



**South Bergen Jointure Commission**

# **Distance Learning Contingency Plan & Staff Protocol**

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STATE OF NEW JERSEY

# DEPARTMENT OF EDUCATION

A Memo from the New Jersey Department of Education

Date: March 5, 2020  
To: Chief School Administrators, APSSD's, Charter School and Renaissance School Project Leads, Administrators of Nonpublic Schools  
Route To: Building Principals, School Nurses, School Staff  
From: Lamont O. Repollet, Ed.D.  
Commissioner of Education

## **Guidance Regarding Requirements for Public Health-Related School Closure**

On March 2, 2020, the New Jersey Department of Health (NJDOH) published guidance for childcare facilities and K-12 schools regarding the impact that the current outbreak of 2019 Novel Coronavirus (COVID-19) might have on their communities. That guidance is available on the NJDOH's COVID-19 Information for Schools and Businesses webpage and was disseminated by the New Jersey Department of Education (NJDOE) via special Broadcast on March 3, 2020. The guidance emphasizes that the most important thing for schools to do now is plan and prepare. Among other planning procedures, the guidance advises that "schools may be asked to close preemptively or reactively, therefore schools should be making plans for what to do if there are recommendations for closing schools or cancelling events."<sup>1</sup>

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To better assist boards of education and board of trustees of a charter or renaissance school (hereinafter referred to as board(s) of education) with these other preparation activities recommended by the NJDOH, the NJDOE is providing the following guidance regarding requirements for public health-related school closure.

Requirements to Implement a Public Health-Related School Closure NJDOH guidance identifies school closure as a potential strategy to limit transmission within a community. In the event a board of education is provided a written directive by either the NJDOH or the health officer of the jurisdiction to institute a public health-related

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<sup>1</sup>For additional information, please consult NJDOH's full guidance document. See, particularly, the following excerpt: Will schools be asked to close if there is a COVID-19 outbreak in the community? • Non-pharmaceutical interventions (NPIs) are strategies that can be used when other measures like treatment or vaccines are not available to combat an emerging illness with pandemic potential. o School closures and school dismissals are two recommended strategies to limit transmission within the community. o During school dismissals, childcare programs and schools may stay open for staff (if not ill) while students stay home. This allows teachers to develop and deliver lessons remotely and for other staff to continue to provide services. • Schools may be asked to close preemptively or reactively, therefore schools should be making plans for what to do if there are recommendations for closing schools or cancelling events. • Childcare and school administrators should work closely with local health officials when making decisions on dismissals or closures.

closure, the board of education may utilize home instruction to provide instructional services to enrolled students. The provision of home instruction services should be guided by N.J.A.C. 6A:16-10.1 and may include direct services, online instruction, services provided through contract with another district board of education, or any other means developed by the district to meet the needs of its students. Any day in which students impacted by a public health-related closure have access to home instruction services provided consistent with the guidance in this memo will count as a day in which the board of education has provided public school facilities toward its compliance with the 180-day requirement in accordance with N.J.S.A. 18A:7F-9.

To be clear, this flexibility to count a day on which public school facilities are closed toward the board of education's statutory 180-day requirement applies strictly to public health-related school closures and not to any other type of closure or other days on which public school facilities are not made available. Closures made absent a written directive from either the NJDOH or the health officer of the jurisdiction will not count.

All boards of education should develop a school health-related closure preparedness plan to provide home instruction in the event of such a closure. The planned services should include equitable access to instruction for all students. Each preparedness plan should also address the provision of appropriate special education and related services for students with disabilities and the provision of school nutrition benefits or services for eligible students. The preparedness plans should be submitted to the Executive County Superintendent. The NJDOE also encourages boards of education to adopt enhanced school cleanliness and disinfection protocols, including disinfection of frequently touched surfaces and objects.

### **Stigma Related to COVID-19**

According to the CDC, "stigma and discrimination can occur when people associate an infectious disease, such as COVID-19, with a population or nationality, even though not everyone in that population or from that region is specially at risk for the disease." In this climate, fear and anxiety surrounding COVID-19 can lead to stigma toward Chinese, other Asian Americans, and the Jewish Community. The NJDOE encourages all educators and members of the public to recommit to raising awareness of the deep educational and personal harm brought by stigma, bullying and harassment in our schools, and to spreading factual public health information without fear or stigmatization. c: Members, State Board of Education Garden State Coalition of Schools NJDOE Staff Statewide Parent Advocacy Network NJ LEE Group New Jersey State Requirements

# South Bergen Jointure Commission Distant Learning Plan

## Fulfillment of Requirements Outlined by NJDOE

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### NJDOE Requirement

### SBJC Response

In the event a board of education is provided a written directive by either the NJDOH or the health officer of the jurisdiction to institute a public health-related closure, the board of education may utilize home instruction to provide instructional services to enrolled students

This Distance Learning Contingency Plan represents the district's written plan for the utilization of home instruction to provide instructional services to enrolled students.

The provision of home instruction services should be guided by N.J.A.C. 6A:16-10.1 and may include direct services, online instruction, services provided through contract with another district board of education, or any other means developed by the district to meet the needs of its students.

This Distance Learning Contingency plan outlines the district's plan to provide home instruction services through the use of both academic and related services student work packets and online instruction.

All boards of education should develop a school health-related closure preparedness plan to provide home instruction in the event of such a closure. The planned services should include equitable access to instruction for all students. Each preparedness plan should also address the provision of appropriate special education and related services for students with disabilities and the provision of school nutrition benefits or services for eligible students.

This Distance Learning Contingency Plan represents the district's written plan for continued delivery of instruction, for maintaining records of delivery of instruction, and for monitoring student progress—specifically, through teachers' student work packets, student attendance, and participation in online learning activities.

The teacher shall provide instruction for the number of days and length of time sufficient to continue the student's academic progress and dependent upon the student's ability to participate.

This Distance Learning Contingency Plan was designed to enable teachers to continue student learning and academic progress, as per the curriculum and New Jersey State Learning Standards, to the greatest extent possible.

For a student with disabilities, the home instruction shall be consistent with the student's individualized education plan (IEP) to the extent appropriate and shall meet the New Jersey Student Learning Standards.

As per this Distance Learning Contingency Plan, teachers are required to oversee instruction that is consistent with students' individualized education plans (IEPs) to the extent appropriate.

# South Bergen Jointure Commission

## Distant Learning Plan



### New Jersey Department of Education (NJDOE) Checklist for Emergency Preparedness Plans

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#### 1. NJDOE Checklist for Emergency Preparedness Plans Requirement

#### Does the SBJC Plan Distance Learning Plan Fulfill this requirement?

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Does the plan include equitable access to instruction for all students?

Yes, all educational programming outlined in our Distance Learning Contingency Plan has been designed for each individual student by his/her classroom teacher(s).

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Does the plan include an overall demographic profile for your district, including students counts for state funded pre-school, homeless, low socioeconomic (LSE), Students with Disabilities, and English Language Learners (ELLs)?

Yes, you can find our demographic breakdown on page 6.

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Does the plan ensure that all students, with their varied and age-appropriate needs, are addressed through the plan?

Yes, with the addition of Volume II of our Distance Learning Plan, we have expanded on the protocols and have provided recommendations to run remote learning classrooms by educational programming type and student grade.

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Does the plan demonstrate a working knowledge (data summary or narrative) of student access to technology for grades identified in your plan as being served by one or more online platforms?

Yes, the SBJC has taken steps to ensure digital equity. The South Bergen Jointure Commission sent out a district-wide technology survey in the beginning of March to measure the current level of all SBJC families' access to internet and devices. The district has provided and will continue to provide devices for students without access to the internet. The decision in the use of instructional platforms now employed by our district was based on staff recommendations and research by the administrative team.

## 2. NJDOE Checklist for Emergency Preparedness Plans Requirement

## Does the SBJC Plan Distance Learning Plan fulfill this requirement?

Does the plan address the provision of appropriate special education and related services for students with disabilities?

Yes. 100% of the South Bergen Jointure Commission's students have Individualized Education Plans. The home-based instruction that is provided throughout this school closure is to be in alignment with the daily instruction each student typically receives based on the goals and objectives outlined in their Individualized Education Plan.

### ***Suggestions for consideration:***

- Does the plan include adapted materials and assignments to meet student needs?
- Does the plan prepare for how evaluations, Individualized Education Program (IEP) reviews, eligibility meetings and reevaluation meetings, will be rescheduled?
- Does the plan include communication with all parents, including those of students in out-of-district schools and contracted providers (e.g., Head Start and private preschool providers), in their native language?
- Does the plan consider the needs of students who are medically fragile?
- Does the plan outline the determination of how related services will be provided or how compensatory services for related services will be determined?
- Does the plan include communication with out-of-district schools where district students are attending including what will happen if the district is closed and the school is not?
- Does the plan consider transportation for students attending out-of-district schools and when and how to inform vendors if schools close?

