, manipulatives, and items for at-home activities at no cost to families (particularly in pre-school).
- (15) Limiting on-line activities for pre-school students.

c. Mentor teachers should:

- (1) Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
- (2) Identify the most immediate issues to address with the mentee considering technology needs and how to provide effective remote instruction.
- (3) Establish observation protocols for remote environments that protect confidentiality, respect student privacy, and provide the mentee with relevant support.

- (4) Integrate self-care, for mentor and mentee, into mentoring scheduling and practices.
  - (5) Continue to maintain logs of mentoring contact.
  - (6) Mentor teachers should consider all health and safety measures when doing in-person observations.
  - (7) Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
  - (8) Consider alternative methods for classroom observations and avoiding in-person contact where possible.
- d. Administrators - In addition to administrators' non-instructional responsibilities, to ensure quality of continued learning in-person or virtually, administrators should:
- (1) Consider roles for staff with health concerns, leveraging them to enhance the virtual learning environment and inform in-person instruction.
  - (2) Provide time for staff collaboration and planning (See Scheduling section). Prioritize practical science and practical CTE areas for on-site opportunities as appropriate.
  - (3) Prioritize vulnerable student groups for face-to-face instruction.
  - (4) Identify teachers and teacher leaders that may provide support to staff to continuously improve instruction in a virtual environment.
  - (5) Work with staff and faculty to ensure that teaching and learning, and all student services are effectively and efficiently developed, planned, and delivered. For students who require extensive intervention supports, an individualized return to onsite instruction plan can be developed in collaboration with the LEA and parent/guardian.
  - (6) Hone collaboration, cooperation, and relationship building skills using alternative methods to remain connected to virtual instruction.

- (7) Define and provide examples of high-quality instruction given context and resources available.
- (8) Assess teacher, student, and parent needs regularly.
- (9) Ensure students and parents receive necessary supports to ensure access to instruction.
- (10) Communicate expectations for delivering high-quality instruction, assessing, and monitoring student progress in the virtual environment, in accordance with NJDOE's Professional Standards for Teachers and NJ Professional Standards for Leaders (N.J.A.C. 6A:9).
- (11) Plan a process to onboard students and reestablish the classroom environment through emphasizing relationships with students and parents and resetting routines.
- (12) Collaborate on curriculum planning and assessing student academic and social emotional well-being when students return to school.
- (13) Create feedback loops with parents and families about students' academic and social emotional health and well-being, through use of remote learning conferences and/or surveys to parents about their child's experience and learning while out of school.
- (14) Share a comprehensive account of academic interventions and social emotional and mental health support services available through the district.
- (15) Create and communicate realistic student schedules to increase student engagement and accountability for both hybrid and remote learning models.
- (16) Collaborate in determining expectations for differentiated instruction and rigor in hybrid and remote learning models.
- (17) Support families in connecting with teachers and other services they need to be successful in navigating the virtual environment.
- (18) Ensure the Pre-school Director/Contact Person is involved in the planning in order that development activities and supports are in place for Pre-school and supports transition to Kindergarten.

e. Educational services staff members should:

- (1) Lead small group instruction in a virtual environment.
- (2) Facilitate the virtual component of synchronous online interactions.
- (3) Manage online platform for small groups of in-person students while teacher is remote.
- (4) Assist with the development and implementation of adjusted schedules.
- (5) Plan for the completion of course requests and scheduling (secondary school).
- (6) Assist teachers with providing updates to students and families.
- (7) Support embedding of SEL into lessons.
- (8) Lead small group instruction to ensure social distancing.
- (9) Consider student grouping to maintain single classroom cohorts.
- (10) Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.

f. Support staff/paraprofessionals may:

- (1) Lead small group instruction to ensure social distancing.
- (2) Consider student grouping to maintain single classroom cohorts.
- (3) Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.
- (4) Pre-record read-alouds and videos around SEL activities and routines (Grades Pre-K through two).
- (5) Provide real-time support during virtual sessions.

