



South Bergen Jointure Commission

Distance Learning Plan & Staff Protocol

3rd Edition

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Dr. Michael Kuchar

Superintendent of Schools

500 Route 17 South,
Hasbrouck Heights, NJ 07604
201-393-0475



www.njsbjc.org



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South Bergen Jointure Commission

Distance Learning Plan

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South Bergen Jointure Commission Distance Learning Plan



Checklist for School Health-Related Closure Plans

Issued by the NJDOE on May 4, 2020

Component 1: Equitable Access to Instruction Plan

Questions	Does the SBJC Distance Learning Plan Fulfill this Requirement?
<p>Does the plan include equitable access to instruction for all students?</p>	<p>Yes. This plan outlines the steps that have been taken to ensure equitable access to instruction for all students. Two key components of this are equitable access to technology and online instructional platforms.</p> <p>Technology: Since the district closure, the SBJC has and will continue to provide technology for students without devices or access to the internet. To guide this process, the district technology department has developed and implemented a system for the submission and fulfillment of technology requests. These procedures are outlined in the Technology Support and Requests section of this plan.</p> <p>Online Instructional Platforms: As of March 30, 2020 all students across the district were given access to the district's online platforms. This level of access is consistent across all programs and grade levels. The Digital Tools and Online Platforms and Plans by Program & Grade Level sections of this plan outline the district's equitable use of online platforms.</p> <p>The Parent/Guardian Survey which was distributed on May 18, 2020 will provide the district with feedback regarding the district's provision of equitable access to instruction for all students. This additional data will be reviewed by the district's administrative team and adjustments to the current process will be implemented if necessary.</p>
<p>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)?</p>	<p>Yes. This information is included in the District Demographic Profile section of this plan.</p>
<p>Does the plan ensure that all students, with their varied and age-appropriate needs, are addressed through the plan?</p>	<p>Yes. This plan outlines specific protocol regarding use of the district's online instructional platforms that is differentiated by program and grade level. These differentiated protocols can be found in the Plans by Program & Grade Level section of the plan.</p>

	<p>These online instructional platforms allow for the differentiation of lessons students based on Individualized Education Plan (IEP) goals and objectives. The Guidelines for All Professional Staff Members section of the plan outlines the following regarding expectations for differentiation: 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 IEP. This instruction therefore must be:</p> <ul style="list-style-type: none"> - Individualized - Consistent with students' IEPs - Aligned to New Jersey Student Learning Standards to the extent appropriate <p>Additionally, these instructional platforms allow for administrator level oversight. Ongoing administrative review of instruction further ensures that individual student needs are being adequately addressed.</p> <p>The Parent/Guardian Survey which was distributed on May 18, 2020 will provide the district with feedback regarding the district's provision of instruction which is aligned to individual student IEPs. This additional data will be reviewed by the district's administrative team and adjustments to the current process will be implemented if necessary.</p>
<p>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?</p>	<p>Yes. The SBJC has and will continue to provide technology for students without devices or access to the internet. To determine initial needs prior to the district closure, a district-wide technology survey was distributed to all SBJC families on March, 9 2020. You can access the Family Technology Survey here.</p> <p>Since the district closure, the district technology department has developed and implemented a system for the submission and fulfilment of technology requests. These procedures are outlined in the Technology Support and Requests section of this plan. This system ensures that the district's technology department maintains a working knowledge of current student and staff technology needs and that all requests are fulfilled in a timely manner.</p> <p>The Parent/Guardian Survey, which was distributed on May 18, 2020, will provide the district with feedback regarding the district's provision of student access to technology. This additional data will be reviewed by the district's administrative team and adjustments to the current process will be implemented if necessary.</p>
<p>*Does the district's plan account for measuring and addressing any ongoing digital divide that exists, whether it be network access or lack of sufficient access to devices?</p>	<p>Yes. See response to question above.</p>

Component 2: Addressing Special Education Need

Questions Does the SBJC Distance Learning Plan Fulfill this Requirement?

<p>Does the plan address the provision of remote/virtual instruction to implement Individualized Education Plans (IEPs) for students with disabilities to the greatest extent possible, including accessible materials and platforms?</p>	<p>Yes. 100% of SBJC students have Individualized Education Plans (IEPs). The remote 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 IEP for both academics and related services.</p> <p>These online instructional platforms allow for the differentiation of lessons students based on IEPs goals and objectives. The Guidelines for All Professional Staff Members section of the plan outlines the following regarding expectations for differentiation: 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 IEP. This instruction therefore must be:</p> <ul style="list-style-type: none"> - Individualized - Consistent with students' IEPs - Aligned to New Jersey Student Learning Standards to the extent appropriate <p>Additionally, these instructional platforms allow for administrator level oversight. Ongoing administrative review of instruction further ensures that individual student needs are being adequately addressed.</p> <p>The Parent/Guardian Survey, which was distributed on May 18, 2020, will provide the district with feedback regarding the district's provision of student access to technology. This additional data will be reviewed by the district's administrative team and adjustments to the current process will be implemented if necessary.</p>
<p>*Does the plan address methods to document IEP implementation including the tracking of services, student progress as well as provision of accommodations and modifications?</p>	<p>Yes. The district has implemented the use of a district-wide Communication Log to track the continued provision of services as outlined in each student's Individualized Education Plan (IEP).</p> <p>Additionally, SBJC staff members, including teachers, therapists and behaviorists, have continued to participate in virtual IEP meetings based on the requests of our student's home districts. At these meetings, continued provision of services, accommodations, modifications and student progress are communicated.</p> <p>Specific protocol regarding the expectations for staff member participation in IEP meetings are outlined in the IEP Meeting Procedures and Protocol section of this plan.</p>
<p>*Does the plan describe how case managers will follow up with families to ensure services are implemented in accordance with</p>	<p>No. As a receiving district, the case managers for all SBJC students are members of the Child Study Teams from their home districts. No SBJC employees function as case managers, therefore these provisions are not included in this plan. The plan does however include protocol outlining how our own staff members should be</p>

IEPs to the greatest extent possible?	follow-up with families to ensure that services are being implemented in accordance with IEPs. These guidelines can be found in the Staff Protocol section of the plan.
*Does the plan address procedures for virtual IEP meetings, evaluation and other meetings to identify, evaluate and/or reevaluate students with disabilities?	Yes. SBJC staff members, including teachers, therapists and behaviorists, have continued to participate in virtual IEP meetings based on the requests of our student's sending districts. Specific protocol regarding the expectations for staff member participation in IEP meetings can be found in the IEP Meeting Procedures and Protocol section of this plan.

Component 3: Addressing ELL and Bilingual Needs

Questions

Does the SBJC Distance Learning Plan Fulfill this Requirement?

*Does the plan include ESL and bilingual education to meet the needs of English Language Learners (ELLs)?	Yes. It is the responsibility of our sending districts to screen and ultimately identify English Language Learners (ELL) upon their initial enrollment. This evaluation process determines if a student's educational needs are language acquisition based or reflect a primary disability, making them eligible for ELL and/or other special education services. No students attending the South Bergen Jointure Commission are currently identified as ELL. If language difficulties surface following their placement at SBJC, we work with our sending districts to determine a plan for reevaluation.
*Does the plan contain how the district communicates with ELL families, including translated materials and directions?	Yes. The Appendix of this plan includes both English and Spanish versions of all parent/family communications which have been distributed related to this health-related school closure. Additionally, the online instructional platforms utilized for distance learning, Seesaw and ClassDojo, can both be translated to over 30 languages, providing a means for the translation of instructional materials and directions.
*Does the district's plan address alternate methods of instruction, differentiation, access to technology and strategies to troubleshoot ELL access challenges?	Please see response to first question in this section.