The plan addresses the responsibilities for all related service professionals.

SBJC Teachers and Related Service Therapists will continue to participate in virtual Individual Education Program meetings based on the requests of our students' home-districts.

All parent communications have been added to the Distance Learning Plan's appendix.

### 3. NJDOE Checklist for Emergency Preparedness Plans Requirement

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Per the New Jersey Department of Agriculture, Districts should provide the following information in their plan so it can be passed on to the New Jersey Department of Agriculture in the event the pending waiver request before the United States Department Agriculture is granted:

SFA Name: [South Bergen Jointure Commission](#)

Agreement #:

Date Meal Distribution will begin: [3/16/2020](#)

Date Meal Distribution will end: [TBD](#)

Schools/Site where distribution of meals will take place: [Lodi Campus, 123 Union Street, Lodi, NJ 07644](#)

Meals to be claimed for reimbursement per day:

(up to two meals, or one meal and one snack, per child per day)

Please outline the SFA's method(s) for meal distribution, including meal content and meal counting and claiming procedure. If the SFA plans to provide meals for multiple days, please outline the plan below. Include how all food safety requirements will be met.

[Our meal distribution protocol can be found in the Continued Meal Services section of the Distance Learning Plan. All Meals will be prepared by Pomptonian and delivered to our Lodi Campus on the mornings of Mondays and Thursday. In order to minimize person-to-person contact, the protocol for lunch pick-up is as follows:](#)

1. Lunches will be put out on a table in the Lodi Campus vestibule before the 10:30AM arrival time of parents.
2. Families will request access to the vestibule via our communication system.
3. Meals Supervisor will allow families into the building using the communication system.
4. Families will collect lunches for their student(s) for 2-3 days.
5. Meals Supervisor will log pick up of lunches (student name, data).

# South Bergen Jointure Commission Distant Learning Plan



## District Demographics

The South Bergen Jointure Commission provides special education classes for 391 children of various classifications, including Autism, Multiply Disabled, and Behavioral Disorders, from pre-k to 21 years of age. Classes are located at campuses in Maywood, Lodi, East Rutherford, Carlstadt, Little Ferry, South Hackensack, and Moonachie.

Student Characteristic	Percentage
Male	71.69%
Female	28.31%
African-American	11.20%
Asian	5.47%
Caucasian/White	41.4%
Hispanic	39.84%
Hawaiian/Pacific Islander	.52%
Mixed Race	1.56%
English Language Learners	0%
Students with IEP	100%

Services	No. of students
Counseling	77
Occupational Therapy	189
Physical Therapy	67
Speech Therapy	325
Home Programming	10
1:1 Aide	14
Behavioral	22

# South Bergen Jointure Commission

## Distant Learning Plan

### Staff Protocol, Expectations, & Requirements

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#### Teachers

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- Develop Distance Learning Academic work packets to ensure students engage in continuous learning experiences for the duration of school closure. The materials enclosed in each packet should cover a range of content areas and include concepts which have already been introduced in school. The activities enclosed are to be in alignment with the daily instruction each student receives based on the goals and objectives outlined in their Individualized Education Plan (IEP).
- Ensure that home-based instruction is consistent with students' individualized education plans (IEPs) to the extent appropriate and shall meet the New Jersey Student Learning Standards.
- Be available for four hours each weekday (8:30-12:30) to provide assistance to students and parents.
- Homeroom teachers are to check-in with the students and families on a daily basis to provide support in home-based instruction. During this communication, teachers should provide additional guidance, check on student progress and address any questions they have via phone, email or other real-time communication (Google Hangout).
- Maintain Daily Communication Log (located at the end of this document).
- Homeroom teachers are to record student attendance via Genesis on a daily basis. The determination of student attendance status will be based on communications with parents. If a teacher is unable to get in touch with a family for more than one day, they should notify the building principal and nurse.
- Check and respond to email communications on a daily basis.
- Maintain daily email communication with paraprofessionals on a daily basis.
- Teachers must be available to attend IEP meetings via the telecommunication method dictated by the sending district. These meetings may extend beyond the 8:30-12:30 designated work hours.
- Check in and out of work via Kronos application or website. Work hours will be 8:30-12:30 each day. If you are not available to work on a given day, you must still call out via the attendance line and not check-in via Kronos.
- Maintain ongoing communication with direct member of the administrative team (building principal, supervisor or director).
- At any given time during this shut-down period, staff may be asked to report in-person as needed in compliance with all health mandates.

#### Therapists (SLP, OT and PT)

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- Develop Distance Learning Related Services work packets to ensure students engage in continuous learning experiences for the duration of school closure. The materials

enclosed in each packet should include concepts/skills which have already been introduced in school. The activities enclosed are to be in alignment with the daily instruction each student receives based on the goals and objectives outlined in their Individualized Education Plan (IEP). Packets to be uploaded into the Distance Learning folder of their Google Drive.

- Be available for four hours each weekday (8:30-12:30) to provide assistance to students and parents.
- Check-in with the students and families on a daily basis to provide support in home-based instruction and additional guidance, check on student progress and address any questions they have via phone, email or other real-time communication (Google Hangout). Please do this in accordance with the number of sessions provided per week (ie. student receives a service Mon, Weds, Fri, call parent those days of the week).
- Maintain Daily Communication Log (See attached daily communication log)
- Log sessions on Google Drive daily logs as DL = Distance Learning
- Log sessions into daily notes also that reflect activity components achieved
- Log SEMI logs for each student required as indirect service for that date
- Ensure that home-based instruction is consistent with students' individualized education plans (IEPs) to the extent appropriate and shall meet the New Jersey Student Learning Standards.
- Staff must be available to attend IEP meetings via the telecommunication method dictated by the sending district. These meetings may extend beyond the 8:30-12:30 designated work hours.
- Complete any outstanding online trainings such as No Barriers and/or Safe Schools.
- Check in and out of work via Kronos application or website. (8:30-12:30) If you are not available to work on a given day, you must still call out via the attendance line and not check-in via Kronos.
- Maintain ongoing communication with direct member of administrative team (building principal, supervisor or director)
- At any given time during this shut-down period, staff may be asked to report in-person as needed in compliance with all health mandates.

## Behaviorists & Counselors

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- Continue to check in with the students and families they know will need support during this time via phone, email or other real-time communication (Google Hangout) - this would include families who have recently experienced a crisis-level situation with their child.
- Maintain Daily Communication Log.
- Counselors need to do this in accordance with the number of sessions provided per week (ie. student receives a service Mon, Weds, Fri, call parent those days of the week).
- Log SEMI logs for each student required as indirect service for that date.
- Take referrals from teachers about who to follow up with and check in on.
- Support parents through education on available resources.
- In the event of a serious concern about a student (i.e. self-harm, suicidal thoughts/threats, severe anxiety, Child Protection situation, etc.) the behaviorist and/or counselor will immediately refer the concern to their school principal. The principal will

follow protocol in terms of Child Protection.

- Complete any outstanding online trainings such as No Barriers and/or Safe Schools.
- Staff must be available to attend IEP meetings via the telecommunication method dictated by the sending district. These meetings may extend beyond the 8:30-12:30 designated work hours.
- Check in and out of work via Kronos application or website (8:30-12:30). If you are not available to work on a given day, you must still call out via the attendance line and not check-in via Kronos.
- Maintain ongoing communication with direct member of administrative team (building principal, supervisor or director).
- At any given time during this shut-down period, staff may be asked to report in-person as needed in compliance with all health mandates.

## Paraprofessionals

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- Maintain ongoing communication with assigned homeroom teacher and provide assistance as directed.
- Initiate communication with classroom teacher and maintain daily record of communications.
- Engage in electronic-based professional development such as Safe Schools as assigned.
- Check in and out of work via Kronos application or website (8:30-12:30). If you are not available to work on a given day, you must still call out via the attendance line and not check-in via Kronos.
- Maintain ongoing communication with direct member of administrative team (building principal, supervisor or director).
- At any given time during this shut-down period, staff may be asked to report in-person as needed in compliance with all health mandates.

## Building Secretaries

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- Consistently monitor student attendance via Genesis.
- Monitor and respond to email and communications.
- Perform any additional daily tasks as necessary.
- Check in and out of work via Kronos application or website (8:30-12:30). If you are not available to work on a given day, you must still call out via the attendance line and not check-in via Kronos.
- Maintain ongoing communication with direct members of the administrative team (building principal, supervisor, or director).
- At any given time during this shut-down period, staff may be asked to report in-person as needed in compliance with all health mandates.

