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Remote Learning Options for Families

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[See **POLICY ALERT No. 221**]

1648.02 REMOTE LEARNING OPTIONS FOR FAMILIES

On July 24, 2020, the New Jersey Governor and the Commissioner of Education published a supplemental guidance document titled “Clarifying Expectations Regarding Fulltime Remote Learning Options for Families 2020-2021” as a result of the COVID-19 pandemic. This supplemental guidance includes an additional “anticipated minimum standard,” as this phrase is used throughout “The Road Back: Restart and Recovery Plan for Education” (NJDOE Guidance). This additional “anticipated minimum standard” provides that, in addition to the methods and considerations explicitly referenced in the NJDOE Guidance for scheduling students for in-person, remote, or hybrid learning, families/guardians (hereinafter referred to as “parents”) may submit, and school districts shall accommodate, requests for full-time remote learning.

Requests for full-time remote learning may include any service or combination of services that would otherwise be delivered to students on an in-person schedule, which may be a hybrid schedule, such as instruction, behavioral and support services, special education, and related services. A parent may request some services be delivered entirely remotely, while other services follow the same schedule they otherwise would according to the provisions in the school district’s Restart and Recovery Plan (Plan) and Policy 1648.

A parent may contact the Principal or designee of the building the student would attend with any questions on: a request to transition from in-person services to full-time remote learning; a request to transition from full-time remote learning to in-person services; the procedures of this Policy; and/or any other information regarding the school district’s Plan and Policy 1648.

To ensure clarity and consistency in implementation of full-time remote learning, the Board of Education adopts this Policy that addresses the following:

A. Unconditional Eligibility for Full-time Remote Learning

1. All students are eligible for full-time remote learning.



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- a. Eligibility for full-time remote learning cannot be conditioned on a parent demonstrating a risk of illness or other selective criteria.
- b. Unconditional eligibility for full-time remote learning includes students with disabilities who attend in-district schools or receiving schools (county special services school districts, educational services commissions, jointure commissions, Katzenbach School for the Deaf, regional day schools, college operated programs, and approved private schools for students with disabilities).

B. Procedures for Submitting Full-time Remote Learning Requests

1. A parent may request a student receive full-time remote learning from the school district by submitting a written request to the Principal of the school building their child would attend. The written request shall be provided to the Principal at least __15__ calendar days before the student is eligible to commence full-time remote learning in accordance with B.2. below.
2. The student may only begin full-time remote learning after the Principal acknowledges the request in writing, and no later than 15 days after the parent submits the written request for full-time learning.
3. The written request for the student to receive full-time remote learning shall include:
 - a. The student's name, school, and grade;
 - b. The technology the student will be using to receive full-time remote learning, including the student's connectivity capabilities;
 - c. A request for any service or combination of services that would otherwise be delivered to the student on an in-person or hybrid schedule, such as instruction, behavioral and support services, special education, and related services;



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- d. For students with disabilities, the school district staff will determine if an Individualized Education Plan (IEP) meeting or an amendment to a student's IEP is needed for full-time remote learning; and
- e. Any additional information the Principal or designee requests to ensure the student, when receiving remote learning, will receive the same quality and scope of instruction and other educational services as any other student otherwise participating in school district programs.
 - (1) The documentation required by the school district to be provided in the parent's request for full-time remote learning shall not exclude any students from the school district's full-time remote learning option, but rather be limited to the minimum information needed to ensure proper recordkeeping and implementation of successful remote learning.
- 4. Upon receiving the written request, the Principal or designee may request additional information from the parent to assist the Principal or designee in providing the student the same quality and scope of instruction and other educational services as any other student otherwise participating in school district programs.
- 5. The Principal or designee will review the written request and upon satisfaction of the procedures outlined in this Policy, the Principal or designee will provide written approval of the parent's request for full-time remote learning.
 - a. In the event the request does not satisfy the procedures outlined in this Policy, the Principal or designee will notify the parent in writing of the issues that need to be addressed by the parent to satisfy the procedures outlined in this Policy.
- 6. The Principal's written approval of the request shall be provided to the parent within 15 calendar days of receiving the parent's written request.



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- a. The written approval will include the date the remote learning program will commence for the student in accordance with B.2. above.

C. Scope and Expectations of Full-Time Remote Learning

1. The scope and expectations of the school district's full-time remote learning program will include, but not be limited to, the following:

- a. The length of the school day pursuant to N.J.A.C. 6A:32-8.3 and compliance with the Board's Attendance Policy and Regulation 5200; the provisions of the district's remote learning program outlined in the school district's Plan; and any other Board policies and regulations that govern the delivery of services to, and district expectations of, students participating in the remote learning program and their families;

- b. The technology and the connectivity options to be used and/or provided to the student during remote learning; and

- c. Any additional information the Principal or designee determines is needed to ensure the student, when receiving remote learning, will receive the same quality and scope of instruction and other educational services as any other student otherwise participating in school district programs (i.e. students participating in a hybrid model).

- (1) This includes, for example, access to standards-based instruction of the same quality and rigor as afforded all other students of the district, the district making its best effort to ensure that every student participating in remote learning has access to the requisite educational technology, and the provision of special education and related services to the greatest extent possible.

- d. The school district will endeavor to provide supports and resources to assist parents, particularly those of younger



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students, with meeting the expectations of the school district's remote learning option.

D. Procedures to Transition from Full-Time Remote Learning to In-Person Services

1. A parent may request their student transition from full-time remote learning to in-person services, if in-person services are being provided, by submitting a written request to the Principal of the building the student will attend. This request must be submitted at least 15 calendar days before the beginning of a marking period, before the student is eligible for in-person services.
2. A student is only eligible to transition from full-time remote learning to in-person services commencing at the beginning of a marking period.
3. The written request from the parent for the student to transition from full-time remote learning to in-person services shall include:
 - a. The student's name, school, and grade;
 - b. The in-person program may only commence for a student transitioning from full-time remote learning to in-person services in accordance with D.2. above; and
 - c. Any additional information the Principal or designee determines would be important on the student's transition from full-time remote learning to in-person services.
4. A student previously approved for remote learning wanting to transition into the school district's in-person program must spend at least one marking period in remote learning before being eligible to transition into the school district's in-person program.
 - a. This will allow parents to make the arrangements needed to effectively serve students' home learning needs and will support educators in ensuring continuity of instruction for the student.



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5. The Principal or designee will review the request for compliance with this Policy, and upon satisfaction of the procedures in this Policy, will provide the parent of the student a written approval of the student entering the school district's in-person program.
 - a. In the event the request does not satisfy the procedures outlined in this Policy, the Principal or designee will notify the parent in writing of the issues that need to be addressed by the parent to satisfy the procedures outlined in this Policy.
6. Upon approval of the student's transition from full-time remote learning to in-person services, the school district will provide specific student and academic services to better assist parents anticipate their student's learning needs and help educators maintain continuity of services.
7. School districts that offer Pre-K will consult their Pre-K curriculum providers regarding appropriate measures to assess a Pre-K student's learning progress during the transition from full-time remote learning to in-person learning.

E. Reporting

1. To evaluate full-time remote learning, and to continue providing meaningful guidance for school districts, it will be important for the New Jersey Department of Education (NJDOE) to understand the extent and nature of demand for full-time remote learning around the State.
 - a. The school district will be expected to report to the NJDOE data regarding participation in full-time remote learning. Data will include the number of students participating in full-time remote learning by each of the following subgroups: economically disadvantaged; major racial and ethnic groups; students with disabilities; and English learners.



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F. Procedures for Communicating District Policy with Families

1. The school district will have clear and frequent communication with parents, in their home language, to help ensure this important flexibility is as readily accessible as possible. Communication must include, at a minimum, information regarding:
 - a. Summaries of, and opportunities to review, the school district's full-time remote learning Policy/Plan;
 - b. Procedures for submitting full-time remote learning requests in accordance with B. above;
 - c. Scope and expectations of full-time remote learning in accordance with C. above;
 - d. The transition from full-time remote learning to in-person services and vice-versa in accordance with B. and D. above; and
 - e. The school district's procedures for ongoing communication with families and for addressing families' questions or concerns.

