



# **Teaneck Public Schools**

## **District Public Health-Related School Closure Plan**

**County Code: 03 Bergen**

**District Code: 5150**

**Name of District: Teaneck Public Schools**

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## BACKGROUND

One of the greatest and most likely threats to the public’s health is a naturally occurring event – an influenza pandemic. Pandemics happen when new (novel) influenza viruses, such as Influenza or the new CoronaVirus (COVID-19) emerge which are able to infect people easily through person-to-person contact, cause serious illness, and can sweep across the country and around the world in a very short period of time. Per the Center Disease Control and Prevention (CDC), although pandemics occur infrequently, planning and preparing for a pandemic is important to ensure an effective response. Planning for and responding to a pandemic is complex and pandemics can affect everyone in a community. In order to respond quickly to any form of crisis, Teaneck Public Schools continues to update its Emergency Crisis Management Plan. This District Public Health-Related School Closure Plan (Pandemic Management Plan) is an updated addendum that outlines the specific steps the district has taken and will take to address the challenges that unfold when a pandemic crisis affects the school district.

## DEMOGRAPHIC PROFILE

Demographic	Number of Students
Total Number of Students Prek -12	3600
State Funded Preschool	195
Homeless Students	56
Migrant Students	Not Applicable
Students with Disabilities	949 (in-district SWDs)
English Language Learners	126



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## CONTINUITY OF STUDENT LEARNING AND OPERATIONS

Teaneck Public Schools' health-related school closure plan is designed with specific steps to address the unique challenges that could rapidly unfold in case of a pandemic. The plan allows Teaneck Public Schools to operate remotely while supporting the continuity of teaching and learning for all students, inclusive of students with disabilities and English Language Learners. The plan ensures that all students have equitable access to meaningful virtual instruction utilizing Chromebooks with internet connection to be able to interact with teachers and have access to the district's curricular resources.

## EQUITABLE ACCESS FOR ALL STUDENTS

Teaneck Public Schools deployed Chromebook devices to all students in Grades 1 through 12. In September of the 2019-2020 school year students enrolled at Teaneck High School were provided a Chromebook device to take home (1:1). Middle school (grades 5-8) students were provided Chromebooks (1:1) that remained in the school building. Prior to the COVID-19 pandemic school closure, we sent a [letter home](#) to middle school parents informing them we will allow students to take devices home and followed with a subsequent letter for students in grades in grades 1 through 4. We deployed Goguardian and Gaggle on all the student Chromebooks, which allows us to monitor their usage, emails, calendars, Google Drives, Google hangouts(chat) for any inappropriate or questionable behavior. We provided hotspots to families who did not have internet access and arranged with Optimum Online to provide "Optimum Wifi" access to district owned devices.

An inventory of all Chromebooks and hotspots that have been provided to students is maintained by the technology department. We are using a combination of Lenovo 100e, Lenovo N42, Dell Chromebook 11, and Asus Chromebooks and using two different types of hotspots: the T-Mobile Coolpad surf and Alcatel Tablets. Prior to the COVID-19 pandemic, we surveyed all of our middle school and high school students on their access to the internet at home. Next, we contacted all the families who did not have internet access in their homes via telephone informing them that hotspots were available for pick up from the Teaneck High School parking lot. In order to ensure that technology devices are always operational and wifi available, we created a Chromebook Depot for families to pick up or replace a damaged device. Parents or families are able to retrieve Chromebooks and hotspots for their children every weekday at the Teaneck High School parking lot from 11AM to 1PM.

School principals and teachers are keeping track of any student's participation during remote learning. Principals and their staff reach out to their families and work on making sure they understand that they can pick up a device from the district.



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## Device Dissemination

### Grades 1-4 Chromebook Dissemination

The technology department checked all the Chromebook carts throughout the district and were able to gather devices to provide Chromebooks to all of our students in grades 1 through 4. The devices were tested prior to distributing and a [letter](#) was sent to all elementary school parents. The distribution of the devices was completed between April 6th to April 9th. Parents were able to retrieve Chromebooks and hotspots for their children every weekday at the Teaneck High School parking lot from 11AM to 1PM.

