

The David Gregory School Emergency Remote Learning Plan 2021-2022 October 1, 2021

The David Gregory School (DGS) will communicate with authorities to update any policies as information changes. Scheduling decisions are made by careful evaluation of the health and safety standards and the most up to date guidance from the New Jersey Department of Health (NJDOH) as well as the input of stakeholders about the needs of all students and the realities of educating students with disabilities remotely.

If public health and/ or safety conditions warrant changes to in-person learning, DGS has prepared to ensure that students and families are fully equipped and prepared to continue learning either fully virtually or in a hybrid-learning environment. In the event of an extended school closure, students will receive instruction while at home through a combination of synchronous and asynchronous learning activities.

DGS has ensured that all students who are expected to engage in remote instruction have access to the requisite educational technology including hardware, applications and connectivity.

Each family was surveyed to ensure that their home had Internet access to be used for remote sessions. Families that did not have Internet were given the resources to have the Internet installed at the cost of DGS. DGS provided the installation by an Internet provider in accordance to the families needs. All students were given an Apple iPad with a case, strap, stand, and charger. All iPads are confirmed and in working order. The iPads are utilized for blended learning and continuity of usage with classroom programs, schedules, and additional assignments. All students will have the opportunity to access remote learning lessons, complete assignments, projects, and assessments either during hybrid or remote learning.

Every family and caregiver was provided with virtual training to ensure that they were able to navigate the iPad to engage in remote learning sessions and access the educational assignments on the applications. Each distributed iPad has specific DGS purchased applications to be used for educational purposes.

Logins, passwords, and directions for the applications were provided to families where teachers assigned work aligned with each student's individual goals and objectives.

DGS staff members are providing ongoing monitoring, supervision, and support for educational technology. A specific technology support team has been assembled to deal with any issues that occur for either the students or staff during remote instruction. If an iPad does not work DGS will replace the iPad. DGS is able to remotely keep the iPads up to date with the current educational materials needed to support instruction. This will be monitored and changed as needed through our mobile device management system.

In the event that a student or parents have an issue with their iPad or Internet connectivity, they are to notify the DGS principal to make the necessary accommodations. iPad repairs and replacements can be issued or a hotspot will be provided if families are not able to access the Internet.

During remote learning, it is essential that all administration, teachers, and staff maintain communication with students and families (via phone calls, emails, iMessages and virtual platforms) to ensure students are completing assignments, continuing to work on

individualized and group goals and objectives, and maintaining their social and emotional well-being.

Parent/Guardian Notification:

Parents and/or Guardians of DGS students will be notified via the following methods should the David Gregory School switch to fully remote or hybrid learning:

- DGS website
- Phone Calls
- E-mails
- iMessages

Schedules:

Staff and students will follow a Monday-Friday instructional week schedule utilizing the recommend schedules below throughout DGS school hours (8:30-3:45). The subject areas below will be carried out through synchronous and asynchronous activities for a minimum of 4 hours a day (excluding lunch and recess).

Preschool		
Time:	Activity:	Curriculum/Materials/Platform:
15 minutes/day	Hygiene Routine: -Dressing -Tooth brushing -Hair combing	<ul style="list-style-type: none"> • Task Analysis of ADLs • Google Classroom • Apple School Work • Google Meet • BOOM cards • Learning A-Z • ABC mouse • Teacher made learning activities
20 minutes/day	Daily Calendar Activity: -Name the days of the week, months of the year, and date -Weather	
35 minutes/day	Participation -Learner readiness -Imitation	
35 minutes/day	Listener -Following directions -Discrimination	
35 minutes/day	3 Facilitated Activities -Book handling -Block building -Play-doh -Coloring -Pinch clothespins -Pegs -Lacing cards -Cause and effect toys -Puzzles	

35 minutes/day	Facilitated Play/Read to your child
35 minutes/day	Outside play or Fine Motor Play
30 minutes/day	Facilitated Lunch