- (6) Research websites, videos, and links for accessible activities that teachers can incorporate into lessons.
- (7) Support families and students in accessing and participating in remote learning. Paraprofessionals can be added to online classes as co-teacher.
- (8) Lead small group instruction in a virtual environment.
- (9) Facilitate the virtual component of synchronous online interactions.
- (10) Family Workers will need to provide support to parents via virtual platforms (Pre-school).

g. Substitutes

- (1) Develop contingency staffing plans in case of sudden long-term absences and/or vacancies.
- (2) Develop roles and responsibilities for substitute teachers in both virtual and hybrid settings.
- (3) Designate substitutes to a single school building or grade level to avoid too much movement between schools.
- (4) Identify areas where additional staff may be necessary: school nurses, counselors, school psychologist.

6. Educator Roles Related to School Technology Needs

- a. To ensure all staff supporting virtual learning are prepared to provide or support instruction on day one, the school officials should:
  - (1) Designate staff members to provide ongoing support with technology to students, teachers, and families. Consider developing a schedule and assigning a technology point person to teachers by cohort or content area.
  - (2) Survey teachers and families to determine technology needs/access (consider those that have access but may be sharing personal devices with others).

- (3) To the extent possible, provide district one-to-one instructional devices and connectivity when needed.
  - (4) Prior to the start of the school year, provide district email addresses and access to online platforms (usernames/passwords/organizational credentials).
- b. To ensure student teachers are prepared to start supporting instruction on day one, the Gramon Family of Schools:
- (1) Are training teachers, therapists and support staff to use technology platforms.
  - (2) Communicate school expectations/guidelines regarding professional online etiquette/interactions with students.
  - (3) Survey staff to determine technology needs/access.
  - (4) Virtual instruction is ideal for staff who are at greater risk for the impacts of COVID-19. Accommodations may need to be made for staff with health issues which are exacerbated by viewing content on screens for an extended period.
- c. Additional Staff Concerns – The Gramon Family of Schools are prepared to navigate additional staffing concerns and topics and have considered:
- (1) Best practice and guidance from the American Academy of Pediatrics is to limit screen time for students in grades Pre-K through two. Developmentally appropriate practices show that young learners are most successful with hands-on learning, rather than worksheets or computer-based activities. In this grade band, interactive learning activities are the most effective.
  - (2) Develop and communicate a plan of accountability that identifies how teachers will monitor and assess student performance. This includes how they grade students (Grades Pre-K through age twenty-one).
  - (3) The Gramon Family of Schools may also consider developing a plan to leverage community organizations, community partners, faith-based communities, or volunteers to support families outside of the school

building. Utilizing community volunteer support that will interact directly with students may require criminal history background checks.

- (4) Roles and responsibilities of teacher leaders or instructional coaches in supporting teachers in making necessary curricular adjustments and continuously improving quality of instruction through remote and hybrid structures.
- (5) Increase the need for all staff to address student trauma, social emotional learning, and digital citizenship with the support of the counseling department.

### 3. Athletics

The Gramon Family of Schools does not currently have students who participate in any New Jersey State Interscholastic Athletic Association (NJSIAA) sports events. However, administration at the Gramon Family of Schools works closely with sending districts to support student involvement in all sports programs available through the NJSIAA.

## C. Policy and Funding

The impact of the COVID-19 pandemic presents many fiscal challenges to the Gramon Family of Schools school for delivery of instruction and related services to students in addition to other basic operational needs. Readying facilities, purchasing supplies, transporting, and feeding students may look drastically different in the 2020-2021 school year. The Policy and Funding section of the Board's Plan focuses on existing and pending Federal and State legislation, regulations, and guidance.

### 1. School Funding

- a. The Board shall explore options to obtain the maximum amount of available revenue to minimize expenditures and for fiscal planning in the face of considerable uncertainty. The Board of Directors shall explore all options that are available for New Jersey approved private schools for the disabled.
- b. Gramon Family of Schools Budget

All schools under the Gramon Family of Schools umbrella have finalized their FY20 budget year and have already finalized their FY21 budgets. Because of the timing of the budget process, many of the activities listed below have not been, and cannot

be, factored into either budget year without additional revenue outside the amount they anticipated for FY21 in June, and budget transfers that current statute does not authorize at the start of the school year.

c. School Funding

School officials will review the Policy and Funding section of the NJDOE Guidance for APSSDS that includes information on Federal and State funding sources; purchasing practices; use of reserve accounts, transfers, and cash flow; and costs and contracting, including E-Rate funding.

(1) Purchasing

The Gramon Family of Schools may likely need to purchase items not needed in the past and may experience increased demand for previously purchased goods and services to implement the Plan.