G. Home or Out-of-School Instruction

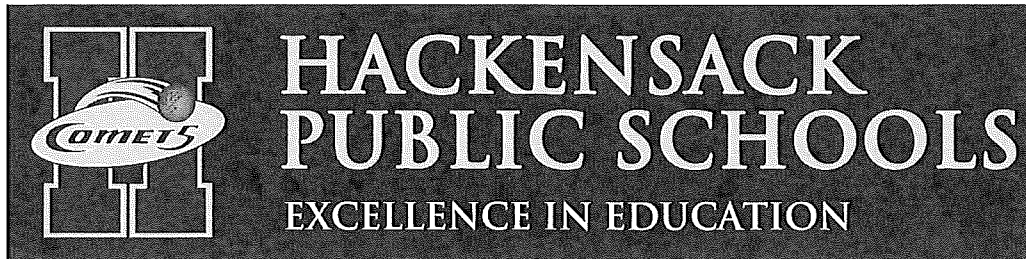
1. No provision of this Policy supersedes the district's requirements to provide home or out-of-school instruction for the reasons outlined in N.J.S.A. 18A, N.J.A.C. 6A, or any applicable Board policy unless determined otherwise by the Superintendent or designee.

New Jersey Department of Education Guidance Document:
"Clarifying Expectations Regarding Fulltime Remote Learning
Options for Families 2020-2021"

Adopted:



Appendices



Restart and Recovery Plan to Reopen Schools

Hackensack
Board of Education

Fall 2020

Appendix A

Critical Area of Operation #1 - General Health and Safety Guidelines

This school district should include in Appendix A the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section A.1.a., including, but not limited to:

a. Protocol for High Risk Staff Members

Hackensack Public Schools is dedicated to meeting the needs of our High Risk students and staff as we continue to plan the return to school during this global health crisis.

Employees who have a personal high risk medical condition (see CDC High Risk categories via the link below) that would prevent or impede the employee from returning to the district buildings(s) are required to submit a doctor's note to the Human Resources Department certifying the high risk medical condition(s). Additionally, employees that have a medical condition that would require a reasonable accommodation on the part of the school district in order for the employee to perform their duties are required to submit a doctor's note to the Human Resources Department. The Human Resource Department, in compliance with the Americans with Disabilities Act (ADA) and the Occupational Safety and Health Administration (OSHA) will work to provide reasonable accommodations to allow employees to perform the essential functions of their position while minimizing the risk of exposure. In addition to a doctor's note, employees requesting a reasonable accommodation will submit an ADA Accommodation Request Form. The Human Resources Department will evaluate each request on a case-by-case basis and enter into an interactive process with each requesting employee.

Center for Disease Control (CDC) High Risk For Severe Illness Categories:
<https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/people-at-increased-risk.html>

b. Protocol for High Risk Students

For our High Risk students, we are offering a Virtual Learning Program. This virtual learning option is designed for families that are unable to send their children into school buildings due to family health concerns. This could include medically fragile or vulnerable children, medically fragile or vulnerable family members at home, related mental health conditions, or other medical issues.

The Virtual Learning Program will be taught online by Hackensack Public School teachers and will provide for the following:

- Virtual instruction aligned to the scope and sequence of the in-person instruction being offered in our schools.

- Consistent interaction between students and teachers, several times a week, with the teachers using their technology device and instructional resources. This will include both synchronous (scheduled class meetings) and asynchronous (student self-paced) learning.
- Teachers will meet with students in whole-class and small-group instruction through video conferencing.
- Teaching, learning, problem solving, critical thinking and student engagement will occur in a fully virtual/remote learning environment.

Appendix B

Critical Area of Operation #2 - Classrooms, Testing, and Therapy Rooms

This school district should include in Appendix B the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section A.1.b., including, but not limited to:

a. Social Distancing in Instructional and Non-Instructional Rooms

In classrooms, testing, and therapy rooms, students will be seated at least six feet apart, when possible, and use assigned seating with updated seating charts. If it is not possible for students to be seated six feet apart, students will be wearing face coverings. Staff will wear face covering when instructing students. All extra furniture and items that are not required will be moved and stored in order to increase space between students and staff. In the event that a child has an IEP or a medical condition and wearing a mask would inhibit that child's health, accommodations for that student will be made.

In non-instructional rooms, when staff are unable to social distance, they will be required to wear masks. Visitors will be limited to the buildings, but when visitors are essential they will be required to wear face masks. Visitors will also have to complete a series of questions prior to entering the building. We will strive to create as much physical distancing as possible in classrooms, hallways, and other spaces. This will be reinforced by providing physical guides, such as tape on floors or sidewalks and signs on walls, to help ensure that staff and students follow social distancing protocols.

b. Procedures for Hand Sanitizing/Washing

Staff and students will be trained on proper hand washing techniques. Students and staff shall wash their hands frequently: upon entering the building, after they utilize the restroom, blow their nose, cough or sneeze, before and after eating, prior to dismissal, and every time they enter a different classroom/workspace, unless hand washing cannot be accomplished. In that case, all staff and students shall utilize the district provided hand sanitizing stations that contain at least 60% ethyl alcohol that have been placed strategically in all classrooms, high population areas to prevent congregating such as, offices, entrances/exits, restrooms, and cafeteria. Signage on the proper handwashing technique shall be posted in all bathrooms and above all hand washing stations. All air dryers for hand washing shall be removed or disabled and replaced with disposable paper towels. Students who refuse to comply with established face covering guidelines will be educated by teachers about the importance of face coverings in limiting the spread of COVID-19. If refusal continues, the student shall be addressed by school monitors, social workers, counselors, and/or administrators with interventions to obtain compliance. Continued non-compliance may subject a student to follow a full-remote instructional model. Students who refuse to wash their hands shall be addressed by their teachers, school nurse,

school monitors, social workers, counselors, and/or administrators with interventions to obtain compliance. Continued non-compliance may subject a student to follow a full-remote instructional model.

Appendix C

Critical Area of Operation #3 – Transportation

This school district should include in Appendix C the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section A.1.c., including, but not limited to:

a. Student Transportation

Transportation to and from school shall be provided as required by law to all eligible students. All students riding on buses, whether contracted or district-owned, shall be required to observe the district's bus face coverings and social distance guidelines, and conduct regulations or risk loss of the privilege of such transportation. All buses, whether contracted or district-owned, shall be kept in optimum condition and shall conform to all State safety regulations. The district or contracted transportation vendors shall provide all bus drivers and bus aides with adequate PPE (face coverings, disposable gloves, etc.). The district or contracted transportation vendors shall provide all drivers responsible for the cleaning of their own buses training on how to properly clean and sanitize buses between runs. A daily operations guideline outlines the major categories to be followed. These include:

- a. A wipe down routine prior to and following each route
- b. Verifying student are wearing masks
- c. Observing perceptible signs of illness
- d. Steps to be taken Plexiglass, or other Department of Transportation-approved barriers, shall be installed to separate the driver from persons entering or exiting the bus.

b. Social Distancing on School Buses

Social distancing shall be observed on school buses to the maximum extent practicable. If the school district or contracted transportation vendor is unable to maintain social distancing, a face covering must be worn by all students who are able to do so upon entering the bus. Accommodations for students who are unable to wear a face covering should be addressed according to that student's particular need and in accordance with all applicable laws and regulations.

Appendix D

Critical Area of Operation #4 - Student Flow, Entry, Exit, and Common Areas

This school district should include in Appendix D the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section A.1.d., including, but not limited to:

*a. **Location of Student and Staff Screening***

Students and Staff will be screened prior to entry using both an online self-screening tool and at verification stations at designated entrances strategically chosen to limit large group gatherings and the amount of interaction between students and between cohorts. All of the buildings in the Hackensack Public School systems differ in layout. Each school will have individual plans and directions for the locations of students and staff screenings. Each building principal will relay their plans to the parents and staff.

*b. **Social Distancing in Entrances, Exits, and Common Areas***

We will strive to maintain at least (6) feet of social distancing as possible in classrooms, hallways, entrances, exits, and other common areas. This will be reinforced by providing physical guides, such as tape on floors or sidewalks and signs on walls, to help ensure that staff and students follow social distancing protocols. In all of our schools one way hallways and stairwells will be created by including signage and barriers when possible. The administration shall align classrooms and all common areas (hallways, cafeterias, etc.) to account for social distancing when possible. Hallways and passing areas shall be marked to allow for one-way travel as needed. Lockers in the hallways will not be used at Hackensack Middle School and Hackensack High School, this will be reviewed periodically. Plexiglass barriers shall be installed in areas where social distancing may not be possible as appropriate. Signage shall be placed conspicuously throughout buildings to instruct students and staff on proper social distancing guidelines. When social distancing is difficult or impossible, face coverings will continue to be required for students and staff unless it will inhibit the individual's health. Students who refuse to comply with established social distancing guidelines shall be addressed by teachers, school monitors, social workers, counselors, and/or administrators with interventions to obtain compliance. Continued non-compliance may subject a student to follow a full-remote instructional model.

