



# Emergency Virtual or Remote Instruction Program 2024-2025

---

Adapted from the  
SBJC Distance Learning Plan, 3rd Edition

## District Code

03-4845

## Dr. Michael Kuchar

*Superintendent of Schools*

696 Route 46 West

Teterboro, NJ 07608

201-393-0475

[www.njsbjc.org](http://www.njsbjc.org)

## INTRODUCTION

The SBJC will employ this Emergency Virtual or Remote Instruction Program Plan full-time district-wide upon guidance by the local Department of Health, the state Department of Health, or orders by the Governor. The objective of this plan is to outline the district-wide expectations in the event that we must return to a 100% virtual setting.

The data and processes used to improve upon our previously implemented Distance Learning Plan include:

- Development of Distance Learning Plan I: March 13, 2020
- Development of Distance Learning Plan II: March 23, 2020
- Development of Distance Learning Plan III: May 19, 2020
- Parent Surveys: May 18 to May 28, 2020
- ESY Protocol Update: June 2020  
In response to this survey, our instructional protocol for ESY was revised to reflect the survey results and parent comments/feedback. ESY revisions included:  
*Daily Google Meet Requirement:* All students must be provided the opportunity to participate in a Google Meet daily. These virtual meetings can be conducted with the whole class, small groups or individually and can be led by either the classroom teacher or paraprofessionals.  
*Pre-Recorded Video Requirement:* pre-recorded videos will be created and posted in the ClassDojo and/or Seesaw platforms minimally, three times per week. These videos can be created by either the classroom teacher and/or paraprofessionals.
- Critical Element 11: Virtual Instruction, August 2020  
In August 2020, a subcommittee was formed to develop Critical Element 11: Virtual Instruction. This plan was organized in two sections:
  1. Virtual Instruction for students/families who opt for remote instruction at Home
  2. Virtual Instruction in the event the district must switch to 100% remote instruction for all due to closure.

# TABLE OF CONTENTS

---

## **Section I. Synchronous and Asynchronous Teaching Protocol**

Background

Implementation

Overarching Guidelines

Schedule

Digital Tools & Online Platforms

Preschool Disabled & ERI

Preschool Autism

Elementary ERI and MD

Elementary Autism

Middle, High School & STARS

Special Area Teachers: Art, Music & Physical Education (Preschool and Elementary)

Therapists (Speech, OT and PT)

Behaviorists & Counselors

## **Section II. Protocols**

Staff Protocols

Grading & Assessment in the Virtual Setting Protocol

Attendance in the Virtual Setting Protocol

IEP Meeting Procedures and Protocol

## **Section III. Meals and Facilities**

Safe Delivery of Meals Protocol

Facilities Protocol

## **Section IV. Technology Support**

Technology Support & Requests

## **Section V. Other Considerations**

# SECTION 1

# Synchronous and Asynchronous Teaching Protocol

---

## **BACKGROUND**

In April 2020, Governor Murphy issued an executive order that became P.L.2020, c.27. This law provides for the continuity of instruction in the event of a public-health related district closure so that LEAs can utilize virtual or remote instruction to satisfy the 180-day requirement pursuant to N.J.S.A. 18A:7F-9.

In order to provide transparency and ensure that New Jersey students continue to receive high quality, standards-based instruction, each school district, charter school, renaissance school project and Approved Private School for Students with Disabilities (APSSDs) must annually submit its proposed program for virtual or remote instruction plan to the Commissioner of Education.

## **IMPLEMENTATION**

### **District Closure**

This plan would be implemented during a district closure lasting more than three consecutive school days due to a declared state of emergency, declared public health emergency, or a directive by the appropriate health agency or officer to institute a public health-related closure. A superintendent must consult with the board of education, if practicable, prior to implementing the school district's plan of virtual or remote instruction.

A day of virtual or remote instruction, if instituted under a plan approved by the Commissioner of Education, is considered the equivalent of a full day of school attendance for the purposes of meeting State and local graduation requirements, awarding of course credit, and such other matters as determined by the Commissioner of Education.

### **Student or Class Quarantine**

The procedures outlined in the Synchronous and Asynchronous Teaching Protocol section below are to also be implemented in the event that a student or classroom is required to quarantine based on local health department recommendations.

## **OVERARCHING GUIDELINES**

All virtual instruction 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; and
- Aligned to New Jersey Student Learning Standards to the extent appropriate.

These protocols are 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 a regular classroom, staff adhere to general district-wide expectations while also maintaining their own unique methods and teaching styles. The South Bergen Jointure Commission strongly encourages this to continue. Staff should explore new websites, incorporate new resources, and continue to evolve their processes.

