

**Emergency Virtual or Remote Instruction Plan
for the
2023-2024 School Year
July 25, 2023**

In compliance with the New Jersey Department of Education and pursuant to *N.J.S.A. 18:A:7F-9(c)* and *N.J.A.C. 6A:32-13.1* and *13.2* as well as Governor Murphy's Executive order P.L.2020, c.27, the Hackensack Public School District has developed its Emergency Virtual or Remote Instruction Plan. The plan outlines how virtual or remote instruction will be provided to students in the event of declared emergencies resulting in a district closure. This plan would be implemented during a district closure, emergency, or a directive by the appropriate health agency or officer to institute a public health-related closure.

The plan contains the required length of a virtual or remote instruction day.

LENGTH OF VIRTUAL OR REMOTE INSTRUCTION SCHEDULE

- The staff will follow a full-day schedule for Remote Learning Instruction. Google Meets and Google Classroom will be the official tools for delivering virtual and remote instruction.
- All teachers in the Hackensack School District will work their regularly scheduled time whether in-person or remote. We will follow the regular full day and early dismissal schedules (i.e. the same in-person schedules per school as indicated on the approved district school calendar).
- All schedules in the elementary school level include lunch and recess (see individual school schedules below).
- All schools K-12 have a 40 minute lunch period.

School	Timeframe of Lunches	Minutes per Period
<i>Early Childhood Development Center</i>	<i>11:30 a.m. - 12:45 p.m.</i>	<i>40</i>
<i>Fairmount Elementary School</i>	<i>10:30 a.m. - 1:00 p.m.</i>	<i>40</i>
<i>Fanny Meyer Hillers Elementary School</i>	<i>10:40 a.m. - 1:10 p.m.</i>	<i>40</i>
<i>Jackson Avenue Elementary School</i>	<i>10:30 a.m. - 1:00 p.m.</i>	<i>40</i>
<i>Nellie K. Parker Elementary School</i>	<i>10:30 a.m. - 1:30 p.m.</i>	<i>40</i>
<i>Hackensack Middle School</i>	<i>9:53 a.m. - 12 50 p.m.</i>	<i>40</i>
<i>Hackensack High School</i>	<i>10:45 a.m. - 12:50 p.m.</i>	<i>40</i>

Note: Day 1 of the Emergency Plan would be asynchronous. Live instruction would begin on Day 2.

EQUITABLE ACCESS AND OPPORTUNITY TO INSTRUCTION

Addressing Sufficient Broadband and Technology for Virtual and Remote Instruction

All students in grades K-12 have access to a chromebook. To maintain this one-to-one initiative, the district's technology team members have a plan in place to continue its one-to-one distribution of chromebooks to each student in grades K-12 to ensure that all students have a device at home for remote and virtual instruction. This means that each student enrolled in the district (even if in the same household) is eligible to receive a device. Preschool parents who do not have access to technology will also receive a chromebook for specific instruction that involves read-alouds and parent involvement activities. There will be distribution sessions to make sure that each student/family that needs a device has an opportunity to obtain one. The District will also assist families that lack sufficient connectivity/bandwidth at home for remote learning to determine possible solutions (i.e. Affordable Connectivity Program, mobile hotspots) based on need/availability. A website to address the ongoing digital divide, to assist parents with technology issues, and to obtain requests for chromebooks was established three years ago (2020/21 school year). This site will be updated and will continue in the 2023/24 school year so that the Technology Team can respond to families' needs. Other alternatives for contacting the Technology Team include the following:

- ❖ Email: tech@hackensackschools.org
 - ❖ Call the Help Desk: 201-646-6820 (between the hours of 8:00 am - 3:00 pm)
 - ❖ Scheduling in-person support is by appointment only
- All populations of students are served based on their needs as outlined in this section.
 - Ongoing communication with families continues via virtual parent meetings hosted by administrators, ParentSquare Notification System phone calls, emails, text messaging, surveys, and US Postal mailings.
 - To support new teachers, New Teacher Orientation facilitators and assigned mentors will work with teachers throughout the year to support them in the delivery of effective virtual and remote instruction.