Appendix E

Critical Area of Operation #5 - Screening, PPE, and Response to Students and Staff Presenting Symptoms

This school district should include in Appendix E the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section A.1.e., including, but not limited to:

a. Screening Procedures for Students and Staff

The District will utilize a computer software program to facilitate and automate symptom tracking. Staff will be required to complete a screening questionnaire each morning in order to be able to sign in for work.

The same computer software program will be used for daily screening of students, with parents being asked to answer the screening questions about their child(ren) and certify that their child(ren) is/are symptom free.

The administrative and nursing staff at our schools will have a secondary screening process that will focus on students who have not had their daily screening certification submitted prior to the start of school each day. It should be emphasized that if a student or staff member shows any symptoms of being ill during this public health crisis, they should stay home and isolate.

Procedures will include:

- a. Parents/guardians and staff will be required to complete an online or paper-based self-screening prior to the beginning of each day they are scheduled to report to school.
- b. The self-screening will consist of questions based on CDC guidance regarding COVID-19 symptoms and potential exposure.
- c. At the time of entry, students will confirm their screening at a kiosk/station and a staff member will visually check them for symptoms.
- d. Students and staff members who do not have a completed screening at the time of entry will be redirected to a designated location for further screening.
- e. All screening areas will adhere to applicable health and safety guidelines including requiring social distancing, the use of face coverings when social distancing is not possible, providing hand sanitizer and cleaning of any contact surfaces.
- f. No student or staff member will be admitted without a completed screening clearing them for entrance.
- g. Students whose screening indicates they are unable to attend school in-person must

stay home in accordance with Section B below.

B. Protocols for Symptomatic Students and Staff

Staff and students, with the assistance of families, must monitor themselves for symptoms daily and stay home if feeling unwell. Everyone must do their part to protect others and not come to school if they are exhibiting any COVID-19 symptoms or are otherwise feeling sick.

- a. If an employee becomes symptomatic while at work, the employee should promptly inform the school nurse and await guidance.
- b. If a student exhibits symptoms while on school property or bus, the student should remain masked and adhere to strict physical distancing. Students will be respectfully escorted to the designated isolation space until his/her parent or guardian can pick them up to go home. Face coverings will be required while in the isolation space as well as while traveling in and exiting the building, unless doing so would inhibit the individual's health. Cleaning procedures will be followed as outlined in Appendix G of this document.
- c. Once the school becomes aware of a symptomatic individual or positive COVID-19 case, the Assistant Superintendent of Human Resources will be notified and local health officials will be immediately notified. Local health officials will help administrators determine the needed course of action which may include: school dismissals, the scope of location(s) affected (specific classroom(s), one school, multiple schools, full district) and the duration of school dismissals; Each case and course of action will be determined on a case-by-case basis using the most up-to-date information about COVID-19 and the specific cases in the community. Procedures for isolation and contact tracing will follow, as recommended per the local Health Department's guidelines. In such circumstances, protecting confidentiality of the student or staff member as required by the Americans with Disabilities Act and the Family Education Rights and Privacy Act is critical and all related guidelines will be adhered to. All protocols for thoroughly cleaning and disinfecting the affected area(s) will be followed.
- d. The school district may also seek guidance from local health officials to determine when students and staff should return to schools and any additional steps that may be needed for the well-being of the school community. In addition, staff and students who are well but are taking care of or share a home with someone with a case of COVID-19 are to follow instructions from local health officials to determine when to return to work/school. Medical clearance documentation will be submitted to the Human Resources Department or School Nurse, prior to returning to work/school, following Health Department guidelines. Upon receipt of the documentation, the Human Resource Department or School Nurse will schedule a re-admittance meeting prior to the staff/student returning to work/school.

C. Protocols for Face Coverings

Masks are among the most important measures available to contain the spread of COVID-19. We require all students and all staff to wear masks that adequately cover both their nose and mouth. Staff and students are expected to provide their own face coverings.

- a. Students and staff will be required to wear face coverings at all times, with accommodations made for those who cannot due to certain medical and/or instructional needs and in accordance with all applicable laws and regulations.
- b. Face coverings must be worn 'door to door.'
- c. All students and staff shall wear their face coverings at bus stops and upon entering school grounds.
- d. Face coverings shall remain in place until leaving school or exiting a school bus.
- e. Face coverings must be worn properly and adequately cover the individuals nose and mouth.
- f. Face coverings will be provided to students and staff in the event that a face covering is soiled or forgotten.
- g. Students who refuse to comply with established face covering guidelines will be educated by teachers about the importance of face coverings in limiting the spread of COVID-19. If refusal continues, the student shall be addressed by school monitors, social workers, counselors, and/or administrators with interventions to obtain compliance. Continued non-compliance may subject a student to follow a full-remote instructional model.
- h. Protocol for Visitors: Visitors will be limited in all buildings until further notice. The principal may admit a visitor if he or she determines that it is necessary. Visitors are required to wear face coverings unless doing so would inhibit the individual's health or the individual is under two years of age. If a visitor refuses to wear a face covering for non-medical reasons and if such covering cannot be provided to the individual at the point of entry, the visitor's entry to the school/district facility will be denied. In all such cases, the visitor shall submit to the screening procedures. The Superintendent and Building Principal each possess the authority to prohibit the entry of any person into a school building or to expel any person from the school when there is reason to believe the presence of such person would be inimical to the good order of the school. If such a person refuses to leave the school grounds or creates a disturbance, the Principal is authorized to request from the local law enforcement agency whatever assistance is required to remove the individual.

Appendix F

Critical Area of Operation #6 - Contact Tracing

This school district should include in Appendix F the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section A.1.f.

When a student or staff member tests positive for COVID-19 or exhibits symptoms while on school property, the school does not have to close. The NJDOE recommends closing off area(s) used by an infected person before cleaning and disinfection. The NJDOE also recommends that a 24-hour waiting period should be implemented before cleaning and disinfecting. If it is not feasible to wait 24 hours, then it is recommended that outside doors and windows are opened to increase air circulation in the area. Cleaning staff should clean and disinfect all areas (e.g., offices, bathrooms, and common areas) used by the ill persons, focusing especially on frequently touched surfaces.

As additional guidance becomes available, we will follow all NJDOE, NJDOH, and CDC guidelines to ensure the health/safety of our staff/students.

Contact Tracing Procedures

Designated school administrators, school safety specialists, counselors, and other staff will complete a contact tracing certification course training to be able to work in support of the local health department with communication and contact information. All procedures will adhere to applicable federal and state law and regulations regarding privacy and the confidentiality of records.

Hackensack Public Schools shall consult with the local health department in the development, review and revision of the district contact tracing policy and procedures. The Assistant Superintendent of Personnel is the designated staff liaison responsible for providing notifications and carrying out other components of the board's contact tracing policy.

The School Nurse in consultation with the Building Principal shall establish measures for a system of open communication that allows staff, students, and families to self-report symptoms and/or suspected exposure

If a staff member shall observes symptoms consistent with COVID 19 or becomes aware that an individual who has spent time in a district facility tests positive for COVID-19, communication will be as follows: staff member to the school nurse, school nurse to the building administration, building administration to Central Office, Central Office to the local health department.

Appendix G

Critical Area of Operation #7 - Facilities Cleaning Practices

This school district should include in Appendix G the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section A.1.g.

All classrooms, and other areas occupied by students or staff, shall be cleaned according to the most recent CDC guidelines prior to any new individuals entering that space, whenever possible. Frequently touched areas such as doorknobs, lockers, water fountains, sinks, light switches, railings, elevators, lab equipment, etc. shall be cleaned hourly. All cleaning plans shall identify cleaning products to be used in each area and should outline the appropriate amount of dwell time (how long the chemical is required to remain on the surface) for each chemical agent. All cleanings shall be performed by properly trained custodial/maintenance staff, and documentation of the cleanings performed shall be maintained by the district and made readily available for review by the staff, the local education association, and parents should they inquire.

Non-budgeted Purchases Made Feasible from the Cares Act funds. These include:

- Face Masks, both adult and child size
- Barrier shields have been installed at main office desks
- Spray pumps containing cleaning materials
- Electrostatic sprayers -hand held and back pack
- Disinfectant wipes
- Disposable gloves
- Stand alone hand sanitizer equipment
- Wall mounted hand sanitizer - in each classroom and in common areas
- Purell hand sanitizer foam

Air Exchange - HVAC

- Air filters with a rating of between Merv Rating of between 11-13 for all ventilation equipment will be checked and replaced monthly as required
- Ascertain that classroom Univents are fully operational and surfaces are clear
- Buildings with windows will be ventilated as often as practicable
-

Signage

- Social distancing footprints will be installed hallway floors
- Signs to alert personnel and all visitors to wear face coverings upon entering
- Interior wall signs to remind all to sanitize
- Hand washing reminder decals

To Practice Social Distancing

- Plexiglass desk barriers for main office staff

Classroom furniture removal/adjustments - Where feasible

- All personal furniture must be removed
- Cloth stuffed animals and similar items are not permitted

Cleaning/Disinfecting Procedures

The custodial and maintenance staff, including the ECDC staff as well as our two partnering Pre-K providers, have been trained by an independent contractor, in enhanced cleaning and disinfecting practices.