Component 4: Safe Delivery of Meals

Questions

Does the SBJC Distance Learning Plan Fulfill this Requirement?

*Does the plan contain how the district will provide continued safe delivery of meals to students?	Yes. Our meal distribution protocol can be found in the Safe Delivery of Meals section of this plan. The Parent/Guardian Survey , which was distributed on May 18, 2020, will provide the district with feedback regarding the district's provision of student access to technology. This additional data will be reviewed by the district's administrative team and adjustments to the current process will be implemented if necessary.
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Component 5: Length of Virtual or Remote Instructional Day

Questions	Does the SBJC Distance Learning Plan Fulfill this Requirement?
<p>*Is the virtual or remote learning plan designed to maximize student growth and learning to the greatest extent possible?</p> <ul style="list-style-type: none"> • Differentiate instructional time, class assignments, independent work, and measures of student learning by grade bands. In each grade band, design virtual and remote learning plans to maximize student growth and learning to the greatest extent possible. 	<p>Yes. This plan outlines specific protocol regarding use of the district’s online instructional platforms that is differentiated by program and grade level. These differentiated protocols can be found in Plans by Program & Grade Level section of the plan.</p> <p>Details in this section of the plan include the following:</p> <ul style="list-style-type: none"> - The type, number and frequency of assignments to be included in each day’s instruction - The resources & materials which should be utilized (ie. curriculum materials and pacing guides, online resources, etc.) - Guidelines regarding the provision of direct instruction via video platforms - The means through which staff should monitor student progress <p>Additionally, these instructional platforms allow for administrator level oversight. Ongoing administrative review further ensures that the instruction being provided is designed to maximize student growth and learning to the greatest extent possible.</p> <p>The Parent/Guardian Survey, which was distributed on May 18, 2020, will provide the district with feedback regarding the district’s provision of student access to technology. This additional data will be reviewed by the district’s administrative team and adjustments to the current process will be implemented if necessary.</p>

Component 6: Attendance

Questions	Does the SBJC Distance Learning Plan Fulfill this Requirement?
<p>*Does the plan address attendance aligned to the district policy on including how the district determines whether a student is present or absent, and how a student’s attendance will factor into promotion, retention, graduation, discipline, and any other decisions that will affect the student?</p>	<p>Yes. The Attendance section of this plan outlines the following procedures regarding student attendance:</p> <ul style="list-style-type: none"> - Reporting a Student’s Absence - Determining a Student’s Attendance Status - Recording Student Attendance - Following Up With Families - Communicating with Student’s Home District
<p>*Does the plan describe how the district is following up with the family when a student is not participating in online instruction and/or submitting assignments?</p>	<p>Yes. See response to question above.</p>

Component 7: Facilities

Questions

Does the SBJC Distance Learning Plan Fulfill this Requirement?

*Does the plan contain an outline of how the building will be maintained throughout this extended period of closure?	Yes. The district's plan regarding the maintenance of facilities through the duration of the closure can be found in the Facilities section of this plan.
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Component 8: Summer Programing

Questions

Does the SBJC Distance Learning Plan Fulfill this Requirement?

*Does the plan contain a preliminary outline for the provision of summer services, including: <ul style="list-style-type: none">● Extended School Year (ESY) for students with disabilities including how ESY will be delivered● 21st Century programs● Assessment of credit loss or shortages for high school seniors and an initial plan to address credit recovery● Assessments of learning loss and an initial plan for potentially addressing learning loss● STEM or other programs using reallocated grant funds● Title 1 extended learning programs● Any preliminary plans for Class of 2020 graduation ceremonies	Yes. The Continuation of Programs & Future Events section of this plan outlines how various district programs have continued through distance learning, as well as preliminary plans for future events including graduation and Extended School Year.
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Component 9: Board Approval

*Is the plan board approved?	This distance learning plan is scheduled to be approved by the South Bergen Jointure Commission Board of Education on May 27, 2020.
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Component 10: Posted on Website

*Is the plan posted on the district/APSSD/Charter/Renaissance School Project Website?	Yes. This most updated version was posted on May 19, 2020. Previous versions of our plan had been posted on our district website as they were published. The plan can be viewed on the front page of our district site . Additional information regarding the COVID-19 resources included on our website are outlined in the Website Resources section of this plan.
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Component 11: Essential Employees

*Does the plan contain a list of essential employees by job title?	Yes, you can find the Essential Employee List here.
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Component 12: Sending Districts

*Was the plan shared with all sending districts?	Yes. Previous versions of our plan have been shared with our sending districts as they have been published. This most updated version was shared on May 20, 2020.
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South Bergen Jointure Commission

Distance Learning Plan

District Demographic Profile



The South Bergen Jointure Commission provides special education classes for 389 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

Sending District Data: Population and Income

District	Total Population	Total No. of Households	Median Household Income	House	Apartment
Becton	15,701	6,178	\$84,048.00	35.30%	64.70%
Bogota	8,437	2,981	\$79,356.00	69.10%	30.90%
Carlstadt	6,268	2,328	\$89,419.00	48.20%	51.80%
East Rutherford	9,433	3,840	\$77,400.00	27.40%	72.60%
Garfield	31,808	11,241	\$54,063.00	23.50%	76.40%
Hasbrouck Heights	12,313	4,453	\$86,993.00	68.20%	31.90%
Little Ferry	10,942	4,414	\$61,341.00	33.80%	66.20%
Lodi	24,805	9,005	\$57,188.00	28.20%	71.80%
Lyndhurst	21,937	8,542	\$73,218.00	40.70%	59.30%
Moonachie	2,783	936	\$59,700.00	61.80%	38.30%
North Arlington	15,877	6,088	\$74,481.00	46.10%	53.90%
Rutherford	18,622	7,095	\$93,787.00	58.10%	41.90%
South Hackensack	2,743	872	\$65,156.00	37.20%	62.90%
Wallington	11,701	4,545	\$62,648.00	26.60%	73.40%
Wood-Ridge	8,350	3,048	\$102,283.00	65.30%	34.80%
Average			\$74,738.73	44.63%	55.39%

