

BERGENFIELD PUBLIC SCHOOLS



DISTANCE LEARNING
Updated May 2020

ESSENTIAL STAFF AND ROLES DURING SCHOOL CLOSURE

Goals

- Maintain essential school services and functions required
- Maintain continuity of learning for all students.
- Mitigate and minimize disruption for students and staff and families
- Mitigate and minimize economic losses for staff.
- Coordinate efforts with local partners (health, OEM, police, Borough officials and administration).

Authority

- School district operating under the guidance and direction of Board of Education (5)

Central Office Administration

Superintendent (1)

- Development and implementation of Pandemic Plan.
- Coordinate with external partners and disseminate public information (Media Parents, Staff Students).
- Serve as liaison with local Board of Health
- Lead core operations necessary to initiate the school district's management of the pandemic and infection control plan.
- Coordinate surveillance activity with the local health department.
- Implement infection control practices to prevent spread of disease.

Assistant. Superintendent (curriculum) (1)

- Develop and maintain district plans; update plan during outbreak as guidance changes and as the situation requires.
- Coordinate the training and exercise of staff on plan.
- Prepare alternative plans for providing distance learning instruction during periods of increased severity.
- Prepare staffing and curriculum options based on conditions.
- Plan for any special needs of all students throughout the district.

Business Administrator (1) & Office Staff (3).

Director of Buildings & Grounds (1) - Maintenance Workers (2)

Head Custodians (7)

Continuity of Operations

- Manage delivery of services to support operations and goals during an outbreak including services necessary to maintain school facilities following NJDOE guidelines and CDC recommendations.
- Inspect buildings and repair as needed
- Disinfect and clean buildings; maintain an inventory of supplies for disinfection procedures, hand sanitizers, tissues and soap.
- Orchestrate food services, transportation and communication as needed
- Maintain school finances, accounts payable and received.
- Complete payroll and vouchers.

Personnel (2)

- Manage personnel and human resources related issues and school policies.

Technology District Network Engineer and Assistant (2)

- Support distance learning initiatives and
- Troubleshoot and mitigate any issues that surface which could disrupt academic learning.

Aramark Food Services- (Director (1) & Staff (5))

- Achieve and maintain adequate distribution of district free and reduced prices meal program consistent with USDA guidelines and recommendations

Security District Emergency Management Specialist (1) Security Officers (5) and Class 3 SLEOs (1)

- Support of food services program (Crowd Control) and monitoring of any potential physical building threats or general security issues.

Distance Learning Plan Program Overview

District Demographics:

Bergenfield is a diverse town, with approximately 40% of its resident families with school-aged children are considered to be economically disadvantaged. Approximately 240 students receive English Language Services, and 597 students who receive special education services. The district also has 30 students enrolled in its state-funded preschool program, and has 14 students who qualify as homeless.

High School Demographics:

Total Enrollment: 1,181

Female	48.4%
Male	51.6%
Economically Disadvantaged Students	37.9%
Students with Disabilities	13.7%
English Learners	4.3%
Homeless Students	0.3%
Students in Foster Care	0.0%
Military-Connected Students	0.2%
Migrant Students	0.0%
White	12.2%
Hispanic	50.8%
Black or African American	8.9%
Asian	26.5%
Native Hawaiian or Pacific Islander	0.4%
American Indian or Alaska Native	0.0%
Two or More Races	1.2%

Roy W. Brown Middle School Demographics**Total Enrollment: 829**

Female	48.4%
Male	51.6%
Economically Disadvantaged Students	41.7%
Students with Disabilities	14.4%
English Learners	5.3%
Homeless Students	.2%
Students in Foster Care	.2%
Military-Connected Students	.2%
Migrant Students	0
White	10.1%
Hispanic	55.1%
Black or African American	6.5%
Asian	25.7%
Native Hawaiian or Pacific Islander	.4%
American Indian or Alaska Native	.2%
Two or More Races	1.9%

Franklin Elementary School Demographics:**Total Enrollment: 360**

Female	50.3%
Male	49.7%
Economically Disadvantaged Students	26.7%
Students with Disabilities	7.8%
English Learners	7.8%
Homeless Students	.3%
Students in Foster Care	.3%
Military-Connected Students	0
Migrant Students	0
White	11.4%
Hispanic	52.5%
Black or African American	4.2%
Asian	28.3%
Native Hawaiian or Pacific Islander	1.1%
American Indian or Alaska Native	.3%
Two or More Races	2.2%