Preschool Students

Our preschool staff will conduct three live sessions with students per day for no more than one hour per day (in line with state mandates for preschool as per an updated letter issued by the state dated August 2020, pages 2 & 3). Lessons are aligned to Creative Curriculum. Instruction is further enhanced by providing materials for asynchronous at home use. Parents/guardians will have designated times to pick up packets at their home school, ECDC or Bright Seedlings. In the event they are not able to pick up packets, we use community resources (e.g., Student Resource Officers) and staff to deliver packets. We also mail information as another option. This is a practice that was implemented successfully during previous remote school years. Arrangements for parental communication are ongoing.

- All preschool students are provided with a chromebook and hotspot (if needed) to ensure access to educational resources.

Elementary Students (K-4)

- Elementary staff conduct virtual instruction throughout the day with students following their normal schedule. Time is allotted for independent, small group, whole group, and tiered instruction to allow for students to receive grade-level instruction as well as differentiated instruction to support students' needs. The district has expanded resources to include access to virtual books as well as platforms that allow for interactive instruction as well as supplemental instruction. The district will also use a modified assessment schedule to measure student growth throughout virtual instruction.

Middle School/Secondary Students

Business -

- Business instruction will continue with the district-adopted curriculum, all of which have online components. The curriculum resources can be posted on Google Classroom so that students can continue progressing through the curriculum without interruption. Student-to-student discourse will be facilitated through breakout rooms in Google Meets. Curriculum-embedded assessments will be administered through Google Classroom.

CTE/Industrial Arts

- All hands-on curriculum has been adapted to include virtual learning experiences that reinforce necessary CTE knowledge and skills, using Google classroom, videos, and online simulation software. When possible, teachers will perform live demonstrations of skills in the shop areas using technology and live video streaming. Materials for hands-on work will only be sent home when deemed safe by district staff.

English

- English Language Arts instruction will continue with the district-adopted curriculum through synchronous and asynchronous instruction. Instruction will be available via Google Classroom and will include close-reading, independent reading, discussion via small groups and break out sessions and Padlet, literary analysis, writing, and peer review of writing activities. The core texts of the curriculum are available in PDF form and online platforms if texts cannot be distributed. Assessments and benchmark assessments will be similar to in-person assessments using the same platforms including Edulastic, Reading Plus, Reading Inventory and LinkIt.

Health

- Health instruction will continue with the district curriculum. Teachers and students will continue to use approved resources which are available on Google Classroom. In-person instruction will easily transition to online synchronous and asynchronous instruction.

Mathematics

- Mathematics instruction will continue with the district-adopted curricular resources, including the respective online components, for synchronous and asynchronous instruction. Google Classroom will be utilized so that students can continue progressing through the curriculum without interruption. In lieu of physical manipulatives used in the classroom, students would use virtual manipulatives through Mathigon Polypad, Desmos and other online resources. Student-to-student mathematical discourse will be facilitated through breakout rooms in Google Meets. Formative and summative assessments can be administered through Google Classroom, Desmos, and LinkIt.

Physical Education

- Instruction in physical education courses will follow the existing curriculum with synchronous and asynchronous elements. Teachers will instruct students to develop their fitness skills on an individual basis, rather than through team sports and activities. Students will become familiar with activities that can further their fitness goals while at home using readily available materials in place of traditional equipment.

Science

- Science instruction will continue with district-adopted online resources, such as MosaMack.com and the online Inquiry Hub platform. All online digital resources sync to Google Classroom so that students can continue progressing with the curriculum without interruption. Student-to-student discourse will be facilitated through breakout rooms in Google Meets. Formative and summative assessments can be administered through Google Classroom and through LinkIT.

Social Studies

- In the event that we would return to remote instruction, secondary students in Social Studies courses will be engaged in synchronous and asynchronous lessons that mirror much of what is done in person. These lessons can include document review, discussions, debate, close reading activities, and collaborative work done via virtual breakout rooms. Resources shared and assessments given in class will similarly be carried over to virtual instruction.

World Languages

- The district-adopted curriculum will be used to deliver synchronous and asynchronous World Language Instruction that mirrors much of what is done in person. Teachers and students use approved resources and textbooks which are available on Google Classroom and via the Vista Higher Learning platform. Formative and summative assessments are administered through Google Classroom and through project based assessments.