Sending District Data: Households, Employment, and Education

	Married Couple	Female householder	Male householder	Employed	Unemployed	Less than a High School Graduate	High School Graduate	Some College/Associates	Bachelors Degree or Higher	Families with Income Below Poverty Level	Food Stamp/Snap Benefit Families
Becton	70%	19%	11%	89.70%	10.30%	6.10%	50%	19%	24.70%	6.50%	9.40%
Bogota	71%	27%	2%	82.40%	17.60%	9.90%	34.80%	33.90%	21.40%	12.60%	10.50%
Carlstadt	88%	6%	7%	95.90%	4.10%	5.90%	24.30%	32%	38.50%	2%	6.70%
East Rutherford	72%	22%	6%	82.80%	17.20%	4.50%	19.70%	30.30%	45.90%	16.10%	6.10%
Garfield	58%	33%	8%	76.10%	24%	12.70%	38.70%	27.00%	21.30%	22.70%	22.60%
Hasbrouck Heights	74%	22%	3%	84.30%	15.70%	1.40%	17.60%	27.60%	53.40%	6.80%	9.30%
Little Ferry	73%	24%	2%	81.30%	18.70%	17.30%	21.30%	37.30%	24.50%	15.30%	16.40%
Lodi	52%	36%	9%	85.20%	14.80%	10.50%	31.70%	38%	19.70%	17.30%	16.80%
Lyndhurst	79%	14%	7%	87.10%	12.90%	8.40%	36.30%	22.20%	33.30%	9.40%	12.10%
Moonachie	73%	11%	9%	83.60%	17.80%	5.50%	27.40%	37%	30.10%	8.90%	13.60%
North Arlington	72%	25%	4%	81%	19%	11.60%	25.50%	25.40%	37.70%	8.90%	4.10%
Rutherford	86%	10%	4%	83.50%	16.50%	2.50%	20.70%	17.20%	59.60%	7.30%	1.60%
South Hackensack	50%	34%	15%	86%	14%	7.50%	63.40%	18.30%	10.80%	24.30%	6.50%
Wallington	77%	17%	6%	81.10%	18.90%	3.30%	54.10%	23%	19.20%	12.40%	9.20%
Wood-Ridge	75%	17%	7%	93.80%	6.70%	1.30%	33.30%	27.50%	38.20%	5.60%	1.50%
Average	71%	21%	7%	84.92%	15.21%	7.23%	33%	28%	31.89%	11.74%	9.76%

South Bergen Jointure Commission

Distant Learning Plan

Delivery of Remote and Virtual Instruction



Academic Distance Learning Plan

The following chart outlines the Academic Distance Learning Plan that was implemented for the first two weeks of the district’s closure, from March 16- March 27, 2020.

	English Language Arts	Mathematics	Science	Social Studies	Phys. Ed., Health & Social Emotional Learning	Art & Music	Technology	Spanish
Preschool	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
Grades K-3	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
Grades 4-5	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
Grade 6-12 & STARS Program	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.

Related Services Distance Learning Plan

The following chart outlines the Related Services Distance Learning Plan that was implemented for the first two weeks of the district's closure, from March 16- March 27, 2020.

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

Digital Tools and Online Platforms

The use of the following digital tools and online platforms were implemented on March 30, 2020. The decision in the use of instructional platforms employed by the district was based on research and recommendations by both staff and the district's administrative team.

[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.

Plans by Program and Grade Level

The following section outlines differentiated remote learning plan protocol by both grade bands and student classifications.

Preschool Disabled & Preschool BD

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 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

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 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 teachers can monitor their progress and measure success.

Video Platform: [Google 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

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 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

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 should refer to the pacing guides included in the [District's Curriculum](#) to determine the topics/skills to be assigned each week. Instruction should move beyond review to include the introduction of new material.

Video Platform: [Google Meet](#)

In addition to the use of Seesaw as their instructional platform, Elementary, Middle and High School 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

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 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 (18-21 Year Old Program)

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 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

Video Platform: [Google 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

Video Platform: [Google 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

Guidelines for All Professional Staff Members

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.

Collaborative Approach

The South Bergen Jointure Commission's administrative team has taken additional steps to maintain open and continuous communication with all staff throughout this distance learning experience. The team has actively sought staff input when making decisions regarding the delivery of remote and virtual instruction and has utilized their feedback to refine our plan as needed. This collaborative approach has led the district's decision making and refinement process and helped to ensure that this plan remains a living document which accurately reflects the current systems and processes in place across the district.

Some of the additional steps taken to foster this level of collaboration include:

- Daily faculty bulletin email sent to all staff by superintendent, Dr. Michael Kuchar
- Daily administrative team meetings
- Weekly staff faculty meetings led by building principals

South Bergen Jointure Commission Distant Learning Plan

Technology Support & Requests



The following outlines the district's plan for providing technology support throughout the district closure.

Live IT Support

Live support with the district's IT Technicians is available through appointment.

Name	Available Times	Email / Phone Number
Edwin Flores	8:30 - 3:00, M-F	eflores@njsbjc.org
Robert Neilley	8:30 - 3:00, M-F	rneilley@njsbjc.org

To make an appointment for remote support:

1. Email 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 following resources are referenced prior to 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."

Technology Requests Procedures

The South Bergen Jointure Commission has and will continue to provide technology for students without devices or access to the internet. To determine initial needs prior to the district closure, a district-wide technology survey was distributed to all SBJC families on March, 9 2020. All initial requests were fulfilled with devices (iPads, Chromebooks and laptops) that were available in the district.

Purchasing of New Devices

Since the closure, the district has purchased the following devices to ensure the efficient fulfillment of all additional technology requests:

- 60 Chromebooks
- 20 Jetpacks

Since the district closure, the district technology department has developed and implemented a system for the submission and fulfillment of technology requests.

Technology Request Procedures

1. SBJC families notify building principal of technology needs
2. Building principal complete District Technology Request Form
3. IT Department reviews and fulfills requests on daily basis
4. Building principal picks up requested devices and delivers to student's home

The procedure outlined above is also utilized for all personal technology requests for SBJC staff members. These technology request procedures ensure that the district's technology department maintains a working knowledge of current student and staff technology needs and that all requests are fulfilled in a timely manner.

Instructional Platform Support

Upon the district adoption and implementation of online instructional platforms as of March 30, 2020, SBJC families have been provided with the following initial and ongoing technology support

Seesaw

Videos

[Welcome to Seesaw: Overview](#)

[How to Get Started on Seesaw with Home Learning](#)

Documents

[How To for Students: Home Learning with Seesaw: English](#)

[How To for Students: Home Learning with Seesaw: Spanish](#)

[Home Learning Tips for Families](#)

Website

[Remote Learning Resources for Families](#)

Dojo

Presentation: [Introduction PowerPoint](#)

Documents: [ClassDojo Parent HelpDesk Page](#)

Video: [Overview of ClassDojo for Distant Learning](#)

Additionally, the district's website includes a [Technology Help Desk](#) which was created to provide families with instant information and how-to's for various technologies provided and utilized across the district. This resource page includes guides for commonly used applications throughout the district, including Google Suites, Kronos, Accuscan, and our virtual classroom platforms.

South Bergen Jointure Commission Distant Learning Plan

Website Resources



The following outlines the COVID-19 related resources that have been made available on the district website. These resources are continually updated to reflect the most up-to-date information.

COVID-19 Parent Resources

District Resources

- Distance Learning Plan
- Academic Resources (Subscribed)
- Academic Resources (Free)
- SBJC Superintendent Updates
- Technology Help
- Contact the SBJC

Outside Resources

- COVID-19 National and Local Resources
- Bergen County Resources
- Crisis Information

COVID-19 Staff Resources

District Resources

- Distance Learning Plan
- SBJC Staff Protocol
- Communication Log
- Academic Resources (Subscribed)
- Academic Resources (Free)
- SBJC Superintendent Updates
- Technology Help
- Contact the SBJC

Outside Resources

- COVID-19 National and Local Resources

South Bergen Jointure Commission

Distant Learning Plan



Attendance

The following outlines the South Bergen Jointure Commission's plan to address student absences throughout this district closure. This plan is in alignment with the [District Policy 5200: Attendance](#).