### Grades 5-12 Chromebook Dissemination

Students in grades 9-12 had chromebooks distributed to them at the beginning of the 2019-2020 school year and used at home and school for instructional purposes. All students in grades 5-8 had Chromebooks assigned to them during the school day for use, however were not permitted to take the devices home prior to the COVID-19 pandemic. However, we permitted all students to take their devices home prior to school closing. Students who were either absent or left their device in school, were allowed to pick up a device during our Chromebook Depot hours at the Teaneck High School parking lot.

## COMMUNICATION OF SCHOOL CLOSURE

With a written directive from the Governor and/or the NJ Department of Health to close schools due to a pandemic crisis, notification was sent via our school messenger system, school and district websites. The following communications were shared with all parents regarding the district's plan for school closures. These communications outlined procedures and instructional plans for all students. In the event that there is a future school closing due to a crisis, the specific communication will be provided to the school community.

### Remote Learning Communication

[Distance Closure Plan](#)

[District Closure Plan Parents SPED Information](#)

[District Closure Plan Parents Information](#)

[Google Classroom Communication 3-27-2020](#)

[Google Classroom Communication 4-3-2020](#)

[HomeSchool Resources](#)



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## REMOTE LEARNING

### Pre K and Kindergarten

All [Pre-K lessons](#) and [Kindergarten lessons](#) are designed for students to be engaged in the core content areas. Students have access to learning activities posted on the district website as well as access to optional digital resources that can be used at home. The Pre-K and Kindergarten lessons are also printed and organized in learning packets, which are available for families to pick up daily at Teaneck High School from 11:00 am -1:00 pm.

The Teaneck School District certifies that all pre-kindergarten and kindergarten students participate by ensuring that teachers communicate regularly with families. Teachers schedule both telephone and Google Meets sessions where they check-in to discuss and assess students' participation in grade-level lessons, tasks and posted activities.

Pre-kindergarten teachers are phasing in live, small group check-in sessions whereby they will meet with students to ascertain and support learning progress. The Preschool master teacher, PIRT coordinator and pre-kindergarten teachers collaborate to support and ensure that lessons are implemented appropriately in order to meet the needs of students.

Kindergarten teachers schedule timely Google meets or conferences to determine students' progress towards specific learning goals as identified in the District's Extended Learning plans which are aligned to the New Jersey Student Learning Standards.

### Grades 1-12

Students in grades 1-12 are engaged in lessons in all content areas posted on their Google Classroom. Students have opportunities to participate in live instruction with teachers via Google Meet and are asked to collaborate virtually with their classmates on assignments. Teachers collaborate with established grade-level teams within their school buildings to create lessons aligned to the pacing guide.

### Remote Instruction Schedules

[Elementary Grades 1-4 Google Classroom Schedule](#)

[Middle School Grades 5-8 Google Classroom Schedule](#)

[High School Grades 9-12 Google Classroom Schedule](#)

[Online Instructional Resources for students](#)

The District's virtual learning schedule is aligned to the instructional schedule that students followed prior to the health-related closure. For elementary students, supplemental support in literacy and mathematics is provided by the Literacy Enrichment Teacher or Mathematics Enrichment Teacher in small groups during the child's scheduled reading or mathematics block. For elementary ESL students, they receive ESL instruction during their respective reading or writing instructional period. Students receive ESL instruction



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via Google classroom and the material is aligned to both the WIDA standards and the New Jersey Student Learning Standards.

For middle school and high school students, supplemental instruction is built into the instructional day. The secondary virtual learning schedule is aligned to the bell schedule that students followed prior to the closure. As such, students receive supplemental instruction during the same time frame or period they would have received it prior to the closing.

### **Differentiation and Small Group Instruction**

In conjunction with the specific lesson, teachers also create additional opportunities for enrichment or remediation. Teachers assign these supports to specific students via Google Classroom. Furthermore, additional personnel are in place and active in the Google classroom to ensure differentiation. Personnel includes literacy enrichment teachers, mathematics enrichment teachers, special education teachers, English language teachers and/or gifted and talented teachers.