K-8		
Time:	Activity:	Curriculum/Materials/Platform:
15 minutes/day	Hygiene Routine: -Face washing -Tooth brushing -Hair combing -Deodorant	<ul style="list-style-type: none"> • Task Analysis of ADLs • Google Classroom • Apple School Work • Google Meet • BOOM cards • Learning A-Z • Google Meet • Brain Pop • Brainzy- Education.com • iDo Chores • iDo Hygiene • iDo Getting Dressed • Sworkit Fitness & Work out app • Handwriting Without Tears • Teacher made learning activities
15 minutes/day	Daily Calendar Activity: -If your child has: review yesterday's writing journal -Name the days of the week, the months of the year, and date. -Look outside and observe the weather and talk about what clothing to wear -If your child has a daily writing journal complete it at this time	
30 minutes/day	Reading -Reading books -Completing activities	
30 minutes/day	Listener skills -Following directions -Discrimination	
30 minutes/day	Speaker Skills -Echoic -Mand -Tact -Intraverbal	
30 minutes/day	Math	
30 minutes/day	Facilitated Lunch	
30 minutes/day	3 Leisure Activities -Building -Books -Manipulating Play-doh -Puzzles -Coloring	

60 minutes/ day	Other areas: -Science -Social studies -Social/emotional -Motor Skills -ADLs/21 st century life skills -Free play/outside
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High School		
Time:	Activity:	Curriculum/Materials/Platform:
15 minutes/ day	Hygiene Routine: -Dressing -Face washing -Tooth brushing -Deodorant -Hair combing	<ul style="list-style-type: none"> • Task Analysis of ADLs • Google Classroom • Apple School Work • Google Meet • BOOM cards • Learning A-Z • Google Meet • Brain Pop • Brainzy- Education.com • iDo Chores • iDo Hygiene • iDo Getting Dressed • Sworkit Fitness & Work out app • Handwriting Without Tears • Teacher made learning activities
15 minutes/ day	Daily Calendar Activity: -If your child has a writing journal: review yesterday's writing journal -Name the days of the week, the months of the year, and date -Look outside and observe the weather and talk about what clothing to wear -If your child has a daily writing journal complete it at this time	
30 minutes/ day	Reading -Reading books -Completing activities	
30 minutes/ day	Listener skills -Following directions -Discrimination	
30 minutes/ day	Speaker Skills -Echoic -Mand -Tact -Intraverbal	
30 minutes/ day	Math	

30 minutes/ day	Lunch
30 minutes/ day	3 Leisure Activities -Building -Books -Manipulating Play-doh -Puzzles -Coloring
60 minutes/ day	Other areas: -Science -Social studies -Social/emotional -Motor Skills -ADLs/21 st century life skills -Free play/outside

Schedule for early dismissal days: Early dismissal days are scheduled on the DGS academic calendar for the 2021-2022 school year.

Staff Attendance:

- Daily logs are completed by all teachers accounting for the attendance of their students and paraprofessionals in their classrooms. Logs are reviewed by administration daily.
- Staff will call or email to report if they are too ill to participate in learning activities, which will then report them as “absent”.

Student Attendance:

- Parents/Guardians will call or email to report if their children are too ill to participate in learning activities, which will then report them as “absent”.
- In order to support and further develop the social-emotional well-being and academic needs of the students, consistent contact with students and their families will be made.
- A student will be expected to engage in synchronous, asynchronous, or related service therapies, or at the discretion of administration to receive credit for a full day of attendance.
- Attendance will be taken by the teacher and all absences will be recorded using a Google doc shared with administration.
- A student (or family member helping) experiencing technical difficulties and/or Internet interruption should notify their teacher of the difficulty.
- Students/Families experiencing technical difficulties and/or Internet interruption will be considered present and technical difficulty issues will be resolved by the DGS tech team who are available to troubleshoot the situation.

- Records of students who have not participated in remote learning for at least two days will be forwarded to administration to reach out to the family or guardian of the absent student.

Teacher Etiquette:

- Teachers will prepare for technical difficulties by always checking that their technology is working prior to starting individual and group sessions over Zoom and Google Meets.
- Teacher's cameras will be turned on during the entire individual or group session. Teacher's conducting a session will follow the DGS remote teaching guidelines regarding background, noise level, dress code, cell phones, and other codes of conduct.

Student/Family Etiquette:

- Students/Families will prepare for technical difficulties by checking that the technology is working prior to starting the session and emailing their teacher with any issues.
- Students/Families will utilize a quiet space in their home that has minimal distractions.
- Students/Families will communicate effectively and respectfully at all times.
- Students/Families will keep mute their microphone when told to.
- Students/Families will not video record, audio record, photograph, live stream, or transmit any part of a remote session, including but not limited to posting on any social media platform.
- Any confidential or personal information related to students participating in a remote session should not be collected, discussed or shared.