Reporting a Student's Absence

The superintendent's [letter](#) to families on March 13, 2020 explained that families should continue to utilize regular procedures for reporting student absences throughout the district closure. It was explained that if a student is sick or unable to participate in home-based instruction, families should continue to report the student's absence via their school's absence line. These phone extensions are being monitored remotely by building secretaries and nurses.

Determining a Student's Attendance Status

Throughout the distance learning experience, student attendance status will be determined based on the following criteria:

Activity in Instructional Platforms

The initial indicator used to determine a student's daily attendance status will be their active participation in the district's online instructional platforms, Class Dojo or Seesaw. The student's submission of daily assignments posted by their teachers and/or therapists will indicate active participation for that day and result in the student being marked as present.

Participation in Live Virtual Instruction or Meetings

An additional indicator used to determine a student's daily attendance status is their participation in live virtual instruction or meetings via video platforms such as Google Meet which are scheduled and led by the student's teachers, therapists and/or behaviorists. Active participation in such video conference experiences will indicate active participation for that day and result in the student being marked as present.

Communication with Families

Communication with parents can also be used as an indicator of a student's daily attendance. These communications are to be initiated by the student's teachers, therapists and/or behaviorists and should focus on receiving confirmation that the student is participating in assigned activities that may not lend themselves to virtual submission such as discrete trials and occupational and physical therapy tasks/exercises. Such communications will indicate active participation for that day and result in the student being marked as present.

Recording Student Attendance

The district continues to record and track all student attendance via Genesis.

Following Up With Families

In the event that a student is not participating in online instruction, teachers, therapists and/or behaviorists make multiple attempts to contact families via both phone and email to gather additional information and provide needed support. Examples of support offered include assisting parents in establishing a schedule and incorporating reinforcement. All staff members actively record all attempted and successful communications with families using the district's **Communication Log**.

For students of ongoing concern, staff members participate in team meetings to strategize approaches to improve student participation, as well as communicate these concerns with the building principal.

Communicating with Student's Home District

If a student is not participating for an extended period of time, the district then reaches out to the student's home district case manager to inform them of the situation and actions that have been taken. During such conversations, next steps are discussed, including if appropriate, whether the student's absences will have any further implications (ie: promotion, retention, graduation, discipline) based on that sending district's policies.

South Bergen Jointure Commission Distant Learning Plan

IEP Meeting Procedures and Protocol



The following outlines the South Bergen Jointure Commission's plan regarding staff participation in Individualized Education Plan (IEP) meetings throughout this district closure.

IEP Meeting Procedures and Protocol

SBJC staff members, including teachers, therapists and behaviorists, will continue to participate in virtual Individual Education Program (IEP) meetings based on the requests of our students' home districts. Staff is expected to utilize the virtual platform that the home district requests.

Staff are still required to submit all paperwork at least two weeks prior to the meeting including individualized Goals and Objectives and Present Levels of Academic Achievement and Functional Performance (PLAAFP) documents.

At these meetings, discussion items should continue to include (but are not limited to):

- Student Progress
- Program Placement
- Goals and Objectives
- Accommodation & Modifications
- Provision of Related Services
- State Assessment (if applicable)

Classroom teachers, in collaboration with the student's case manager, should continue to complete and submit the [IEP Summary Form](#) at the conclusion of each meeting.

South Bergen Jointure Commission Distant Learning Plan



Safe Delivery of Meals

The following outlines the South Bergen Jointure Commission’s plan to ensure the safe delivery of meals to students who qualify for free or reduced meals throughout this district closure.

Provider

All meals will continue to be prepared by Pomptonian Food Service.

Procedures in Place from March 16 - April 3, 2020

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

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

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).

Procedures in Place since April 6, 2020

Any SBJC student with Free or Reduced Lunch can pick up their meal at Lodi High School cafeteria (located in the back of the school). Lunches will be available for pickup daily between the hours of 11:00AM-1:00PM.

Lodi High School: 99 Putnam Street, Lodi, NJ 07644

Number of Students Eligible for Free or Reduced Lunch

Total Enrollment	Free	Reduced Price	Denied
391	152	36	10

SFA Name: South Bergen Jointure Commission

Agreement #: 00304845

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 (March 16 - April 3, 2020)

Lodi High School, 99 Putnam Street, Lodi, NJ 07644 (April 6, 2020 - TBD)

Meals to be claimed for reimbursement per day: 100

South Bergen Jointure Commission Distant Learning Plan



Facilities

The following outlines the South Bergen Jointure Commission’s plan for how district buildings have and will continue to be maintained throughout this district closure.

The South Bergen Jointure Commission oversees the facilities for its three main campuses and board office.

- SBJC Maywood Campus 404 Maywood Avenue, Maywood, NJ 07607
- SBJC Lodi Campus 123 Union Street, Lodi, NJ 07644
- SBJC East Rutherford Campus 20 Hackensack Street East Rutherford, NJ 07073
- SBJC Board Office 500 Rt 17 S, Ste 307, Hasbrouck Heights, NJ 07604

Custodial Staff

The custodial staff at all three main campuses have maintained their regular working hours and duties since the district closure. In addition to fulfilling their regular duties, the custodial staff have also been completing other building projects which were identified as needed by the building principals including painting, shampooing carpets and stripping floors.

Sanitation Cleanings

Following the district closure, the South Bergen Jointure Commission hired a professional cleaning company, JanNet International, to complete a Sanitize Plus+ cleaning of the Lodi and Maywood campuses, as well as its Board Office location. JanNet’s [website](#) provides the following description of this cleaning:

Our Sanitize Plus+ cleaning program is a no-touch cleaning system that sanitizes with revolutionary Kaivac machines proven to be 60 times more effective at reducing illness-causing germs than conventional methods. Perfect for health clubs, medical facilities, and high-traffic restrooms, this cleaning system reliably removes targeted bacteria and helps to reduce proliferation.

Purchasing of Additional Equipment

The district will be purchasing additional disinfection & sanitizing tools to improve our in-house capabilities and further ensure that the sanitation of all buildings is maintained. These purchases include EvaClean’s Protexus Cordless Electrostatic Sprayers. EvaClean’s [website](#) provides the following description of this tool:

While they resemble simple pumps or misters and are as easy to operate, the electrostatic sprayers in EvaClean’s system house revolutionary innovations that provide every worker with a powerful tool to attack microbes and decontaminate facilities more efficiently and effectively than ever before.

South Bergen Jointure Commission

Distant Learning Plan

Continuation of Programs & Future Events



The following outlines the South Bergen Jointure Commission's plan for the continuation of existing programs and preliminary plans for future events.

Continuation of Programs

STEAM

The South Bergen Jointure Commission currently offers a STEAM program which spans through grades PreK-21 and our STARS Program (ages 18-21). At the preschool and elementary levels, we have worked to continue student participation in this program during this distance learning experience by having our STEAM teachers develop and share weekly, interactive STEAM lessons, organized by grade level, which classroom teachers then integrate into their virtual instruction via Seesaw and ClassDojo.

At the middle, high school and STARS levels the district launched the SBJC Foster a 3D Printer Relief Effort Program in April 2020. As part of this program, technology tools and resources that are traditionally part of the district's STEAM program have been actively put to use despite the district closure. The district's 3D printers were delivered to the students' homes and have been used to create much needed personal protective equipment for local, frontline healthcare workers. Over 250 protective face shields have been created through this program and donated to Holy Name Hospital in Teaneck, NJ.