Hoover Elementary School**Total Enrollment: 252**

Female	43.7%
Male	46.3%
Economically Disadvantaged Students	59.5%
Students with Disabilities	20.2%
English Learners	15.1%
Homeless Students	2.4%
Students in Foster Care	0
Military-Connected Students	.4%
Migrant Students	0
White	3.6%
Hispanic	59.5%
Black or African American	8.7%
Asian	24.6%
Native Hawaiian or Pacific Islander	.8%
American Indian or Alaska Native	0
Two or More Races	2.8%

Lincoln Elementary School**Total Enrollment: 422**

Female	41.2%
Male	58.8%
Economically Disadvantaged Students	29.6%
Students with Disabilities	37.4%
English Learners	11.1%
Homeless Students	.2%
Students in Foster Care	.2%
Military-Connected Students	.2%
Migrant Students	0
White	16.4%
Hispanic	50.2%
Black or African American	9.0%
Asian	20.6%
Native Hawaiian or Pacific Islander	.5%
American Indian or Alaska Native	0
Two or More Races	3.3%

Washington Elementary School**Total Enrollment: 290**

Female	51%
Male	49%
Economically Disadvantaged Students	35.2%
Students with Disabilities	10.3%
English Learners	13.1%
Homeless Students	0
Students in Foster Care	0
Military-Connected Students	0
Migrant Students	0
White	13.1%
Hispanic	49.7%
Black or African American	7.2%
Asian	26.9%
Native Hawaiian or Pacific Islander	.3%
American Indian or Alaska Native	0
Two or More Races	2.8%

Technology Distribution Plan:

The district has sent out two technology surveys in both English and Spanish to determine the needs of families within the Bergenfield community.

- Students in need were provided a device and/or hotspot prior to school closure; approximately 300 devices and/or hotspots were disseminated.
- As the closure continued, a second survey was sent to families to assess technological needs and an additional 200+ devices and/or hotspots were distributed.
- Each school is to house a list of each device that has been sent home that includes the serial number of the device as well as student information.

The district realizes that a family's circumstances and technology needs can and have changed throughout the time that schools have been closed, so the following process has been established and will continue to run throughout this closure.

- Those families in need of access to technology can contact the building principal and schedule an appointment to pick up a device and/or hotspot from the school.
- Families who are unable to pick up devices at the school can have them delivered to their homes.
- Updated information about obtaining technology is included in the Superintendent's weekly communications to families, in communications sent home from principals and building level administrators, and posted on the district website.

Related Links:

[Sample Elementary Technology Survey - English](#)

[Sample Elementary Technology Survey - Spanish](#)

Distance Learning Technology Tools

The district allows the use of a variety of technology to help assist teachers with the delivery of instruction as they teach from home. Such include but are not limited to the following:

- Video conferencing programs (Meets, Zoom)
- Google Classroom and extensions - Slides, Forms, Draw, etc.
- Screencastify
- Teacher created YouTube videos
- FlipGrid

Related Links:

[District Website for Distance Learning Links - Programs and Professional Development](#)

Academic Programming

Academic Hours:

The district is understanding of the unique needs of the Bergenfield community and recognizes that students may not all be able to log in to a device at prescribed hours of the day. However, the following items have been put in place to ensure academic fidelity:

- Teachers will be available for student and parent contact during the typical hours of an early dismissal day:
 - Elementary School: 8:30 - 12:30
 - Middle School: 7:55 - 12:25
 - High School: 8:00 - 12:35
- Teachers are required to check in at the start of the academic day as well as sign out at its completion.
- Students have been supplied with enough direct instruction and academic work to cover, at minimum, the four hour learning period, as well as homework.
- In addition to the hours listed above, teachers at all grade spans host office hours at different times of the day to consult with students and parents who may not have been available during the prescribed times above.

Attendance:

The attendance procedures are as follows:

- Parents are required to call the absentee line to inform the school if their child will not be available for learning on that day. Building level personnel will mark that student absent in the student management system. At the elementary level, parents are also asked to mark their child present or indicate absence by completing a Google form that is sent daily by the building principal. This correspondence is documented.
- If a student is **not** called in as absent or marked as absent through the Google form, but fails to complete assignments for that day or does not attend scheduled video conferencing sessions, the school will attempt to contact the family both by phone and by email.
- If the teacher is unable to make contact, a member of the school's guidance, child study, and/or administrative team will make a second attempt to contact the family. The

outcome of these attempts are documented in a shared spreadsheet and attendance is updated accordingly.