## Nurses

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- Maintain consistent coordination of medical communications with New Jersey Department of Health, CDC, school community, and administration.
- Act as a liaison between the health department and school administration.

- Maintain daily communication with teachers regarding student health status.
- Status check and compliance on students that receive medication during the school day.
- Maintain daily communication log for parent/staff/nurse communications.
- Communicate with all SBJC school nurses regarding health status of students and trends within the district.
- Communicate with parents/caregivers as needed.
- Engage in Professional Development via Safe Schools, Frontline, and No Barriers
- Check in and out of work via Kronos application or website (8:30-12:30). If you are not available to work on a given day, you must still call out via the attendance line and not check-in via Kronos.
- Maintain ongoing communication with direct member of administrative team (building principal, supervisor or director).
- At any given time during this shut-down period, staff may be asked to report in-person as needed in compliance with all health mandates.

## Custodial Staff

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- Engage in electronic-based professional development such as Safe Schools as assigned.
- Check in and out of work via Kronos application or website (8:30-12:30). If you are not available to work on a given day, you must still call out via the attendance line and not check-in via Kronos.
- Maintain ongoing communication with direct member of administrative team (building principal, supervisor or director).
- At any given time during this shut-down period, staff may be asked to report in-person as needed in compliance with all health mandates.

## Technology & Communication Department

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- Monitor and respond to support emails/tickets daily.
- Maintain Daily Communication Logs for all staff and parent interactions.
- Provide remote support for faculty, staff, and students via email: support@njsbjc.org.
- Develop a website specifically for the Distance Learning Contingency Plan. Continually update the website and social media with resources for parents and staff members.
- Check in and out of work via Kronos application or website (8:30-12:30). If you are not available to work on a given day, you must still call out via the attendance line and not check-in via Kronos.
- Maintain ongoing communication with members of administrative team (building principals, supervisors).

## Transportation Department

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- Monitor and respond to emails, phone calls, and VMS as received.
- Work with districts to secure bid and route info for ESY and upcoming school year.
- Determine and process renewal and current school year contracts.

- Maintain communication with the bus companies.
- Work with Hackensack BOE to transition routes to SBJC and enter projected route data into transportation program.
- Determine and process billing variations due to this transportation shut down.
- Check in and out of work via Kronos application or website (8:30-12:30). If you are not available to work on a given day, you must still call out via the attendance line and not check-in via Kronos.

## Board Office Secretary

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- Consistently monitor teacher attendance via Kronos.
- Communicate teacher attendance to administrative team daily.
- Keep administration team informed about any absences lasting more than one day.
- Maintain ongoing communication with direct member of the administrative team (building principal, supervisor or director).
- Check in and out of work via Kronos application or website (8:00-12:30). If you are not available to work on a given day, you must still call out via the attendance line and not check-in via Kronos.

## Board Office Staff

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- Monitor and respond to emails, phone calls, and VMS.
- Maintain processing of A/R, A/P, billing, payroll, financial reporting and budget.
- Monitor and determine facility needs.
- Maintain food service availability.
- Maintain ongoing communication with direct member of the administrative team (building principal, supervisor or director).
- Check in and out of work via Kronos application or website (8:00-12:30). If you are not available to work on a given day, you must still call out via the attendance line and not check-in via Kronos.

## Administrators

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- Consistently and proactively communicate with our entire learning community.
- Assist teachers in delivery of home-based instruction.
- Support teachers in their departments in the development and implementation of home-based instruction.
- Facilitate collaboration among staff when applicable.
- Monitor student and staff attendance data.
- Maintain continued communication with staff, parents, and students.
- Continue to work on attainment of goals.
- Prepare for the return to school transition.
- Maintain ongoing communication with district superintendent.
- Check in and out of work via Kronos application or website. (8:30-12:30) If you are not available to work on a given day, you must still call out via the attendance line and not check-in via Kronos.

# South Bergen Jointure Commission Distant Learning Plan

## Academic Distance Learning Plan



	English Language Arts	Mathematics	Science	Social Studies	Phys. Ed., Health & Social Emotional Learning	Art & Music	Technology	Spanish
<b>Preschool</b>	Work Packet Starfall BrainPOP Jr. IXL	Work Packet Starfall BrainPOP Jr. IXL	BrainPOP Jr.	BrainPOP Jr.	BrainPOP Jr. List of activities to be performed at home	Starfall BrainPOP Jr. List of activities to be performed at home	BrainPOP Jr.	IXL
<b>Grades K-3</b>	Work Packet Starfall BrainPOP Jr. IXL Flocabulary Raz-Kids	Work Packet Starfall BrainPOP Jr. IXL Flocabulary	Work Packet BrainPOP Jr. IXL Mystery Science Flocabulary	Work Packet BrainPOP Jr. IXL Flocabulary	BrainPOP Jr. Flocabulary List of activities to be performed at home	Starfall BrainPOP Jr. List of activities to be performed at home	BrainPOP Jr.	IXL
<b>Grades 4-5</b>	Work Packet BrainPOP IXL Flocabulary Raz-Kids	Work Packet BrainPOP IXL Flocabulary	Work Packet BrainPOP IXL Mystery Science Flocabulary	Work Packet BrainPOP IXL Flocabulary	BrainPOP Flocabulary List of activities to be performed at home	BrainPOP List of activities to be performed at home	BrainPOP	IXL
<b>Grade 6-12 &amp; STARS Program</b>	Work Packet BrainPOP IXL Flocabulary Raz-Kids	Work Packet BrainPOP IXL Flocabulary	Work Packet BrainPOP IXL Flocabulary	Work Packet BrainPOP IXL Flocabulary	BrainPOP Flocabulary List of activities to be performed at home	BrainPOP List of activities to be performed at home	BrainPOP	IXL

- The materials provided in student work packets will vary based on age, classification and individual student needs. For example, BD and MD student packets may include content-specific review worksheets, while ASD student packets may include ABA curriculum program sheets. No activities included in work packets will introduce new material.
- All activities provided in student work packets will be designed in accordance with the modifications/accommodations outlined in each student's IEP.
- Additional guidance on instructional assignments will be provided via email when applicable.
- Additional information regarding distant learning will be provided on the district website: [www.njsbjc.org](http://www.njsbjc.org).

# South Bergen Jointure Commission Distant Learning Plan

## Related Services Distance Learning Plan



<b>Preschool</b>	<b>Physical Therapy</b> List of PT activities to perform at home	<b>Occupational Therapy</b> Work Packet	<b>Speech Therapy</b> Work Packet	<b>Behaviorists &amp; Counselors</b> Maintain continued communication with students/families
	<a href="#">Kids Yoga Class Video</a>	<a href="#">Sensory Integration: Things You Can Do At Home For Your Autistic Child Video</a>		
<b>Grades K-3</b>	<b>Physical Therapy</b> List of PT activities to perform at home	<b>Occupational Therapy</b> Work Packet	<b>Speech Therapy</b> Work Packet	<b>Behaviorists &amp; Counselors</b> Maintain continued communication with students/families
	<a href="#">Kids Yoga Class Video</a>	<a href="#">Sensory Integration: Things You Can Do At Home For Your Autistic Child Video</a>		
<b>Grades 4-5</b>	<b>Physical Therapy</b> List of PT activities to perform at home	<b>Occupational Therapy</b> Work Packet	<b>Speech Therapy</b> Work Packet	<b>Behaviorists &amp; Counselors</b> Maintain continued communication with students/families
	<a href="#">Kids Yoga Class Video</a>	<a href="#">Sensory Integration: Things You Can Do At Home For Your Autistic Child Video</a>		
<b>Grades 6-12 STARS Program</b>	<b>Physical Therapy</b> List of PT activities to perform at home	<b>Occupational Therapy</b> Work Packet	<b>Speech Therapy</b> Work Packet	<b>Behaviorists &amp; Counselors</b> Maintain continued communication with students/families
	<a href="#">Kids Yoga Class Video</a>	<a href="#">Sensory Integration: Things You Can Do At Home For Your Autistic Child Video</a>		

# South Bergen Jointure Commission Distant Learning Plan



## Continued Meal Services

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Any SBJC student with Free or Reduced Lunch can pick up their meal at the Lodi Campus on Mondays and Thursdays between the hours of 10:30AM-11:30AM.