More information about the success of this program can be found in the following NJ.com article: [Special Needs Students Donate Face Shields Made from their School's 3D Printers](#) which was published on April 19, 2020.

21st Century Programs

In alignment with the New Jersey Student Learning Standards for 21st Century Life and Careers, the South Bergen Jointure Commission's 18-21 year old STARS program focuses on fostering the skills necessary to lead independent and successful lives post-graduation.

An emphasis on the transition from school to career has remained a focus for our STARS program throughout this district closure, as our transition teachers and counselors have worked to continue providing instruction and experience in this area. These staff members have continued to develop and engage students in a variety of virtual transition and vocational tasks focused on: employability skills, career inventories, job placement, vocational activities and virtual community based instruction.

Future Events

Plans for Class of 2020 Graduation Ceremonies

The South Bergen Jointure Commission is in the process of planning virtual “moving up” and graduation ceremonies for our preschool, 8th and 12th graders. Our building principals and members of each school's graduation committee have been collaborating to develop ideas for how these ceremonies can be delivered virtually. Some preliminary ideas include pre-recorded components, as well as possible options for live streaming.

Extended School Year (ESY)

The South Bergen Jointure Commission typically offers an Extended School Year program in the month of July which spans through grades PreK-21 and our STARS Program (ages 18-21). Student participation in this program is guided by their Individualized Education Plan (IEP). The district plans to offer this program in July 2020, either remotely or in-seat, based on guidance from the state. Contingency plans for both scenarios are in the process of being developed.

Student Assessment

Credit Loss & Plan for Credit Recovery

The assessment of credit loss or shortages for high school seniors will be dictated by the criteria outlined in their Individualized Education Plan (IEP) and overseen by their home district case manager. Credit recovery will be addressed for each student individually, based on the provisions dictated in their IEP.

Assessment of and Plan to Address Learning Loss

The assessment of and plan to address learning loss will be discussed at each students' annual review meeting. Data regarding student progress or regression will be reviewed during these meetings and provisions will be made based on each student's individual status.

Other Continued Initiatives

Throughout the district closure, collaborative teams across the the district have continued work toward various ongoing district initiatives including:

- Middle State Accreditation
- Partnership with No Barriers USA
- Partnership with Felician University's International Center for Autism and disabilities Research in Education (I-CAdRE)
- Update of district STEAM program for 2020-2021
- Research into Food Truck Program

Other new initiatives which have been initiated and implemented since the district closure include:

- Virtual Spirit Week
- Virtual Field Day

South Bergen Jointure Commission

Distant Learning Plan

Staff Protocol



Teachers

- 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 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.
- Check in and out of work via Kronos application or website. 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.
- **Updated work hours as of 3/23/2020: 8:30am - 3:00pm, Monday through Friday.**

Therapists (SLP, OT and PT)

- 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 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.
- Complete any outstanding online trainings such as No Barriers and/or Safe Schools.
- Check in and out of work via Kronos application or website. 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.
- **Updated work hours as of 3/23/2020: 8:30am - 3:00pm, Monday through Friday.**

Behaviorists & Counselors

- 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 (e.g., 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.
- Check in and out of work via Kronos application or website. 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.
- **Updated work hours as of 3/23/2020: 8:30am - 3:00pm, Monday through Friday.**

Paraprofessionals

- 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. 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.
- **Updated work hours as of 3/23/2020: 8:30am - 3:00pm, Monday through Friday.**

Building Secretaries

- 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. 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.
- **Updated work hours as of 3/23/2020: 8:30am - 3:00pm, Monday through Friday.**

Nurses

- 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. 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.
- **Updated work hours as of 3/23/2020: 8:30am - 3:00pm, Monday through Friday.**

Custodial Staff

- Engage in electronic-based professional development such as Safe Schools as assigned.
- Check in and out of work via Kronos application or website. 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.
- **Updated work hours as of 3/23/2020: 8:30am - 3:00pm, Monday through Friday.**

Technology & Communication Department

- 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. 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).
- **Updated work hours as of 3/23/2020: 8:30am - 3:00pm, Monday through Friday.**

Transportation Department

- 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. 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.
- **Updated work hours as of 3/23/2020: 8:30am - 3:00pm, Monday through Friday.**

Board Office Secretary

- 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. 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.
- **Updated work hours as of 3/23/2020: 8:30am - 3:00pm, Monday through Friday.**

Board Office Staff

- 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. 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.
- **Updated work hours as of 3/23/2020: 8:30am - 3:00pm, Monday through Friday.**

Administrators

- 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. 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.
- **Updated work hours as of 3/23/2020: 8:30am - 3:00pm, Monday through Friday.**

South Bergen Jointure Commission Distant Learning Plan



APPENDIX

Parent Communications

- March 9, 2020 [Technology Survey \(Spanish version\)](#)
- March 13, 2020 [Initial Closure Letter \(Spanish version\)](#)
- March 13, 2020 [Parent Instructions for Accessing SBJC Online Resources](#)
- March 27, 2020 [Instructional Platform Letter: Seesaw \(Spanish version\)](#)
- March 27, 2020 [Instructional Platform Letter: ClassDojo \(Spanish version\)](#)
- May 18, 2020 [Parent/Guardian Survey \(Spanish version\)](#)
- May 19, 2020 [School Closed Until End of the Year Letter \(Spanish version\)](#)

[Daily Communication Log](#)

[Essential Employee List](#)

South Bergen Jointure Commission Distant Learning Plan

Parent Communications



March 9, 2020

Family Technology Survey

Please answer the following questions to the best of your knowledge.

Parent Name: _____

Student Name: _____

Campus: _____

Homeroom: _____

Primary Email: _____

Secondary Email: _____

Which Devices are available for your child in the home? Select all that apply

- | | |
|---|--|
| <input type="checkbox"/> Windows Laptop | <input type="checkbox"/> Windows Desktop |
| <input type="checkbox"/> Apple Laptop | <input type="checkbox"/> Apple Desktop |
| <input type="checkbox"/> iPad | <input type="checkbox"/> Android Tablet |
| <input type="checkbox"/> Chromebook | <input type="checkbox"/> None |

Do any of your devices have a camera to be used for digital learning?

- Yes No

Do you have internet access at home?

- Yes No



9 de Marzo de 2020

Encuesta Tecnológica

Por favor, conteste las siguientes preguntas lo mejor que pueda

Nombre los Padres: _____

Nombre del estudiante: _____

Nombre de la escuela: _____

Nombre de profesora\profesor: _____

Correo electronico principal _____

Correo electronico alternativo _____

Que dispositivos estan disponibles para su hijo en el hogar? Seleccione todas las que correspondan.

- | | |
|---|--|
| <input type="checkbox"/> Windows Laptop | <input type="checkbox"/> Windows Desktop |
| <input type="checkbox"/> Apple Laptop | <input type="checkbox"/> Apple Desktop |
| <input type="checkbox"/> iPad | <input type="checkbox"/> Android Tablet |
| <input type="checkbox"/> Chromebook | <input type="checkbox"/> None |

Alguno de sus dispositivos tiene una camara para el aprendizaje digital?

- Yes No

Tienes acceso a Internet en casa?

- Yes No



Board of Education
500 Route 17 South, Suite 307
Hasbrouck Heights, NJ 07604
(T) 201-393-0475
(F) 201-288-2825
www.njsbjc.org

Initial Closure Letter

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.