D Continuity of Learning

Ensuring the continuity of learning is critically important during this time of great stress for families, educators, and students. The Gramon Family of Schools continue to work closely with our stakeholders to ensure decisions were made collaboratively and transparently and prioritized safely returning students who are in need of in-person instruction, particularly students with disabilities.

1. Ensuring the Delivery of Special Education and Related Services to Students with Disabilities

a. Consistent with guidance from the United States Department of Education, The Gramon Family of Schools continued to meet their obligations under the Federal Individuals with Disabilities Education Act (IDEA) and the New Jersey State special education regulations for students with disabilities by following each student's IEP within a remote instruction model, including academic instruction and related service delivery, and will continue to do so upon returning onsite to the building as capacity allows daily in September 2020 with an option to continue virtually per parent/guardian preference.

b. In accordance with the Extended School Year (ESY) Guidance issued by the NJDOE, student IEPs that included ESY services were all offered a 6-week, full day virtual ESY program during the COVID-19 pandemic; families were educated on their options and our teams worked collaboratively with Local Education Agencies (LEA) Child Study Team members to advocate for student enrollment and active participation.



c. The Gramon Family of Schools considered the following when addressing the education of students with disabilities for the 2020-2021 school year:

- (1) The Gramon Family of Schools does not currently serve students who may require accommodations and modifications as part of a 504 Plan.
- (2) In collaboration with LEAs, students themselves and parents/guardians, the Gramon Family of Schools teams will review student data/student progress to determine whether critical skills were lost during the period in which remote instruction was provided to students and to support the determination for the need of additional services to address learning loss. Student data/progress is gathered through summative and formative assessments, as well as student portfolios and progress reports.
- (3) In collaboration with LEAs, students themselves and parents/guardians, the Gramon Family of Schools teams will consider the impact of missed services on student progress towards meeting IEP goals and objectives, and support the determination if additional or compensatory services are needed to address regression and recoupment of skills within a reasonable length of time. Upon approval from the NJDOE, the Gramon Family of Schools immediately implemented a model of offering and providing virtual related service sessions (speech-language, occupational and physical therapies and counseling services) according to each student's IEP frequencies and duration.
- (4) The Gramon Family of Schools will work collaboratively with LEAs to ensure students who are overdue and/or have incomplete evaluations to determine eligibility for special education services receive these services in a timely manner either in-person or remotely by creating time and space for the students to be evaluated with the support of the Gramon Family of Schools educational teams. These evaluations are the responsibility of the LEA Child Study Team.
- (5) The Gramon Family of Schools guidance counselor, in collaboration with LEA Child Study Team case managers and parents/guardians, supported students whose postsecondary plans may have been adversely affected by the COVID-19 pandemic and provided support, resources, and assistance, including connections with the Division of Developmental Disabilities (DDD), the Division of Vocational Rehabilitation Services (DVRS) and day habilitation programs as necessary. Each of the Gramon Family of Schools 2020 graduates

either confirmed placement in a local day habilitation program or secured part-time employment.

- (6) All students who attend the Gramon Family of Schools are eligible for special education and related services.

## 2. Technology and Connectivity

The Gramon Family of Schools strived to ensure that every student had access to a device and internet connectivity during our recent period of remote instruction. Technology was provided to students that were otherwise without access, including iPads and jetpacks/hotspots. Families were also educated on services available at no or reduced cost through Comcast's Internet Essential Program. This technology will continue to be available to students whose families opt to remain virtual for the 2020-2021 school year.

### a. The Gramon Family of Schools provides the following:

- i. Families were surveyed at the start of remote instruction in March 2020 to ascertain their technology needs. Technology was provided accordingly. Since then and at any time going forward, a family can make a request for technology to meet their child's educational learning needs.
- ii. Our IT department is responsible for preparing and deploying technology for student learning and educator instruction. Classroom teachers, related service providers and paraprofessionals provide parent training on available technology as needed. All parents/guardians are required annually to sign a Technology Acceptable Use Policy and this was no different during remote instruction. Families who were issued Gramon Family of Schools Technology devices during remote instruction were also asked to sign a Technology Loan Form.
- iii. As the budget allowed, the Gramon Family of Schools made purchases of additional devices and reviewed our connectivity capacity to support remote learning, as well as to prepare for a return to onsite instruction. The IT department continually assesses our needs, including our Wifi and bandwidth capacity, to provide synchronous on-site and remote instruction throughout the 2020-2021 school year. Teacher website pages branched from the Gramon Family of Schools website were newly created and updated regularly with curricular content and related service activities and resources. The schools expanded its use of Microsoft 365 and the Realtime electronic student information system to minimize printing and use of paper unnecessarily, as well as to increase educator and administrator effectiveness and efficiency.