The address of our Lodi Campus is:

**SBJC Lodi Campus**  
**123 Union Street**  
**Lodi, NJ 07644**

### Protocol for Lunch Pick-Up

All Meals will be prepared by Pomptonian and delivered to our Lodi Campus on the mornings of Mondays and Thursday. In order to minimize person-to-person contact, the protocol for lunch pick-up is as follows:

1. Lunches will be put out on a table in the Lodi Campus vestibule before the 10:30AM arrival time of parents.
2. Families will request access to the vestibule via our communication system.
3. Meals Supervisor will allow families into the building using the communication system.
4. Families will collect lunches for their student(s) for 2-3 days.
5. Meals Supervisor will log pick up of lunches (student name, data).

### Number of Students Eligible for Free or Reduced Lunch

<b>Total Enrollment</b>	<b>Free</b>	<b>Reduced Price</b>	<b>Denied</b>
391	152	36	10

# South Bergen Jointure Commission

## Distant Learning Plan



### Administration/Central Office Support

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In the event that this online learning contingency plan is activated and the staff is asked to stay home, they will have access to *live* support from administrators, technicians, and central office staff.

### Administration/Central Office

Name	Responsibilities	Email / Phone Number
<b>Dr. Michael Kuchar</b> <i>Superintendent of Schools</i>	Dr. Michael Kuchar will maintain authority over all pandemic or crisis management plans.	<a href="mailto:mkuchar@njsbjc.org">mkuchar@njsbjc.org</a>
<b>Suzanne Owens</b> <i>Assistant to the Superintendent</i>	Ms. Suzanne Owens will maintain all attendance records and protocol for personnel policies appropriate for both long and short term duration of pandemic absences.	<a href="mailto:sowens@njsbjc.org">sowens@njsbjc.org</a>
<b>Susan Cucciniello</b> <i>Business Administrator</i>	Mrs. Susan Cucciniello will monitor and maintain the following departments: Facilities (buildings and grounds), Transportation, and Food Service. Mrs. Susan Cucciniello is arranging for meals to be provided to eligible students during this Home Instruction period.	<a href="mailto:scucciniello@njsbjc.org">scucciniello@njsbjc.org</a>
<b>Kenneth Sheldon</b> <i>Assistant Business Administrator of Buildings and Grounds</i>	Mr. Kenneth Sheldon has contacted our own private cleaning company to provide a comprehensive sanitization of all schools during our Home Instruction period.	<a href="mailto:ksheldon@njsbjc.org">ksheldon@njsbjc.org</a>
<b>Doreen Mondadori</b> <i>Administrative Assistant to the Business Administrator</i>	Mrs. Doreen Mondadori will continue processing all billing and accounts receivables, as well as provide financial support to the business administrator.	<a href="mailto:dmondadori@njsbjc.org">dmondadori@njsbjc.org</a>
<b>Ashley Vaughan</b> <i>Director of Curriculum and Assessment</i>	Mrs. Ashley Vaughan will oversee maintenance of academics and student learning. Packets will be compiled during In-service Day, Friday, March 13, 2020.	<a href="mailto:avaughan@njsbjc.org">avaughan@njsbjc.org</a>
<b>Dr. Chris Hughes</b> <i>Director of Special Projects, Outreach, Related Services</i>	Dr. Christopher Hughes will oversee the provision of related services such as OT, PT, and Speech.	<a href="mailto:chughes@njsbjc.org">chughes@njsbjc.org</a>

<p><b>Dr. Reji George</b>  <i>Supervisor of Paraprofessionals and Nursing</i></p>	<p>Dr. Reji George will monitor all current CDC, NJ Health Department and NJ Department of Education advisories and updates and share with all staff. Each school nurse will disseminate messages about preventive hygiene and conduct.          Dr. Reji George will be working with all principals that the paraprofessionals will be working with classroom teachers to fully support our students during this Home Instruction time.</p>	<p><a href="mailto:rgeorge@njsbjc.org">rgeorge@njsbjc.org</a></p>
<p><b>Holly Ehle</b>  <i>Principal of South Hackensack, Moonachie, and Little Ferry Annexes</i></p>	<p>Mrs. Holly Ehle will be available to answer any questions and/or concerns of faculty and parents for South Hackensack, Moonachie, and Little Ferry annexes.</p>	<p><a href="mailto:hehle@njsbjc.org">hehle@njsbjc.org</a></p>
<p><b>Lorraine Rake</b>  <i>Early Childhood Learning Principal (East Rutherford/Prime Time Campus, Carlstadt Annex, and Felician Annex)</i></p>	<p>Mrs. Lorraine Rake will be available to answer any questions and/or concerns of faculty and parents for East Rutherford/Prime Time Campus, Carlstadt Annex, and Felician Annex.</p>	<p><a href="mailto:lrake@njsbjc.org">lrake@njsbjc.org</a></p>
<p><b>Lauren Rosicki</b>  <i>Principal</i></p>	<p>Mrs. Lauren Rosicki will be available to answer any questions and/or concerns of faculty and parents for Lodi and Maywood Campuses.</p>	<p><a href="mailto:lrosicki@njsbjc.org">lrosicki@njsbjc.org</a></p>
<p><b>Dennis Rossi</b>  <i>Interim Principal of Lodi Middle School/High School Campus</i></p>	<p>Mr. Dennis Rossi will be available to answer any questions and/or concerns of faculty and parents for the Lodi Campus.</p>	<p><a href="mailto:drossi@njsbjc.org">drossi@njsbjc.org</a></p>
<p><b>Scott Rossig</b>  <i>Principal of Maywood Campus</i></p>	<p>Mr. Scott Rossig will be available to answer any questions and/or concerns of faculty and parents for the Maywood Campus.</p>	<p><a href="mailto:srossig@njsbjc.org">srossig@njsbjc.org</a></p>
<p><b>Edwin Flores</b>  <i>Technology Director</i></p>	<p>Mr. Edwin Flores will be updating and maintaining email/ address and phone numbers for all staff and students as well as making sure all students have access to computers and internet during this time. He will also maintain the technology help line.</p>	<p><a href="mailto:eflores@njsbjc.org">eflores@njsbjc.org</a></p>
<p><b>Karen Senario</b>  <i>Transportation Coordinator</i></p>	<p>Ms. Karen Senario will provide services as appropriate during this time.</p>	<p><a href="mailto:ksenario@njsbjc.org">ksenario@njsbjc.org</a></p>
<p><b>Shane Miller</b>  <i>Special Projects Coordinator, Communications</i></p>	<p>Mr. Shane Miller, Coordinator of Special Projects will continually provide updates/information via our website <a href="http://www.njsbjc.org">www.njsbjc.org</a>, SBJC social media twitter <a href="https://twitter.com/wearethesbjc">wearethesbjc</a>; Instagram <a href="https://www.instagram.com/wearethesbjc">wearethesbjc</a></p>	<p><a href="mailto:smiller@njsbjc.org">smiller@njsbjc.org</a></p>

# South Bergen Jointure Commission Distant Learning Plan

## Technology Support



In the event that this online learning contingency plan is activated and district staff are asked to stay home, they will have access to *live* support from our IT Technicians. Appointments will be made via Google Calendar and Hangouts for screen sharing capabilities

### IT Support

Name	Available Times	Email / Phone Number
Edwin Flores	8:30 - 12:30, M-F	<a href="mailto:eflores@njsbjc.org">eflores@njsbjc.org</a>
Robert Neilley	8:30 - 12:30, M-F	<a href="mailto:rneilley@njsbjc.org">rneilley@njsbjc.org</a>

To make an appointment for remote support:

1. Email [support@njsbjc.org](mailto:support@njsbjc.org) with your need and available time to meet.
2. Support will email a Google Calendar Invite with an appointment time to meet using Google Hangouts.
3. The appointment will show up on your Google Calendar. Click on the event, and then select **Join Hangouts Meet**.
4. Then select **Join Meeting**.

Due to the likelihood of there being a high-volume of support needed for technology, it is highly recommended that staff first use the following resources before emailing support.

- [SBJC Technology Support](#) page has information about using software and applications commonly used throughout the district, including Google Suite and Kronos.
- [YouTube](#) is an invaluable resource. A simple YouTube search can often provide the right video tutorial to learn how to complete a task. Just be specific with your search: e.g., “converting Google Doc to PDF.”



**South Bergen Jointure Commission**

# **Distance Learning Contingency Plan & Staff Protocol: Vol. II**

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**3.23.2020**

# South Bergen Jointure Commission

## Distant Learning Plan: Vol. II

### Introduction to Volume II

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On March 13, 2020, the South Bergen Jointure Commission published the district's [Distance Learning Contingency Plan & Staff Protocol](#). This document outlined the academic and related service distance learning protocol that staff should utilize during the two-week school closure that was mandated by Bergen County from March 16 through March 27, 2020.