Teacher Expectations:

- All teachers prior to the first day of virtual learning for students will have created reoccurring meeting links for either Zoom or Google Meets depending on the student's best interests and abilities.
- Teachers will provide students and families the links to the virtual sessions prior to the first day of remote or hybrid learning. This would provide students with access to the Zoom or Google Meets meetings at all times. Teachers will be using these virtual platforms to provide individual and group instruction.
- Screen shots will be taken to document all individual and group sessions.
- Document session notes for individual and group sessions for their assigned students.
- Monitor and advise paraprofessionals who are working with assigned students.
- Train assigned paraprofessionals on programs, behavior plans, and lessons aligned with students IEPs.

- Participate in meetings with head teachers and administration.
- Conduct classroom meetings with assigned paraprofessionals.

Student/Family Expectations:

- Students will follow the set schedule for their class. The agreed upon schedule will be sent and organized with parents or guardians.
- Students (and families) will log into Zoom and Google Meets individual and group sessions at the scheduled times.
- Students will engage in the lessons until the teacher or parent ends the instructional lesson.
- Students and families will submit asynchronous work in a timely manner.
- Students and families will contact the teacher if they experience technological difficulties, Internet interruption, when having trouble completing an assignment or if extra support is needed.
- Families will provide lunch for students as none of them qualify for any free lunch programs.

Parent/Guardian Session Expectations:

- Parents/guardians are encouraged to assist their child through remote learning providing encouragement and supporting their children during asynchronous learning opportunities.
- To maintain a positive, productive learning environment and assure confidentiality for students and teachers during remote learning, all parents/guardians are asked to observe the privacy guidelines.
- Parents/Guardians may assist their child with technology. Especially with synchronous learning, any support needed should be coming from the teacher in the moment.
- Do not video record, audio record, photograph, live stream, or transmit in any other way any part of a remote learning session including but not limited to not posting on any social media platform.
- Do not share any remote learning (individual or group) links with anyone. All students and guardians have access to their specific sessions.
- Any confidential or personal information related to students participating in a remote learning session should not be collected, discussed or shared.
- If a parent/guardian has a question, please email the student's teacher.

Nurses Expectations:

- Conduct wellness checks via phone call.
- Communicate with students and parents.
- Maintain a log consisting of communication with students, parents and staff.
- Identify at-risk students and staff and contact them regularly.

- Principal will provide direction on additional tasks and responsibilities.
- Respond and follow-up to emails and questions from students, families, and staff within a timely manner.

Senior Teachers Expectations:

- Coach, provide feedback, model best practices and maintain regular communication with classroom teachers to support on-going developmentally appropriate learning experiences.
- Discuss and provide resources to support classroom teachers with blended learning experiences.
- Collaborate to support teachers with social-emotional development of their students.
- Find supports for parents and families with developmentally appropriate learning experiences.
- Plan and facilitate teachers' learning by organizing groups where teachers can share and discuss experiences.
- Provide continuous professional development to teachers and staff on enhancing remote learning activities, and strategies to serve all learners.

Related Service Providers Expectations:

- Students who receive Speech, Occupational Therapy and/or Physical Therapy will continue to receive their related services as per their IEP remotely. The therapists will schedule the sessions and notify the parents/guardians and school staff.
- Related Service team members will check in with the students/families on their caseload via email, phone calls, or other virtual platforms.
- Maintain a log for the students that are contacted.
- Develop a schedule to support students and communicate with students and parents.
- Complete evaluations and IEP documents when deemed necessary
- Provide related services; Speech, Occupational Therapy, Physical Therapy.
- Provide infused therapy by working with the teachers who will provide further direction to the students during sessions.
- Assist teachers and staff with communications to parents.
- Create Google Meets or Zoom sessions to work with small groups of students or full classes.

Paraprofessionals Expectations:

- Work with the teacher who will provide direction.
- Work with the student you support via Google Meets/Zoom.
- Participate in teacher lead group sessions daily.