These protocols are living documents that will continue to change and evolve as needed. We are engaged in an ongoing process of reflection and refinement, therefore these documents are open to revision.

## **SCHEDULE**

Upon resuming 100% virtual instruction, all professional staff should develop class or student schedules which reflect the requirements outlined in the new virtual instruction protocols. These schedules should be shared with families as soon as possible so that students/families are quickly made aware of general expectations and can establish a routine.

While virtual, we will be operating under each school's regular hours of operation.

### **Maywood Campus**

All Classes: 8:45am - 2:30pm

### **Lyndhurst Annex**

All Classes (except PSD): 9:00am - 2:50pm

### **Lodi Middle School-High School Campus**

All Classes: 8:00am - 2:30pm

### **Moonachie Annex**

All Classes: 8:30am - 3:05pm

### **Garfield Annex**

All Classes (except PSD Half-Day): 8:05 AM-2:30 PM

### **South Hackensack Annex**

All Classes: 8:30am - 2:45pm

### **Felician-Lodi Annex**

All Classes (except PSD): 8:45am - 2:30pm

### **Carlstadt Annex**

All Classes: 8:45AM - 2:30PM

## **DIGITAL TOOLS & ONLINE PLATFORMS**

The use of the digital tools and online platforms listed below 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 Meet**

Google Meet 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.

# PRESCHOOL

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

### **Requirements**

<b>Activity</b>	<b>Frequency</b>	<b>Delivery Method</b>
Morning Meeting Activity	Daily	Live
Literacy Activity	Daily	Live
Math Activity	Daily	Live or Asynchronous
Science/Social Studies Activity	Weekly	Live or Asynchronous
Small Group Activity	Daily	Live
Social Emotional Play Activity	Daily	Asynchronous

#### Morning Meeting Activity

The morning meeting should be conducted live each day via Google Meet.

#### Literacy Activity (Story Time)

Read-alouds should be conducted live each day via Google Meet. Following the read aloud, a follow-up activity should be conducted either live or posted via ClassDojo. 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

Math activities can be conducted either live or asynchronously. These activities can be related to the read-aloud or another 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").

#### Science/Social Studies

Science and social studies activities can be conducted either live or asynchronously. These 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).

#### Small Group Activity

A small group activity should be conducted live each day via Google Meet. Examples include: Having students bring manipulatives to the table such as crayons, markers, and pencils and have students sort the materials, having students go on "hunts" around the house and bring back for discussion items that start with a certain letter, color, etc., asking parents to fold a piece of paper into quarters and write the numbers 1, 2, 3, or 4, one in each box, then have students draw a circle that correlates to the number, students can draw their favorite part of the story and discuss the picture with the group, memory games can be played with letters, numbers, objects, etc., Small group activities should be an interactive learning activity. If items from home are needed for the activity please email the families ahead of time so they are

prepared for the lesson. There can be several small group activities happening at one time, where the teacher works with one group on one Google Meet, and each of the assistants are working with a group of students on other Google Meet links.

### 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.

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

In addition to the use of ClassDojo as their instructional platform, Preschool teachers should also utilize Google 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 current programs and programs in maintenance when appropriate.

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

### **Requirements**

<b>Activity</b>	<b>Frequency</b>	<b>Delivery Method</b>
Morning Meeting	Daily	Live
Center Time/Discrete Trial	Daily	Live & Asynchronous
Literacy Activity	Daily	Live
Social Emotional Play Activity	Weekly	Asynchronous
Self Help and Life Skills Suggestions	Weekly	Asynchronous

### Morning Meeting Activity

The morning meeting should be conducted live each day via Google Meet.

### Center Time/Discrete Trial

Students should receive live, discrete trial instruction daily via Google Meet. These sessions can be led by either the classroom teacher or a paraprofessional. All discrete trial instruction should be individualized and aligned to the student's IEP goals and objectives. Following live instruction, the discrete trial session can be continued asynchronously by providing the parent with additional directions to continue the session if appropriate. Parents can be instructed to provide feedback regarding the follow up, asynchronous session via ClassDojo and encouraged to post a picture or video (video preferred) for the classroom teacher to take assessments or offer additional support.

### Literacy Activity (Story Time)

Read-alouds should be conducted live each day via Google Meet. Following the read aloud, a follow-up activity should be conducted either live or posted via ClassDojo. 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 independent living 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.

