



Distance Learning Program

Original Plan: March 16, 2020

Update #1: March 23, 2020

Update #2: May 16, 2020

Purpose:

On March 12, 2020, County Executive James Tedesco announced that as of 3:00 pm on March 13th, all schools in Bergen County will be closed.

As reported in the original emergency preparedness plan and in compliance with this decree, and in an effort to continue to meet our 180 day school mandate, Alpine Learning Group decided to utilize our schedule for make-up days as specified on the program calendar and planned a school closure from Monday, March 16th-20th, 2020.

As an approved private school for students with disabilities that provides 1:1 intensive services to students with autism, the following action plan was implemented to ensure students continued to have access to educational material for the period of time while not physically attending school at Alpine Learning Group.

- Staff assembled home instruction bags which were sent home to families on March 13th. These bags contained the following materials:
 - Each child’s daily schedule which contained IEP goals and objectives
 - All necessary materials to implement programs (e.g., DTT programs, domestic skills programs) such as:
 - schedules
 - learned target lists for maintenance of every current program
 - token board
 - behavior system
 - copies of behavior plans
 - Cumulative Completed Program Lists and any mastered materials available such as worksheets
 - Each child’s current target list from Catalyst indicating what step the child is currently working on for each program
 - Data sheets for data collection for both skill acquisition and behavior reduction treatment programs and for families to document any challenges, questions, or concerns for their assigned family consultant

Throughout the week of March 16th-20th, upon notice that school would continue to be closed until further notice, a “Distance Learning Program” was developed and initiated on March 23rd.

This distance learning program has been individualized to each learner and his/her IEP, guided by certified teachers and supported by IEP required 1:1 paraprofessionals from the learner’s classroom.

As of May 5th, 2020, additional guidance was provided by Governor Murphy and Alpine Learning Group’s plan has been updated to include distance learning through June 30th.

The plan is as follows:

Equitable Access to Instruction Plan Component 1:

- Alpine Learning Group’s mission is to transform the lives of individuals with autism and their families by providing innovative, comprehensive, and scientifically-validated services across the life span.
- All students enrolled in the Alpine Learning Group present with diverse educational needs as individuals with autism.
 - * Preschooler with a disability in the Education Program
 - 34 Individuals with autism in the Education Program
 - * Individuals with autism in the Business Academy
 - * Individual with autism in the Success Academy
- Each learner’s IEP will guide the learner-centered plan implemented for each student including individualized goals, objectives, modifications and materials.
- As per the IEP, each student will receive small group and/or 1:1 instruction or assistance from a classroom staff member guided by certified teachers. The level of support provided to both the learner and the parent(s) will be based on needs of the learner and the family. The goal is no less than 2 hours of instruction per learner per day, although a minimum of 4 hours per day is offered and encouraged. 1:1 staff members are available virtually (e.g., via phone, email, video conferencing) from 9am-2:45pm for implementation of the distance learning program and fulfillment of the IEP to the greatest extent possible.
- The Alpine staff member has arranged a time for distance learning to occur each day that is convenient for parents but should be between the hours of 9:00 am and 2:45 pm. Accommodations can be made upon request.
- Parents and the staff member determine the best mode of communication during these sessions. We strongly recommend Skype, Zoom, Teams or FaceTime so that the staff member can observe and “interact” with the child via the communication platform.
- Parents and staff were surveyed about their technology needs and laptops or iPads were provided on loan as needed. Alpine will continually check in to ensure all families and staff have access to what is needed for distance learning to occur.
- Information technology (IT) services are available to trouble shoot any issues that may arise for both staff and learners/families.
- Citrix Sharefile (a web-based server) holds a folder for each classroom teacher which is accessible to all paraprofessionals and learners/families for assignments, recommendations, resources and coaching/tutoring in order for the teacher to guide the instruction provided by the teacher, paraprofessional and/or parents.
- Grades (data on behavior reduction programs and skill acquisition programs) will continue to be recorded in the Datafinch Catalyst platform and accessible to staff and learners’ families in real time. This is the same platform used throughout the school year and familiar to all staff and families.