- iv. The Gramon Family of Schools solely educates students with special needs. It is our responsibility to provide all necessary IT and educational technology devices and supports for student participation in the school program. Our teams work collaboratively with LEA Child Study Teams to ensure that students who require assistive technology devices and supports are provided such according to each student's individual needs and IEP plans.

### 3. Curriculum, Instruction, and Assessment

In planning curriculum, instruction, and assessment for reopening, Gramon Family of Schools school officials focused on building staff capacity to deliver highly effective on-site instruction synchronous with a 100% remote option, as well as preparing them to address any learning gaps that might prevent students from achieving their IEP goals and objectives and meeting grade-level New Jersey Student Learning Standards (NJSLS).

The Gramon Family of Schools' Plan is innovative, cultivates a clear sense of shared purpose and goals, encourages collaboration among educators, and fosters an effective partnership approach with students' family members and caregivers.

#### a. Virtual and Hybrid Learning Environment

Curriculum is guided by the Gramon Family of Schools Supervisor of Curriculum and Instructional Coaches and is consistent for students returning onsite and those opting to remain virtual.

- i. Educators are tasked not only with delivering curriculum, but also structuring the curriculum to account for the loss of learning that may have resulted from the extended school building closures. Assessment outcomes, progress reports and student data guide our instructional content and practices.
  - ii. To accelerate students' progress during the upcoming school year, administrators and educators are tasked with identifying what unfinished learning needs to be addressed through summative and formative assessments, progress reports and sample student portfolios which will be summarized by October 30, 2020.
  - iii. As appropriate to individual student needs, accelerated learning will focus on providing our students with an educational program that prioritizes critical skills in addressing each student's IEP and/or post-graduation plans.
- b. Instruction
- i. The Gramon Family of Schools instructional plans are flexible, promote innovation, and take advantage of the strengths of school leaders, teachers, students, and family and community members best suited to adapt to changing learning environments as may be necessary. Teachers, related services providers

and paraprofessionals are tasked with preparing instructional materials that can easily shift to a remote learning environment at any given time, including but not limited to teacher website pages and electronic curricular lessons.

ii. In crafting our instructional plan, the Gramon Family of Schools considered the following:

(a.) Developed a shared understanding among staff, students, and families across grade-levels (age groups and abilities) and schools regarding learning expectations, and anticipated environments (onsite instruction, virtual platforms and synchronous instruction) and expectations for interactions with both students and families to ensure all students have access to high-quality instruction.

(b.) Designed for student engagement and foster student ownership of learning to the best extent possible. Paraprofessionals assisted teaching and therapy staff in providing student instruction and services. A family coaching model was often implemented when providing student remote instruction.

(c.) The Gramon Family of Schools offers a full range of academic subjects to students with disabilities, including reading, mathematics, language arts literacy, social studies, science, and health. The overall approach to instruction is individualized by strengths and needs of each student being central to instructional design. Staff members use multiple and diverse teaching and learning approaches, from ABA and discrete trial teaching to more traditional methods. Our educators employ individual instruction, large and small group lessons, the multiple and natural context approach, the cued-structured modality approach, differentiated instruction and a balanced literacy foundation. Teaching academic and functional life skills requires educators to determine the needs of each student and to prepare effectively for their future. Technology has added a new dimension to teaching functional and life skills.

(d) Collaborated with school leaders and educators to determine what types of supports are needed for effective pedagogical approaches during remote or hybrid instruction, including use of the Realtime student information system, Zoom platforms and educational apps such as Vizzle, Class Dojo and Splash Learn.

(e) Students who attend the Gramon Family of Schools have an educational classification of autistic or multiply disabled. Students are typically not grouped as ELL.

(f) N/A - Assess ELLs' levels of engagement and access in an in-person, virtual, or hybrid learning environment.