As this current health crisis continues to evolve, the South Bergen Jointure Commission has developed the Distance Learning Contingency Plan & Staff Protocol: Vol. II to outline the distance learning protocol that staff will utilize for all time beyond this original two-week closure period. This protocol will rely on the use of digital tools and online platforms to ensure the continued provision of both academic and related service home-based instruction.

The guidelines outlined in this plan were designed to provide a clear set of expectations for all staff members regarding the daily provision of instruction, as well as create a system of procedures that is consistent district-wide.

The digital tools and online platforms in this plan have been carefully selected by the administrative team and were widely suggested by staff. Many factors were taken into consideration when making these selections including applicability to our student population and ease of use. While many other tools and platforms exist, we ask that all staff members utilize those outlined below to best ensure uniform delivery of instruction.

Please note that it is possible that the tools and platforms that the district utilizes and their guidelines for use may be revised as we receive staff feedback and the situation continues to unfold. Additionally, the Staff Protocols section of the original Distance Learning Plan is currently under review and is subject to change based on this extended closure. Staff will be notified of any changes or updates as they are made.

# South Bergen Jointure Commission

## Distant Learning Plan: Vol. II

### Digital Tools and Online Platforms

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#### [ClassDojo](#)

ClassDojo is an educational technology communication website and application. It connects primary school teachers, students, and families through communication features, such as a feed for photos and videos from the school day as well as messaging that can be translated into more than 35 languages. It also enables teachers to note feedback on students' skills and creates a portfolio for students, so that families can be aware of school activities outside of meeting with teachers.

#### [Seesaw](#)

Seesaw is an instructional platform that aims to simplify creating, distributing, and reviewing classroom assignments digitally. Seesaw helps educators engage all learners and transforms family engagement in the classroom.

#### [Google Hangouts Meet](#)

Google Hangouts is Google's video conferencing software. This application includes features such as real-time captions and support for up to 250 participants and 100,000 live stream viewers.

# South Bergen Jointure Commission

## Distant Learning Plan: Vol. II

Plans by Program/Grade

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### Preschool Disabled & Preschool BD

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**Instructional Platform:** [ClassDojo](#)

#### **Requirements**

The following are to be assigned to students via your teacher ClassDojo page:

- Morning Meeting Activity                      Daily
- Literacy Activity                                      Daily
- Math Activity    Daily
- Social Emotional Play Activity              Daily
- Creative Art Activity                                  Weekly
- Science/Social Studies Activity              Weekly

#### Morning Meeting Activity

For this activity, you can choose to either upload a video or audio recording of yourself leading Morning Meeting via the ClassDojo Post feature, include a link to a document which outlines Morning Meeting activities or include a link to a YouTube video you would like the students to access for Morning Meeting. This can vary day to day.

#### Literacy Activity

For the read-aloud, teachers can either share a YouTube link or a teacher-made video. In addition to the read-aloud, a follow-up activity should be included. Some examples of a follow up activity can be a journal, drawing parts of the story (e.g., favorite, predictive, summary, extension, etc.), a photo or video of students performing a task (such as finding something in the house that begins with a certain letter).

#### Math Activity

These activities can be related to the read-aloud or other suggested activity. Age-appropriate examples of math activities can be having students identify numbers throughout the house, having students performing one-to-one activities such as setting the table (one plate per one person), using shoes and boots to create a pattern, and comparing things in the house (e.g.: “This item is taller/shorter than me”).

#### Social Emotional Play Activity

Teachers will suggest a play activity to be done at home. Skills that will be addressed during these play activities are taking turns, sharing, using language, extending engagement and attending, developing imaginary skills, etc. Some examples or

suggested activities that can be encouraged are: playing restaurant; building cities with boxes or blocks; pretending to camp in a blanket fort; playing board games.

### Creative Art Activity

Creative Arts encompass music and movement activities and fine art activities. Some examples of these types of activities that can be suggested are freeze dance, finger plays, art activities such as creating with playdough (include playdough recipe, which incorporates science), exploring scissor and coloring skills, etc. This can be alternated each day and may be embedded into morning meetings or academic activities.

### Science/Social Studies

Science and Social Studies activities can be embedded into other areas, such as story or morning meetings. Some examples of how these topics can be addressed are encouraging conversation about the weather, during read alouds, and assigning simple experiments (sinking and floating).

### **Video Platform: [Google Hangouts Meet](#)**

In addition to the use of ClassDojo as their instructional platform, Preschool Disabled & Preschool BD teachers should also utilize Google Hangouts Meet to interact with students and/or families via live video on a regular basis. These interactions can include but are not limited to:

- Providing direct instruction to students
- Supporting parents in overseeing instruction
- Monitoring student progress
- Addressing any student/family questions or concerns

## **Preschool Autism**

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### **ABA Programming**

The provision of instruction in individual ABA programming should remain the focus for this population of students. Teachers should continue to utilize the district's [ABA Curriculum](#) and provide instruction in programs currently in maintenance, as well as new targets/programs when appropriate.

### **Instructional Platform: [ClassDojo](#)**

### **Requirements**

In addition to the provision of ABA programming instruction, the following are to be assigned to students via your teacher ClassDojo page:

- |   |        |
|---|--------|
| - Morning Meeting                       | Daily  |
| - Literacy Activity                     | Daily  |
| - Social Emotional Play Activity        | Weekly |
| - Self Help and Life Skills Suggestions | Weekly |

### Morning Meeting Activity

For this activity, you can choose to either upload a video or audio recording of yourself leading Morning Meeting via the ClassDojo Post feature, include a link to a document which outlines Morning Meeting activities or include a link to a YouTube video you would like the students to access for Morning Meeting. This can vary day to day.

### Literacy Activity

For the read-aloud, teachers can either share a YouTube link or a teacher-made video. In addition to the read-aloud, a follow-up activity should be included. Some examples of a follow up activity can be a journal, drawing parts of the story (e.g., favorite, predictive, summary, extension, etc.), a photo or video of students performing a task (such as finding something in the house that begins with a certain letter).

### Social Emotional Play Activity

Teachers will suggest a play activity to be done at home. Skills that will be addressed during these play activities are taking turns, sharing, using language, extending engagement and attending, developing imaginary skills, etc. Some examples or suggested activities that can be encouraged are: playing restaurant; building cities with boxes or blocks; pretending to camp in a blanket fort; playing board games.

### Self Help and Life Skills Suggestions

Teachers should provide parent suggestions to have children work on self-help and domestic skills. These skills can include but are not limited to washing hands, using the bathroom appropriately, dressing or undressing, and basic household chores (such as setting the table, cleaning-up or feeding a pet). Please be sure to individualize suggestions based on the student's ability.

### Other (not required but suggested)

Video Tutorials: Teacher created video tutorials on how to run discrete trial programs at home can be uploaded into ClassDojo to provide an additional level of parent support.

[BoardMaker Online](#): Boardmaker Online can be used for interactive activities from a template or from scratch. Included with our Boardmaker Online subscription, teachers have access to Boardmaker Instructional Solutions which are a collection interactive programs that help all students learn and grow with activities that are accessible, aligned, and evidence-based. Staff can assign any activity to their student for use at home. Accessibility options can be adjusted for each learner and results of their work can be tracked. Students have access to personalized instruction anywhere, anytime while teachers can monitor their progress and measure success.

**Video Platform: [Google Hangouts Meet](#)**

In addition to the use of ClassDojo as their instructional platform, Preschool Autism teachers should also utilize Google Hangouts Meet to interact with students and/or families via live video on a regular basis. These interactions can include but are not limited to:

- Providing direct instruction to students
- Supporting parents in helping to oversee instruction
- Monitoring student progress
- Addressing any student/family questions or concerns

## **Elementary, Middle and High School Autism**

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### **ABA Programming**

The provision of instruction in individual ABA programming should remain the focus for this population of students. Teachers should continue to utilize the district's [ABA Curriculum](#) and provide instruction in programs currently in maintenance, as well as new targets/programs when appropriate.

### **Instructional Hub: [Seesaw](#)**

#### **Requirements**

In addition to the provision of ABA programming instruction, the following are to be assigned to students via your teacher Seesaw page:

- Morning Check-In Daily
- Self Help and Life Skills Suggestions Weekly

#### Morning Check-In

For this morning check-in, you can choose to either upload a video or audio recording of yourself via the Seesaw Assignment feature. This check-in should serve as a brief “good morning” to your class, helping to ensure that students maintain access to seeing or hearing their teacher in a video or audio format on a daily basis. At the middle/high school level, morning-check ins will be added by the homeroom teacher.