Cleaning - While students and staff are in attendance**Daytime Custodial Shift:**

The combination of an initial shortened day, and as breakfast will be eaten in classrooms, it frees up staff to dedicate himself/herself to the following additional duties

Elementary School:

- After students arrive, all interior/exterior door handles will be cleaned starting at the main entrance and working to all active entryways
- Light switches
- Stair rails
- Doorknobs
- Computer Monitors and keyboards and mice
- Whiteboards and related screen equipment
- Water fountains.
- Bathrooms will be periodically closed and sinks, faucets, dispensers, related surfaces and all bathroom commodes will be sanitized.
- If classrooms are empty during the instructional day, custodians will enter and wipe down surfaces/desks with disposable towels. All student and staff desks/tables will be sprayed with disinfectant at once, then wiped down with disposable paper towels, and then disposed of.
- As meals will be consumed in the classrooms, large capacity garbage cans will be placed throughout hallways to assist with spillover trash and promptly emptied.
- After the building is completed, the cycle will be repeated on an ongoing basis.

High and Middle Schools: Two daytime persons will be dedicated during the day to sanitize and wipe:

- After students arrive, all interior/exterior door handles will be cleaned starting at the main entrance and working to all active entryways
- Light switches
- Stair rails
- Doorknobs
- Computer Monitors and keyboards and mice
- Whiteboards and related screen equipment
- Lockers
- Water fountains

- If classrooms are empty during the instructional day, custodians will enter and wipe down surfaces/desks with disposable towels. All student and staff desks/tables will be sprayed with disinfectant at once, then wiped down with disposable paper towels, and then disposed of.
- As meals will be consumed in the classrooms, large capacity garbage cans will be placed throughout hallways to assist with spillover trash and promptly emptied.
- Bathrooms will be periodically closed and sinks, faucets, dispensers, related surfaces, paper towel/tissue dispensers and all bathroom commodes will be sanitized.
- After the building is completed, the cycle will be repeated on an ongoing basis.

This protocol will be evaluated and adjusted as needed.

Second Shift All Schools:

- Sweep floors and assigned classrooms and hallways
- Empty trans cans and replace liners
- Vacuum all rugs
- Dust air vents, window ledges and high areas
- Clean door areas and windows in and around doors.
- Wipe and sanitize cabinets, drawer handles
- Clean and disinfect toilets, urinals, sinks, faucets, flushometers, and surrounding areas with neutral disinfectant.
- Wet mop floors with neutral floor cleaners.
- Clean mirrors.
- Refill paper and soap dispensers.
- Clean water fountains.
- Clean tops of desks
- Clean toilet partitions
- Office surfaces, including desks, telephone

Appendix H

Critical Area of Operation #8 – Meals

This school district should include in Appendix H the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section A.1.h.

Meals will be delivered to classrooms.

Breakfast and lunch will be provided to students on days when they are in school as well as virtual days. Breakfast will be pre-packaged and eaten in the classroom while pre-packaged lunches will be delivered to the classroom for grab and go during Phase 1. During Phase 2, resuming full day of instruction, breakfast will continue to be pre-packaged and eaten in the classroom while lunches will still be pre-packaged and eaten at school in the classroom, cafeteria, gymnasium, outdoor space (weather permitting), and/or other large space as determined by the school administration in order to maintain social distancing.

For the serving staff, the district's contracted vendor, Maschio's, shall provide: isolated workspaces for each employee to prepare meals; an isolated personal storage area for each employee; PPE for each employee including PPE recommended by the CDC, NJ Department of Health, or any other governmental agency including but not limited to shoe and hair coverings; plexiglass dividers when serving students and staff; Right-to-Know training on all cleaning and disinfecting chemicals required pertaining to, but not limited to, sanitization of food packing, serving stations, and the cleaning of any utensils/plates/cookware; processes in place to receive touchless shipments from outside vendors; and proper ventilation of kitchen areas to maintain proper air flow and safe temperatures when wearing masks.

For students, the district shall provide: seating that allows for a minimum of six (6) feet of separation; all eating areas clearly labeled for maximum capacity (allowing for a minimum of six (6) feet of separation); a policy to include masks being worn at all times, except when seated and eating; a school-based serving procedure that allows for both lunch pick-up and trash disposal while maintaining distancing as outlined above; sanitizing eating spaces after use by groups of students as well as lunchrooms used by staff; discontinued use of any communal stacks, bins, trays, and utensils that may be accessed by many hands; and suspension of self-service areas.

For staff supervising such areas, the district shall provide: PPE for each employee; school-based processes to implement emergency "clean-up" procedures; Right-to-Know training on all cleaning and disinfecting chemicals required; and training on building based processes to implement emergency evacuation procedures and/or lockdown procedures.

Appendix I

Critical Area of Operation #9 – Recess/Physical Education

This school district should include in Appendix I the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section A.1.i.

The district is beginning the school year with an abbreviated schedule, and no recess. When schools are open for in-person full day instruction, recess will be staggered in all four of our elementary schools as well as the middle school to allow for disinfecting any equipment that is in use.

While recess will be staggered, there may be groups outside at more than one time. Areas will be marked off by tape, cones, or other items that are readily available to ensure that groups are properly social distancing. There will be staff assigned to recess duty to ensure that students are following social distancing guidelines. In addition, masks will be required during recess in the event that social distancing is not possible.

Preschool students will participate in gross motor activities daily. Equipment will be cleaned between uses and stations will be utilized to ensure that students do not touch equipment prior to it being cleaned. Tricycles will not be utilized during an abbreviated schedule, and students will be assigned a personal helmet that will not be used by other students.

During abbreviated schedule days, locker rooms in the middle and high school will be closed and physical education will be held virtually. The district will evaluate when it is safe to begin in person physical education classes, with a plan to begin when full day instruction starts. These classes will take place outside when possible and students will be required to socially distance. Activities will be modified so as not to include contact sports, and equipment will be sanitized between groups.

Appendix J

Critical Area of Operation #10 - Field Trips, Extra-Curricular Activities, and Use of Facilities Outside of School Hours

This school district should include in Appendix J the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section A.I.j.

Until further notice, field trips outside of school will not be allowed; however, virtual field trips that are properly planned and integrated with the curriculum will be approved. Virtual field trips may play an important role to supplement and enrich classroom instruction.

Extra-Curricular Activities shall adhere to all applicable social distancing requirements and hygiene protocols that occur during the regular school day.

The Hackensack School District facilities belong to the community, which paid for them for the primary purpose of offering a full educational program for its children. Prudent use and management of school facilities outside of the regular operating schedules, providing that such use does not interfere with the orderly conduct of a thorough and efficient system of education, allows the community to benefit more broadly from the use of its own property. All requests for use of facilities by external community organizations will be subject to follow district guidance on health and safety protocols and adhere to the demands in District Policy 7510- USE OF SCHOOL FACILITIES.

Appendix K

Academic, Social, and Behavioral Supports

This school district should include in Appendix K supplemental materials, evidence, and further explanations of the elements listed in the Academic, Social, and Behavioral Supports section in the Board's Plan – Section A.2.a. through A.2.e.

Social Emotional Learning (SEL) and School Culture and Climate

The Hackensack Public School district has been providing Social Emotional support for Educators since the forced closing in March of 2020. Some examples of support included a professional development day with a focus on mindfulness and gave staff an opportunity to engage in a variety of activities of their choice. A website with a variety of SEL resources was also provided to staff in the beginning of the summer. Through discussions with the Reopening Committee, the district is proposing pushing back the start day for students to give staff a chance to re-establish connections with each other as well as prepare with ample time for the students arrival.

There have been multiple meetings which included roughly 80 staff members and members of the community to discuss the reopening plan and give the opportunity for questions regarding reopening. Surveys have been sent to parents and students to get an understanding of how comfortable they are with returning to school as well as open-ended questions about concerns that they may have.

Opening Day for Staff

We believe that it is important for staff to return to a welcoming environment that acknowledges the trauma that we all experienced and are still experiencing. Therefore we plan to have unique welcoming back activities that will be organized by building administrators. We want our staff to feel comfortable, appreciated, and empowered so that they can have a productive year and support our returning and new students.