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, 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



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(F) 201-288-2825
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Initial Closure Letter (Spanish)

13 de Marzo de 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, 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

Parent Instructions for Accessing SBJC Online Resources: March 13, 2020



IXL

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.

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 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

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
2. Click Sign In then enter the following login credentials:

Username:

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

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
2. Click Login then enter the following login credentials:

Username:

sbjcparents@southbergenjointure.org

Password: sbjc2020

Once logged in:

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

Raz-Kids

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
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

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
2. Click Login then enter the following login credentials:

Username:

sbjcparents@southbergenjointure.org

Password: sbjc2020

Once logged in:

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



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Instructional Platform Letter: Seesaw

March 27, 2020

Dear Parent/Guardian,

Since the county mandated closure of the South Bergen Jointure Commission went into effect on March 16, 2020 our teachers and staff have been overseeing the provision of home-based instruction through the use of hard-copy Distance Learning Packets for both academic and related service instruction. These packets were designed to include two weeks worth of work for our initial two-week closure from March 16 to March 27, 2020.

As this health crisis continues to evolve, we have received guidance from the state that all schools will remain closed March 30th and beyond. At this time, there is no definitive timeline for this extended closure. In response to this extended closure, the South Bergen Jointure Commission will be adjusting its model of instruction from the use of Distance Learning Packets to the use of digital tools and online platforms for the provision of continued academic and related services home-based instruction.

At the elementary, middle and high school level, the instructional platform which will be utilized beginning March 30th is Seesaw: <http://seesaw.me>. Seesaw is a secure online platform where teachers will be able to check-in with your students on a daily basis, assign work and send announcements. Seesaw will be your one-stop-shop for overseeing your child's home-based instruction.

Below are some parent training resources that will help you become familiar with this platform:

Videos

[Welcome to Seesaw: Overview](#)

[How to Get Started on Seesaw with Home Learning](#)

Documents

[How To for Students: Home Learning with Seesaw: English](#)

[How To for Students: Home Learning with Seesaw: Spanish](#)

[Home Learning Tips for Families](#)

Website [Remote Learning Resources for Families](#)

PARENTAL CONSENT LETTER FOR GROUP SESSIONS & LESSONS

As we transition to virtual learning, we would like to integrate opportunities for social interactions among staff and students. As a result, staff may utilize digital video tools and platforms which will allow students to remotely participate in live group sessions and lessons. We understand that both students as well as parents, guardians and family members may participate in these group sessions and lessons. In order for us to proceed, we need your parental consent granting permission for your child to participate in such virtual group settings. Also, please note that in accordance with the rules outlined in IDEA, please note that these online sessions can never be recorded by any individuals. **Please respond to this email acknowledging that you agree with the following:**

I consent to my child's participation in virtual group related services and/or special education classes (e.g., resource, self-contained, as appropriate based on my child's needs) with the understanding that this platform may be viewed by other students, parents and guardians, who may be present in or observing the session to assist their child.

If you do not provide consent to your child's participation in group sessions, we will provide alternate ways for your child to be educated. Thank you for your continued support! Please do not hesitate to reach out if you have any questions.

SBJC Administrative Team



Instructional Platform Letter: Seesaw (Spanish)

27 de Marzo de 2020

Queridos padres y guardianes,

Desde el cierre ordenado por el condado de South Bergen Jointure Commission, en entró de vigencia el 16 de Marzo de 2020, nuestros maestros/maestras y personal han estado supervisando la provisión de instrucción en el hogar mediante el uso de paquetes impresos de aprendizaje a distancia para la instrucción académica y de servicios relacionados. Estos paquetes fueron diseñados para incluir dos semanas de trabajo para nuestro cierre inicial de dos semanas del 16 al 27 de Marzo de 2020.

A medida que esta crisis de salud continúa evolucionando, hemos recibido orientación del estado de que todas las escuelas permanecerán cerradas el 30 de Marzo y más allá. En este momento, no hay una línea de tiempo definitiva para este cierre prolongado. En respuesta a este cierre extendido, South Bergen Jointure Commission ajustará su modelo de instrucción desde el uso de Paquetes de Aprendizaje a Distancia hasta el uso de herramientas digitales y plataformas en línea para la provisión de servicios académicos continuos y relacionados en el hogar..

En los niveles de primaria, secundaria y preparatoria, la plataforma de instrucción que se utilizará a partir del 30 de Marzo es Seesaw: <http://seesaw.me>. Seesaw es una plataforma segura en línea donde los maestros/maestras podrán registrarse diariamente con sus estudiantes, asignar trabajo y enviar anuncios. Seesaw será su ventanilla única para supervisar la instrucción en el hogar de su hijo/hija. A continuación se presentan algunos recursos de capacitación para padres que lo ayudarán a familiarizarse con esta plataforma:

Videos

[Welcome to Seesaw: Overview](#)

[How to Get Started on Seesaw with Home Learning](#)

Documentos

[How To for Students: Home Learning with Seesaw: English](#)

[How To for Students: Home Learning with Seesaw: Spanish](#)

[Home Learning Tips for Families](#)

Sitios web: [Remote Learning Resources for Families](#)

CARTA DE CONSENTIMIENTO PARA PADRES PARA SESIONES GRUPALES Y LECCIONES:

A medida que hacemos la transición al aprendizaje virtual, nos gustaría integrar oportunidades para interacciones sociales entre el personal y los estudiantes. Como resultado, el personal puede utilizar herramientas y plataformas de video digital que permitirán a los estudiantes participar de manera remota en sesiones grupales en vivo y lecciones. Entendemos que tanto los estudiantes como los padres, tutores y familiares pueden participar en estas sesiones grupales y lecciones. Para que podamos continuar, necesitamos su consentimiento de los padres que otorgue permiso para que su hijo/hija participe en dichos entornos de grupo virtual. Además, tenga en cuenta que de acuerdo con las reglas descritas en IDEA, tenga en cuenta que estas sesiones en línea nunca pueden ser grabadas por ninguna persona. **Responda a este correo electrónico reconociendo que está de acuerdo con lo siguiente:**

Doy mi consentimiento para que mi hijo/hija participe en servicios relacionados con el grupo virtual y / o clases de educación especial (Recursos, autocontenido, según corresponda según las necesidades de mi hijo/hija) con el entendimiento de que otros estudiantes, padres y tutores, que pueden estar presentes y observar la sesión para ayudar a su hijo/hija.

ISI no da su consentimiento para la participación de su hijo en sesiones grupales, le proporcionaremos formas alternativas para que su hijo sea educado. ¡Gracias por su continuo apoyo! No dude en comunicarse si tiene alguna pregunta.



Instructional Platform Letter: ClassDojo

March 27, 2020

Dear Parent/Guardian,

Since the county mandated closure of the South Bergen Jointure Commission went into effect on March 16, 2020 our teachers and staff have been overseeing the provision of home-based instruction through the use of hard-copy Distance Learning Packets for both academic and related service instruction. These packets were designed to include two weeks worth of work for our initial two-week closure from March 16 to March 27, 2020.

As this health crisis continues to evolve, we have received guidance from the state that all schools will remain closed March 30th and beyond. At this time, there is no definitive timeline for this extended closure. In response to this extended closure, the South Bergen Jointure Commission will be adjusting its model of instruction from the use of Distance Learning Packets to the use of digital tools and online platforms for the provision of continued academic and related services home-based instruction.

