

THE GRAMON FAMILY OF SCHOOLS
RESTART AND RECOVERY PLAN

14-8344 New Beginnings School District – Plan 7-1-21

14-8344 Gramon School – Plan 7-1-21

14-8249 Glenview Academy – Plan 7-1-21

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 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.

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. Scheduled maintenance and sanitizing of all HVAC systems is in place and hydrogen peroxide fogging units have been purchased to treat all areas 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. Mask wearing and 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 a designated purpose. 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 have been 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. There is signage throughout the building to reinforce social distancing. Daily schedules have been modified for common areas to limit large group gatherings. Activities will be held outdoors weather permitting. 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, district officials will immediately notify the local health department, staff, and families of a confirmed case while maintaining confidentiality. Once a case of COVID-19 is confirmed, staff and students within that individual's cohort will be required to self-quarantine for 14 days 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 daily and in between use as much as possible. Social distancing signage and hygiene protocols have been posted throughout the buildings.

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. Physical education and recess times will be scheduled one class at a time to allow for sanitizing in between use.

8. Meals

To keep areas throughout the schools as clean as possible and continue to maintain social distance, the student cafeteria schedule will be modified to allow for smaller groups and cleaning. 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. Off-site field trips beginning in the Summer 2021 will be outdoors only for small groups. Virtual field trips and assemblies will continue to be incorporated 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. This will be revisited for the Fall 2021.

B. Leadership and Planning

The Gramon Family of Schools administration, in developing a plan for the reopening of school in September 2020, has worked 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.

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 resuming in-person instruction 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 also offers 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. The Gramon Family of Schools will offer a full day, on-site extended school year program for 2021. We will continue to offer a remote-only option for those families who wish to continue with virtual instruction for the extended school year setting.

School district policies for attendance and instructional contact time are being reviewed and will be updated to accommodate learning opportunities concurrently for both on and off-site students, while ensuring the requirements are met.

The district will provide professional development opportunities on how to best use technology to make sure the requirements of the student IEPs 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 policies and procedures 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 nontenured 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 districts should 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.
- (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, districts should:
- (1) Train student teachers to use technology platforms.
 - (2) Communicate district expectations/guidelines regarding professional online etiquette/interactions with students.
 - (3) Survey assistant teachers 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. Student teachers should:
- (1) Obtain a substitute credential to gain the ability to support students without supervision as needed.
 - (2) Lead small group instruction (in-person to help with social distancing).
 - (3) Co-teach with cooperating teachers and maintain social distancing.
 - (4) Manage online classrooms for asynchronous hybrid sessions while the cooperating teacher teaches in-person.

- (5) Implement modifications or accommodations for students with special needs.
 - (6) Facilitate one-to-one student support.
 - (7) Lead small group instruction virtually while the classroom teacher teaches in-person.
 - (8) Provide technical assistance and guidance to students and parents.
 - (9) Develop online material or assignments.
 - (10) Pre-record direct-instruction videos.
 - (11) Facilitate student-centered group learning connecting remote and in-person students.
- d. Additional Staff Concerns - Districts should also be prepared to navigate additional staffing concerns and topics and may also consider:
- (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 twelve).
 - (3) Districts 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 does work closely with sending districts to support student involvement in all sports programs available through the NJSIAA.

Policy and Funding

The impact of the COVID-19 pandemic presents many fiscal challenges to the school district for delivery of instruction and related services to students in addition to other basic operational needs. Readyng facilities, purchasing supplies, transporting, and feeding students may look drastically different in the 2021-2022 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 options the Board shall explore include, but are not limited to, the following:

- (1) Elementary and Secondary School Emergency Relief Fund;
- (2) Federal Emergency Management Agency – Public Assistance; and
- (3) State School Aid.

b. School District Budgets

Districts have finalized their FY21 budget year and have already finalized their FY22 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 FY22 in February, 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 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 and cooperative purchasing contracting.

(1) Purchasing

The school district may need to purchase items not needed in the past and may experience increased demand for previously purchased goods and services to implement the Plan. The school district shall continue to comply with the provisions of the “Public School Contracts Law”, N.J.S.A. 18A:18A-1 et seq.

(2) Use of Reserve Accounts, Transfers, and Cashflow

The school district shall apply for the approval from the Commissioner of Education prior to performing certain budget actions, such as withdrawing from the emergency reserve or making transfers that cumulatively exceed ten percent of the amount originally budgeted.

(3) Costs and Contracting

The school district shall follow all New Jersey State laws and regulations applicable to local school districts for purchasing when procuring devices and connectivity or any technology related item.

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 worked closely with our stakeholders to ensure decisions were made collaboratively and transparently and prioritized

safely returning students who need 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 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 service 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.

C. Technology and Connectivity

- a. 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 in September 2020.
- b. The Gramon Family of Schools provides the following:
 1. 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.

2. 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.
3. 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 in the Fall 2020. 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.
4. 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.
5. Curriculum, Instruction, and Assessment
 - a. 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).
 - b. 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.
 - c. Virtual and Hybrid Learning Environment

1. 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.

(a) 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.

(b) 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 May, 2021.

C) 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.

(2) Instruction

(a) 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 teacher website pages and electronic curricular lessons.

(b) In crafting our instructional plan, the Gramon Family of Schools considered the following:

(i) 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.

(ii) 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.

(iii) 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.

(iv) 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.

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

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

(3) 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 2021 through April, 2022. Assessments used by the Gramon Family of Schools include AFLS, ABLLS, and VB-MAPP.

(c) (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

a. 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 2nd through 8th to address health and safety protocols, new daily routines, instructional practices and student and staff expectations.

c. 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.

d. Professional learning opportunities are:

- (1) Scheduled for full days in September 2021;
- (2) Presented in a supportive way that expands each educator's professional knowledge to deliver developmentally appropriate, standards-based instruction in-person and remotely;
- (3) 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
- (4) 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 2020-2021 PDPs by June 23, 2021. District goals for 2021-2022 PDPs will include implementation of educational technologies, virtual instructional methods, and other collaborative efforts as professional development that count towards the 20-hour requirements.

e. Mentoring and Induction

- (1) 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 and school setting with a gradual re-entry into the community setting. These experiences will be guided by educators, related service providers and job coaches. 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.