- If the above attempts do not lead to contact, and the safety and welfare of the student is unknown, the local police and/or child protective services will be contacted as outlined in policy.
- Students who do not meet the required attendance threshold may lose course credit and must enroll in a summer program to earn it.

Related Link:

[Attendance Policy](#)

Elementary Program Delivery Overview:

At the elementary level, daily assignments are posted for students on Google Classroom, so that parents are able to locate the work that must be completed and can submit these assignments accordingly.

Instruction is delivered through pre-recorded lessons that the teacher has developed and posted for students to view, as well as through live video-conferencing sessions in which both whole class and small group meetings are utilized to ensure understanding of new material and reinforce core skills. Additional items, including read alouds, brain breaks, and interactive snack times also happen consistently across all five elementary buildings as a way for students to stay socially and emotionally connected to their classmates during distance learning.

Instruction continues to be differentiated for all students based on student ability. Students are assigned books and tasks that correlate with their current independent reading level through the use programs such as Raz Kids, Epic and Reading A-Z. Teachers supplement core Everyday Math lessons with the differentiated items provided, as well as through supplemental programs such as Accelerated Math and Freckle.

Students are assessed on their understanding in a variety of ways. Students take computer-based assessments to allow the teachers to ascertain student understanding and mastery. They garner data through program-based assessments provided through Renaissance Learning, Study Island, EPIC and other programs outlined throughout this plan. Google forms are also used for teacher-made assessments that are not covered through these programs. Authentic assessments, including multi-day projects and student choice menu boards that require children to create presentations, construct instruments, design art, and other items of this nature are also consistently employed. Staff communicates these results to students and parents, and uses them to make instructional decisions going forward.

The teachers also continue to differentiate other academic and special area content through leveled assignments, small group reteaching, and other traditional structures employed in the classroom setting. Literacy specialists and basic skills teachers offer support through small group lessons as well as by pushing into the general classroom to offer assistance. Items geared toward meeting the specific needs of special populations, such as ELL and Special Education students, are outlined in greater detail in the Special Populations item of this plan.

Secondary Program Delivery Overview.

At the secondary level, daily and weekly assignments are posted on Google Classroom so that students are able to locate the work that must be completed and can submit these assignments accordingly. All students are to follow their schedule for the day as they would be expected to while physically in school. This is especially important at the high school where students follow a full drop schedule.

Instruction is delivered through a variety of mediums, including pre-recorded lessons that the teacher has developed and posted for students to view, as well as through live video-conferencing sessions in which both whole class and small group meetings are utilized to ensure understanding of new material and reinforce core skills. Assignments consist of a blending of independent work, as well as partner and small group activities. Additionally, teachers host live office hours through video conferences and live chats to support student needs.

Students are assessed on their understanding in a variety of ways. Students take computer-based assessments to allow the teachers to ascertain student understanding and mastery. They garner data through program-based assessments provided through Renaissance Learning, IXL, Edulastic and other programs implemented at this level. Teachers also create their own assignments through the use of Google Forms and written products that they receive. Authentic assignments and multi-day projects that require students to create Google Slides and other presentations, develop computer-based programs, use various mediums to create art, and other items of this nature are also employed. These assessments are graded and the results are communicated to students and parents alike. As in the traditional classroom setting, the results of these assessments are used to guide future instruction.

Additionally, instruction continues to be differentiated for all students based on their ability. Supplemental programs, including but not limited to leveled articles through Newsela and targeted math skills delivered through Accelerated Math and IXL help to ensure that students are provided with work that is appropriate for their current skill levels and promote growth and learning of new material. The teachers continue to differentiate other academic and special area content through leveled assignments, small group reteaching, and other traditional structures employed in the classroom setting. Items geared toward meeting the specific needs of special populations, such as ELL and Special Education students, are outlined in greater detail in the Special Populations item of this plan.