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

In addition to the use of ClassDojo as their instructional platform, Preschool Autism teachers should also utilize Google 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 ERI and MD

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

#### **Requirements**

<u>Activity</u>	<u>Frequency</u>	<u>Delivery Method</u>
Morning Meeting	Daily	Live
English Language Arts	Daily	Live & Asynchronous
Math	Daily	Live & Asynchronous
Science/Social Studies	Daily	Live & Asynchronous

#### Morning Meeting

The morning meeting should be conducted live each day via Google Meet. This meeting should serve as a brief “good morning” to your class, helping to ensure that students maintain access to seeing or hearing their teacher live on a daily basis.

#### English Language Arts

English Language Arts instruction should be conducted live each day via Google Meet. These sessions can be led by either the classroom teacher or a paraprofessional. Following the live lesson, a follow-up activity should be conducted either live or posted via Seesaw. This instruction should be individualized based on each student’s reading program/level. Students in the same program/level can be grouped.

#### Math

Math instruction should be conducted live each day via Google Meet. These sessions can be led by either the classroom teacher or a paraprofessional. Following the live lesson, a follow-up activity should be conducted either live or posted via Seesaw. This instruction should be individualized based on each student’s math program/level. Students in the same program/level can be grouped.

#### Science and Social Studies

Science or Social Studies instruction should be conducted live each day via Google Meet. These sessions can be led by either the classroom teacher or a paraprofessional. Following the live lesson, a follow-up activity should be conducted either live or posted via Seesaw. This instruction may be delivered in either a whole or small group format.

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

In addition to the use of ClassDojo as their instructional platform, Elementary ERI & MD teachers should also utilize Google 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 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 current programs and programs in maintenance when appropriate.

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

#### **Requirements**

##### **Activity**

Morning Meeting  
Center Time/Discrete Trial  
Small Group Activity  
Self Help and Life Skills Suggestions

##### **Frequency**

Daily  
Daily  
Daily  
Weekly

##### **Delivery Method**

Live  
Live & Asynchronous  
Live  
Asynchronous

#### **Morning Meeting**

The morning meeting should be conducted live each day via Google Meet. This meeting should serve as a brief "good morning" to your class, helping to ensure that students maintain access to seeing or hearing their teacher live on a daily basis.

#### **Center Time/Discrete Trial**

Students should receive live, discrete trial instruction daily via Google Meet. These sessions can be led by either the classroom teacher or a paraprofessional. All discrete trial instruction should be individualized and aligned to the student's IEP goals and objectives. Following live instruction, the discrete trial session can be continued asynchronously by providing the parent with additional directions to continue the session, if appropriate. Parents can be instructed to provide feedback regarding the follow up, asynchronous session via Seesaw and encouraged to post a picture or video (video preferred) for the classroom teacher to take assessments or offer additional support.

#### **Small Group Activity**

A small group activity should be conducted live each day via either Google Meet. Examples can include but are not limited to: science or social studies lesson, social skills activity/lesson, read aloud. Fostering and building student communication skills should be focused on during these activities.

#### **Self Help and Life Skills Suggestions**

Teachers should provide parent suggestions to have children work on self-help and independent living skills on a weekly basis. 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.

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

In addition to the use of Seesaw as their instructional platform, Elementary Autism teachers should also utilize Google 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

## **MIDDLE/HIGH SCHOOL**

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

Middle/high school teachers will be providing instruction based on a synchronous/asynchronous rotating schedule. The schedule will designate the specific days on which teachers should provide live instruction and days which they should assign asynchronous, follow-up activities via [Seesaw](#). The schedule will provide both teachers and students with a balance of synchronous and asynchronous instruction in the 100% virtual setting.

When providing live, synchronous instruction, teachers must maintain their typical school schedules so students are not scheduled to attend more than one session at a time.

### **Physical Education/Health**

Physical Education teachers will continue to follow their existing rotating schedule and will provide instruction either synchronously or asynchronously. Live, synchronous instruction is preferred and should be prioritized whenever possible.

### **Asynchronous Days**

On asynchronous days, teachers should assign follow-up activities related to the prior day's lesson in Seesaw. Teachers should be actively monitoring, reviewing and approving student submission of these assignments via [Seesaw](#) and providing assistance as needed.

## **Homeroom Teachers**

### **Morning Meeting**

Homeroom teachers should conduct a brief morning meeting live, **each day** via Google Meet. This meeting should serve as a brief "good morning" to your class, helping to ensure that students maintain access to seeing or hearing their homeroom teacher live on a daily basis.

## **MIDDLE/HIGH SCHOOL: AUTISM CLASSES**

### **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 current programs and programs in maintenance when appropriate.