### **Class Assignments**

The following attributes are required for Google classroom assignments posted during this health-related school closure: resources are varied (e.g., audio, multiple texts) and match the learning objective; multiple types of communication are in place (e.g., Google stream, Google docs feedback and peer-to-peer feedback); easy to follow instructions are included with detail for students to follow independently, if needed; activities are aligned to the New Jersey Student Learning Standards; and activities or assignments engage students in deep, critical thinking (e.g., evaluation, synthesis and analysis).

### **Measures of Student Learning**

All units of study require measures of student learning. These assessments must be listed and available within the Google classroom. They must measure the intended learning objective and align to the New Jersey Student Learning Standards, and a mix of developmentally appropriate response types must be included such as: short-answer questions, multiple choice options, essay, if applicable and/or visual representations.

### **Special Education - Delivery of Remote Instruction**

The Teaneck Public Schools Department of Special Education is committed to ensuring our students with disabilities receive educational services closest to the manners prescribed within their Individualized Education Programs (IEPs). We recognize this might pose some challenges, but we are heartened by the collective efforts of our district leadership team, school leaders, parents, educators, and related service providers who continue to expand on the intent of IDEA to provide educational services during this unexpected and unprecedented time. The following bullets outline our plan of action:

- Beginning, April 13, we moved to Google Classroom in grades 1-12 and for our students in the 18-21 year old program. [TPS Special Education Google Classrooms](#)



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- Preschool and Kindergarten will follow recommendations set forth by the Department of Education to limit screen time and will follow instructional plans similar to what they have utilized since March 16 which can be found on their teacher's [eBoard](#).
- Teachers will be available via Google Classroom during the instructional time blocks to support students. Each child's teacher will continue to contact parents/guardians with information on students' progress during the remote/virtual instruction.
- Paraprofessionals engaged in professional development activities March 16 to May 1 and began to assist students through the Google Classroom, May 4. [Insight Paraprofessional Health Related School Closure Training](#) and [Memo Insight Para.Training.Work Expectations](#)
- Related Service Providers will contact families to arrange a mutually convenient time and date within the normal school hours to arrange for services as per the student's IEP.
- The [NOTICE AND CONSENT/OPT-OUT FOR VIRTUAL MEETING AND REMOTE LEARNING FOR RELATED SERVICES](#) was distributed to special education families, March 24, 2020. If parents/guardians choose to deny consent, this will be shared with case managers and building administration. Case managers will inform any related service providers. Despite the opt-out, students will still receive related services instruction via packets, instructional plans, phone calls and/or email exchanges.
- The **AUDIO and/or VIDEO** feature will be used- remote learning (at the discretion of the service provider) may include but not limited to "virtual" audio or video meetings/conferences, telephone calls, packets with skill based activities aligned to IEP mandates, goals and objectives. In addition, each related service provider (Speech, OT, PT, and/or Counselor) have been and will continue to work with parents to arrange a mutually convenient time and date within the normal school hours, followed by an electronic notice of the schedule.
- Related service providers may use Google Classroom, embed in another Google Classroom of student(s) being serviced, or use their teachers' eBoards for students in preschool and Kindergarten. OTs and PTs contracted to work with our students have been provided with Teaneck email addresses and will follow a similar fashion when delivering their services.

The following methods are used to document IEP implementation including the tracking of services, student progress as well as the provision of accommodations and modifications:

- Each student's IEP contains the preset levels of academic achievement and functional performance (PLAAPF), annual goals that describe what each student is expected to do or learn within a 12-month period, in addition to benchmarks, or short-term objectives that measure and monitor how a student is progressing towards the annual goals.
- Teachers and related services providers will continue to monitor students progress on an ongoing basis and provide parents with a quarterly update through the use of quarterly or other periodic progress reports from IEP Direct, concurrent with the issuance of report cards. Typically these reports





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are downloaded and printed from IEP Direct and sent home with elementary and middle school students along with their school report cards. Due to the health-related school closure, quarterly IEP reports are being sent directly to parents/guardians via email. [Updated Guidelines for IEP Progress Reports](#)

- Case managers and related service providers have been asked to keep a log of contact and/or services provided to students and families. [Sample Correspondence Log](#)

Case managers follow up with families to ensure services are implemented in accordance with IEPs to the greatest extent possible:

- Child Study Team Members and Related Service Providers will be available during normal school hours to support the students and families they case manage. They have and will continue initiating contact with parents and guardians to ensure that services are implemented in accordance with the IEPs to the greatest extent possible.
- Each case manager and related service provider will maintain a communication log that memorializes their ongoing communication with families and instructors. [Sample Correspondence Log](#)

Virtual IEP meetings, evaluation, and other meetings to identify, evaluate, and/or reevaluate students with disabilities:

- In the special education department, we began access to remote service delivery via Google Meet for Virtual IEP Meetings and Related Services for Special Education Students and families effective March 25, 2020. April 2, 2020, The NJDOE lifted the restrictions on providing related services remotely, which Teaneck had been preparing and in some cases had proactively scheduled and conducted. Reference [Special Education Health Related Closure Staff Guidelines](#) (Note this document is updated as new information is provided by local, state, federal and health agencies.)

### Delivery of remote instruction to implement IEPs for Students with Disabilities:

Related Services			
Pre-K-K	Elementary Grades 1-4	Middle School	High School and 18-21 Program
Packets Google Classroom Teletherapy/Telepractice Paraprofessional Support	Packets Google Classroom Teletherapy/Telepractice Paraprofessional Support	Packets Google Classroom Teletherapy/Telepractice Paraprofessional Support	Packets Google Classroom Teletherapy/Telepractice Paraprofessional Support

### English Language Learners (ELLs) - Delivery of Remote Instruction

Students who are within the program have been screened using the protocol set forth by the NJDOE Bilingual Department. The district utilizes the ACCESS SCREENER 2.0 as our approved language



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screeener. Based on the student’s screening results, students are placed into a grade-level English language classroom. In these English language classrooms, students receive language assistance based on their respective English language proficiency (ELP) levels. ESL teachers provide virtual language instruction by way of Google Classroom. Language instruction is based on WIDA standards and NJ student learning standards.

A variety of methods are used to communicate with ELL families. On a district-level, all of our communications are translated into Spanish and posted on the district’s website. Spanish-speakers represent the greatest number of speakers within our ELL population. Furthermore, the district tries to use videos or media to share information in order to move away from text-based communications. In doing so, families are able to listen to the information instead of relying on English-based written texts.

Additionally, all of our district websites have the Google Translate feature prominently placed to ensure that our families have access to translated materials.



### **Alternate Methods of Instruction & Differentiation for ELLs:**

ESL teachers do not rely solely on Google classroom; they also utilize computer-based programs (e.g., RAZ KIDS and LEXIA). In addition, teachers provide live instruction, when possible, through GOOGLE Meets. Teachers also meet with small groups based on students’ English language proficiency levels.

### **Access to Technology for ELLs:**

The district’s English language learners utilize a 1:1 approach. Our English learners had access to technology prior to the school closing; however, in order to ensure that ELLs had access to high-quality internet to support virtual learning opportunities, the District purchased mobile hotspots that could be picked up from the District’s Chromebook Depot, if students were in need of the internet.

## **ATTENDANCE**

Throughout the District, schools have set protocols for determining attendance. Two pathways are utilized:

- Collection of student work and/ or participation in the Google classroom; or
- A question or prompt is posted in the Google classroom and a designated building leader monitors



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and records attendance for the day.

If a student is sick, then a parent, family member or guardian contacts the designated building lead to inform the school that their child will be absent for the day. Attendance is recorded in the district's student management information system. If a student is not participating in online instruction and/or submitting assignments, then the following actions takes place:

- Teacher sends an email to the student and/or calls the family inquiring about the child's participation.
- If participation continues to be of concern, a counselor or case manager is informed to contact the family.
- An administrator reviews collected data alongside communication logs to determine next steps.

Next steps might include:

- Building designee contacts the teacher, counselor or case manager to assess the needs of the student or family.
- Building designee makes a determination regarding wellness checks and/or continued contact.

Attendance and participation is reviewed on an individual basis taking into consideration extenuating circumstances related to the COVID 19 pandemic.

### **ASSESSMENT OF LEARNING LOSS**

Upon the start of school, both formal and informal assessments will be given to determine academic standing and proficiency levels. The data will be used to adjust the pacing of instruction and possibly create new units of study in order to close any academic gaps.