At the preschool level the instructional platform which will be utilized beginning March 30th is Class Dojo: <https://www.classdojo.com/>. Class Dojo is a secure online platform where teachers will be able to check-in with your students on a daily basis via video, assign work and send announcements. Seesaw will be your one-stop-shop for overseeing your child's home-based instruction. Below are some parent training resources that will help you become familiar with this platform:

Presentation: [Introduction PowerPoint: English](#)

If you would like this PowerPoint in Spanish please reach out to your child's teacher.

Documents: [ClassDojo Parent HelpDesk Page](#)

Answers to many questions on this page and directions to the different features.

Video on How ClassDojo can be used for Distant Learning: [Overview of ClassDojo for Distant Learning](#)

PARENTAL CONSENT LETTER FOR GROUP SESSIONS & LESSONS

As we transition to virtual learning, we would like to integrate opportunities for social interactions among staff and students. As a result, staff may utilize digital video tools and platforms which will allow students to remotely participate in live group sessions and lessons. We understand that both students as well as parents, guardians and family members may participate in these group sessions and lessons. In order for us to proceed, we need your parental consent granting permission for your child to participate in such virtual group settings. Also, please note that in accordance with the rules outlined in IDEA, please note that these online sessions can never be recorded by any individuals. **Please respond to this email acknowledging that you agree with the following:**

I consent to my child's participation in virtual group related services and/or special education classes (e.g., resource, self-contained, as appropriate based on my child's needs) with the understanding that this platform may be viewed by other students, parents and guardians, who may be present in or observing the session to assist their child.

If you do not provide consent to your child's participation in group sessions, we will provide alternate ways for your child to be educated.

Thank you for your continued support! Please do not hesitate to reach out if you have any questions.
SBJC Administrative Team



**SOUTH
BERGEN
JOINTURE
COMMISSION**

Board of Education
500 Route 17 South, Suite 307
Hasbrouck Heights, NJ 07604
(T) 201-393-0475
(F) 201-288-2825
www.njsbjc.org

Instructional Platform Letter: ClassDojo (Spanish Version)

27 de Marzo de 2020

Queridos padres y guardianes,

Desde el cierre ordenado por el condado de South Bergen Jointure Commission, en entró de vigencia el 16 de Marzo de 2020, nuestros maestros/maestras y personal han estado supervisando la provisión de instrucción en el hogar mediante el uso de paquetes impresos de aprendizaje a distancia para la instrucción académica y de servicios relacionados. Estos paquetes fueron diseñados para incluir dos semanas de trabajo para nuestro cierre inicial de dos semanas del 16 al 27 de Marzo de 2020.

A medida que esta crisis de salud continúa evolucionando, hemos recibido orientación del estado de que todas las escuelas permanecerán cerradas el 30 de Marzo y más allá. En este momento, no hay una línea de tiempo definitiva para este cierre prolongado. En respuesta a este cierre extendido, South Bergen Jointure Commission ajustará su modelo de instrucción desde el uso de Paquetes de Aprendizaje a Distancia hasta el uso de herramientas digitales y plataformas en línea para la provisión de servicios académicos continuos y relacionados en el hogar.

En el nivel preescolar, la plataforma de instrucción que se utilizará a partir del 30 de Marzo es Class Dojo: <https://www.classdojo.com/>. Class Dojo es una plataforma segura en línea donde los maestros/maestras podrán registrarse diariamente con sus estudiantes a través de video, asignar trabajo y enviar anuncios. Seesaw será su ventanilla única para supervisar la instrucción en el hogar de su hijo/hija.

A continuación se presentan algunos recursos de capacitación para padres que lo ayudarán a familiarizarse con esta plataforma:

Presentación: [Introduction PowerPoint: English](#)

Si desea este PowerPoint en español, comuníquese con el maestro/maestra de su hijo/hija.

Documentos: [ClassDojo Parent HelpDesk Page](#)

Respuestas a muchas preguntas en esta página e instrucciones para las diferentes funciones.

Video sobre cómo ClassDojo se puede utilizar para el aprendizaje a distancia: [Overview of ClassDojo for Distant Learning](#)

CARTA DE CONSENTIMIENTO PARA PADRES PARA SESIONES GRUPALES Y LECCIONES:

A medida que hacemos la transición al aprendizaje virtual, nos gustaría integrar oportunidades para interacciones sociales entre el personal y los estudiantes. Como resultado, el personal puede utilizar herramientas y plataformas de video digital que permitirán a los estudiantes participar de manera remota en sesiones grupales en vivo y lecciones. Entendemos que tanto los estudiantes como los padres, tutores y familiares pueden participar en estas sesiones grupales y lecciones. Para que podamos continuar, necesitamos su consentimiento de los padres que otorgue permiso para que su hijo/hija participe en dichos entornos de grupo virtual. Además, tenga en cuenta que de acuerdo con las reglas descritas en IDEA, tenga en cuenta que estas sesiones en línea nunca pueden ser grabadas por ninguna persona. **Responda a este correo electrónico reconociendo que está de acuerdo con lo siguiente:**

Doy mi consentimiento para que mi hijo/hija participe en servicios relacionados con el grupo virtual y / o clases de educación especial (Recursos, autocontenido, según corresponda según las necesidades de mi hijo/hija) con el entendimiento de que otros estudiantes, padres y tutores, que pueden estar presentes y observar la sesión para ayudar a su hijo/hija.

Si no da su consentimiento para la participación de su hijo en sesiones grupales, le proporcionaremos formas alternativas para que su hijo sea educado. ¡Gracias por su continuo apoyo! No dude en comunicarse si tiene alguna pregunta.

SBJC Administrative Team

South Bergen Jointure Commission

Distant Learning Plan



Parent/Guardian Survey: Distance Learning- May 18, 2020

In this survey, you will be asked to provide feedback in regards to how well you feel the South Bergen Jointure Commission is supporting you and your child during this distance learning period. Your response to these questions are anonymous.

1. You communicate regularly with your child's teacher.

Strongly Disagree Strongly Agree

2. Your child is receiving classwork that is aligned with his/her IEP.

Strongly Disagree Strongly Agree

3. You are comfortable in the use of virtual learning platforms (ClassDojo or Seesaw) to assist your student in his/her learning.

Strongly Disagree Strongly Agree

4. The SBJC has provided enough resources for parents to help you use the virtual learning platforms.

Strongly Disagree Strongly Agree

5. The use of video conferencing is an effective tool in educating your child.

Strongly Disagree Strongly Agree

6. When necessary, you are provided technical assistance to help you in setting up remote/distance learning.

Strongly Disagree Strongly Agree

7. The SBJC has ensured that you have access to technology and the internet.

Strongly Disagree Strongly Agree

8. The SBJC has provided you with necessary information regarding meals available for students eligible for free and reduced lunch.

Strongly Disagree Strongly Agree

9. If applicable: your child's related service therapies (speech therapy, physical therapy, occupational therapy, counseling) are being delivered with success.

Strongly Disagree Strongly Agree

10. Please use the space below to provide us with any additional feedback.

South Bergen Jointure Commission

Distant Learning Plan



**Encuesta de Padres/Guardianes: Aprendizaje a Distancia-
May 18, 2020**

En esta encuesta, a usted se le pedirá que proporcione comentarios sobre que también usted se siente que South Bergen Jointure Commission lo está apoyando a usted y a su niño/niña durante el periodo de la educación a la distancia. Sus respuestas a estas preguntas estarán en el anonimato.