#### Self Help and Life Skills Suggestions

Teachers should provide parent suggestions to have children work on self-help and domestic skills. These skills can include but are not limited to washing hands, using the bathroom appropriately, dressing or undressing, and basic household chores (such as setting the table, cleaning-up or feeding a pet). Please be sure to individualize suggestions based on the student's ability.

#### Other (not required but suggested)

Video Tutorials: Teacher created video tutorials on how to run discrete trial programs at home can be uploaded into Seesaw to provide an additional level of parent support.

BoardMaker Online: Boardmaker Online can be used for interactive activities from a template or from scratch. Included with our Boardmaker Online subscription, teachers have access to Boardmaker Instructional Solutions which are a collection interactive programs that help all students learn and grow with activities that are accessible, aligned, and evidence-based. Staff can assign any activity to their student for use at home. Accessibility options can be adjusted for each learner and results of their work can be tracked. Students have access to personalized instruction anywhere, anytime while teachers can monitor their progress and measure success.

**Video Platform: [Google Hangouts Meet](#)**

In addition to the use of Seesaw as their instructional platform, Elementary, Middle and High School Autism teachers should also utilize Google Hangouts Meet to interact with students and/or families via live video on a regular basis. These interactions can include but are not limited to:

- Providing direct instruction to students
- Supporting parents in helping to oversee instruction
- Monitoring student progress
- Addressing any student/family questions or concerns

**[Elementary, Middle and High School BD and MD](#)**

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**Instructional Hub: [Seesaw](#)**

**Requirements**

Morning Check-In

For this morning check-in, you can choose to either upload a video or audio recording of yourself via the Seesaw Assignment feature. This check-in should serve as a brief “good morning” to your class, helping to ensure that students maintain access to seeing or hearing their teacher in a video or audio format on a daily basis. At the middle/high school level, morning-check ins will be added by the homeroom teacher.

Assignments in the following content areas are to be assigned to students via your teacher Seesaw page:

- English Language Arts
- Mathematics
- Science
- Social Studies

English Language Arts and Mathematics

Instruction in English Language Arts and Math should occur daily. This instruction should be individualized based on each student’s reading and math levels.

Science and Social Studies

At the elementary level, instruction in Science and Social Studies should occur weekly. At the middle/high school level, instruction in Science and Social Studies should occur daily. This instruction may be delivered in a whole group format if applicable.

**Resources**

- Curriculum Resources
- Subscription Based Resources
- Free Online Resources

Curriculum Resources

The following digital resources are available for the district’s regular curriculum:

- [Reading Street: Pearson Realize](#)
- [Edmark Online](#)
- [Edmark Printables](#)
- [Handwriting Without Tears Online](#)
- [PAF Free Downloads](#)
- [Reading Milestones Workbooks and Spelling Workbooks](#)
- [Math Connects: Online Resources](#)
- [Math Triumphs: Online Resources](#)
- [HSP Science: Student Workbooks](#)
- [Scott Foresman Social Studies: Student Workbooks](#)

Subscription Based Resources

Beyond any applicable regular curriculum materials that are available digitally, BD and MD teachers should next utilize the district’s subscription based resources when planning and providing instruction.

**English Language**

**Arts**

Starfall (Gr. K-3)  
 IXL (Gr. PreK-12)  
 Raz-Kids (Gr. K-12)  
 BrainPop Jr. (Gr. K-3)  
 BrainPop (Gr. 4-12)  
 Flocabulary (Gr. K-12)

**Mathematics**

Starfall (Gr. K-3)  
 IXL (Gr. PreK-12)  
 BrainPop Jr. (Gr. K-3)  
 BrainPop (Gr. 4-12)  
 Flocabulary (Gr. K-12)

**Science**

IXL (Gr. PreK-12)  
 BrainPop Jr. (Gr. K-3)  
 BrainPop (Gr. 4-12)  
 Flocabulary (Gr. K-12)  
 Mystery Science (Gr. K-12)

**Social Studies**

IXL (Gr. PreK-12)  
 BrainPop Jr. (Gr. K-3)  
 BrainPop (Gr. 4-12)  
 Flocabulary (Gr. K-12)

Free Online Resources

The following document, [Free Online Resources for Parents and Teachers](#), outlines additional online resources that can be utilized to enhance instruction, organized by subject area. The list was generated entirely based on suggestions made by our district staff over the past week. Please explore and utilize these resources as appropriate. If you find something new that isn’t on the list, please add it. This is a living document that will continue to grow.

Elementary, middle and high school BD and MD teachers are encouraged to refer to the pacing guides included in the [District's Curriculum](#) to determine the topics/skills to be assigned each week. Instruction can move beyond review and begin to include the introduction of new materials when appropriate.

**Video Platform: [Google Hangouts Meet](#)**

In addition to the use of Seesaw as their instructional platform, Elementary BD and MD teachers should also utilize Google Hangouts Meet to interact with students and/or families via live video on a regular basis. These interactions can include but are not limited to:

- Providing direct instruction to students
- Supporting parents in helping to oversee instruction
- Monitoring student progress
- Addressing any student/family questions or concerns

## **[Special Area Teachers](#)**

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### **Art, Music, Physical Education & Yoga Teachers**

**Instructional Hub: [ClassDojo](#) and/or [Seesaw](#)**

Special area teachers will be added as co-teachers in the classes that are on their typical schedule via Class Dojo and/or Seesaw.

- Special area teachers that teach at the preschool level will utilize ClassDojo.
- Special area teachers that teach grades K-12 will utilize Seesaw.
- Special area teachers that teach both preschool and K-12 will utilize both ClassDojo and Seesaw.

Art, Music, Physical Education and Yoga teachers must submit assignments to each of the classes they instruct on a regular basis. This should be done in accordance with their typical daily schedule (e.g.: If a student typically attends gym class on Tuesdays and Thursdays, these are the days of the week that the special area teacher should assign activities for that student's class).

Assignments can include a list of activities to be completed at home, links to online resources, and YouTube videos.

### **Transition Teachers**

**Instructional Hub: [Seesaw](#)**

Transition teachers will be added as co-teachers in the homeroom classes that are on their typical schedule via Seesaw. Transition teachers must submit assignments to each of the classes they instruct on a daily basis. Assignments

can include a list of activities to be completed at home, links to online resources, etc.

### Self Help and Life Skills Suggestions

Transition teachers should provide parent suggestions to have children work on self-help and life skills. These skills can include but are not limited to washing hands, using the bathroom appropriately, dressing or undressing, basic household chores such as making the bed, washing and drying dishes, baking/cooking, laundry, and gardening. Please be sure to individualize suggestions based on the student's ability.

## **Social Skills Teacher/Spanish Teacher**

### **Instructional Hub:** [Seesaw](#)

The Social Skills and Spanish teachers will be added as a co-teacher in the classes that are on their typical schedule via Seesaw. Social skills and Spanish teachers must submit assignments to each of the classes they instruct on a daily basis. Assignments can include a list of activities to be completed at home, links to online resources, etc.

## **Reading Teacher**

### **Video Platform:** [Google Hangouts Meet](#)

The reading teacher should continue to check in with the students and families on a regular basis to provide support in home-based instruction via phone, email or Google Hangout Meets. This should be done in accordance with the number of sessions provided per week (e.g.,: If a student typically receives pull-out reading instruction on Mondays and Wednesdays, these are the days of the week that the therapists should reach out to parents). These interactions can include but are not limited to:

- Providing direct instruction to students
- Supporting parents in helping to oversee instruction
- Monitoring student progress
- Addressing any student/family questions or concerns

## **STEAM Teachers**

STEAM teachers should contribute to the provision of science instruction for grades PreK-5 on a weekly basis. Each week, STEAM teachers should email a list of suggested science lessons/activities to teachers of the following grade levels:

- Discovery Lab Teacher: Grades PreK-2
- Exploration Lab Teacher: Grades 3-5

## STARS

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### **Instructional Hub:** [Seesaw](#)

#### **Requirements**

The following are to be assigned to students via your teacher Seesaw page:

- Self-Help and Life Skills Suggestions

#### Self Help and Life Skills Suggestions

Transition teachers should provide parent suggestions to have children work on self-help and domestic skills. These skills can include but are not limited to washing hands, using the bathroom appropriately, dressing or undressing, basic household chores such as making the bed, washing and drying dishes, baking/cooking, laundry, and gardening. Please be sure to individualize suggestions based on the student's ability.