(c) Assessment

(a) For the purposes of this Plan, the different assessment types are as follows: pre-assessment through student progress reports; formative; interim; and summative.

(b) Gramon Family of Schools educators are charged with completing student assessments beginning ESY 2020 through October 30, 2020. Assessments used by the Gramon Family of Schools include AFLS, ABLLS, HELP Checklist, Basic Skills Checklist, Essentials for Living Checklist and VB-MAPP.

(c) In the absence of Spring 2020 summative assessment data, the Gramon Family of Schools rely on alternate sources of prior assessment data, such as Fall 2019 assessment data, June 2020 student progress reports and on-going data collection during virtual and on-site lessons, which may complement data driven decision-making regarding remediation efforts.

(d) The assessment outcomes referenced above will be leveraged to support the LEA evaluation of student strengths and the areas for improvement, and to inform next steps, including supporting the determination of whether remediation is required on an individual student basis.

(e) Any pre-assessments administered at the start of instructional units will be limited to informing instruction plans with respect to gaps in the mastery of educational standards while continuing to move students forward in achieving their IEP goals and objectives.

(i) Such pre-assessments can be incorporated into regular classroom activities and to the greatest extent practicable, will not interfere with student learning opportunities as schools reopen.

4. Professional Learning

It is imperative that the Gramon Family of Schools provide professional learning that will better equip leaders, staff, substitutes, students, and parents to adapt to altered educational environments and experiences. Since mid-March, professional development has been conducted via the Safe Schools Online Training Program and through live and recorded Zoom sessions. During the ESY, staff professional development included the Youth Summer Camp Standards Issued by the CDC and annual Health and Safety courses. Four days of in-person staff training is scheduled September 2<sup>nd</sup> through 8<sup>th</sup> to address health and safety protocols, new daily routines, instructional practices and student and staff expectations.

a. The Gramon Family of Schools focuses on professional development to address the learning loss for students with disabilities and preparing and supporting educators in meeting the social, emotional, health, and academic needs of all students. In May 2020, a Mental Health/Social Emotional Learning Committee was formed to ensure student, staff and family well-being was and continues to be addressed within virtual and on-site classroom lessons and therapy sessions.

b. Professional learning opportunities are:

(1) Scheduled for four, full days from September 2<sup>nd</sup> through 8<sup>th</sup>;

(2) Continuing after student half-day dismissal daily September 9<sup>th</sup> through September 25<sup>th</sup>;

(3) Presented in order to grow each educator's professional capacity to deliver developmentally appropriate, standards-based instruction in-person and remotely;

(4) Presented to include the input and collaboration of stakeholders, including all staff, parents, and community members based on survey results and guidance received from the NJDOE and CDC; and

(5) Professional development plans (PDPs) for teaching staff and administrators, as always, will remain flexible and adaptable to the changing needs of the district, school, and individual educator. All certificated staff submitted their completed 2019-2020 PDPs by June 26, 2020. District goals for 2020-2021 PDPs will include learning of new technologies, virtual instructional methods, and other collaborative efforts as professional development that count towards the 20-hour requirements.

a. Mentoring and Induction

(1) New staff training is provided for all novice provisional teachers and teachers new to the district both online and in-person at the onset of employment or a change in job status.

(2) One-to-one mentoring is provided by qualified mentors to novice provisional teachers and related service providers. Novice provisional teachers/providers are typically paired with experienced teachers/providers who have experience with similar age groups, grade levels and abilities of student groupings.

(3) Mentors provide sufficient support and guidance to novice provisional teachers/providers when working in a remote environment by maximizing the tools of the Zoom platform for face-to-face meetings, instructional observations with students present and guided learning experiences, as well as sharing of web-based resources.

(4) Mentoring is provided both onsite and in a fully remote learning environment.

(5) Use of online collaborative tools is encouraged to remain connected to other mentors, new teachers, and administrators to maintain a sense of communal support including, but not limited to staff meetings via Zoom, the Gramon Family of Schools website, Gramon Family of Schools social media outlets and many other local and national educator resources.

e. Evaluation

(1) The Gramon Family of Schools will modify the calendar of annual staff training to highlight procedures and processes which would be impacted due to the COVID 19 Pandemic and the resulting synchronous remote learning instruction with onsite teaching and the possibility of returning to a fully remote schedule.