### **Live Instruction: Centers/Discrete Trials (Synchronous)**

Students should receive live, discrete trial instruction via Google Meet. These sessions can be led by either the classroom teacher or a paraprofessional. All discrete trial instruction should be individualized and aligned to the student's IEP goals and objectives and/or content for your subject area.

### Asynchronous Instruction

Following the live lesson, a follow-up activity should be posted via Seesaw to be completed the following day, asynchronously. Teachers should be actively monitoring, reviewing and approving student submission of these assignments via [Seesaw](#) and providing assistance as needed.

Both synchronous and asynchronous instruction may be delivered in either an individual, small or whole group format based on student need.

## **MIDDLE/HIGH SCHOOL: ERI AND MD CLASSES**

### Live Instruction (Synchronous)

Content area instruction should be conducted live each day via Google Meet. These sessions can be led by either the classroom teacher or a paraprofessional.

### Asynchronous Instruction

Following the live lesson, a follow-up activity should be posted via Seesaw to be completed the following day, asynchronously. Teachers should be actively monitoring, reviewing and approving student submission of these assignments via [Seesaw](#) and providing assistance as needed.

Both synchronous and asynchronous Instruction may be delivered in either an individual, small or whole group format based on student need.

## **18-21 Programs**

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

### Morning Meeting

The morning meeting should be conducted live each day via Google Meet. This meeting should serve as a brief “good morning” to your class, helping to ensure that students maintain access to seeing or hearing their teacher live on a daily basis.

### Live Instruction

Students should receive live instruction daily via Google Meet. These sessions can be led by either the classroom teacher or a paraprofessional. All instruction should be individualized and aligned to the student's IEP goals and objectives and/or in alignment with the STARS curriculum.

### Asynchronous Instruction

Following the live lesson, a follow-up activity should be posted via Seesaw to be completed the following day, asynchronously.

Both synchronous and asynchronous instruction may be delivered in either an individual, small or whole group format based on student need. Students should be invited to participate in any small and large group lessons that are deemed appropriate for them.

### Self Help and Life Skills Suggestions

Teachers should provide parent suggestions to have children work on self-help and independent living skills on a daily basis. 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.

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

In addition to the use of Seesaw as their instructional platform, all middle, highschool and STARS teachers should also utilize Google 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/MINDFULNESS (ELEMENTARY)**

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

Yoga and Mindfulness teachers providing services in both our pre-school and elementary classrooms will be added as co-teachers in both ClassDojo and Seesaw.

Elementary special area teachers (art, music, and physical education) will be added as co-teachers in the classes that are on their typical schedule via Seesaw.

Special area teachers can provide instruction either synchronously and asynchronously. **Live, synchronous instruction is preferred and should be prioritized whenever possible.**

### Live Instruction (Synchronous)

Special area instruction should be regularly conducted live via Google Meet. When providing live, synchronous instruction, special area teachers must maintain their typical school schedules so students are not scheduled to attend more than one session at a time. Special area teachers are responsible for sharing meeting links with classroom teachers and/or students.

### Asynchronous Instruction

Special area teachers should utilize Seesaw to assign asynchronous lessons. 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 if not providing live instruction). Special area teachers should actively monitor, review and approve student submission of these assignments via [Seesaw](#) and provide assistance as needed.



## **SPEECH, OCCUPATIONAL, & PHYSICAL THERAPISTS**

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

Therapists will continue to check in with and provide live instruction to support students and families during virtual learning via Google Hangout Meets. Phone calls and email can also be utilized when appropriate.

The schedule that therapists adhere to during virtual learning should reflect the number of sessions typically provided to students per week based on their IEP. (e.g.: If a student typically receives therapy on Mondays, Wednesdays, and Fridays, these are the days of the week that the therapist should connect with the student/family). 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

### **Instructional Platforms**

#### **[ClassDojo](#) or [Seesaw](#)**

Therapists are welcome to utilize the district's instructional platforms to assign asynchronous assignments and/or support students in completing regular class assignments.

To gain access to either of these platforms, please contact the following administrators

ClassDojo (Preschool)	Lorraine Rake	<a href="mailto:lrake@njsbjc.org">lrake@njsbjc.org</a>
Seesaw (All Other Grade Levels)	Ashley Vaughan	<a href="mailto:avaughan@njsbjc.org">avaughan@njsbjc.org</a>

### **Outreach Websites**

Some therapists have constructed their own websites which include website links and resources specifically designed to support virtual instruction for their students/classes. These websites can be shared directly with students/parents.