P-12 Academic Programs and Supplements

	Pre-K	K -2	3-5	6-8	9-12
ELA	<p>Preschool students have the ability to join short video conferencing sessions with their teachers in small groups for the purpose of discussion and socialization; Families are provided with short work packets that encourage student creativity and an inter-disciplinary instructional approach with an emphasis on early literacy and math skills. Packets include interactive items such as scavenger hunts nature walks and other such items. Preschool students also have access to read aloud materials and music videos across content areas</p>	Study Island Razkids EPIC Reading logs English in a Flash Read alouds Phonics First	Study Island RAZ kids EPIC Reading logs English in a Flash Read alouds	Springboard Online Newsela Flocabulary Finish Line English in a Flash	Springboard Online Newsela Flocabulary AP Classroom Finish Line English in a Flash MyEnglishLab
Math		Everyday Math Math in a Flash Study Island Freckle	Everyday Math Study Island Math in a Flash Accelerated Math Freckle Khan Academy	Connected Math IXL Khan Academy Accelerated Math Freckle Edulastic	Online Text Series My Math Lab Khan Academy AP Classroom Edulastic
Science		Pearson Realize BrainPop Jr.	Pearson Realize BrainPop Jr.	HMH Science Dimensions Discovery Ed Edulastic	Online Text AP Classroom Edulastic
Social Studies		BrainPopJr Studies Weekly Time for Kids Scholastic	BrainPop Studies Weekly Time for Kids Scholastic	Online Text DBQ TCI	Online Text DBQ AP Classroom
Health/PE		BrainPop Jr. Jack Harmon Videos GoNoodle Teacher activity challenges	BrainPop Jr. Track Physical Activity Go Noodle Teacher Activity Challenges	Online Text BrainPop Track Physical Activity	Online Text Track Physical Activity
World Language		Middlebury	Middlebury	EdPuzzle Google Expedition	Online Text EdPuzzle Google Expedition AP Classroom
Art		Teacher designed projects	Teacher designed projects Research/ Critique	Teacher designed projects Research/ Critique	Teacher designed projects AP Classroom
Music		Online songs for sing-along Iconic and traditional rhythm reading activities Listening activities	Interactive instrumental practice Online Songs Video critique/ reflection Note reading activities and games Ukulele packet	Practice and submit audio/video musictheory.net Music theory/history worksheets Video critique/ reflection MusicFirst Classroom	Practice and submit audio/video AP Classroom Musictheory.net Video critique/reflection
Business/ Technology				Code.org	Albert

Special Populations

ESL Services for Students and Families:

The following is being done to help support ELL and bilingual families throughout the Bergenfield community.

- Staff members call and/or email families directly with any concerns pertaining to their academic, social and emotional wellbeing. These communications are made by staff members who are proficient in the family's native language.
- The district offers translation services to help teachers communicate with families of Bilingual and English Language Learners. The services are provided by bilingual teachers, counselors, paraprofessionals, administrators and contracted translators as needed.
- Resources specific to the needs of Bergenfield's ELL families are posted on the district website. Such resources include but are not limited to translated How To videos for parents on topics such as using video conferencing platforms, navigating Google Classroom, accessing a variety of online programs such as Study Island and Raz Kids.
- ELL parent support group meetings are offered through video conferencing programs on a weekly basis and hosted by a district ELL instructor. These meetings allow the instructor to help problem-solve any difficulties that the parents have with programming and take a proactive approach to any language needs that the family may have.

The following is being done to help support ELLs and bilingual students enrolled in the Bergenfield school district. ESL and Bilingual teachers and staff:

- Provide lessons and assignments virtually via video conferencing programs, Google Classroom and Screencastify.
- Push in to main mainstream classes during video-conferencing sessions and follow-up on lessons delivered in these classes with small group video-conferencing sessions to ensure clarity.
- Collaborate with mainstream teachers to help ensure that their assignments take into account modifications for ELLs.
- Differentiate the focus of video-conferencing sessions based on teacher observations, student and parent feedback and students' language proficiency and learning needs
- Provide flexibility with due dates and assignment deadlines, allow students to submit work through alternative means, such as taking a picture of work and emailing it to the teacher, and create assignments that do not require printing.
- Meet weekly as a department to address and troubleshoot ELL challenges with the distance learning format.

Related Links:

[Student and Parent ELL Resources](#)

Special Education Services for Students and Families:

The materials provided for special education students will vary based on age, classification and individual need and all activities and assignments are designed in accordance with the modifications/accommodations outlined in each student's IEP. Programs include instruction delivered through live and recorded lessons, and offer individual and small group lessons as needed. Print materials are made available to those populations for which they are required and most beneficial.