1. Yo me comunico regularmente con la maestra de mi niño/niña.

No Estoy de acuerdo Estoy de Acuerdo

2. Su niño/niña está recibiendo trabajo escolar que es consistente con su IEP.

No Estoy de acuerdo Estoy de Acuerdo

3. Usted se siente cómodo en el uso de plataformas de aprendizaje virtual (ClassDojo or Seesaw) para ayudar a los estudiante en su educación.

No Estoy de acuerdo Estoy de Acuerdo

4. El SBJC está proveyendo los recursos necesario a padres para ayudarlos a usar las plataformas de aprendizaje virtual.

No Estoy de acuerdo Estoy de Acuerdo

5. El uso de videoconferencia es una herramienta efectiva en la educación de su niño/niña.

No Estoy de acuerdo Estoy de Acuerdo

6. Cuando ha sido necesario, usted ha sido provisto con ayuda técnica en como configurar el aprendizaje a distancia.

No Estoy de acuerdo Estoy de Acuerdo

7. El SBJC se ha asegurado de que usted tenga acceso a la tecnología y al internet.

No Estoy de acuerdo Estoy de Acuerdo

8. El SBJC le ha proveído a usted con la información necesaria en cuanto a comidas disponibles para los estudiantes elegibles de almuerzo gratuito o reducidos.

No Estoy de acuerdo Estoy de Acuerdo

9. Si applicable: los servicios de terapias de su niño/niña como (Terapia del habla, Terapia física, Terapia ocupacional, consejería) están siendo entregados con éxito.

No Estoy de acuerdo Estoy de Acuerdo

10. Por favor use el espacio provisto para proporcionar cualquier comentarios adicional.



**SOUTH
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Dr. Michael Kuchar
Superintendent

Board Office
500 Route 17 South
Suite 307
Hasbrouck Heights
New Jersey 07604

(T) 201-393-0475 ext. 236
(E) mkuchar@njsbjc.org

School Closed Until End of the Year Letter

May 19, 2020

Dear Parents and Guardians of the South Bergen Jointure Commission,

On behalf of the SBJC administrators and staff, let me begin by extending our best wishes for the health and safety of you and your loved ones.

The purpose of this letter is two-fold: First, we thank each of you for your amazing efforts as we all adjust to our “new normal.” Your personal sacrifices serve as a source of inspiration for all of us. Without your support, virtual learning could never have happened. Thank you! And second, we need to provide current information as to the status of your child’s education.

On May 4, 2020, Governor Murphy announced that schools will remain closed through the remainder of the year. The NJ Department of Education and the Governor are currently working with strategic task forces on the following guidance:

- **End-of-year celebrations/graduations:** Your school principals/staff are planning virtual ceremonies and will be communicating directly with you.
- **Extended School Year and Summer Programs:** The current situation indicates a probability for the extended year program to be virtual.
- **Recommendations and guidelines for September reopening:** SBJC will be developing plans per the governor’s direction.

Once I have received that guidance, I will communicate with the entire school community how we will address these important phases of our current situation. We also ask for you to communicate with us and tell us what’s working or what is not. [Please click here to fill out this survey regarding your student’s virtual learning.](#)

Please do not hesitate to contact me if you have any questions or concerns.

Wishing you all the best of health and safety,

Sincerely,

Dr. Michael D. Kuchar
Superintendent of Schools
mkuchar@njsbjc.org



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Dr. Michael Kuchar
Superintendent

Board Office
500 Route 17 South
Suite 307
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New Jersey 07604

(T) 201-393-0475 ext. 236
(E) mkuchar@njsbjc.org

School Closed Until End of the Year Letter (Spanish Version)

Mayo 19, 2020

Estimados padres y tutores del South Bergen Jointure Commission,

De parte de el SBJC administración y empleados, déjame comenzar extendiendo mis mejores deseos para la salud y la seguridad de usted y sus seres queridos.

El propósito de esta carta es lo siguiente. Primero, agradecemos a cada uno de ustedes por su increíble esfuerzos mientras todos nos ajustamos a nuestra “nueva normalidad”. Sus sacrificios serán como fuente de inspiración para todos nosotros. Sin su apoyo, aprendizaje virtual nunca podría haber sucedido. Gracias! Segundo, necesitamos proporcionarle información actual sobre el estado de la educación de su hijo/hija.

En Mayo 4, 2020 el gobernador Murphy anunció que las escuelas permanecerán cerradas durante el resto del año. El departamento de NJ y el gobernador están actualmente trabajando con grupos estratégicos en las siguientes pautas:

- **Celebraciones de fin de año/ graduaciones:** El director/personal de su escuela está planeando ceremonias virtuales y se comunicará directamente con usted.
- **Año escolar extendido y programas de verano:** La situación actual indica una probabilidad de que el programa de año extendido sea virtual.
- **Recomendaciones y pautas para la reapertura de Septiembre:** desarrollará planes según la dirección de los gobernadores.

Una vez que haya recibido esa guía, me comunicaré con toda la comunidad escolar como abordaremos estas fases importantes de nuestra situación actual. [También le pedimos que se comunique con nosotros y nos diga que funciona o que no.](#)

No dude en ponerse en contacto conmigo si tiene alguna pregunta o inquietud.

Deseándole lo mejor en salud y seguridad,
Sinceramente,

Dr. Michael D. Kuchar
Superintendente de escuelas

Dr. Michael D. Kuchar
Superintendent of Schools
mkuchar@njsbjc.org

South Bergen Jointure Commission

Distant Learning Plan

Essential Employees List



NAME	EMAIL
Dr. Michael Kuchar <i>Superintendent of Schools</i>	mkuchar@njsbjc.org
Suzanne Owens <i>Assistant to the Superintendent</i>	sowens@njsbjc.org
Susan Cucciniello <i>Business Administrator</i>	scucciniello@njsbjc.org
Kenneth Sheldon <i>Assistant Business Administrator of Buildings and Grounds</i>	ksheldon@njsbjc.org
Doreen Mondadori <i>Administrative Assistant to the Business Administrator</i>	dmondadori@njsbjc.org
Ashley Vaughan <i>Director of Curriculum and Assessment</i>	avaughan@njsbjc.org
Dr. Chris Hughes <i>Director of Special Projects, Outreach, Related Services</i>	chughes@njsbjc.org
Dr. Reji George <i>Supervisor of Paraprofessionals and Nursing</i>	rgeorge@njsbjc.org
Holly Ehle <i>Principal of South Hackensack, Moonachie, and Little Ferry Annexes</i>	hehle@njsbjc.org
Lorraine Rake <i>Early Childhood Learning Principal (East Rutherford/Prime Time Campus, Carlstadt Annex, and Felician Annex)</i>	lrake@njsbjc.org
Lauren Rosicki <i>Principal</i>	lrosicki@njsbjc.org
Dennis Rossi <i>Interim Principal of Lodi Middle School/High School Campus</i>	drossi@njsbjc.org
Scott Rossig <i>Principal of Maywood Campus</i>	srossig@njsbjc.org
Edwin Flores <i>Technology Director</i>	eflores@njsbjc.org
Karen Senario <i>Transportation Coordinator</i>	ksenario@njsbjc.org
Shane Miller <i>Special Projects Coordinator, Communications</i>	smiller@njsbjc.org