- Participate in professional development opportunities.
- Collaborate with the teacher you work with so that you are aware of the work assigned to the students you assist.
- Assist with parent outreach when deemed necessary.
- Monitor students during individual and group sessions.
- Assist students with virtual learning supports.
- Monitor students' assignment completion.
- Document session notes (recalling both qualitative and quantitative information) for individual and group sessions for their assigned student.
- Assist students with emotional/ behavioral skills listed in the student's IEP.
- Assist students with social skills during individual and group sessions.
- Assist students with transitional support.
- Assist teacher with lesson plans aligned to meet IEP goals and objectives.
- Prepare various teaching aides to support the teacher's lesson plan.
- Communicate with teacher about academic, emotional/behavioral, and/or social matters.
- Participate in meetings with head teachers.
- Participate in professional development training/courses.
- Complete a daily activity log for the duration of their scheduled workday.

Secretaries Expectations:

- Principal will provide directions.
- Submit reports as needed.
- Provide support with outreach to students.
- Certify daily attendance.
- Update contact forms and other essential documents.
- Ensure information is accurate and updated.
- Respond to parent inquiries.

Remote Learning Activities:

- Administration is invited to all scheduled meetings. This allows administrators to view and monitor the instruction for students and the teaching strategies being utilized by the teachers.
- Related Services have their own scheduled session times for group instruction and the students they provide services to. Administration will monitor the related service sessions.
- All live learning sessions focusing on the goals and objects for the students will be conducted via Zoom or Google Meets on the DGS issued iPads.
- Any educational videos posted or shown during sessions must be viewed in its entirety by the teacher prior to posting or showing the video to ensure that the material is grade-appropriate and educationally sound.

- Teachers will utilize different platforms and applications to create engaging lessons such as videos, PowerPoints, and interactive activities.
- Notifications regarding changes in classroom schedules within the school day that are necessary to communicate to students, families, and staff members will be conducted in a timely manner.
- Parents/Guardians will be informed of student assignments, upcoming work, and class information through the school website, email, phone calls, and iMessages.
- Assignments and educational tasks for students will be assigned through different iPad applications for students on the DGS issued iPads.
- Substitutes will be made aware of the lesson plans and materials that are needed to properly conduct individual and group sessions.
- DGS has staffing plan arrangements in case of any short term or long term absences or if anyone leaves their jobs to ensure the responsibilities of educating the students.
- DGS has staff members dedicated to providing the necessary ongoing support during virtual learning for students, families, teachers and other DGS staff members.
- DGS will continue to train students/families and other and other DGS staff members on how to use technology platforms.
- Teachers will respond to all student/parent emails/outreach within a timely manner. Administration will monitor parent outreach to handle any necessary manner.
- Teachers will reach out to students/parents consistently to answer any questions or concerns they have (via email, phone call, iMessage, Zoom, or Google Meets). Staff can use *67 to block their number or obtain a free phone number through Google to avoid using a personal phone number.
- If a student or family member displays any dangerous or offensive behavior during an individual or group Google Meet/Zoom session, the information will be forwarded to the principal to be handled appropriately.

Continuity of Learning

- Curriculum, instruction, assessment, and professional development will all be adjusted to be in accordance of school and state safety guidelines for remote learning.
- Related services will remain scheduled and adequately provided for any student who is entitled to a service in their IEP.
- The law provides that “Special education and related services, including speech language services, counseling services, physical therapy, occupational therapy, and behavioral services, may be delivered to students with disabilities through the use of electronic communication or a virtual or online platform and as required by the student’s Individualized Education Program (IEP), to the greatest extent practicable.”
- DGS has alternate assessment models to utilize due to the inability to perform past assessments remotely.

- Administration, students, staff, and families will be made aware of the expectations and anticipated learning environment and instructional expectations for the students virtually.
- DGS will prioritize students' safety and well being while further developing their social and emotional skills through SEL related activities.
- Work-Based Learning- Activities of Daily Living - Students will continue to be provided the opportunity to participate in safe work based learning remotely (simulations, virtual tours, etc.) or in person. The post high school curriculum focuses on these skills and they are instructed/ demonstrated in a way that abides by all safety protocols.

Professional Development:

- Professional development will continue virtually throughout the school year if necessary.
- Professional development will focus on the remote/ hybrid learning situation and how to deliver the best possible instructional while prioritizing the safety and well being of students and staff first.
- Parents and caregivers will be encouraged to also contribute in some ways to professional development sessions, as they are a crucial part of the remote/hybrid model.
- The professional development schedule for the year will be flexible and readily adaptable to fit the changing needs of DGS.

***This is a working document that will be revised periodically based on what is working and what needs to be enhanced.**