#### **Video Platform:** [Google Hangouts Meet](#)

In addition to the use of Seesaw as their instructional platform, STARS teachers should also utilize Google Hangouts Meet to interact with students and/or families via live video on a regular basis. These interactions can include but are not limited to:

- Providing direct instruction to students
- Supporting parents in helping to oversee instruction
- Monitoring student progress
- Addressing any student/family questions or concerns

## **Speech, Occupational and Physical Therapists**

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#### **Video Platform:** [Google Hangouts Meet](#)

Therapists will continue to check in with the students and families on a regular basis to provide support in home-based instruction via phone, email or Google Hangout Meets. This should be done in accordance with the number of sessions provided per week (e.g.: If a student typically receives a service on Mondays, Wednesdays, and Fridays, these are the days of the week that the therapists should reach out to parents). These interactions can include but are not limited to:

- Providing direct instruction to students
- Supporting parents in helping to oversee instruction
- Monitoring student progress
- Addressing any student/family questions or concerns

#### **Website Platform:**

Therapists have constructed websites that are linked specifically to their classes and student ages. These links are on district websites and/or can be emailed directly to the

parents to access. The websites provide differentiated activities and activity explanations that students can practice in the home.

### **Virtual Learning Packets:**

Therapists who serve some of our districts have been requested to provide virtual learning packets. These packets consist of worksheets and online resources that parents and students can access, and these will be emailed to the families to allow for continued distance learning.

### **Online Resources:**

[Handwriting Without Tears](#) offers free online resources that allow parents and students to make an account and practice handwriting and keyboarding activities.

[BoardMaker Online](#): Boardmaker Online can be used for interactive activities from a template or from scratch. Included with our Boardmaker Online subscription, therapists have access to Boardmaker Instructional Solutions which are a collection of interactive programs that help all students learn and grow with activities that are accessible, aligned, and evidence-based. Staff can assign any activity to their student for use at home. Accessibility options can be adjusted for each learner and results of their work can be tracked. Students have access to personalized instruction anywhere, anytime while therapists can monitor their progress and measure success.

## **Behaviorists/Counselors**

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### **Video Platform: [Google Hangouts Meet](#)**

Behaviorists and Counselors should continue to check in with the students and families they know will need support during this time via phone, email or Google Hangout Meets. This would include families who have recently experienced a crisis-level situation with their child. For counselors, this should be done in accordance with the number of sessions provided per week (e.g.: If a student typically receives counseling on Mondays, Wednesdays, and Fridays, these are the days of the week that the counselor should reach out to parents). These interactions can include but are not limited to:

- Providing direct instruction to students
- Supporting parents in helping to oversee instruction
- Monitoring student progress
- Addressing any student/family questions or concerns

# South Bergen Jointure Commission

## Distant Learning Plan: Vol. II

### Considerations for All Professional Staff

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1. The home-based instruction that is provided throughout this school closure is to be in alignment with the daily instruction each student typically receives based on the goals and objectives outlined in their Individualized Education Plan (IEP). This instruction therefore must be:
  - Individualized
  - Consistent with students' IEPs
  - Aligned to New Jersey Student Learning Standards to the extent appropriate
2. This plan was designed to establish uniformity as far as the digital tools and online platforms used while also providing staff members the flexibility to develop their own process and style of remote teaching. Some aspects of this plan were intentionally loosely defined for that reason. Just as in your regular classrooms, you all adhere to general district-wide expectations but also have your own unique methods and teaching styles. We strongly encourage this to continue! Explore new websites, incorporate new resources, and make this new process your own.
3. Collaborative teams of staff members exist across the district and we strongly encourage these types of collaborations to continue. Think about the ways you can work together, share ideas, and learn from one another. Stay connected!
4. The following document, [Free Online Resources for Parents and Teachers](#), outlines additional online resources that can be utilized to enhance instruction, organized by subject area. The list was generated entirely based on suggestions made by our district staff over the past week. Please explore and utilize these resources as appropriate. If you find something new that isn't on the list, please add it. This is a living document that will continue to grow.

# South Bergen Jointure Commission Distant Learning Plan: Vol. II

## IEP Protocol

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SBJC Teachers and Related Service Therapists will continue to participate in virtual Individual Education Program meetings based on the requests of our students' home-districts.

Staff can use the [IEP Summary Form](#) (digital version) to share with the building secretary after the meeting's completion.

# APPENDIX

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Parent Instructions for Accessing SBJC Online Resources [p. 37](#)

K-12 Free Online Resources for Educators [p. 39](#)

Parent Letter March 13 [p. 41](#) en español [p. 42](#)

Daily Communication Log [p. 43](#)

# South Bergen Jointure Commission

## Distant Learning Plan

### Parent Instructions for Accessing SBJC Online Resources

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## IXL

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IXL is a personalized learning platform. IXL's With a comprehensive K–12 curriculum includes English Language Arts, Math, Science, Social Studies and Spanish.

#### To access:

1. Go to <https://www.ixl.com/>
2. If your student has an individual IXL account, enter their unique username and password.
3. If your student does not have an individual IXL account, enter the following login credentials:

**Username:** sbjcparents@sbjc

**Password:** sbjc2020

4. Click Sign In

#### Once logged in:

- Click the Learning tab
- Select a subject area
- Select a grade level (you can access whatever grade level you feel is most appropriate for your student)
- Click See All Skills
- Select lesson by clicking title link

## BrainPOP & BrainPOP Jr.

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BrainPOP and BrainPOP Jr. are online websites designed to engage students through animated movies, learning games and interactive quizzes. These resources cover topics within Science, Math, Social Studies, ELA, Technology, Engineering, Arts, Music, Health, Reading, and Writing.

#### To access:

1. Go to [www.brainpop.com](http://www.brainpop.com) or <https://jr.brainpop.com/>
2. Click Log In
3. Click Login then enter the following login credentials:

**Username:** southbergen

**Password:** brainpop

#### Once logged in:

- Select a subject area
- Select a topic then select a lesson

## Starfall

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Starfall is an online student platform for grades PreK-3 which emphasizes phonemic awareness, systematic sequential phonics, and common sight words in conjunction with audiovisual interactivity which has proven effective in teaching emergent readers. Starfall activities are research-based and align with Individual and Common Core State Standards in English language arts and mathematics.

#### To access:

1. Go to [www.starfall.com](http://www.starfall.com)
2. Click Sign In then enter the following login credentials:

**Username:**

[lessonplans@southbergenjointure.org](mailto:lessonplans@southbergenjointure.org)

**Password:** sbjc1234

#### Once logged in:

- Select a grade level (PreK-K) or (1-3)
- Select an activity under Math or ELA
- Select a lesson title

## Flocabulary

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Flocabulary is an online resource that provides engaging lessons in Language Arts, Math, Science, Social Studies, Life Skills and Vocabulary for grades K-12. Each Flocabulary lesson includes a video, vocabulary cards/games, read & respond activity and a quiz.

### To access:

1. Go to: [www.flocabulary.com](http://www.flocabulary.com)
2. Click Login then enter the following login credentials:

**Username:**

[sbjcparents@southbergenjointure.org](mailto:sbjcparents@southbergenjointure.org)

**Password:** sbjc2020

### Once logged in:

- Select a subject area
- Select a topic then select a lesson

## Raz-Kids

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Raz-Kids is an award-winning digital library of leveled eBooks and eQuizzes that students use to practice reading in school, at home, or on the go. Raz-Kids makes it easy for teachers to differentiate reading practice and monitor student progress online. It also includes an engaging student portal features interactive tools and incentives that keep kids motivated to practice and improve their reading skills.

### To access:

1. Go to: [www.raz-kids.com](http://www.raz-kids.com)
2. Click Member Login then enter the following login credentials:

**Username:** sbjcparents

**Password:** sbjc2020

### Once logged in:

- Hover over Resources then Books
- Select the library you would like to choose from (ie. Leveled Books, Poetry Books, Nursery Rhymes, etc.)  
*If selecting Leveled Books, hover over each Reading Level to see which grade levels are applicable.*
- Select a title then choose either Listen eBook or Read eBook

## Mystery Science

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Mystery Science is an online resource that provides ready-to-go, interactive science lessons for grades K-5. The Mystery Science curriculum is aligned to the New Jersey Student Learning Standards for Science for elementary teachers and makes it easier than ever to teach hands-on NGSS science. Each Mystery begins with a question that is explored through engaging video and stimulating discussion questions. Through video-guided hands-on investigations, students solve the Mystery.

### To access:

1. Go to: [www.mysteryscience.com](http://www.mysteryscience.com)
2. Click Login then enter the following login credentials:

**Username:**

[sbjcparents@southbergenjointure.org](mailto:sbjcparents@southbergenjointure.org)

**Password:** sbjc2020

### Once logged in:

- Select a topic (refer to grade levels listed) then select a lesson

# South Bergen Jointure Commission

## Distant Learning Plan

### K-12 Free Online Resources for Educators

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## I. Early Childhood

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### Sesame Street

<https://www.sesamestreet.org/home>

Play educational games, watch videos, and create art with Elmo, Cookie Monster, Abby Cadabby, Big Bird, and more of your favorite muppets!