(2) The Gramon Family of Schools will establish administrative observation schedules during both onsite and remote instruction to ensure the effectiveness of staff training and to identify additional training needs.

(3) The Gramon Family of Schools does not currently maintain a relationship with the District Evaluation Advisory Committee (DEAC). All evaluation policies and procedures are reviewed and approved by the Board of Directors, as well as legal counsel when appropriate.

(4) The school administrators play a pivotal role in informing professional learning, mentoring, and other evaluation-related activities. Initiatives are coordinated to ensure the consistent application of requirements across the school. Educators receive useful feedback on their practice and their students' learning outcomes, experience high-quality, tailored professional learning, and are a respected voice in decision making.

(5) The Gramon Family of Schools is compliant on all requirements and best practices involved with provisional status teachers and those on Corrective Action Plans.

5. Career and Technical Education (CTE)

Although it is critical to maintain the integrity and safety of approved CTE programs and ensure that all CTE students are reached Statewide, this does not apply within the Gramon Family of Schools educational services. Our population is exclusively students with significant disabilities who, starting at the age of 14, participate in Transition Planning. Within each student's Transition Plan are scheduled Structured Learning Experiences (SLE) and Community Based Instruction (CBI), typically both on-site and in the community, focusing on life skills and employability. This re-entry plan will re-introduce pre-vocational training within the classroom setting both onsite and remote, guided by educators, related service providers and job coaches. All off-site experiences will be postponed at this time. The school Guidance Counselor makes referrals to the Division of Vocational Rehabilitation Services as appropriate to each student's individual needs and post-secondary pursuits.

Addendum as of NJDOE Road Back Restart and Recovery Plan for Education Supplementary Section dated 7/24/2020

**Clarification of Expectations Regarding Full-time Remote Learning Options for Families in 2020-2021**

1. **Unconditional Eligibility for Full-time Remote Learning:** All students at the Gramon Family of Schools are eligible for fulltime remote learning and will be implemented as per parent/guardian request.
2. **Procedures for Submitting Full-time Remote Learning Requests:** Parents/guardians may request to begin the school year receiving full time remote learning by completing a survey provided in August 2020 and by notifying their respective LEA Child Study Team Case Manager. Parents/guardians may request to transition from in-person or hybrid services to fulltime remote learning at any time during the school year by notifying in writing both the School and Local Education Agency (LEA) Child Study Team case manager. Procedures will meet the following guidelines:
  - i. The parent/guardian may submit a request for fulltime remote learning at any time. The School will confirm receipt of the request within two school days. Arrangements will be made within one full school week to set up and begin providing fulltime remote instruction.
  - ii. Questions and concerns should be directed to the School Principal.
  - iii. Information the family/guardian must submit with their request includes student name, school name and classroom teacher.



- iv. The Gramon Family of Schools will work with school districts to determine if an IEP meeting or an amendment to a student's IEP is needed for fulltime remote learning.

Upon satisfaction of these minimum procedures, the Gramon Family of Schools will approve the student's fulltime remote learning request.

3. **Scope and Expectations of Fulltime Remote Learning:** A student participating in the fulltime remote learning option will be afforded the same quality and scope of instruction and other educational services as any other student otherwise participating in a hybrid model. This includes access to standards-based instruction of the same quality and rigor as that afforded all other students of the district, making our best effort to ensure that every student participating in remote learning has access to the requisite educational technology, and the provision of special education and related services to the greatest extent possible. Like in-person and hybrid programs, fulltime remote learning will adhere to length of school day requirements pursuant N.J.A.C. 6A:32-8.3, attendance policies, and any other policies governing delivery of services to, and expectations of, students participating in remote programs and their families. For parents/guardians requesting that a service transition from in-person or hybrid delivery to fulltime remote delivery, the family will be provided an explanation of any additional services, procedures, or expectations that will occur during the transition period. The Gramon Family of Schools will provide supports and resources as needed to assist parents/guardians, particularly those of younger students, with meeting the expectations of the fulltime remote learning option.