Opening Day for Students

Due to the alternating schedule, we will need to have two opening days for students since all students will not be in the building on the same days. Activities will include the following:

- While kindergarten students are assembled in the auditorium socially distanced. Students in grades 1-4 spend the first hour or so with their former teachers.
- In grades 5 - 8, hold socially distant assemblies with 25% student body by grade. This may mean holding several assemblies throughout the day to provide safety measures, expectations, and mindfulness welcome back activities. This could involve music, student impromptu speeches based on a theme, and other creative thoughts as suggested by the SEL team.
- Make sure SEL is intertwined throughout the day, especially in the morning.
- Engage grades 5 & 6 students in a last year recap & closure activities: (e.g., writing a letter to your former teachers).
- Engage grades 7, 8, and 9 in a last year recap & closure activities: (e.g., sending an email to your former teachers).

- In grades 10-12, teachers may be able to welcome students back by sharing a 10 second video presentation (voluntarily) and present this video at the assemblies.
- Counseling will be available for students.

Multi-Tiered Systems of Support (MTSS)

The district has always provided multi-tiered systems of support to students, which include intervention, enrichment, and additional support that are offered during the school day, before, or after school. The district has identified approximately 300 students who have not attended or had limited attendance during virtual instruction. This list has been shared with school administrators, and plans are being made to provide these students with additional support at the beginning of school. This might include additional in person time, or support to ensure attendance during virtual instruction.

Universal Screening

- **Elementary Students**

1. The district is anticipating students reading below grade level in September. A district-wide elementary initiative is planned to assess student reading in a small group or one-on-one safe environment where students can feel comfortable. All students will be administered a running record and receive small group instruction either virtually or in person.
2. Unit assessments are in place in elementary schools for ELA and Math. Plans are in place to utilize these assessments virtually for grades 2-4 should the need arise.

- **Middle School and High School Students:**

1. Plans are in place to provide testing in late September or early October to all students in grades 5-12 in Math and Language Arts using Link-It.
2. Students would take the end-of-year test for their previous grade. For example, an incoming grade-six student would take the end-of-year grade-five test.

Wraparound Supports

- **Mental Health Supports**

During remote learning, students are identified and contacted by school nurses, school counselors and other members of the school team in order to provide resources and referrals to students, parents and families based on their needs. This outreach includes zoom calls, telephone contact and sometimes socially distant home visits by our school resource officer. Check-ins for our vulnerable students and families will be conducted through targeted communication and consistent follow up. Referrals will be made for access to food, health care and mental health support including grief counseling. Information regarding students in need will be sourced from teachers, support staff and or other school staff. Counseling and referrals will be ongoing.

- **Primary Health & Dental Care**

The students served by our school health services program will be followed closely to ensure that all well care including vaccinations, annual physicals and various other health needs are addressed. This may include referrals for eyewear and dental services. We expect to see children who may have lagged in basic access to health care and are

prepared to meet the challenge by engaging community partners such as our local medical center via telehealth support with an emergency room physician and identifying dental partners able to see children as walk-ins for emergency dental care and treatment. In addition we are continuing to monitor students whose family lack insurance by having them seen at our local Federal Health qualified center, North Hudson Community Action Corp. for annual exams, and or sick visits. Our local health department will also be a point of referral for children in need of vaccination or immunizations and who may have lagged due to lack of insurance or access to medical care.

Our school physicians will be available to conduct physicals and or dental screenings on any at risk children and or children in need of medical and or dental care. School nurses continue to be part of the team that assesses the needs of the whole child and makes needed referrals.

- **Family Engagement**

District surveys were administered in Spanish and English regarding the reopening plan and concerns that students and parents have. There were also virtual town halls conducted for incoming Kindergarten students in both English and Spanish where parents had the opportunity to ask questions about the upcoming school year. Throughout the year, schools are planning on both virtual and in person (when able) events to engage families. Throughout the pandemic it was evident that parent attendance increased significantly when the parent programs were offered virtually.

- **Academic Enrichment/Expanded After School Learning**

Through ESSA funds, all schools have planned for after school programs offered in person or virtually if needed for academic support. The Hackensack High school also has a homework help program. Comet Parent Academy is offered through the Parent Outreach Office, which provides workshops and classes to families. These are planned to continue virtually in September. The Middle School has plans for a Language Arts and Math Intervention program while all four elementary schools have plans in place to support at risk students in Language Arts or Math through an after school program.

Food Service and Distribution

Hackensack Public Schools has an ongoing contract with Maschios as their food service provider. Hackensack has opted to operate on an A/B schedule with the hopes of increasing capacity in phases. The initial reopening is slated September 1st-October 16th which will be in person instruction from 8:30am-12:30pm for K-12. When students are in person, they will receive breakfast which will be prepackaged and eaten in their classrooms. Upon dismissal they will receive a grab and go lunch. For students who are not receiving in person instruction, families will have the opportunity to pick up their breakfast and lunch during a window of time at various places throughout the city.

Quality Child Care

The YMCA will hold before and after care in each of our elementary schools. The program will be designated to certain areas in each building which will be cleaned prior to and after each use.

Additionally, the YMCA is looking into off site locations for childcare for students who are not scheduled to attend school on that day

Appendix L Restart Committee

This school district should include in Appendix L the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section B.1.

A Restart Committee has been established to develop the Board's Restart and Recovery Plan. The Restart Committee, which reflects the diversity of the school community, includes school district and school-level administrators, members of the Board of Education, the President and officers of the local education association, a diverse set of content experts, educators, parents, students, the Local Health Department, and others in municipal and county government.

The Restart Committee works closely with the School Pandemic Response Teams to help address policies and procedures of the Board's Plan. One of the main goals of the Restart Committee is to ensure that the provisions marked "anticipated minimum standards" as outlined in the Guidance have been incorporated into the Board's Plan and corresponding protocols, as applicable. The Restart Committee developed subcommittees to focus on Student Learning and Logistics.

Reopening General Task Force
<p style="text-align: center;">Early Childhood Development Center & Elementary Schools</p> <p style="text-align: center;">Rhonda Ashton-Loeb, <i>Principal</i> Joy Dorsey-Whiting, <i>Principal</i> Christopher Moran, <i>Principal</i> Lillian Whitaker, <i>Principal</i> Stefanie Golam, <i>Supervisor</i> Marcela Moncloa, <i>Assistant Principal</i> Donna Petrin-Wall, <i>Assistant Principal</i> Judith Soto-Holland, <i>Assistant Principal</i> Gordon Whiting, <i>Assistant Principal</i> Wendy Lamparelli, <i>Lead Nurse</i></p>
<p style="text-align: center;">Hackensack Middle School</p> <p style="text-align: center;">Anibal Galiana, <i>Principal</i> Adi Madden, <i>Assistant Principal</i> Mark Johnson, <i>Assistant Principal</i> Julio Morel, <i>Assistant Principal</i> Roseanne Cavallo, <i>Language Arts Literacy Supervisor Grades 5-12</i> John Spadafino, <i>Math Supervisor Grades 5-12</i> Rich DelVecchio, <i>Science Supervisor Grades 5-12</i></p>
<p style="text-align: center;">Hackensack High School</p> <p style="text-align: center;">James Montesano, <i>Principal</i> Nicole Adams, <i>Assistant Principal</i></p>

Robert Greenwood, *Assistant Principal*
Celso King, *Assistant Principal*
Patricia Lozano, *Assistant Principal*
Talin Hovsepien, *Supervisor of Guidance*

Special Services & Bilingual Department

Darius Pemberton, *Director of Special Services*
Marielle Messina, *Director of Bilingual, ESL, and World Languages*
Joanne Winters, *Supervisor*
Kristen Bader, *Supervisor*

Padovano Center/Board of Education

Robert Sanchez, *Superintendent*
Dora E. Zeno, *Interim Business Administrator/Board Secretary*
Andrea Oates-Parchment, *Assistant Superintendent*
Rosemary Marks, *Assistant Superintendent*
Lauren Kazmark, *Director of Curriculum*
Adrian Cepero, *District Technology Coordinator*
Servet Kazazi, *Director of Buildings & Grounds/Facilities*
Melissa Sanzari-Stevens, *Instruction & Data Coordinator*

Subcommittee

Reopening Task Force: Student Learning Committee

Early Childhood Development Center & Elementary Schools

Marcia Hall-Belton, *PTA President/Lunch Assistant*
Anamari Servis, *Teacher*
Rhonda Wade, *Teacher*
Donna West, *HEA President & Teacher*
Joyce Wickersheim, *Teacher*
Jennifer Zanca, *Guidance*