Addressing Special Education Needs Plan Component 2:

- During the distance learning sessions, the assigned staff and a representative caretaker (if needed) will initiate a learning activity from the learner’s IEP. The learning activities are individualized for each child and can include a variety of activities. For example:
 - For some learners, online lessons may be provided as appropriate.
 - For example, BrainPop, IXL, Boom Learning, Smart Exchange
 - For other learners, certain programs may be able to be taught to the child through Zoom, FaceTime or Skype by their teacher with support from a family member (e.g., if needed for prompting, token delivery).
 - Staff can model and walk family members through the delivery of instruction and provide feedback as the instruction occurs.
 - Staff may provide videos to families demonstrating skills, as well as video models for students to follow.
 - Staff can provide suggestions for additional activities that may be useful in addressing the child’s IEP goals such as online resources that may be appropriate to supplement instruction.
 - Weekly or bi-weekly clinics are held for each learner with the parent, 1:1 staff member, teacher, and classroom Behavior Specialist and/or Supervisor to discuss progress and address any challenges. Intermittent doctorate level Board Certified Behavior Analysts will also attend.
 - A staff and parent private Facebook page has been set up to maintain communication amongst the Alpine community in a secure format. This Facebook page will provide an opportunity to share ideas, challenges and successes and receive input if requested.
 - Citrix Sharefile holds a folder for each classroom teacher which is accessible to all paraprofessionals and learners/families for assignments, recommendations, resources and coaching/tutoring in order for the teacher to guide the instruction provided.
 - Certified teachers will hold daily office hours throughout the Distance learning school closure to provide guidance and instruction to learners, families and paraprofessionals working 1:1 with the student as per each learner’s IEP.
 - Weekly classroom meetings are held with all classroom staff.
 - All program staff (e.g., administration, teachers, BCBA’s, paraprofessionals, nurse, facility manager, IT staff) are available for consultation to meet the needs of colleagues, learners and families.
 - Weekly staff meetings are held to sustain professional development and to provide updates and discuss the implementation of the distance learning program.
 - Alpine Learning Group staff maintain a log of all tasks completed during working hours from 1:1 instruction, material preparation, parent training, assigned professional development activities such as Human Resources trainings, webinars, journal club, lunch and learn presentations, resource sharing, and individual supervision.
 - Staff will provide materials as needed through electronic delivery, postal service, or no-contact delivery with proper PPE (e.g., gloves, mask, hand sanitizer, sanitizing wipes).
 - Alpine Learning Group staff will provide all sending school case managers updates on the distance learning program as well as progress reports as per the IEP, and individualized reports on how learners are performing (e.g., photos of permanent products, videos of virtual instruction being provided, data graphs).

County Code: 04–District Code: 8206–District name: 001 (Alpine Learning Group)–Submitted 05-20-20

- Alpine Learning Group will continue to provide written input prior to all IEP meetings and will participate through virtual IEP conferences set up by the sending school district upon invitation.

Addressing ELL and Bilingual Needs Plan Component 3:

- All learners and families are known to speak and read English.

Safe Delivery of Meals Plan Component 4:

- Alpine Learning Group does not provide meals to any of our current learners.

Length of Virtual or Remote Instructions Day Plan Component 5:

- The Education Program will offer up to four hours per day of distance learning with no less than two hours. Teachers will work with parents on individualizing the number of hours of instruction appropriate for the learner and parent.
- Business/Success Academies will provide 4 hours per day of distance learning via Zoom in a group format. 1:1 virtual instruction is also offered for programs requiring individual attention.
- Learning plans are difficult to describe in terms of grade bands, and will rather be addressed based on the contents of each learner’s IEP as described in component 2. Data will be collected on student’s progress on individualized target objectives reflected in the IEP.
- Samples of permanent products, photos and videos of instruction and materials utilized will be saved as part of the student’s Distance Learning portfolio.
- Certified teachers will hold daily office hours throughout the Distance learning school closure to provide guidance and instruction to learners, families and paraprofessionals working as 1:1 as per each learner’s IEP.

Attendance Plan Component 6:

- The Principal sends a daily informational email to all staff and families containing activities for the day, DOE guidance updates, CDC updates etc... This email contains a daily attendance link for parents.
- Each classroom lead checks in daily with classroom staff and records attendance based on participation and the log documenting work completed. The classroom teacher reports attendance of staff to the nurse for recording. Staff also maintain state approved time sheet records.
- The school nurse records attendance and follows up on any absence and/or no response.
- If a learner participates in any portion of the session with the 1:1 staff member or parent with guidance, s/he will be marked as present. Otherwise, the student will be marked as absent.
- Monthly attendance reports are submitted following state code procedures.
- If a learner is absent for 5 days or more, the district will be notified.
- Attendance does not impact promotion to the next grade level or graduation from the program.
- Ongoing communication occurs with parents to ensure participation.