Inclusion:

Inclusion classes continue as general and special education teachers plan together and co-host video conferencing meetings to deliver direct instruction to their students. Both teachers work with all students in the large class as well as small group instruction to ensure student understanding. Paraprofessionals continue to support students in these live sessions and check in with students to offer guidance in areas specified in the IEP, such as organizational skills and time management, two areas that are difficult under traditional circumstances, let alone during distance learning.

Resource Room Classes:

Special education and general education teachers continue to consult with one another to develop programs that will deliver support in the appropriate content areas. Teachers continue to differentiate their lessons and offer individualized support through video conferencing programs. Paraprofessionals continue to offer support in the resource room setting.

BD, LLD and Multiple Disabilities Classes:

Instruction is delivered within these classes through direct instruction delivered through video conferencing programs as well as through pre-recorded lessons. Students are provided with opportunities for more individualized instruction through invitations to small group lessons and activities in addition to the whole class instructional model. Once again, paraprofessionals continue to offer support in the large class and small group sessions.

Preschool Disabilities

Students in these classes receive instruction through several avenues. When and where appropriate, teachers with paraprofessionals host online lessons that utilize video conferencing programs that help students continue to learn verbal communication and socialization. Morning meeting activities are often done through live or pre-recorded lessons as well. Academic work packets include creative, interdisciplinary lessons that help introduce students to foundational skills in literacy and mathematics, but also encourage activities to keep students engaged. Students may be asked to complete activities that require them to draw a picture of their favorite part of a story, or complete a scavenger hunt in their homes to find five items that begin with the letter c.

Autism

Students who are enrolled in an ABA program continue to receive instruction in this manner whenever possible. These lessons are done with videoconferencing programs and teachers communicate program information directly to parents on a daily basis as they would typically do through a student's communication log. Additionally, academic work packets for these students may include ABA curriculum program templates for ABA programs currently in maintenance. A list of activities completed in the various teaching centers (i.e, fine motor, social/play, and self-help) that could be practiced at home should also be provided.

Special Education Programs to Supplement Core Instruction

	Pre-K	K-3	4-5	6-12
ELA <i>*Work packets provided as needed</i>	Starfall BrainPOP Jr.	Starfall BrainPOP Jr. Raz-Kids MobyMax	BrainPOP Raz-Kids Epic MobyMax	BrainPOP Newsela Flocabulary MobyMax
Math <i>*Work packets provided as needed</i>	Starfall BrainPOP Jr.	Starfall BrainPOP Jr. Accelerated Math Freckle MobyMax	BrainPOP Accelerated Math Freckle MobyMax	BrainPOP IXL Flocabulary Accelerated Math MobyMax
Science <i>*Work packets provided as needed</i>	BrainPOP Jr.	BrainPOP Jr. Pearson Realize	BrainPOP Pearson Realize	BrainPOP Flocabulary HMH Science
Social Studies <i>*Work packets provided as needed</i>	BrainPOP Jr.	BrainPOP Jr. Scholastic News	BrainPOP Scholastic News	BrainPOP
Health/Social Emotional Learning	BrainPOP Jr.	BrainPOP Jr.	BrainPOP	BrainPOP Flocabulary
Spanish	****	Middlebury	Middlebury	Packets
Art/Music	Starfall	Starfall BrainPOP Jr.	BrainPop	BrainPop
Technology	BrainPop Jr	BrainPop Jr.	BrainPop	BrainPop

Students and teachers have access to Bookshare and Audible so that materials can be read aloud to the students in accordance with many of their IEPs.

Additionally, many program materials offered through online venues, such as MobyMax and RazKids, as well as traditional textbook supplements like those offered through Pearson Realize, include leveled reading materials, auditory supports, and highlighting features to address student IEPs.

Related Services

The services outlined below can occur individually or in a small group as in accordance with student IEPs. When applicable and appropriate, the therapist may push in to live video conferencing classroom sessions for additional support.

Speech Therapy:

Students entitled to speech sessions receive these through teletherapy and video conferencing. Speech therapists work with the students to continue to address the individual student goals. Additionally, therapists communicate with parents consistently throughout the week to provide progress notes and strategies that can be used at home to continue to build on the skills addressed in the individual or small group session. Examples of some of these supplementary activities that can be done at home include but are not limited to oral motor activities, articulation activities, and/or worksheets that provide any suitable speech activities to practice.