## **BEHAVIORISTS/COUNSELORS**

### **Behaviorists**

Similar to a regular school day, behaviorists should continue to check in with students and families on a regular basis, as well as provide ongoing behavioral and academic support in our Team Model Approach to classroom teachers, as appropriate. Behaviorists should regularly join live meetings for the students/classrooms they are assigned to so they remain up-to-date on current instruction and can provide real-time support as needed. Behaviorists should also be notified of and provide support to families who have recently experienced a crisis-level situation with their child.

### **Counselors**

The schedule that counselors adhere to during virtual learning should reflect the number of sessions typically provided to students per week based on their IEP. (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 the student/family). These interactions can include but are not limited to:

- Providing direct counseling services to students
- Supporting parents
- Addressing any student/family questions or concerns

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

Behaviorists and counselors will continue to check in with and provide live support to students and families during this time via Google Meet. Phone calls and email can also be utilized when appropriate.

### **Instructional Platforms**

#### **[ClassDojo](#) or [Seesaw](#)**

Behaviorists and counselors are welcome to utilize the district's instructional platforms to assign asynchronous assignments, support students in completing regular class assignments or support teachers.

To gain access to either of these platforms, please contact the following administrators

ClassDojo (Preschool)	Lorraine Rake	<a href="mailto:lrake@njsbjc.org">lrake@njsbjc.org</a>
Seesaw (All Other Grade Levels)	Ashley Vaughan	<a href="mailto:avaughan@njsbjc.org">avaughan@njsbjc.org</a>

## SECTION 2

# Protocols

---

### STAFF PROTOCOLS

#### **Teachers**

- Ensure that virtual instruction is consistent with students' individualized education plans (IEPs) to the extent appropriate and shall meet the New Jersey Student Learning Standards.
- Homeroom teachers are to check-in with the students and families on a daily basis to provide support in virtual 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 Meet).
- Maintain Daily Communication Log (located at the end of this document).
- Homeroom teachers are to record student attendance via Genesis on a daily basis. See Attendance Protocol for more information.
- Check and respond to email communications on a daily basis.
- Assign responsibilities to classroom paraprofessionals to engage in virtual instruction.
- Teachers must be available to attend IEP meetings via the telecommunication method dictated by the sending district.
- Continue to check in and out of work via Frontline Time & Attendance 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 Frontline Time & Attendance.
- Maintain ongoing communication with your direct member of the administrative team (building principal, supervisor or director).
- Regular work hours will be maintained unless determined otherwise by the district.

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

- Check-in with the students and families on a daily basis to provide support in virtual instruction and additional guidance, check on student progress and address any questions they have via phone, email or other real-time communication (Google Meet). Please do this in accordance with the number of sessions provided per week (e.g., student receives a service Mon, Weds, Fri, schedule synchronous virtual sessions those days of the week).
- Maintain Daily Communication Log (See attached daily communication log).
- Log sessions on Google Drive daily logs as VL = Virtual Learning.
- Log sessions into daily notes also that reflect activity components achieved.
- Log SEMI logs for each student required as direct service for that date
- Ensure that virtual 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 Safe Schools, etc.
- Continue to check in and out of work via Frontline Time & Attendance 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 Frontline Time & Attendance.

- Maintain ongoing communication with direct member of administrative team (building principal, supervisor or director)
- Regular work hours will be maintained unless determined otherwise by the district.

### **Behaviorists & Counselors**

- Continue to check in with the students and families that will need support during this time via phone, email or other real-time communication (Google Meet)--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, schedule synchronous virtual sessions those days of the week).
- Log SEMI logs for each student required as direct 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 (e.g., 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 Safe Schools.
- Staff must be available to attend IEP meetings via the telecommunication method dictated by the sending district.
- Continue to check in and out of work via Frontline Time & Attendance 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 Frontline Time & Attendance.
- Maintain ongoing communication with direct member of administrative team (building principal, supervisor or director).
- Regular work hours will be maintained unless determined otherwise by the district.

### **Paraprofessionals**

- Maintain ongoing communication with assigned homeroom teacher and provide assistance as directed.
- Initiate communication with classroom teacher and maintain daily record of communications.
- Attend all synchronous virtual meetings with teacher and students.
- Prepare any virtual materials required for student educational activities or purposes.
- Engage in electronic-based professional development such as Safe Schools as assigned.
- Continue to check in and out of work via Frontline Time & Attendance 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 Frontline Time & Attendance.
- Maintain ongoing communication with direct member of administrative team (building principal, supervisor or director).
- Regular work hours will be maintained unless determined otherwise by the district.