### **Assessment of credit loss or shortages for high school seniors and an initial plan to address credit recovery**

The district will proceed as follows:

- The school counselors reviewed the senior transcripts and progress to date of students enrolled in credit recovery courses prior to the pandemic.
- The school counselors reviewed the status of seniors with the director of guidance, building principal, grade level assistant principal and teacher dean to determine the graduation status of each senior.
- Students in jeopardy of not graduating have been identified:



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- Building personnel will contact students and families to ensure that they are aware of the student's academic standing and determine what is necessary steps need to be taken in order to graduate and/or pass a specific course
- Building personnel will monitor student progress and create additional steps, as appropriate.

### DISTRICT SUMMER PROGRAMMING

The district-wide Summer Bridge Program will provide an instructional scaffold for students as they transition from one grade level to the next. This program was created with the following pedagogical tenets in mind: instructional outcomes will be based on *current grade-level standards* that need to be mastered to ensure success for the next grade-level in the September and October months; curricula will be based on learning opportunities that will develop procedural knowledge and declarative knowledge (e.g., revision, error analysis and identifying similarities and differences); learning opportunities will focus on an interdisciplinary approach whereby a STEM project is used as the centerpiece of the four-week experience; pre-assessments and post-assessments will be drafted for respective content areas to monitor student growth over the 20-day instructional period; and differentiation will be incorporated into the daily instructional planning.

### Extended School Year (ESY) for Special Education

Extended School Year (ESY) for students with disabilities will take place as follows:

- Teaneck Public School District is planning for both an in-person or a distance learning service delivery model for the Extended School Year program (ESY) to support students in maintaining the academic, social/behavioral, communication, and/or other skills that they have learned as part of their Individualized Education Program (IEP). [ESY Commitment Form emailed to parents/guardians of students determined eligible for ESY.](#)
- In both our in-person and virtual models, ESY is scheduled to run from Monday, June 22, 2020 - Monday, August 3, 2020 (not including Friday, July, 3, 2020) from 8:00 am - 12:00 pm. The program services students from Pre-K to Elementary and Middle School to High School levels. [In-person/remote Planning for ESY 2019-2020](#)
- Students in our ESY program will receive IEP-mandated English language arts, mathematics, physical therapy, speech, and occupational therapy in a program that meets their individual academic, and social-emotional needs.
- The ESY program is staffed by fully certified teachers and related services providers from our academic school year programs.
- ESY teaching and related services positions have been offered to staff members in anticipation for both in-person or distance learning options.



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- ESY teachers, paraprofessionals, and related services providers will be in place for the full length of the program (June 22, 2020 - August 3, 2020).
- A certified in-district school nurse has been secured to service ESY students at the Teaneck High School and Bryant School locations in the event that social distancing measures are lifted.

### **Preliminary Plans for Graduation Ceremonies for the Class of 2020**

Teaneck High School will host a virtual graduation on June 22, 2020. This event will be streamed through Youtube Premium and links will be available via the District website as well as the Teaneck High School website. We will virtually gather students and their families and friends to celebrate commencement. Audio will be played of each student's name as their personalized slide is displayed. Each student will also receive their individual video file as a gift.

### **SAFE DELIVERY OF MEALS PLAN**

We will continue to have meals prepared at our commissary to minimize exposure to any contamination. We will continue to maintain the 6-foot distance. We will continue to put meals on a table 6 feet away so the parents can just Grab & Go. We will continue to wear gloves and face masks. We will continue to have our temperatures taken twice a day to ensure the safety of staff. As of May 8, 2020 we have served 2,909 lunches and daily our average have increased from 65-70 per day to 90 - 110 per day. We are now making plans to recommend to the Board that we implement a summer meal program for students.



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## FACILITIES PLAN

The O&M Maintenance Staff (25 workers and supervisors) has been working from March 16, 2020 to current on a full time basis. The staff has done maintenance repairs & renovations throughout the District and will continue to do so. Once we receive the completed construction drawings for Phase II of the renovations to the Lacey School we will obtain a building permit and start construction sometime in May.