Facilities Plan Component 7:

- Daily check of Exterior facilities:
 - Exterior appearance, check windows grounds and vehicles
 - Landscaping check for tree issues etc.
 - Check vehicles for damage.
 - Check perimeter sidewalks for obstructions
- Daily check of interior facilities
 - Check for alarm operation, fire and burglar
 - Check for any roof leaks
 - Check for any domestic water leaks.
 - Routine pest inspections
 - Check HVAC operation, set thermostats to an appropriate energy saving temperature while preventing any issues with excessive temperature or humidity swings.
 - Flush and run all toilets, sinks and water fountains.
 - Remove trash / recycling from receptacles
 - Sanitize areas where occupied by staff who have worked in the building.
 - Check server and computers for proper operation and change backup tapes as needed.
- Notified law enforcement that building will be empty. Requested them to perform regular spot checks of facilities and parking lots.
- Coordinate occupying building with essential staff that must be on premises to ensure proper CDC social distancing protocols
- Information Technology (IT)
 - Support staff via Zendesk for technology issues
 - Check server for operation
 - Prep computers for staff
 - Assist families with any needs they may have
 - Develop attendance links and send to Principal weekly

Summer Programming Plan Component 8:

- Alpine Learning Group’s extended school year will run from July 6th through August 14th, 2020. The hours will be from 9am-2:45pm.
- A graduation is planned for one student. The graduation will be held virtually.
- Alpine Learning Group has formed a Risk Management committee to strategically plan reentry into the building through a Recovery Gap Analysis process.
- 21st Century programs will continue to be addressed as specified within the IEP with appropriate modifications based on setting and community integration limitations.
- Pending further guidance from the state, four options are planned:
 - Continuation of the current Distance Learning Plan.
 - In person option in the school building. Return to normal business operations prior to COVID closure with proper health and hygiene protocols in place as recommended by state and federal agencies.
 - Hybrid option: 50% of the student and staff population in the building Monday, Wednesday and Friday while the other 50% maintain Distance Learning procedures. 50% of the student and staff population in the building Tuesday and Thursday while the other 50% maintain Distance Learning procedures. (Vice versa, rotating weeks.) Proper health and hygiene protocols will be in place as recommended by state and federal agencies.
 - Home instruction: Inquiries have been made to the county and state offices of the Department of Education about the possibility of sending one staff member into each learner’s home to provide in-person 1:1 instruction for four hours per day with proper health and hygiene protocols in place as recommended by state and federal agencies. Currently waiting on governmental guidance.
- Pupil transportation will also need to be determined by the sending school district to provide additional considerations in identifying the most appropriate plan.

Board Approval Component 9:

- Alpine Learning Group Board of Directors approved this plan on May 19, 2020.

Posted on Website Component 10:

- This plan has been posted on the Alpine Learning Group website as a flagged topic on the banner of all pages on the website (top right yellow flag labeled Distance Learning).

Posted on Website Component 11:

Essential Staff Name	DOE Official Job Title
Agostinacchio, Jenna	Teacher of Students with Disabilities
Amoresano, Gregory	Instructional Paraprofessional (Serving Ages 6 to 21)
Aprea, Emily	Director
Aram, Lori G	Instructional Paraprofessional Level 2 (Serving Ages 6 to 21)
Arroyo, Tatiana	Instructional Paraprofessional (Serving Ages 6 to 21)
Britton, Kathryn E	Principal
Brunton, Jacqueline C	Instructional Paraprofessional Level 2 (Serving Ages 6 to 21)
Ciccarella, Jessica	Instructional Paraprofessional (Serving Ages 6 to 21)
Clement , Kellie	Instructional Paraprofessional (Serving Ages 6 to 21)
Corazon, Lauren	Teacher of Students with Disabilities
Cruz, Erika	Instructional Paraprofessional (Serving Ages 6 to 21)
D'Ambrosio, Christina	Instructional Paraprofessional (Serving Ages 6 to 21)
Debiase, Cortney L	Teacher/Behavior Specialist
DellaRosa, Kelly A	BCBA
DeQuinzio, Jaime A	BCBA