Occupational Therapy:

Occupational therapy is delivered through video conferencing programs as well. The occupational therapist works directly with the students, as well as with parents, to provide appropriate activities that help students maintain and build upon the progress they have made. In addition to the weekly sessions outlined in a student's IEP, the occupational therapist will consult with parents and provide appropriate activities that can be done at home, including but not limited to fine motor activities, sensorimotor activities, and/or worksheets that provide any suitable OT activities to practice in the home.

Physical Therapy:

Physical therapy is delivered through video conferencing programs as well. The physical therapist works directly with the student, as well as with parents, to provide appropriate activities that help students maintain and build upon the progress they have made. In addition to the weekly sessions outlined in a student's IEP, the physical therapist will consult with parents and provide appropriate activities that can be done at home, including but not limited to balance activities, gross motor activities, and/or worksheets that provide any suitable physical therapy activities to practice in the home.

Behavioral Therapy:

Behaviorist consults continue to occur through telephone or video communication. Behaviorists have offered support to both teachers as well as worked closely with parents to help establish a structure and format that will minimize behaviors as well as provide strategies and resources to address these behaviors should they occur. This is a critical component of the special services provided for many of the autistic and multiply-disabled students within the district.

Hearing Impaired Services:

Audio-verbal therapy continues to occur for those students who have this service itemized in their IEP, and it is provided through established teletherapy sessions as required. Teacher of the Deaf services also continue through video-conferencing with parents and students as needed.

Counseling:

Counseling sessions are provided by telephone or video conferencing programs in accordance with each student's IEP. Additionally, case managers and parents have been provided with resources to address crisis situations and immediate concerns.

Related Links:

[Related Services Resource Links](#)

Child Study Team Process and Procedures

Meetings:

- The district continues to hold IEP meetings throughout school closure. Eligibility meetings have continued for students who were tested prior to school closure, and new testing items, approved by the state, have been purchased so that evaluations of preschool aged students can continue during distance learning (DAYC2). Additionally, the district continues to hold its annual review meetings whenever possible and provide parents with a draft of an IEP for the next school year.
- Meetings are held in a “live” atmosphere through video conferencing programs. Attendance at these meetings is tracked through email correspondence as well as through an electronic signature form offered through Power School.
- Upon return to school, case managers, teachers and related service providers will conduct individualized assessments based on IEP goals to determine if the student has regressed during the school closure. Data will be used to outline the frequency and duration of compensatory services.

Communication:

- Case managers will reach out to parents and teachers to assess student needs and progress during distance learning; this communication is via video conference, email and/or phone and is as frequent as needed.
- Case managers will reach out to parents of medically fragile children to ensure required medical services continue.
- Translation services are provided to families by a staff member or district provided translator as needed

Transportation:

- Bergenfield students are not being transported to out of district placements, as most have been closed.
- Case managers communicated with parents to ensure notification

Surveys:

- The district has worked in consultation with families to develop and disseminate a survey as it pertains to the specific needs of special education students during this time of school closure to ensure that the high level and quality of service to which our families are accustomed, continues.

Tracking of Student Services, Progress and Accommodations/Modifications:

- Every special education teacher, child study team member, and related service provider must log all information related to contact with their special needs students. Such information includes, but is not limited to, the following:
 - Student attendance in live session classes
 - The date, duration, delivery method and focus area for each session of each related service provided (speech, OT, PT, etc.)
 - The date, duration, topic and outcome of all contact that teachers, service providers and CST members have with parents
 - The date, duration and topic of any consultations that take place
 - The date, duration and topic addressed in ABA programs

- The Director of Special Services meets on a weekly basis with the preschool, elementary, and secondary CST member as well as related service providers to discuss and address any concerns related to the academic, social, emotional and behavioral progress of special education students.
- Classroom teachers, related service providers, and child study team members continue to collect data pertaining to individualized student progress toward obtaining specific IEP goals. The methods for collecting such data include but are not limited to the following:
 - Behaviors observed during classroom and related service virtual learning sessions
 - Standardized and classroom assessment feedback
 - Data books for ABA
 - Parent input and feedback
- All teachers are required to read student IEPs at the start of the school year and are well versed in developing and implementing the accommodations and modifications required within the IEP. Nonetheless, all teachers, CST members and related service providers who work with special education students have remote access to this information in student IEPs. Though the necessary accommodations and modifications are individualized based on each students' needs, some of the current accommodations and modification taking place include, but are not limited to the following:
 - Extended time and chunking of assignments
 - Providing alternate assessment methods – allowing project-based assignments to replace paper and pencil final exams
 - Providing audio texts through Bookshare and other similar programs
 - Allowing for oral responses
 -