State Testing

The district will follow all requirements for State testing the following state assessments:

ACCESS for ELLs

NJSLA (New Jersey Student Learning Assessments)

NJGPA (New Jersey Graduation Proficiency Assessment)

DLM (Dynamic Learning Maps)

ADDRESSING SPECIAL EDUCATION NEEDS

- All students with disabilities will receive instruction that is aligned to their Individualized Education Plan (IEP). All related services will be implemented via a virtual platform unless specified otherwise in a student's IEP.
- All IEP meetings will continue via a virtual platform.
- In the event that a student is not able to participate via a virtual platform, a meeting will be held to discuss solutions on an individual basis with the CST and related service providers.
- Background information for all evaluations will be gathered, and the testing will continue in the event of an emergency closure. In the event that testing is not possible the district will convene an IEP team to decide the best available resources.
- We have a plan to contact the out-of-district schools via e-mail in order to coordinate the continuation of IEP meetings.
- We will document all meetings, provide related services, and meet daily as a team via video conferencing with the Director of Special Services and the Supervisors to discuss any issues such as services missed for all of our students including the medically fragile.
- For those students in a facility, the facility is providing the home instruction and they will continue to bill us.
- For those students that are not able to access our distance learning, the CST and teachers will work with the families to supplement instruction via technology when possible.
- Case managers will check in regularly with their students.
- All related services will be provided via teletherapy.
- Home Instruction will be provided via teletherapy
- Each case manager has reviewed all of his or her students' IEPs and related services for ESY. In addition, each supervisor has reviewed all of the students' IEPs that include ESY in order to make certain that the virtual education is appropriate and that all of the related services are in place for ESY. Also, the staffing for ESY has been checked by the supervisors and the Director of Special Services to ensure that all of the services are in place.
- Teachers have been informed of the ESY virtual instruction that is appropriate for each student at each grade level. Teachers are able to utilize video conferencing, as well as district approved extensions to implement instruction. All of the related service providers and teachers have experience with these live instruction platforms. Supervisors will monitor all services during the ESY program.
- Case managers will utilize tele/video-conferencing to communicate with parents. Their responsibility will also include following up with families for the duration of ESY. Case Managers have set up Google Voice phone numbers for families to contact them.

ADDRESSING MULTILINGUAL LEARNERS

- All MLs in grades K-12 continue to receive daily ESL services via a video conferencing platform from a certified ESL teacher.
- All Bilingual Spanish students in either a Full-Time Bilingual (FTB) or Bilingual Tutorial (BT) program in grades K-12 continue to receive daily instruction via a video conferencing platform from a certified bilingual teacher in core content areas.
- District communications pertaining to the school closure are sent to all families via School Messenger Notification System and email, as well as, posted on the district website.
- The district translates all communication for parents who do not speak English. The district website allows families to translate all resources into several languages.
- Our curriculum is designed and has been approved to comply with the needs of Multilingual Learners (MLs).
- We are following the State's mandate regarding our Multilingual Learners. A home language survey is provided to families of new registrants to the district. The survey is translated and is completed online. When practicable, interviews are conducted in the native language to obtain information from parents and guardians. Past school records of students are reviewed, and if applicable the student is assigned a designation of Potential ML. Upon returning to school, students will be officially screened, and placed in a Language Instruction Educational Program (LIEP). At that time, families will be notified of their child's official status as an ML program participant.
- Current ML students are supported by our Bilingual Education and ESL staff and general education teachers, and content area teachers are supported through training and online resources. We continue to use Google Translate as one language support for MLs. Teachers provide alternative methods of instruction and assessment through Flipgrid, Google Forms, and Video Conferencing. The Director and teachers of MLs coordinate their efforts to support students through these means. In addition, teachers differentiate assignments for students of various language proficiency levels using the most recent WIDA ACCESS for ELLs scores.
- Communication with ML families is done via telephone using Parent Square, virtually, through email and video conferencing, utilizing tools such as Google Translate or collaboration with a multilingual staff member or parent liaison, to provide communication in the family's first language. Also, those ML students who are in the lower socio-economic demographic and qualify, are supplied with services such as free lunch and chromebook distribution. Information is provided in the family's first language, whenever practicable, about services and health information related to COVID-19 and information disseminated by NJDOE. The district provides families with assistance navigating technology platforms, such as Google Classroom and access to the Technology Help Desk.
- The district also relies upon the Bilingual Parent Liaison to connect with families on an ongoing basis.
- Ongoing virtual parents meetings are planned by each of the building principals.