4. **Procedures to Transition from Fulltime Remote Learning to In-Person Services:**

- i. A student must spend a minimum of two weeks in fulltime remote learning before being eligible to transition to in-person services. This will allow parents/guardians to make the arrangements needed to effectively serve students' home learning needs and will support educators in ensuring continuity of instruction.
- ii. The parent/guardian may submit a request to transition from fulltime remote learning to in-person services at any time. The School will confirm receipt of the request within two school days. Arrangements will be made within one full school week to set up and begin providing in-person instruction assuming safe arrangements within the school building can be made and transportation services can be secured. Questions and concerns should be directed to the School Principal. Information the family/guardian must submit with their request includes student name, school name, classroom teacher and preferred date to transition. The Gramon Family of Schools will work with school districts to determine if an IEP meeting or an amendment to a student's IEP is needed for in-person services.

- iii. Specific student and academic services, including related services, that will accompany a student's transition from fulltime remote learning to in-person learning will maintain continuity. Teacher and related service provider assignments may vary. The School Principal and/or Curriculum Supervisor will be consulted regarding appropriate measures to assess a Pre-K students' learning progress during the transition from fulltime remote learning to in-person learning.
5. **Reporting:** The Gramon Family of Schools will report to the NJDOE data regarding participation in fulltime remote learning. All students fall into the subgroup of students with disabilities.
6. **Procedures for Communicating District Policy with Families:** Clear and frequent communication with parents/guardians, in their home language, to help ensure that this important flexibility is as readily accessible as possible. Communication will include, at a minimum, information regarding:
  - i. Summaries of, and opportunities to review, the district's fulltime remote learning plan;
  - ii. Procedures for submitting fulltime remote learning requests;
  - iii. Scope and expectations of fulltime remote learning;
  - iv. The transition from fulltime remote learning to in-person services and vice-versa; and
  - v. The district's procedures for ongoing communication with families and for addressing families' questions or concerns.

Gramon Family of Schools Board Approval 3/31/2021

# Addendum

## The Gramon Family of Schools 2020-2021 School Calendar



### The Gramon School Glenview Academy New Beginnings

JULY 2020						
S	M	T	W	T	F	S
						4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

AUGUST 2020						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

SEPTEMBER 2020						
S	M	T	W	T	F	S
						5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

OCTOBER 2020						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

NOVEMBER 2020						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

DECEMBER 2020						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

- July 2020**  
6: First Day of Extended School Year
- August 2020**  
14: Last Day of Extended School Year - Early Dismissal
- September 2020**  
2 - 4: Staff Development - School Closed for Students  
7: Labor Day - School Closed  
8: Staff Development - School Closed for Students  
9: First Day for Students - Early Dismissal  
10 - 25 - Early Dismissal  
28: Yom Kippur - School Closed
- October 2020**  
30: Staff Development - Early Dismissal
- November 2020**  
3: Election Day - All Remote Learning  
25: Early Dismissal  
26&27: Thanksgiving Recess - School Closed  
30: All Remote Learning
- December 2020**  
1-22: All Remote Learning  
23: All Remote Learning - Early Dismissal  
24-31: Holiday Recess - School Closed
- January 2021**  
1: New Year's - School Closed  
4: Classes Resume - All Remote Learning  
4-15: All Remote Learning  
18: Martin Luther King Day - School Closed  
21: Parent/Teacher Conferences
- February 2021**  
12 & 15: - School Closed
- March 2021**
- April 2021**  
2: Good Friday - School Closed  
5-9: Spring Recess - School Closed  
12-16: All Remote Learning
- May 2021**  
28: Early Dismissal  
31: Memorial Day - School Closed
- June 2021**  
22 & 23: Early Dismissal  
24: Last Day for Students - Early Dismissal
- July 2021**  
6: First Day of Extended School Year
- August 2021**  
16: Last Day of Extended School Year - Early Dismissal

JANUARY 2021						
S	M	T	W	T	F	S
						2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

FEBRUARY 2021						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

MARCH 2021						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

APRIL 2021						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

MAY 2021						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

JUNE 2021						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

- School Closed
- School Closed for Students ONLY
- Early Dismissal 12:45p.m.
- All Remote Learning

**School Hours 8:45 a.m. - 2:45 p.m.**  
Delayed Opening - 10:15 a.m.  
Early Dismissal 12:45 p.m.

\*ALL DATES ARE SUBJECT TO CHANGE CAUSED BY WEATHER OR OTHER EMERGENCY CLOSINGS\*  
**REVISED March 26, 2021**