Guidance Processes and Procedures

The guidance department continues to offer a variety of leveled services throughout school closure. Guidance staff members:

- Continue to check in with students and families that have received services this year and/or are known to need support at this time.
- Meet with already established support groups at the elementary, middle and high school level as well as establish new groups to support students and families as the need arises.
- Join class lessons at the elementary level to continue to teach the guidance curriculum
- Take referrals from staff regarding student well-being and check in with student/family
- Provide parents with supports for their children
- Refer families with a child(ren) experiencing significant mental health symptoms to the appropriate agency - CarePlus, Mobile Crisis, etc.
- Assist teachers with maintaining compliance to 504/I&RS plans

In addition to providing mental health services, the counseling department will

- Continue to hold virtual scheduling meetings when possible
- Assist students with the completion of scholarship applications
- Work with teachers and administrators to address students who are in danger of failing or being retained.

Related Links:

[Mental Health Needs Assessment -English](#)

[Mental Health Needs Assessment - Spanish](#)

[Mental Health Resources](#)

[Bergenfield Counseling Department Presentation - English](#)

[Bergenfield Counseling Department Presentation - Spanish](#)

Preliminary Graduation Plans

At this time, the district has begun to plan for graduation. In order to properly celebrate this year's senior class the follow has already begun:

- The entire front lawn of Bergenfield High School has been covered with lawn signs of each graduate using his or her yearbook photo.
- All dignitaries who typically speak at the live ceremony have been asked to develop their speeches, which will be pre-recorded and used during the virtual ceremony.
- Additional plans are forthcoming as per allowable guidelines provided by NJDOE.

Summer Programs

The district will continue to offer all of the summer programs that it has offered in the recent past through a virtual learning platform. Instructors are required to engage students in live lessons through the daily use of video conferencing. The complete list is as follows:

Elementary Academic Support:

This program is designed to provide academic intervention and support for students in grades K-5. Students are invited to attend the program based on academic performance as ascertained through assessment and performance data as well as teacher observations. The program emphasizes literacy and math skills, but does offer cross-curricular instruction and thematically designed instruction to support student learning. Small group interventions for isolated skill support will be embedded into the program as will be brain breaks and virtual snack time.

Middle School Academic Support: Title IA

Students who are struggling at the middle school level and who have not passed one of their core courses during the school year are to attend the middle school academic support program. The district will be utilizing APEX Learning's credit recovery material to support the virtual curriculum, and employ the properly certificated staff to meet with students for follow up lessons and answer specific questions during live office hours and scheduled skill intervention sessions.

High School Credit Recovery and Credit Advancement:

Students who did not pass a course for which they must obtain credit must attend the virtual summer program. Certificated staff members will run these courses daily and provide students with live direct instruction for which they must be in attendance. Students will be asked to complete and turn in assignments that will be graded in order for each student to receive credit for the course. Students who wish to take a new course to advance their credits, will have the opportunity to do so. These courses will run in a manner and a time frame similar to those offered for credit recovery. Students in need of course recovery will be notified by the guidance department. Information on summer school enrollment will be disseminated electronically, and registration and tuition will continue to be done through Community Pass beginning in June.

Special Education Extended School Year:

This program is for qualifying special education students in an effort to prevent regression of progress during the summer months. Students will "meet" virtually daily to address the skills that are outlined in their individual education plans. Speech, occupational therapy and physical therapy will be offered remotely as well.

Preschool Inclusion Extended School Year:

Students who are in the integrated preschool class are offered a fourteen day program to help them continue to practice skills they have acquired during the school year. The classes will be delivered remotely, as will any services that students require.

Elementary ELL Extended School Year and Secondary ELL Extended School Year: Title III

Each year the district invites English Language Learners to join this program to help the student continue to build upon and secure the reading, writing, listening and speaking skills they acquired throughout the school year. The program is voluntary and is taught by certificated staff members utilizing a daily interaction through video conferencing programs.

