THE GRAMON FAMILY OF SCHOOLS
REMOTE INSTRUCTION PLAN
2026-2027

28-8249-001 Glenview Academy– Plan – 9-1-2026

The Gramon Family of Schools, which includes New Beginnings, and the Gramon School, are approved private schools for students with disabilities. Our 2 schools serve students with autism spectrum disorder and other developmental disabilities. Students 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 to provide continuity of instruction to the best extent possible, during these unprecedented times. The Gramon Family of Schools Remote Instruction Plan will continue to be evaluated over time to determine if any modifications need to be made.

The well-being of the students at The Gramon Family of Schools is our top priority. The Gramon Family of Schools remote instruction plan addresses specific key subject areas and related service implementation to meet the needs of the students as outlined in their Individualized Education Plan.

1. Eligibility for Full-time/Hybrid Remote Learning:

In accordance with the guidance set forth by the NJDOE, the Gramon Family of Schools Full Time/Hybrid Remote Learning option will not be offered. However, the Gramon Family of Schools understands there will be instances in which the schools, individual students, groups of students, or entire classes will meet the LEA closure lasting more than three consecutive days due to a declared state of emergency, declared public health emergency, or a directive by the appropriate health agency or officer to institute a public health-related closure. If it becomes necessary for the Gramon Family of Schools to close, we will provide remote instruction.

2. Scope and Expectations of Remote Learning:

A student participating in remote learning will be afforded the same quality and scope of instruction and other educational services as any other student otherwise participating in in-person instruction. 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, remote learners will adhere to the length of school day requirements pursuant N.J.A.C. 6A:32-8.3, attendance policies, and any other policies governing the delivery of services to, and expectations of, students participating in remote programs and their families. The Gramon Family of Schools will provide support and resources as needed to assist

parents/guardians, particularly those of younger students, with meeting the expectations of remote learning.

3. Procedures for Communicating District Policy with Families:

The Gramon Family of Schools will provide clear and frequent communication through our alert system, school website, by phone or email with parents/guardians, in their home language, to help ensure that this important flexibility is as readily accessible as possible.

4. Meal Delivery for eligible students

When it is determined that a student must quarantine and participate through remote instruction, the school administration will alert the food services staff. If the student is deemed eligible to receive meals, the food services coordinator in conjunction with our transportation coordinator will plan with the family for delivery. Cafeteria staff who prepare student meals will be required to wash their hands immediately after removing gloves and after directly handling used food service items. Given the fact that many of the Gramon Family of Schools students are from surrounding districts that can be over an hour from the school location, the school's cafeteria staff will prepare non-perishable items in accordance with nutrition guidelines and the department of agriculture. Meals will be provided for breakfast and lunch for the week. Deliveries will continue weekly until the student is able to return on-site. Meals will be delivered by Gramon Family of Schools staff.

5. Length of Remote Instruction Day

A remote learning day at the Gramon Family of Schools shall consist of not less than four hours for student instruction in accordance with N.J.A.C. 6A:32-8.3. All families, sending child study teams and the county office were given the Gramon Family of Schools school calendar that meets the 180-day school requirement. The school calendar and remote learning plan are posted on the school's website and sent electronically to all stakeholders through our alert system.

Gramon Family of Schools policies for attendance and instructional contact time will be monitored. Any instructional modifications needed will be frequently reviewed to maximize learning opportunities.

Attendance will be collected daily. Zoom/Microsoft Teams reports will be monitored. Teachers will report attendance in Real Time. Parents/Guardians will be contacted when students are absent and/or not participating in remote instruction. Promotion, retention, graduation and discipline decisions related to attendance will be discussed with the students' sending district that is consistent with the Student Code of Conduct and the sending district's Board Policy.

6. 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 the sending district CST's and other community stakeholders to deliver educational services to students with disabilities to the greatest extent possible. Educational decisions that may include revisions to the

students' educational plan are made collaboratively, transparently and prioritize safely returning students who need in-person instruction by scheduling an IEP meeting virtually through Zoom, Microsoft Teams or other virtual meeting platform as deemed by the sending school district.

7. Technology and Connectivity

The Gramon Family of Schools continues to provide students who are placed on remote instruction who do not have access to sufficient broadband, or to any technology required for virtual or remote instruction the technology needed for the 2026-2027 school year. This technology includes iPads and jetpacks/hotspots. Families will be educated on services available at no or reduced cost.

a. The Gramon Family of Schools provides the following:

i. Families continue to be surveyed to ascertain their technological needs. Technology will be provided when needed for any student on virtual or remote instruction. Families 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. Families who are issued Gramon Family of Schools Technology devices are also asked to sign a Technology Loan Form.

iii. As the budget allows, the Gramon Family of Schools will continue to purchase additional devices and review our connectivity capacity to support remote learning, when needed. The IT department continually assesses our needs, including our Wi-Fi and bandwidth capacity, to provide synchronous on-site and remote instruction throughout the 2026-2027 school year. Teacher website pages branched from the Gramon Family of School's website are updated regularly with curricular content and related service activities and resources. The schools expanded their use of Microsoft 365, Zoom, and the Real-time 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.