### **Building Secretaries**

- Consistently monitor student attendance via Genesis.
- Monitor and respond to email and communications.
- Continue to run daily Frontline Time & Attendance reports on staff attendance.
- Perform any additional daily tasks as necessary.
- Continue to check in and out of work via Frontline Time & Attendance 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 Frontline Time & Attendance.
- Maintain ongoing communication with direct members of the administrative team (building principal, supervisor, or director).
- Regular work hours will be maintained unless determined otherwise by the district.

### **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, etc.
- Continue to check in and out of work via Frontline Time & Attendance application or website. If you are not available to work on a given day, use the Frontline Time & Attendance to notify the district.
- Maintain ongoing communication with direct member of administrative team (building principal, supervisor or director).
- Regular work hours will be maintained unless determined otherwise by the district.

### **Custodial Staff**

- Perform any daily tasks as necessary.
- Maintain ongoing communication with direct member of administrative team (building principal, supervisor or director).
- Regular work hours will be maintained unless determined otherwise by the district.

### **Technology & Communication Department**

- Monitor and respond to support emails/tickets daily.
- Maintain Daily Communication Logs for all staff and parent interactions.
- Ensure all staff and students have appropriate technology devices (Chromebooks, Ipads, etc.)
- Provide remote support for faculty, staff, and students via email: support@njsbjc.org.
- Continue to check in and out of work via Frontline Time & Attendance application or website. If you are not available to work on a given day, use the Frontline Time & Attendance to notify the district.
- Maintain ongoing communication with members of administrative team (building principals, supervisors).

- Regular work hours will be maintained unless determined otherwise by the district.

### **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.
- Determine and process billing variations due to this transportation shut down.
- Continue to check in and out of work via Frontline Time & Attendance application or website. If you are not available to work on a given day, use the Frontline Time & Attendance to notify the district.
- Regular work hours will be maintained unless determined otherwise by the district.

### **Board Office Secretary**

- Consistently monitor faculty and staff attendance via Frontline Time & Attendance.
- 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).
- Continue to check in and out of work via Frontline Time & Attendance application or website. If you are not available to work on a given day, use the Frontline Time & Attendance to notify the district.
- Regular work hours will be maintained unless determined otherwise by the district.

### **Board Office Staff**

- District staff with translation responsibilities will be available for all translation needs, such as, but not limited to, the translation of forms, family letters, etc.
- 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 members of the administrative team (building principal, supervisor or director).
- Continue to check in and out of work via Frontline Time & Attendance application or website. If you are not available to work on a given day, use the Frontline Time & Attendance to notify the district.
- Regular work hours will be maintained unless determined otherwise by the district.

### **Administrators**

- Consistently and proactively communicate with our entire learning community.
- Assist teachers in delivery of virtual instruction.
- Support teachers in their departments in the development and implementation of virtual 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.
- Continue to check in and out of work via Frontline Time & Attendance 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 Frontline Time & Attendance.
- Regular work hours will be maintained unless determined otherwise by the district.

# GRADING & ASSESSMENT IN THE VIRTUAL SETTING

## PROTOCOL

### **Assessment Guidelines**

#### Data Collection and Tests/Quizzes

In the virtual setting, teachers are required to continue data collection procedures and the administration of tests and quizzes in order to assess student performance, plan future instruction and guide the completion of PLAAFPs, quarterly IEP Goal and Objective Progress Reports and Report Cards.

The following outlines the optimal specifications regarding data collection procedures and the administration of tests and quizzes in the virtual setting:

- Daily independent and class assignments are graded when applicable as determined by the teacher to reflect expectations in the physical classroom.
- Virtual data collection on goals and objectives is completed daily.
- Classroom quiz and testing schedule is maintained virtually.

These optimal specifications may not be achievable if:

- Grading and/or data collection can not be completed daily.
- The classroom quiz/testing schedule can not be maintained virtually.

In these circumstances, the following secondary specifications are acceptable:

- Data collection on goals and objectives is as often as possible when daily is not feasible as determined by the teacher.
- Classroom quiz and testing schedule is customized or adjusted when it cannot be maintained virtually.

#### Diagnostic Assessments

In the virtual setting, teachers are expected to continue the administration of diagnostic assessments in order to assess student performance, plan future instruction and guide the completion of PLAAFPs, quarterly IEP Goal and Objective Progress Reports and Report Cards.

The following outlines the optimal specifications regarding the administration of diagnostic assessments in the virtual setting:

- Autism: Assessment is done virtually through video conferences. (ie. ABLLS, VB-MAPP)
- MD/ERI: Summative and/or benchmark assessments are administered through video conference or online. (ie. DRA, IXL Diagnostic)

These optimal specifications may not be achievable if:

- Students cannot be assessed without parent assistance and/or materials are not available.
- Assessment cannot be administered via video conference due to its nature.