- The district provides staff with support implementing culturally responsive teaching strategies in all content areas as this is a focus of the district's professional development plan for the 2023/24 school year.
- All district school counselors, social workers, psychologists, CarePlus staff and Drop-In Center staff support the entire school community with social-emotional learning and trauma-informed teaching for students affected by forced migration from their home country. District nurses support with health guidance. The district also has a partnership with Care Solace and Bergen's Promise to continually support the entire school community.

ATTENDANCE PLANS

- The normal attendance policy will be expected.
- Attendance is recorded in Genesis daily.
- Students are expected to attend class every day and follow the schedule assigned to them.
- The attendance team will run daily reports and follow policy procedures to notify families regarding a student's attendance and students' participation in online instruction and the submission of classwork.

SAFE DISTRIBUTION OF MEALS - During emergency virtual or remote instruction, the district will distribute breakfast and lunch from 9:00 a.m. to 11:00 a.m. at the Hackensack Middle School on Mondays, Wednesdays, and Fridays, giving everyone the opportunity to pick up meals in advance. Meals are provided to all students enrolled in the Hackensack Public Schools.

Families may pick up meals on a "Grab & Go" basis.

- Delivery of meals for special circumstances will be provided.
- Meal distribution will continue until students return to in-person instruction.
- The meal content includes:
 - ❖ Breakfast: Cereal or Cereal Bar, Graham Cracker, Fruit, Milk, Juice
 - ❖ Lunch: Sandwich, Veggie, Juice, Fruit, Milk
- Meal counting: A tally sheet is kept for all meals served.
- Please note: Payment for meals to follow current State Guidelines.

FACILITIES PLAN

Custodians continue to sanitize all buildings to ensure the safety of essential staff who are working in the offices and schools. The details are outlined as follows:

CLEANING PROCEDURE

- *Bathrooms: Clean and disinfect walls, toilets, sinks, etc.*
- *Detail hallway cleaning and dusting of window ledges.*
- *Wipe down walls.*
- *Thoroughly sweep and mop floors in ALL classrooms and mechanical rooms.*
- *Clean spider webs and dust from ALL corners, light fixtures and other areas.*
- *Spot clean and wash walls in classrooms.*
- *Thoroughly clean all desks, chairs and furniture.*

- *Thoroughly clean all glass windows on doors, clean door knobs and surrounding areas including outside of door frames.*
- *Clean all air vents, fans, shades, whiteboards, clocks, etc.*
- *Re-apply floor finish to badly worn floors.*

MAINTENANCE DEPARTMENT

- *Work on completing all open permits and projects.*
- *Continue daily maintenance and work orders.*
- *Provide daily reports.*

OTHER CONSIDERATIONS

A. Accelerated Learning Opportunities

The district offers a variety of accelerated learning opportunities, including school based tutorial programs, high impact tutoring for students with the most significant learning loss, enrichment after school programs in the arts and STEM. In the event of remote learning, many of these activities can be moved to virtual offerings, as was done in past years.

B. Social and Emotional Health of Staff and Students

All district school counselors, social workers, psychologists, CarePlus staff and Drop-In Center staff will continue to support the entire school community. District nurses will continue to support with health guidance. The district also has a partnership with Care Solace and Bergen's Promise to continually support the entire school community.

C. Title I Extended Opportunities

The district offers tutorial programs before and after school as well as family workshops and activities. These programs would move to virtual offerings, and materials would be offered to families to pick up.

D. 21st Century Community Learning Center Programs

The district partners with the Boys and Girls Club of Lower Bergen County for an afterschool program at Hackensack Middle School that encompasses homework support as well as enrichment activities in the arts, physical education, and STEM. They also run an afterschool enrichment program at the elementary schools. These programs can move to a virtual environment and families will be able to pick up materials.

E. Credit Recovery

Credit recovery for high school students will follow the same protocol as in years past. Math and English Language Arts will be provided remotely via *Imagine Learning* and *Educere* (independent student work) based on how students are identified.

F. Other extended learning opportunities

The district has contracted with Young Audiences to offer Arts Enrichment to elementary schools. The district also participates in Jr. First Lego League. In the event that we need to transition to remote learning, there will be a virtual option.