8. Curriculum, Instruction, and Assessment

In planning curriculum, instruction, and assessment for the 2026-2027 school year, Gramon Family of Schools school administrators continue to focus on building staff capacity to deliver highly effective on-site instruction synchronous with a remote option when the need arises.

The Gramon Family of Schools' plan cultivates a clear sense of shared purpose and goals and encourages collaboration among the sending districts and Gramon Family of Schools educators and fosters an effective partnership approach with students' family members and caregivers.

9. Remote Learning Environment

Curriculum is guided by the Gramon Family of Schools Supervisor of Curriculum and Instructional Coaches and is consistent for students onsite and those who are required to participate remotely.

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 2026-2027 school year, administrators and educators were tasked with assessing students to identify what unfinished learning needs to be addressed through summative and formative assessments as well as information gathered from the 2026-2027 student progress reports.

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.

10. 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 the 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 remote instructional plan, the Gramon Family of Schools considered the following:
   a. Developing 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. Designing 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 (Applied Behavior Analysis) 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 and Class Dojo.
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. Social Workers will continue to work with students and their families, and staff, to monitor progress and emotional health.
g. Ongoing professional development is being offered to ensure that all staff is proficient with using differentiated digital curriculum materials, programs and technology devices to meet the needs of all learners.
h. Ongoing professional development to include best practices for instruction including culturally responsive teaching.

11. Assessment

a. For the purposes of this plan, the different assessment types are as follows: preassessment through student progress reports; formative; interim; and summative.

b. Gramon Family of Schools educators are charged with completing student assessments beginning ESY 2026 if needed. Assessments used by the Gramon Family of Schools include AFLS, ABLLS, HELP Checklist, Basic Skills Checklist, Essentials for Living Checklist and VB-MAPP.

c. The Gramon Family of Schools conduct the above-mentioned assessments twice annually, once in the fall and once in the spring. Applied behavioral analysis data is recorded daily.

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.

12. Professional Learning

It is imperative that the Gramon Family of Schools continue to provide professional learning that will better equip leaders, staff, substitutes, students, and parents to adapt to altered educational environments and experiences. There will be continued professional development sessions that focuses on best practices for delivering instruction in a virtual setting.

The Gramon Family of Schools establishes administrative observation schedules for both onsite and remote instruction, when needed, to ensure the effectiveness of staff training and to identify additional training needs.

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.

13. 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. The Gramon Family of Schools are re-introducing pre-vocational training within the classroom setting both onsite and remotely, guided by educators, related service providers and job coaches. The School Social Worker(s) makes referrals to the Division of Vocational Rehabilitation Services as appropriate to each student's individual needs and post-secondary pursuits.

14. Facility

The Coordinator of school facilities will ensure that the school building, vehicles, and surrounding grounds are cleaned and maintained throughout the mandated school closure.

15. Transportation

The Coordinator Student Transportation will coordinate with sending districts, district drivers, and transportation coordinators to ensure continuity of transportation when conditions are safe to ensure a smooth transition back to school.

16. Essential Employees

Personnel	Remote/In-person	Notes
Teachers	Remote	Participate in meetings as needed

Instructional Paraprofessionals/one-to-one aides	Remote	Participate in meetings as needed
Specialists, Principals, Supervisors	Remote	Monitor and support the facilitation of eLearning through virtual meetings with teachers, electronic feedback, and non-evaluative Supervisor observations of live streams
Directors/Executive Directors	Remote/In Person	Supervise administration of online learning and personnel. Oversee operations of the district/buildings Supervise personnel, students, and facilities
Business Office staff	Remote	Oversee school operations including school finance and human resources
Administrative Assistants	Remote	Student and teacher attendance, payroll, billing, purchases, rescheduling events, support functions
Nurses	Remote	Provide support to students and families as needed
Facility Personnel	Remote/In-Person	Cleaning and maintenance of facilities and grounds
Food Services	Remote/In-Person	As needed based on work requirements of food service
SRO's	In-Person	Patrol schools for security reasons or follow other orders
Technology Department	Remote/In-person	Provide eLearning support for teachers and students
Bus Drivers	In-Person	Deliver lunches and loaner devices to students
Social Workers	Remote	Provide services to students and families as needed

Prepared in the event of a public-health related mandated district closure
**This is a working document and will be updated and or modified as necessary to ensure compliance with state and local statutes and regulations.

Gramon Family of Schools Board Approval 8/20/2026

The Gramon Family of Schools 2026-2027 School Calendar

Glenview Academy



Regular School Year Hours
8:45 a.m. – 3:00 p.m.
Delayed Opening – 10:15 a.m.
Early Dismissal – 1:00 p.m.

Extended School Year School Hours
9:00 a.m. – 2:30 p.m.
Delayed Opening – 10:30 a.m.
Early Dismissal – 1:00 p.m.

ALL DATES ARE SUBJECT TO CHANGE CAUSED BY WEATHER OR OTHER EMERGENCY CLOSINGS
Board Approved: March 10, 2026