In these circumstances, the following secondary specifications are acceptable:

- Autism: Interviews with parents are used for assessments or portions of assessments that cannot be done virtually. (ie. ABLLS/VB-MAPP)
- MD/ERI: Attain current academic levels for reading and math through other measures.



## **ATTENDANCE IN THE VIRTUAL SETTING PROTOCOL**

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**

In the virtual setting, families should continue to use regular procedures for reporting student absences. If a student is sick or unable to participate in virtual instruction, families should continue to report the student's absence via their school's absence line which is monitored by the building secretary and nurse.

### **Determining a Student's Attendance Status**

In the virtual setting, student attendance status will be determined based on the following criteria:

### **Participation in Live Virtual Instruction or Meetings**

The primary 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.

### **Activity in Instructional Platforms**

The second 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. For our Lodi Campus teachers who do not meet *live* every day with their students, please use this indicator to determine attendance.

### **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.

## **IEP MEETINGS** **PROCEDURES AND PROTOCOLS**

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 use 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](#) and LRE Continuum Tool at the conclusion of each meeting.

## SECTION 3

# Meals & Facilities

---

### **SAFE DELIVERY OF MEALS PROTOCOL**

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**

Any SBJC student who desires to receive meals will be able to pick up their meals at a designated location and time.

In order to minimize person-to-person contact, the protocol for meal pick-up is as follows:

1. Meals will be put out on a table in the lobby of the designated location 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 meals for their student(s) for the specified number of days.
5. Meals Supervisor will log pick up of meals (student name, data).

### **FACILITIES PROTOCOL**

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 two main campuses and board office.

- |                       |   |
|-----------------------|---|
| - SBJC Maywood Campus | 404 Maywood Avenue, Maywood, NJ 07607     |
| - SBJC Lodi Campus    | 123 Union Street, Lodi, NJ 07644          |
| - SBJC Board Office   | 696 Route 46 West, Teterboro, NJ NJ 07608 |

#### **Custodial Staff**

The custodial staff at our two main campuses will maintain their regular working hours and duties during any 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.

#### **Purchasing of Additional Equipment**

The district has purchased additional disinfection & sanitizing tools to improve our in-house capabilities and further ensure that the sanitation of all buildings is maintained.

## SECTION 4

# Technology Support

---

### TECHNOLOGY & IT SUPPORT PROTOCOL

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.

By the end of the 2020-21 school year, the SBJC purchased Chromebook devices for every faculty, staff, and student.

#### **Technology Requests Procedures**

##### **Purchasing of New Devices**

Since the initial closure, the district has purchased Chromebooks and WiFi hotspots.

3. IT Department reviews and fulfills requests on daily basis
4. Building principal picks up requested devices and delivers to student's home

##### **Technology Request Procedures**

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

1. SBJC families notify building principal of technology needs
2. Building principal complete District Technology Request Form

The procedure outlined above is also used 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.

#### **Live IT Support**

Live support with the district's IT Technicians during periods of virtual instruction will be available through appointment.

<b>Name</b>	<b>Available Times</b>	<b>Email / Phone Number</b>
Edwin Flores	8:30 - 3:00, M-F	<a href="mailto:eflores@njsbjc.org">eflores@njsbjc.org</a>
Robert Neilley	8:30 - 3:00, M-F	<a href="mailto:rneilley@njsbjc.org">rneilley@njsbjc.org</a>

To make an appointment for remote support:

1. Complete the [SBJC Technology Support Request Form that can be found here.](#)

2. Support will email a Google Calendar Invite with an appointment time to meet using Google Meet.
3. The appointment will show up on your Google Calendar. Click on the event, and then select **Join 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 Frontline Time & Attendance.
- [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.”

### **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 used across the district, including Google Suites, Frontline Time & Attendance, Accuscan, and our virtual classroom platforms.

### **Additional Online Resources**

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

[SBJC Staff Resource Page](#)

[SBJC Family Resource Page](#)

[SBJC Digital Curriculum Resources](#)

[SBJC Curriculum: Academic & ABA](#)

[Subscription Based Online Resources](#)

[Free Online Resources](#)

[Teachers Pay Teachers Shared Folder](#)

## SECTION 5

# OTHER CONSIDERATIONS

---

### **21st Century Community Learning Center 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.

### **Extended School Year (ESY)**

The South Bergen Jointure Commission typically offers an Extended School Year program in the summer months 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 will continue to offer this programming, either remotely or in-seat, based on guidance from the state.