As of this present date, the Extended School Year will be delivered in person. Instruction will be aligned to students' current IEPs using the curricula. The focus will be on reinforcing all skills outlined in the IEP goals. However, if needed ESY can move to virtual learning and materials will be provided and offered to families to pick up.

G. Transportation

All transportation will be provided per district policy to off campus sites.

H. Extra-Curricular Programs

The district offers several extended opportunities for students including clubs, enrichment programs, family engagement nights, and sports. Some of these programs are district led and others are in partnership with Universities or vendors.

I. Childcare

The district has a relationship and agreement with an outside agency as well as with our contracted Preschool providers to provide childcare for parents. Parents and guardians make arrangements with the provider for these services.

J. Community Programming

Our district has established relationships with the Center for Food Action in Hackensack and local houses of worship to provide food, masks, hand sanitizer, and other support to families.

ESSENTIAL EMPLOYEES**ESSENTIAL EMPLOYEES (Component 11)**

The following staff members are critical to the operation of the district during a school closing and may be required to work from Central Office or other specified location, as needed. These essential staff members are working full-time. If need be, all staff will work from an off-site location, which may include a staff member's home if deemed necessary by the Health Department. Access to buildings has been limited to essential personnel only with all other swipe cards deactivated. Any other staff that may need to enter a building must obtain prior authorization from the building administrator and wear a face covering at all times.

Name	Title	Duties	Category
Robert Sanchez	Superintendent	Oversees the operations of the District	Administration
Lydia Singh	Business Administrator	Oversees the financial operations of the District	Administration
Lisa Abdul	Assistant BA	Assists with the financial operations of the District	Administration
Rosemary Marks	Assistant Superintendent	Oversees the district evaluation management system; Social Emotional Learning; and district policy	Administration
Andrea Oates-Parchment	Assistant Superintendent	Oversees Curriculum & Instruction and Remote Learning	Administration
Yesenia Budhu-Howell	Human Resources Manager	Oversees the operations of the Human Resources Department	Administration
Darius Pemberton	Director of Special Services	Oversees Special Services and the Child Study Team	Administration
Dr. Lauren Kazmark	Director of Curriculum & Grants Coordinator	Oversees Curriculum & Instruction Compliance; Grants, Visual Performing Arts. and the Preschool Program	Administration
Marcela Moncloa	Director of ESL/Bilingual and World Language	Oversees Bilingual, ESL, and World Language Programs & Instruction	Administration
Adrian Cepero	District Technology Director	Oversees all technology and remote learning for the district, including the distribution of devices for all public school students and staff; manages and updates the District Website; supervises the	Coordinator

		Technology Team	
Rino Tolentino	Network Engineer	Supports district network/security equipment and operations.	Technician
Christopher Conte	Systems Administrator	Supports various district systems critical to remote learning and assists with Chromebook/hotspot distribution.	Technician
Not listed by name	Computer Technicians	Provide technical support for staff and students including distribution and replacement of devices as needed..	Technician
Juleen Burke	Systems Information Coordinator	Supports staff working remotely and oversees all the NJ Smart submissions	Coordinator
District Instructional Coaches	Instructional Coach	Vet online resources for remote learning; revising pacing guides for curriculum implementation; supports staff working remotely; and works directly with the Asst. Superintendent and Curriculum Director	Coach
Ramona Shaulmaheed	Payroll Coordinator	Carries out payroll procedures to ensure timely payment of employees	Coordinator
Not listed by name	All Principals, Assistant Principals, District Supervisors	Oversee Instruction and all matters related to school operations & remote learning	Administration
Not listed by name	Confidential Secretaries	Provide support to their respective supervisors	Administrative Assistants
Juan Feliz	Director of Facilities	Oversees all Building and Grounds Operations; Manages the sanitizing and cleaning of all District	Administration

		properties and buildings	
Not listed by name	All Custodians & Maintenance Staff	Sanitize Schools, conduct repairs, and general maintenance of buildings and properties	Custodian
Not listed by name	Food Service Workers	Prepare and distribute "Grab & Go" meals for students	Food Services

Category	Total Number of Personnel
Administration	40
Coordinator	3
Technicians	8
Administrative Assistants	39
Custodians/Maintenance	55
Food Services	7

BOARD APPROVAL The Board of Education approved this plan July 24, 2023