Hackensack Middle School

Andrea Kosoy, *Teacher*
Mariko Walker, *Teacher*
Aurelia Zitman, *Teacher*

Hackensack High School

Nicole Adams, *Assistant Principal*
Lauren Alberta, *Speech Therapist*
Rommy Buttafuoco, *Paraprofessional*
Caseen Gaines, *Teacher*
Elisabet Kennedy, *Media Specialist*
Joseph Patti, *Teacher*

Julie Platte, *Music Teacher*
Randall Stamm, *Guidance*

Padovano Building/Board of Education/Community Stakeholders

Scott James-Vickery, *Trustee/Parent*
Anthony Rodriguez, *Trustee/Parent*

Reopening Task Force: Logistics Committee

Early Childhood Development Center & Elementary Schools

Lincy Aprigliano, *Speech Therapist*
Danielle Cocuzza, *Teacher*
Lena Hayek, *Media Specialist*
Mary Natirboff, *Physical Therapist*
Tracy Puntasecca, *Teacher*
Ozzy Sanchez, *Social Worker*
Alexis Walling, *Speech Therapist*
Donna West, *HEA President & Teacher*

Hackensack Middle School

Haris Brkovic, *Teacher*
Nora Maher, *Teacher*
Ted Malin, *Teacher, HEA*
Jeanmarie Shea, *Nurse*

Hackensack High School

Michele Balik, *Teacher*
Philip Benanti, *Teacher*
Louis Ferrante, *Teacher HEA Vice President*
Lisa MacVicar, *Music Teacher*
Mario Santivanez, *Teacher*

Special Services/Padovano Building/Board of Education/Community Stakeholders

Melissa Arica, *Food Services Director*
Glenn McAfee, *Executive Director YMCA*
Lydia Singh, *Assistant Business Administrator*
Anadia Diaz, *Administrator Assistant Special Services*
Servet Kazazi, *Director of Building and Grounds*
Susan McVeigh, *Hackensack Health Dept.*
Chris Annunziata, *Deputy Chief/Fire Official*
Tina Cappadonna, *Captain Hackensack Police Department*
Dana Koenig, *Sergeant Hackensack Police Department*
Michael Oates, *Trustee/Parent/Hackensack Fire Department*
Lancelot Powell, *President HBOE*
Marissa Dooley, *Student HHS*
Walter King, *Student HHS*

Appendix M

Pandemic Response Teams

This school district should include in Appendix M the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section B.2.

Pandemic Response Teams

Each School-based Pandemic Response Teams (PRT) has been established to centralize, expedite, and implement COVID-19 related decision-making. Each school team's Principal will serve as the liaison that reports to district-level administrators to ensure coordinated actions across the district. Each PRT includes a cross section of administrators, teachers, staff, and parents that is reflective of the community's racial diversity.

Each Pandemic Response Team is comprised of the following members:

1. School Principal or Lead Person;
2. Teachers
3. Child Study Team member;
4. School Counselor or mental health expert;
5. Subject Area Chairperson/Director;
6. School Nurse;
7. Teachers representing each grade band served by the school district and school
8. School safety personnel;
9. Members of the School Safety Team;
10. Custodian; and
11. Parents.

The Pandemic Response Team is responsible for:

- a. Overseeing each school's implementation of the Plan, particularly health and safety measures, and providing safety and crisis leadership.
- b. Adjusting or amending school health and safety protocols as needed.
- c. Providing staff with needed support and training.
- d. Reviewing school level data regarding health and safety measures and the presence of COVID-19 and reporting that data to the district as required.
- e. Developing and implementing procedures to foster and maintain safe and supportive school climates as necessitated by the challenges posed by COVID-19.
- f. Providing necessary communications to the school community and to the school district.
- g. Creating pathways for community, family, and student voices to continuously inform the Team's decision-making.

The Pandemic Response Team will meet regularly and provide the community with timely updates and any changes to protocols.

Pandemic Response Teams

Early Childhood Development Center (ECDC)

Stefanie Golam , *Administrator*
Kristina Deak , *Master Teacher*
Kasia Ferrone , *PIRT Specialist*
Wendy Lamparelli, *Lead Nurse*
Stacy Montalto, *Behaviorist*
Yolanda Suqui , *Parent*
Susie Greenberg, *HEA Rep/Teacher*
Jaime Garcia, *Paraeducator*
Sara Burfeind, *Creative Curriculum Teacher*
Gosia Downes, *Creative Curriculum Teacher*
Daniela Playa, *ABA teacher*
Sarah Viterito, *ABA teacher*
Beth Liosi, *ABA teacher*
Alexis Walling, *Speech*
Linda Wicker, *Related Services OT*
Mary Natirboff , *Related Services PT*
Diana Lizardo, *CST/HEA Rep*
Lori Nichols, *LDTC*
Brandy Baucom, *Social Worker*
Leo Chavez , *Custodian*

Fairmount School

Rhonda Ashton-Loeb, *Principal*
Gordon Whiting, *Assistant Principal*
Mary Sommers, *School Nurse*
Danielle Cocuzza, *PreK - PSD4*
Sara Luciano, *Kindergarten*
Janet Montesano, *Kdg & Grade 1 - LLD*
Jennifer Reyes, *Grade 1 - LLD*
Danielle Jackson, *Grade 1*
Erin Scordo, *Grade 1*
Toni Ann Piantadosi, *Grade 2 - LLD*
Pedra Del Vechio, *Grade 2*
Stacey Cherven, *Grade 2*
Diane Eames, *Grade 2*
Patricia Burleson, *Grade 3*
Dawn Thompson, *Grade 3*
Diana Masticova, *Grade 3 - LLD*
Leslie Montone, *Grade 4*
Elizabeth Padovano, *Grade 4*
Sara Picone, *Media Specialist*
Teresa Jordan, *ESL Teacher*
Jennifer Zanca, *School Counselor*

Mindy Patrisso, *Social Worker*
Jennifer Lahm, *Occupational Therapist*
Cyndi Hochstaedt, *Reading Specialist*
Domenica Panuccio, *Paraeducator*
Sandra Crespo, *Admin Assistant*
Lincy Aprigliano, *Speech Therapist*
Jenna Kuligowski, *School Psychologist*
Luis Granada, *Head Custodian*
Natalia DeBonis, *Parent*

Fanny Meyer Hillers

Mrs. Joy Dorsey-Whiting, *Principal*
Dr. Judith Soto, *Assistant Principal*
Ms. Melissa Cobos, *Nurse*
Mrs. Cecilia Ruiz, *Social Worker*
Mrs. Tereza Taylor, *Administrative Assistant*
Ms. Karen Cabral, *Administrative Assistant*
Mr. Joe Peraino, *Head Custodian*
Mrs. Colleen Dawson, *Kindergarten Teacher*
Ms. Tanisha Hinton, *1st/2nd grade RCR Teacher*
Mr. Chris Haffler, *2nd grade Teacher*
Mrs. Anamari Servis, *3rd grade Teacher*
Mr. Jeff Bock, *4th grade Teacher*
Mrs. Trisha Piotrowski, *Child Study Team*
Ms. Farrah Telemaque, *Child Study Team*
Mrs. Vicky Farhi, *Community/Parent*
Mrs. Hafeezah James, *Parent*
Mrs. Erica Diaz, *Parent*
Mr. Realito Magpayo, *Parent*

Jackson Avenue School

Chris Moran, *Principal*
Marcela Moncloa, *Assistant Principal*
Wendy Lamparelli, *Nurse*
Albania Mejia, *Special Education Teacher*
Berlinda Rodriguez, *Bilingual Teacher*
Shavon Marquez, *Teacher*
Patricia Giampietro, *Teacher*
Nicole De Luca, *Teacher*
Angelica Menesis, *PTA President*
Revi Hadinate, *PTA Member*
Asia Alston-Robinson, *Parent*

Nellie K. Parker School

Lillian Whitaker, *Principal*
Donna Petrin-Wall, *Assistant Principal*
Judge Sandra Robinson, *Community liaison*
Quasheema Bolds, *Nurse*
Steve Brewer, *Head Custodian*
Andy Cooper, *School Psychologist*
Lisa Stellato, *School Social Worker*
Saran Sinnette, *LDTC*
Jacky Santiago, *Social Worker*
Stephanie Von Rudenborg, *Councilwoman/parent*
Dawn Wilkes, *Parent liaison*
Michele Garzone, *Parent liaison*
Devon Darling, *Parent liaison*
Yoseb Jeon, *Parent liaison*
Arlena Jones, *Reading Coach*
Christina Rivera, *Teacher (pre-k)*
Jennifer Williams, *Teacher Gr. 1*
Rachel VanWijk, *Teacher Gr. 2*
Jessica Grimes, *Teacher Gr. 3*
Shawna Hill-Shortridge, *Teacher Gr. 4*