### Highlights Kids

<https://www.highlightskids.com/>

The place for children of all ages to play games and discover new jokes, surveys, and fun crafts and recipes.

### PBS Kids

<https://pbskids.org/sid/games.html>

PBS Kids provides games, quizzes, and printables for kids across all subjects.

## II. Multidisciplinary

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### Khan Academy

<https://www.khanacademy.org/>

Khan Academy offers practice exercises, instructional videos, and a personalized learning dashboard that empower learners to study at their own pace in and outside of the classroom

### CK12 Open Textbooks

<https://www.ck12.org/student/>

This non-profit provides "open textbooks" for K-12 students all over the world. It offers free high-quality, standards-aligned, open content in the STEM subjects (science, technology, engineering, and mathematics).

### TED-Ed

<https://ed.ted.com/lessons>

The maker of TED Talks now provides carefully curated educational videos or "lessons worth sharing."

### Adapted Mind

<https://www.adaptedmind.com/index.php>

K-6 games for both Math and Reading adapted for students with exceptional needs.

## III. Math

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### Math Games

<https://www.mathgames.com/>

Fabulous free games, quiz questions address educational standards.

## IV. English Language Arts

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### Read Write Think

<http://www.readwritethink.org/>

Excellent free resource for all things reading and writing.

### FreeAudioBooks

<http://www.openculture.com/freeaudiobooks>

Collection of 450 free audio books includes many children's classics. *The Wizard of Oz*, *Grimm's Fairy Tales*, *The Adventures of Huckleberry Finn and Mark Twain*, *The Chronicles of Narnia by C.S. Lewis*, *The Swiss Family Robinson*, *Gulliver's Travels*, *Anne of Green Gables*, *Aesop's Fables*, *The Wizard of Oz* series, and much more.

## V. Science

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### Exploratorium

<https://www.exploratorium.edu/explore>

San Francisco's public learning lab explores the world through science, art, and human perception. Check out their list of amazing activities and more!

### National Geographic Kids

<https://kids.nationalgeographic.com/games/>

National Geographic Kids provides games, quizzes, and interactives for student use.

### **The Kids Should See This**

<https://thekidshouldseethis.com/tagged/science>

This blog aggregates interesting, kid-friendly videos focusing on science, art, technology, and more. This link is for science-tagged videos.

## **VI. Social Studies**

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### **Win the White House**

<https://www.icivics.org/games/win-white-house>

Presidential campaign game turns students into electoral strategists

### **Ben's Guide to the U.S. Government**

<https://bensguide.gpo.gov/>

A primer on American government for all grades.

## **VII. Exercise**

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### **GoNoodle**

<https://www.gonoodle.com/>

GoNoodle is designed to get students up and moving with their fun and energetic videos. Many of GoNoodle's free videos include educational activities that keep students' brains AND bodies active

## **VIII. Career Exploration**

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### **GCF Learn Free**

<https://edu.gcfglobal.org/en/>

From Microsoft Office & email to reading, math, & more, GCF Learn Free offers more than 1,000 lessons, videos, & interactives, completely free.

## **IX. Art**

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### **MetKids**

<https://www.metmuseum.org/art/online-features/metkids/>

Whimsical, kid-friendly intro to the wide world of art.

### **The Kids Should See This**

<https://thekidshouldseethis.com/tagged/art>

This blog aggregates interesting, kid-friendly videos focusing on science, art, technology, and more. This link is for art-tagged videos.

## **X. Technology**

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### **Typeracer for Kids**

<https://play.typeracer.com/?universe=education>

Students practice typing skills in a competition against others as they type out quotations from stories.

### **Code.org**

<https://www.code.org>

A well-planned, -produced, and -curated set of free resources bound to get kids hooked on learning to code.

### **Tinkercad**

[Tinkercad.com](https://www.tinkercad.com)

Amazingly simple yet powerful online CAD tool turns kids into makers



**Board of Education**  
500 Route 17 South, Suite 307  
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(T) 201-393-0475  
(F) 201-288-2825  
[www.njsbjc.org](http://www.njsbjc.org)

March 13, 2020

Dear Parent/Guardian,

Attached is a Distance Learning packet which includes academic and related service instructional materials. This packet has been designed to ensure that your child is provided with continuous learning experiences during this school closure. The materials enclosed in this packet cover a range of content areas and include concepts which have already been introduced in school. The activities enclosed are in alignment with the daily instruction your child receives based on the goals and objectives outlined in their Individualized Education Plan (IEP).

In addition to the activities enclosed, we encourage families to also utilize the online resources outlined in the district's Academic and Related Services Distance Learning Plans which are attached. All login information for these resources are outlined in the Parent/Student Instructions for Accessing SBJC Online Resources document. Additionally, a list of free, online educational resources which can be utilized during this time is also attached. If your family does not have access to a device or the internet, please reach out to our central office at 201-393-0475.

All of the resources listed above can also be found by going to our district website [www.njsbjc.org](http://www.njsbjc.org), clicking the COVID-19 tab, and then clicking on Parent Resources. The information and resources provided on our website will continue to be updated as needed and we encourage all families to check for these updates on a regular basis.

Please note that participation in these activities is equal to your child's daily attendance. Your child's homeroom teacher will be checking in with you daily to provide additional guidance, check on student progress and address any questions you may have. If the teacher is unable to make contact with you over the course of the school day, your child will be marked absent. If your child is sick or unable to participate in home-based instruction, please continue to call your school's absence line.

As always, we are fully committed to the educational, health and safety needs of our students and families and are here to support you. We greatly appreciate your understanding and cooperation during this time.

SBJC Administrative Team



**SOUTH  
BERGEN  
JOINTURE  
COMMISSION**

**Board of Education**  
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March 13, 2020

Estimado Padre / Tutor,

Se adjunta un paquete de aprendizaje a distancia que incluye materiales de instrucción académicos y de servicios relacionados. Este paquete ha sido diseñado para garantizar que su hijo reciba experiencias de aprendizaje continuas durante el cierre de esta escuela. Los materiales incluidos en este paquete cubren una variedad de áreas de contenido e incluyen conceptos que ya se han introducido en la escuela. Las actividades adjuntas están alineadas con la instrucción diaria que recibe su hijo en función de las metas y objetivos descritos en su Plan de Educación Individualizado (IEP).

Además de las actividades adjuntas, alentamos a las familias a que también utilicen los recursos en línea descritos en los Planes de aprendizaje a distancia de servicios académicos y relacionados del distrito que se adjuntan. Toda la información de inicio de sesión para estos recursos se describe en las Instrucciones para padres / estudiantes para acceder al documento de recursos en línea de SBJC. Además, también se adjunta una lista de recursos educativos gratuitos en línea que se pueden utilizar durante este tiempo. Si su familia no tiene acceso a un dispositivo o Internet, comuníquese con nuestra oficina central al 201-393-0475.

Todos los recursos enumerados anteriormente también se pueden encontrar visitando el sitio web de nuestro distrito [www.njsbjc.org](http://www.njsbjc.org), haciendo clic en la pestaña COVID-19 y luego haciendo clic en Recursos para padres. La información y los recursos proporcionados en nuestro sitio web continuarán actualizándose según sea necesario y alentamos a todas las familias a que verifiquen estas actualizaciones periódicamente.

Tenga en cuenta que la participación en estas actividades es igual a la asistencia diaria de su hijo. El maestro/maestra de aula de su hijo se pondrá en contacto con usted diariamente para brindarle orientación adicional, verificar el progreso del alumno y responder cualquier pregunta que pueda tener. Si el maestro no puede contactarlo durante el día escolar, su hijo será marcado como ausente. Si su hijo está enfermo o no puede participar en la instrucción en el hogar, continúe llamando a la línea de ausencia de su escuela.

Como siempre, estamos totalmente comprometidos con las necesidades educativas, de salud y seguridad de nuestros estudiantes y familias y estamos aquí para apoyarlo. Apreciamos mucho su comprensión y cooperación durante este tiempo.

Equipo administrativo de SBJC



# South Bergen Jointure Commission

## Distant Learning Plan

### Essential Employees List



NAME	EMAIL
<b>Dr. Michael Kuchar</b> <i>Superintendent of Schools</i>	<a href="mailto:mkuchar@njsbjc.org">mkuchar@njsbjc.org</a>
<b>Suzanne Owens</b> <i>Assistant to the Superintendent</i>	<a href="mailto:sowens@njsbjc.org">sowens@njsbjc.org</a>
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