El-Boghdedy, Amira	Instructional Paraprofessional Level 2 (Serving Ages 6 to 21)
Furrey, Leah	Teacher of Students with Disabilities
Garcia, Daniella	Clerical/Secretarial
Hascup, Jacqueline	Instructional Paraprofessional Level 2 (Serving Ages 6 to 21)
Janal, Mikela	Instructional Paraprofessional (Serving Ages 6 to 21)
Kondyra, Caroline	Instructional Paraprofessional (Serving Ages 6 to 21)
Losowyj, Sarah	Instructional Paraprofessional Level 2 (Serving Ages 6 to 21)
McGill, Erin	Nurse Consultant (1099)
McHugh, Brian	Instructional Paraprofessional (Serving Ages 6 to 21)
Mesce, Ann M	Teacher/Behavior Specialist
Meseck, Jaclyn	Instructional Paraprofessional Level 2 (Serving Ages 6 to 21)
Mitchell, Jenna L	Instructional Paraprofessional Level 2 (Serving Ages 6 to 21)
Morales, Dayamin	Instructional Paraprofessional Level 2 (Serving Ages 6 to 21)
Morales, Jasmine	Instructional Paraprofessional (Serving Ages 3 to 5)
Moran, Linda L	Professional Staff (Human Resources Manager)
Moran, Ryan	Clerical/Secretarial

Napolitano, Mollyrose	Instructional Paraprofessional (Serving Ages 6 to 21)
Nichols, Rachel	Instructional Paraprofessional (Serving Ages 6 to 21)
Organowska, Diana	Instructional Paraprofessional Level 2 (Serving Ages 6 to 21)
Ortega Solano, Marjorie	Instructional Paraprofessional Level 2 (Serving Ages 6 to 21)
Palkewick , Melissa	Instructional Paraprofessional (Serving Ages 6 to 21)
Passano, Thomas	Instructional Paraprofessional (Serving Ages 6 to 21)
Picinich, Gail	Professional Staff (Nurse RN)
Pisano, Mary T	Business Manager
Pulzello, Janey	Instructional Paraprofessional (Serving Ages 6 to 21)
Roberts, Katrina	Director of Business Academy and Success Academy
Russell, Stephanie	Teacher of Students with Disabilities
Schonfeld, Patricia L	Clerical/Secretarial
Schuieler, Nicole	BCBA
Scott, Nicole	Instructional Paraprofessional (Serving Ages 6 to 21)
Seaver, Laura B	Teacher of Students with Disabilities
Sheppard, Jason	Desktop Analyst
Sillari, Lori	Professional Staff (Payroll and HR admin assistant)

Smith, Caitlin	Instructional Paraprofessional Level 2 (Serving Ages 6 to 21)
Stine, Jaime M	Teacher & Supervisor of Curriculum and Instruction
Sung, Kiyoung	Instructional Paraprofessional (Serving Ages 6 to 21)
Taylor, Bridget A	Executive Director
Truland, Jacqueline J	Clerical/Secretarial
Nicole Torrone	Instructional Paraprofessional (Serving Ages 6 to 21)
Vergona, Victoria	Instructional Paraprofessional (Serving Ages 6 to 21)
Vicente, Emily Rae	Teacher of Students with Disabilities
Voorhis, Robert	Service Worker (Facilities Manager)
Walden, Waheedah	Instructional Paraprofessional (Serving Ages 6 to 21)
Weil, Joseph	Instructional Paraprofessional (Serving Ages 6 to 21)
Yim, Rosemary S	Instructional Paraprofessional (Serving Ages 6 to 21)

Essential staff may have access to the school building to gather personal belongings or to create materials for learners and families on an as needed, prescheduled basis as approved by the Facilities Manager. PPE must be worn upon entry (i.e., face mask and gloves) and time limited to only what is necessary in order to provide the learners with materials needed for the implementation of their IEP or for the effective management of the school program (e.g., collection of mail, reporting of attendance).

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APSSD Applicable Only: Sharing Plans Component 12:

- This plan was developed following all existing guidance for New Jersey school districts, approved by Alpine Learning Group’s Board of Directors, submitted to the Bergen County office and shared with all sending districts. This plan demonstrates Alpine Learning Group’s compliance with all COVID-19 guidance contained in the May 22, 2020 broadcast.