Hackensack Middle School

Dr. Anibal Galiana, *Acting Principal*
Mark Johnson, *Assistant Principal*
Julio Morel, *Assistant Principal*
Adi Madden, , *Assistant Principal*
Crista Tiboldo, *Science Gr. 7*
Mariko Walker, *Special Ed.*
Leah Mager, *LDTC/Case manager*
Dee Kalman, *STEM 5-8*
Maureen Carroll, *Library*
Nina Cohen, *Special Education Teacher*
Margarita Monserrat *E.S.L.*
Mike MacVicar, *Instrumental Music*
Lauren Alberta, *Speech Pathologist*
Ted Malin, *Computer Apps 5-8*
Kris DeBlasio, *Social Studies Gr. 6*
Lil Cuervo, *Science Gr. 6*
Andrea Kosoy, *Teacher*
Griselda Delgado, *Science Gr. 6*
Jeanmarie Shea, *School Nurse*
Yvette Woolridge, *School Nurse*
Lynda McGowan, *CST*
Jay Hansen, *Math Gr. 8*
Nora Maher, *Social Studies Gr. 5*

Erin Dietz-Nemec, *Special Ed/Science*
Deena Carucci, *Math Gr. 5*
Fran Campolo, *World Language 5-8*
Devon Darling, *Math Gr. 5*
Jennifer Pérez Alwman, *Math Gr. 8*
Rosemary Morgan, *Spec.Ed/Soc. Studies*
Sila Francobido, *World Language*
Kristen Fucetola Dujets, *CST/LDTC*
Karina Perez, *Teacher*
Jennifer Johnson, *Parent*
Amber Baracco, *School Counselor*

Hackensack High School

Jim Montesano, *Principal*
Patty Lozano, *Assistant Principal*
Celso King, *Assistant Principal*
Nicole Adams, *Assistant Principal*
Bob Greenwood, *Assistant Principal*
Talin Hovsepian, *Guidance Supervisor*
Iris Koonin, *Student Asst. Coord.*
Lou Ferrante, *Science Teacher*
Jacque Perrone, *Special Education Teacher*
Michele Balik, *Special Education Teacher*
Jane Spielberg, *Business Teacher*
Dan Excellent, *Business Teacher*
Lisa MacVicar, *Arts Teacher*
Joe Brunacki, *Math Teacher*
Lynrick Rhymer, *Math Teacher*
Caitlin Kropilak, *Math Teacher*
Marc Houser, *Physical Education Teacher*
Caseen Gaines, *ELA Teacher*
Colleen Krenn, *School Counselor*
Rommy Buttafuccho, *Paraeducator*
Michelle Hogan, *School Nurse*
Dahiana Defina, *School Nurse*
Audry Irby, *Admin. Assistant*
Ralph Savino, *Head Custodian*
Luis Furcal, *SRO*

Appendix N

Scheduling of Students

This school district should include in Appendix N the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section B.3., including, but not limited to:

a. School Day

Hackensack Public Schools will offer a hybrid schedule as well as a full time remote program as required by the guidelines set forth by the New Jersey Department of Education in the “The Road Back: Restart and Recovery Plan for Education” document. For initial reopening, the entire district will operate in person at a reduced capacity with an all virtual option for parents and students. After surveying our parents, it was determined that it was preferred that students attended on the same days each week when possible. Students will be designated an “A” or a “B” day. “A” days are on Mondays and Thursdays, while “B” days are designated Tuesdays and Fridays. Wednesdays will be designated as an “A” or a “B” day depending on the week. Wednesdays will ensure that all students are receiving an equitable amount of in person instruction. For the initial reopening, students will attend in person instruction from 8:30-12:30.

Hackensack Public Schools is partnering with two Pre-K providers. Both of our pre-k providers will be offering a full day schedule from 9:00am-3:00pm as long as protocols issued by the state of New Jersey are followed.

For the 2020-2021 school year, when the school is on an A/B schedule the days will be designated as follows.		
A Days	Monday & Thursdays	Wednesdays will operate as either an A or a B day as designated by the calendar below.
B Days	Tuesdays and Fridays	

SEPTEMBER 2020			OCTOBER 2020		
If your child is scheduled to attend on..	The dates they will be in school are:	# of days in school	If your child is scheduled to attend on..	The dates they will be in school are:	# of days in school
A Days	September 9, 10, 14,17,21,23,24,30	8	A Days	October 1, 5, 7, 8, 14, 15, 19, 22, 26, 29	10
B Days	September 8, 11,15,16, 18, 22, 25, 29	8	B Days	October 2, 6, 9, 13, 16, 20, 21, 23, 27, 28, 30	11

NOVEMBER 2020			DECEMBER 2020		
If your child is scheduled to attend on..	The dates they will be in school are:	# of days in school	If your child is scheduled to attend on..	The dates they will be in school are:	# of days in school
A Days	November 2, 9, 12, 16, 18, 19, 23, 30	8	A Days	December 3, 7,9,10, 14,16, 17, 21, 23	9
B Days	November 4, 10,11, 13, 17,20, 24, 25	8	B Days	December 1, 2, 4, 8,11, 15, 18, 22	8
JANUARY 2021			FEBRUARY 2021		
If your child is scheduled to attend on..	The dates they will be in school are:	# of days in school	If your child is scheduled to attend on..	The dates they will be in school are:	# of days in school
A Days	January 4, 7, 11, 13, 14, 20, 21, 25, 28	9	A Days	February 1, 3,4,8, 11, 22, 24, 25	8
B Days	January 5, 6, 8, 12, 15, 19, 22, 26, 27, 29	10	B Days	February 2, 5, 9, 10,12, 23, 26	7
MARCH 2021			APRIL 2021		
If your child is scheduled to attend on..	The dates they will be in school are:	# of days in school	If your child is scheduled to attend on..	The dates they will be in school are:	# of days in school
A Days	March 1, 4,8,10,11, 15, 18 , 22, 24, 25	10	A Days	April 5, 8, 12, 14, 15, 19, 22, 26,28, 29	10
B Days	March 2,3,5, 9, 12, 16, 17, 19, 23, 26	10	B Days	April 6,7,9, 13, 16, 20,21, 23,27,30	10
MAY 2021			JUNE 2021		
If your child is scheduled to attend on..	The dates they will be in school are:	# of days in school	If your child is scheduled to attend on..	The dates they will be in school are:	# of days in school
A Days	May 3, 6, 10, 12, 13, 17, 20, 24, 26, 27	10	A Days	June 2, 3, 7, 10, 14, 16, 17, 21	8
B Days	May 4, 5, 7, 11, 14, 18, 19, 21,25, 28	10	B Days	June 1, 4, 8, 9, 11, 15,18, 22	8
*June 23rd is the last day of school which falls on a Wednesday it is suggested that it is a full virtual day for all students in order to maintain an equal amount of A/B days for the year.					

b. Educational Program

At both the middle and high school, students will be able to attend class via live streaming on a daily basis. At the elementary level, virtual academy instructors will be assigned to a grade level to instruct the students whose parents have chosen the all virtual option. In order to better support staff and students three additional online resources were purchased to ensure that students receive engaging instruction and have access to a variety of resources. Whether students receive virtual or in person instruction all IEP's will be followed or modified to ensure the best support for students. To ensure collaboration, teachers will be provided with a common planning time so that constant communication is occurring and that any transitions from virtual to in person or vice versa would be smooth.

C. Transition to Full Remote

By the first day of school, all building administrators will have a schedule for full remote in the event of a Health related closure district-wide or by school.

Appendix O

Staffing

This school district should include in Appendix O the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Sections B.4., B.5., and B.6.

Teachers serve as the number one in-school factor impacting student learning. Regardless of the environment, teachers should clearly understand expectations and be supported and held accountable for student learning. Hackensack Public Schools will consider access and equity for all staff to ensure continuity of student learning. School reopening plans and decision-making throughout the school year will consider unique needs of each staff member, such as access to technology, social and emotional health, and child care concerns.

Clearly defined roles and responsibilities of school administrators, teachers, instructional assistants, educational services professionals, and student teachers will ensure continuity of learning and leverage existing resources and personnel to maximize student success.