### **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.

### **Extracurricular Programs and SBJC's Athletics/Fitness Initiatives**

All athletics and fitness initiatives will resume when the school returns to in-person and County health recommendations suggest that such activities can restart. Our yoga and mindfulness program will continue virtually.

### **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
- Continue providing Professional Development to our staff in our Team Model Approach including, but not limited to, the topics of: ABA, Behavior Management, and socio-emotional learning.

**Accelerated Learning**

The SBJC has access to a number of supplemental online resources. These resources allow teachers to access content at various levels and disciplines that can support differentiated instruction for accelerated learners.

**Transportation**

Transportation services for students in the South Bergen Jointure Commission will discontinue when the district employs this Emergency Virtual or Remote Instruction Program Plan full-time district-wide upon guidance by the local Department of Health, the state Department of Health, or orders by the Governor. Transportation employees will continue to fulfill their responsibilities as outlined in the Staff Protocol section of this plan if needed.

**Childcare**

SBJC does not provide before- or after-school childcare services.

**Community Programming**

When the SBJC employs the Emergency Virtual or Remote Instruction Program Plan, district administrators will work with our community partners to seek ways to continue to provide programming to our students.





# South Bergen Jointure Commission Distant Learning Plan

## Essential Employees List



<b>NAME</b>	<b>EMAIL</b>
<b>Dr. Michael Kuchar</b> <i>Superintendent of Schools</i>	<a href="mailto:mkuchar@njsbjc.org">mkuchar@njsbjc.org</a>
<b>Susan Cucciniello</b> <i>Business Administrator</i>	<a href="mailto:scucciniello@njsbjc.org">scucciniello@njsbjc.org</a>
<b>Shane Miller</b> <i>Chief of Operations</i>	<a href="mailto:smiller@njsbjc.org">smiller@njsbjc.org</a>
<b>Ashley Vaughan</b> <i>Director of Curriculum and Assessment</i>	<a href="mailto:avaughan@njsbjc.org">avaughan@njsbjc.org</a>
<b>Scott Rossig</b> <i>Clinical Director</i>	<a href="mailto:srossig@njsbjc.org">srossig@njsbjc.org</a>
<b>Dr. Chris Hughes</b> <i>Director of Special Projects, Outreach, Related Services</i>	<a href="mailto:chughes@njsbjc.org">chughes@njsbjc.org</a>
<b>Dr. Stephanie McGowan</b> <i>Director of District Transition for Community-Based Instruction and Work-Based Learning</i>	<a href="mailto:smcgowan@njsbjc.org">smcgowan@njsbjc.org</a>
<b>Holly Ehle</b> <i>Principal of South Hackensack, Moonachie, and Carlstadt Annexes</i>	<a href="mailto:hehle@njsbjc.org">hehle@njsbjc.org</a>
<b>Lorraine Rake</b> <i>Early Childhood Learning Principal (Garfield Annex, Felician Annex, Lyndhurst Annex)</i>	<a href="mailto:lrake@njsbjc.org">lrake@njsbjc.org</a>
<b>Lauren Rosicki</b> <i>Principal of Maywood Campus</i>	<a href="mailto:lrosicki@njsbjc.org">lrosicki@njsbjc.org</a>
<b>Ken Rota</b> <i>Interim Principal of Lodi Campus</i>	<a href="mailto:krota@njsbjc.org">krota@njsbjc.org</a>
<b>Dr. Reji George</b> <i>Supervisor of Paraprofessionals and Nursing</i>	<a href="mailto:rgeorge@njsbjc.org">rgeorge@njsbjc.org</a>
<b>Edwin Flores</b> <i>Technology Director</i>	<a href="mailto:eflores@njsbjc.org">eflores@njsbjc.org</a>
<b>Kenneth Sheldon</b> <i>Assistant Business Administrator of Buildings and Grounds</i>	<a href="mailto:ksheldon@njsbjc.org">ksheldon@njsbjc.org</a>
<b>Suzanne Owens</b> <i>Assistant to the Superintendent</i>	<a href="mailto:sowens@njsbjc.org">sowens@njsbjc.org</a>
<b>Frances Estevez</b> <i>Administrative Assistant to the Business Administrator Translation Services</i>	<a href="mailto:festevez@njsbjc.org">festevez@njsbjc.org</a>
<b>Heather Auerbach</b> <i>Transportation Coordinator</i>	<a href="mailto:hauerbach@njsbjc.org">hauerbach@njsbjc.org</a>