Music, Art and Academic Enrichment Grades 1-12:

Every year Bergenfield students are able to register for up to three classes a day through this program. Students register for activities ranging from creative writing and STEM challenges, to small group music lessons and yoga and dance activities. Though the program has been modified to address topics that lend themselves to the virtual setting, the spirit of enrichment in the arts and academia will remain. The complete course listing and any associated fees are disseminated electronically to the public and registration is done through Community Pass.

Summer and Fall Assessments

At the start and end of all special education and remedial programming, as well as courses taken for advancement, teachers assess students to determine individual growth through participation in the program. These are standardized assessments created through STAR Renaissance, as well as pre-tests and post-tests provided in course materials in specific subjects other than Math and ELA. Staff will utilize additional items, including on-demand writing samples to determine skill acquisition.

Upon return to school in September, the district will provide a more comprehensive battery of assessments to determine current learning needs for individual students. At the elementary level, teachers will give short cycle assessments in reading, writing and mathematics in September, and will utilize running records to determine students' independent and instructional reading levels. These assessments are fully aligned with the standards and teachers, administrators, Basic Skills support instructor, ESL instructor, literacy specialist and other key instructional support providers will review data to determine the appropriate intervention plan. Options include, but are not limited to, increased differentiation of instruction in the classroom setting, re-teaching classroom centers, push in or pull out basic skills support, literacy intervention with intensive multi-sensory phonics, and participation in the extended day school programs. The efficacy of these interventions are assessed approximately every four to six weeks to determine if services should continue as implemented, be revised, or have been successful enough to end, though student progress will continue to be monitored.

At the secondary level, teachers will use similar benchmark assessments to determine student levels and ascertain if learning gaps exist and determine how the district can best remediate them. Short cycle assessments in math and English Language Arts are aligned to standards and help pinpoint areas of strength and weakness. On-demand writing assignments, and end of year course assessments associated with texts, along with teacher created items, will provide additional insights into student growth and progress. Once again, teachers, administrators, ESL instructors and other appropriate support staff members will review the data from these assessments and determine the appropriate intervention plan. Such interventions include differentiation in the classroom, push – in support courses, Skills based classes that provide additional time during the school day when teachers can provide targeted instruction to help bolster student understanding previously introduced concepts, and participation in the extended day programs. Again, staff will monitor student progress as a result of participating in these interventions, and make adjustments as necessary.

FOOD SERVICE PLAN

SFA Name: Bergenfield Schools

Agreement #: 00300300

Date Meal Distribution will begin: 3/16/2020

Date Meal Distribution will end: When the district reopens

Meal Distribution Location: Bergenfield HS, 80 S. Prospect Ave, Bergenfield, NJ 07621;
Hoover Elementary School, 273 Murray Hill Terrace, Bergenfield, NJ 07621

Meals to be claimed for reimbursement per day: Now operating as under Seamless Summer Option Program (SSO) (up to two meals, or one meal and one snack, per child per day). SSO allows meals to be offered to all students who live in Bergenfield. Total number of daily claims to be determined based on daily participation in the SSO.

Meal distribution, process and procedures:

- Complete Breakfast and Lunch will be made available for all eligible recipients for pickup between 11am – 1pm in the front high school cafeteria and in front of Hoover Elementary School
- Accounting sheets to keep track of recipients on a daily basis.
- Parent/Guardians or student may come to the cafeteria to collect by using school of attendance and student ID number
- All food items will be grab and go
 - **Breakfast** will be non-perishable main items i.e. cereal bars, pop tarts, protein bars etc. Breakfast meals will have one bread/bread grain equivalent along with a fruit and milk.
 - **Lunch** will be either a cold prepared main item (sandwich) or a reheatable item in a sealed reheatable package with instructions. Meals will include a water and lunch will have a nutritious side item lunch meal will contain one full serving of protein, grain, vegetable, fruit and dairy
 - Monday's feeding will be two days' worth of items and Wednesday's will be three. Each meal will be unitized
- Aramark will track all meals delivered and record for government reimbursement
- Constant time and temperature will be recorded for all meals being served while keeping meals under refrigeration as much as needed. All safety standards for expiration of food will be followed as normal.
- Security staff will be present to ensure safe distances are maintained during food dissemination.

[Distance Learning Plan](#)