Staffing Considerations

The following needs will be taken into consideration when determining staff assignments, including, but not limited to:

- CDC and Department of Health guidance
- Federal, State and local law and regulations
- Board policies and regulations
- Staff members' certifications, experience and expertise.
- Considerations (e.g., risk factors, pre-existing health conditions, etc.) should inform the assignment of staff members to engage in in-person versus virtual learning. Such information must be documented and on file with the district's Human Resources department;
- Access to technology, both in the school building and at home;
- Support for the medical, social and emotional health and wellbeing of adults;
- Student enrollment, class size requirements and instructional needs;
- Support in navigating hybrid models of teaching and learning (see "Professional Development" section);
- Adjustments as needed to existing roles in order to accommodate new health and safety regulations;
- Honoring contractual obligations

Substitutes

Substitutes will report to their designated school's Main Office, follow the same check-in procedures as staff for entry/health/safety screening, secure their assignment, and get directions from the designated school-based administrator.

- The contingency staffing plan includes hiring district substitutes to provide for sudden absences/emergency coverage needs, as well as providing for long-term substitutes through the substitute management service, in case of long-term absences and/or

vacancies.

- District-hired substitute teachers will participate in training to be able to provide for both virtual and hybrid settings.
- Substitutes will be designated to a single school building to minimize movement between schools.
- Nursing services agencies and South Jointure Regional will be used to provide for coverage needs related to school nurses, counselors, school psychologists and other CST positions.

In-person and Hybrid Learning Environments:

The health and safety of our students is paramount and staff schedules will include designated time to support school building logistics required to maintain health and safety requirements, including, but not limited to:

- Reinforcing social distancing protocol with students and co-teacher or support staff;
- Monitoring student movement and hallway traffic in order to maintain safety according to guidelines;
- Limiting group interactions to maintain safety;
- Supporting school building safety logistics (entering, exiting, restrooms, etc.);
- Maintaining social distancing guidelines when in classrooms;
- Implementing predictable routines for students that support health and safety goals, while maintaining student engagement through varied instructional strategies.
- Providing regular feedback to students and families on expectations and growth.
- Supporting teachers in making necessary curricular adjustments and continuously improving the quality of instruction in remote and hybrid environments.
- Schedule permitting, staff will provide assistance with school building and safety logistics as needed;

Mentor Teachers:

- Plan for “in-person” contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
- Identify the most immediate issues to address with the mentee considering technology needs and how to provide effective remote instruction.
- Establish observation protocols for remote environments that protect confidentiality, respect student privacy, and provide the mentee with relevant support.
- Integrate self-care, for mentor and mentee, into mentoring scheduling and practices.
- Continue to maintain logs of mentoring contact.
- Mentor teachers should consider all health and safety measures when doing in-person observations.
- Plan for “in-person” contact with the mentee using agreed upon communication methods

- and schedules that provide confidentiality and sufficient support.
- Consider alternative methods for classroom observations and avoiding in-person contact where possible.

Administrators:

In addition to administrators' non-instructional responsibilities, to ensure quality of continued learning in-person or virtually, administrators should:

- Consider roles for staff with health concerns, leveraging them to enhance the virtual learning environment and inform in-person instruction.
- Provide time for staff collaboration and planning
- Prioritize practical science and practical CTE areas for on-site opportunities.
- Prioritize vulnerable student groups for face-to-face instruction.
- Identify teachers and teacher leaders that may provide support to staff to continuously improve instruction in a virtual environment.
- Work with staff and faculty to ensure that teaching and learning, and all student services are effectively and efficiently developed, planned, and delivered.
- Hone collaboration, cooperation and relationship building skills using alternative methods to remain connected to virtual instruction.
- Define and provide examples of high-quality instruction given context and resources available.
- Assess teacher, student, and parent needs regularly.
- Ensure students and parents receive necessary supports to ensure access to instruction.
- Communicate expectations for delivering high-quality instruction, assessing, and monitoring student progress in the virtual environment, in accordance with NJDOE's Professional Standards for Teachers and NJ Professional Standards for Leaders (N.J.A.C. 6A:9).
- Plan a process to onboard students and reestablish the classroom environment through emphasizing relationships with students and parents and resetting routines.
- Collaborate on curriculum planning and assessing student academic and social emotional well-being when they return to school.
- Create feedback loops with parents and families about students' academic and social emotional health and well-being, through use of remote learning conferences and/or surveys to parents about their student's experience and learning while out of school.
- Share a comprehensive account of academic interventions and social emotional and mental health support services available through the district.
- Create and communicate realistic student schedules to increase student engagement and accountability for both hybrid and remote learning models.
- Collaborate in determining expectations for differentiated instruction and rigor in hybrid and remote learning models.

- Support families in connecting with teachers and other services they need to be successful in navigating the virtual environment.
- Ensure the Preschool Director/Contact person is involved in the planning so development activities and supports are in place for Preschool and supports transition to kindergarten.

Educational Services:

- Lead small group instruction in a virtual environment.
- Facilitate the virtual component of synchronous online interactions.
- Manage online platform for small groups of in-person students while the teacher is remote.
- Assist with the development and implementation of adjusted schedules.
- Plan for the completion of course requests and scheduling (secondary school).
- Assist teachers with providing updates to students and families.
- Support embedding of SEL into lessons.
- Lead small group instruction to ensure social distancing.
- Consider student grouping to maintain single classroom cohorts.
- Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.

Support Staff:

Paraprofessionals that usually serve in physical classrooms supporting students and teachers may also provide support in the virtual environment, especially for struggling students, those with special needs, English language learners, and those that need additional support at home. Paraprofessionals may:

- Lead small group instruction to ensure social distancing.
- Consider student grouping to maintain single classroom cohorts.
- Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.
- Pre-record read-alouds and videos around SEL activities and routines (P-2) Caption pre-recorded instructional videos from general education teachers.
- Provide real-time support during virtual sessions.
- Research websites, videos, and links for accessible activities that teachers can incorporate into lessons.
- Support families and students in accessing and participating in remote learning.
 - Paraprofessionals can be added to online classes as co-teacher.
- Lead small group instruction in a virtual environment.
- Facilitate the virtual component of synchronous online interactions.
- Family Workers will need to provide support to parents via virtual platforms (Preschool)

Appendix P

Athletics

This school district should include in Appendix P the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section B.7.

The New Jersey State Interscholastic Athletic Association (NJSIAA) has established a COVID-19 Medical Advisory Task Force (MATF) responsible for providing the NJSIAA with guidance to allow New Jersey high school student-athletes to return to athletics as soon and as safely as possible. The NJSIAA is also convening a Sports Advisory Task Force which will be comprised of athletic directors from across the State and will be charged with reviewing State and local health guidelines, as well as NJDOE guidance, regarding the 2020-2021 school year. The Sports Advisory Task Force, which will also meet weekly, will determine, among other things, the extent to which changes may be needed for each interscholastic sports season.

Through the work of these task forces, the NJSIAA has marked the initial step toward a fall season return to high school sports with the release of initial return to play guidelines for workouts during the summer recess period. According to the NJSIAA: "If member schools wish, they may begin summer workouts on July 13; this phase will continue until at least July 26. Additional guidelines and specific timing for subsequent phases are pending, and details will be shared no less than two weeks before the next phase begins. Start dates for all fall sports remain unchanged, though NJSIAA continues to emphasize that all dates are subject to revision."

Hackensack Public Schools will continue to monitor and follow the guidance provided by the NJSIAA with regards to interscholastic sports. NJSIAA Real Time Updates:
<https://www.njsiaa.org/events-news-media/news/njsiaa-builds-return-play-plan-provides-updates-fall-sports-season>

<https://www.njsiaa.org/covid-19-resources>

Appendix Q

Remote Learning Options for Families

Expectations Regarding Fulltime Remote Learning Options for Families 2020-2021

The Virtual Learning Program option is designed for families that are unable to send their children into school buildings due to family health concerns. This could include medically fragile or vulnerable children, medically fragile or vulnerable family members at home, related mental health conditions, or other medical issues.

The Virtual Learning Program will be taught online by Hackensack Public School teachers, align with the teaching and learning expectations set forth in Appendices K, N and O, and will provide for the following:

- Virtual instruction aligned to the scope and sequence of the in-person instruction being offered in our schools.
- Consistent interaction between students and teachers, several times a week, with the teachers using their technology device and instructional resources. This will include both synchronous (scheduled class meetings) and asynchronous (student self-paced) learning.
- Teachers will meet with students in whole-class and small-group instruction through video conferencing.
- Teaching, learning, problem solving, critical thinking and student engagement will occur in a fully virtual/remote learning environment.

All teachers will be expected to deliver high-quality, standards-based instruction, including assessing, and monitoring student progress in the virtual environment, in accordance with NJDOE's Professional Standards for Teachers and NJ Professional Standards for Leaders (N.J.A.C. 6A:9).