The David Gregory School Emergency Remote Instruction Plan 2026-2027
July 8, 2026

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 is 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 will ensure 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 will be surveyed to ensure that their home has Internet access to be used for remote sessions. Families that did not have Internet will be given the resources to have the Internet installed at the cost of DGS. DGS will provide the installation by an Internet provider in accordance with the families' needs. All students will be given an Apple iPad with a case, strap, stand, and charger. All iPads will be 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 will be provided with virtual training to ensure that they area able to navigate the iPad to engage in remote learning sessions and access the educational assignments on the applications. Each distributed iPad will have specific DGS purchased applications to be used for educational purposes.

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

DGS staff members will provide ongoing monitoring, supervision, and support for educational technology. A specific technology support team will be 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 will 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, case managers 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.

All students at DGS will receive services in accordance with their individualized education plans (IEP). IEPs are developed collaboratively between parents, district child study teams, and DGS teachers and related service staff. During this period of remote instruction all instruction, instructional materials, supports, accommodations, consultations, therapies and services will continue in accordance with their IEP to the best extent possible. Our remote learning plan is flexible to meet the many and varied needs of our students. Curriculum/materials/platforms will be adjusted to accelerate the learning opportunities of our students if necessary.

Each student will have access to platforms that address language arts, reading, writing, math, science, social studies, social/emotional, motor skills, and 21st century life skills that are identified in their IEPs. The teachers, teacher aides and students will use Google Classroom or Apple Schoolwork to receive, complete, and submit assignments. Teachers and teacher aides will communicate, deliver instruction, and assess students on video conference via Google Meet. Students will be given access to instructional apps, which focus on the core content areas e.g. Learning A-Z, Education.com, BOOM cards, and Brain Pop. Data will be collected on Google docs and through the BOOM cards application and analyzed daily continuously monitoring student growth and learning. Related services will be delivered via videoconference. All educational staff, parents, and students will receive recorded and live training of applications and platforms. Anyone having difficulty accessing an application or platform will be offered additional training. Alternatively, teacher made learning activities will be provided when necessary. Teachers will work with families to ensure progress and make instructional adjustments/interventions if necessary

Principal will be in contact via email or telephone with district case managers regularly regarding health and welfare of students/families, IEP meetings/compliance issues, and lapse of contact with families. In the event of a 5-day lapse of contact with the families/student, the principal will notify case managers and a formal letter will be emailed to the case manager and sent home to the family.

All IEPs will be held on Google Meet, Zoom or telephone when they come up for annual renewal. It will be agreed upon by families, district, and DGS staff that formal assessments will be conducted virtually or will resume when school reopens. Families, districts or DGS staff requesting a meeting will be accommodated using video or teleconference.

DGS students are nonverbal or have severe language impairment, they are instructed in English to develop functional language.

Communication to non-English speaking families will be addressed through our in-house case translators or by district translators.

DGS does not currently have any students identified as ELL or ESL.

In the event of DGS accepting ELL and/or ESL students, our program will be aligned with state and federal requirements to meet their needs. It will also include the use of alternate methods of instruction, offer them access to technology, strategies, and other appropriate measures ensuring them the same standard of education as non-ELL/ESL students.

DGS will also include training for teachers, administration, and other staff members to learn strategies related to culturally responsive teaching and learning. It will also include training for socio-emotional learning and trauma-informed teaching in the event of DGS accepting students who have been affected by forced migration from their home country.

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 recommended schedules below throughout DGS school hours (8:30-3:30). **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	● 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	● 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/21st century life skills -Free play/outside	

High School		
Time:	Activity:	**Curriculum/Materials/Platform:**
15 minutes/day	Hygiene Routine: -Dressing -Face washing -Tooth brushing -Deodorant -Hair combing	● 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/21st century life skills -Free play/outside	

Schedule for early dismissal days: Early dismissal days are scheduled on the DGS academic calendar for the 2026-2027 school year.

Staff Attendance:

● Daily logs will be completed by all teachers accounting for the attendance of their students and paraprofessionals in their classrooms. Logs will be 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 will 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.

Safe Delivery of Meal Plan

Due to the varied dietary requirements of our students all meals are provided by the families. If a student qualifies for free or reduced lunch they should go to their local school district for meals. If a family is experiencing food insecurity they should contact the DGS administration and DGS will put them in contact with the appropriate services.

Facilities Plan

DGS contracts with a professional cleaning service who will clean and disinfect the building on a regular basis.

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 will not be collected, discussed or shared.

Teacher Expectations:

● All teachers prior to the first day of virtual learning for students will have created recurring 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.
● Screenshots 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 will be 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 will be asked to observe the privacy guidelines.
● Parents/Guardians may assist their child with technology. Especially with synchronous learning, any support needed will 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 will have access to their specific sessions.
● Any confidential or personal information related to students participating in a remote learning session will 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 support 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 will 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 will have 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 will have 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 with 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 will have alternate assessment models to utilize due to the inability to perform standard 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.

Extended Student Learning Opportunities
DGS continues to teach during ESY, therefore all academic and related services will continue to be delivered in accordance with the students' IEP to the greatest extent possible. Our ESY program follows the exact instructional plan laid out in this document as our students require consistency to ensure progress. Our instructional hours will remain exactly the same as does the delivery of related services.

● DGS will plan for in school instruction, virtual instruction, or a hybrid of the two. Virtual instruction will be provided as described in this document.
● All 21st century programs will be continued with modifications as necessary.
● All DGS students work towards IEP goals and not credits.
● When we start ESY, all students will be assessed to determine if there has been a loss of skills; accordingly, skills will be retaught and reinforced. Using applied behavior analysis DGS will continually monitor and assess the student growth.
● DGS does not have STEM or other programs using reallocated grant funds.
● DGS does not have Title 1 extended learning programs.

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 instruction while prioritizing the safety and well being of students and staff first as well as the social and emotional health of staff and students.
●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.

Essential Employees
●Maria Macaluso- Principal
●Marie Lupinski- Supervisor
●David Ruzich- Supervisor
●Christopher Romaglia- Master Teacher, TOSD

DGS will provide a list of essential employees to the Bergen county DOE office at the commencement of remote instruction from traditional, in-school instruction.

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