The O&M Grounds Crew has been renovating the Athletic Fields including aerating, seeding, and fertilizing and renovating the baseball & softball clay infields and the dugouts and will continue to do so through the month of May. The Grounds Crew are also cutting & trimming the grass throughout the District on a weekly basis. Once the site work is ready at the New Admin Building they will be installing the new landscape plantings.

The O&M Custodians have been renovating the terrazzo floors in the corridors throughout the District. To date we have completed Benjamin Franklin, Bryant, Hawthorne, Lowell, and Whittier. We anticipate starting at Thomas Jefferson this week, then the High School, and once the renovations allow we will go to the Lacey School. The Custodians are also assisting with the meal distribution set up at the High School on a daily basis. Starting this week the Custodians are also removing the personal contents from the student lockers at the High School and Benjamin Franklin. They will proceed to Thomas Jefferson to clean out the student lockers next week. It is anticipated over the next month that they will also be assisting faculty in backing up the classroom contents.

Aramark Staff (29 custodians and supervisors) have been focused on summer cleaning of the public areas i.e. the Cafeteria, Corridors, and Stairwells. This includes stripping & refinishing the floors, cleaning the furniture & walls etc.. They have completed this work at Bryant and Hawthorne; the Corridors & Stairwells at Benjamin Franklin; and the Cafeteria & Student Center at the High School. They are currently working at Lowell and Whittier. Once they complete these areas they will start in the Toilet Rooms and when the classroom contents are packed up they will proceed to clean the Classrooms. This will take them into the month of August.



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### ESSENTIAL EMPLOYEES

<b>List of Essential Employees</b>			
<b>District Employee</b>	<b>Title</b>	<b>Phone Number</b>	<b>Email</b>
Dr. Christopher Irving	Superintendent	201-833-5510	<a href="mailto:cirving@teaneckschools.org">cirving@teaneckschools.org</a>
Melissa Simmons	Business Administrator/Board Secretary	201-833-5511	<a href="mailto:msimmons@teaneckschools.org">msimmons@teaneckschools.org</a>
Christine Johnson	Assistant Superintendent of Curriculum and Schools	201-833-5130	<a href="mailto:cjimenezjohnson@teaneckschools.org">cjimenezjohnson@teaneckschools.org</a>
Angela Davis	Assistant Superintendent of Educational Services	201-833-7014	<a href="mailto:adavis@teaneckschools.org">adavis@teaneckschools.org</a>
Patricia Dent	Director of Innovation, English and ESL	20-862-2321-	<a href="mailto:pdent@teaneckschools.org">pdent@teaneckschools.org</a>
Erica Cerilli-Levine	Director of Special Education and Nursing Services	201-833-5490	<a href="mailto:ecerilli-levine@teaneckschools.org">ecerilli-levine@teaneckschools.org</a>
Keshia Golding Cooper	Director of Guidance, Career and Services	201-833-5425	<a href="mailto:kcooper@teaneckschools.org">kcooper@teaneckschools.org</a>
Terry Corallo	Director of Community Relations/Chief of Staff	201-833-5498	<a href="mailto:tcorallo@teaneckschools.org">tcorallo@teaneckschools.org</a>
Tunde Adedoyin	Director of Human Resources and Compliance	201-862-2322	<a href="mailto:tadedoyin@teaneckschools.org">tadedoyin@teaneckschools.org</a>
Mohammed Saleh	Director of Technology	202-862-2331	<a href="mailto:msaleh@teaneckschools.org">msaleh@teaneckschools.org</a>
Anthony D'Angelo	Director of Facilities and Grounds	201-833-5526	<a href="mailto:ad'angelo@teaneckschools.org">ad'angelo@teaneckschools.org</a>
Cameron Cox	Public Safety Coordinator	201-834-7015	<a href="mailto:ccox@teaneckschools.org">ccox@teaneckschools.org</a>



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Rita Urevitch	Lead Nurse	201-833-5543	<a href="mailto:rurevitch@teaneckschools.org">rurevitch@teaneckschools.org</a>
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Kathryn King-Dyker	Nurse	201-833-5139	<a href="mailto:kdyker@teaneckschools.org">kdyker@teaneckschools.org</a>

### FEDERAL, STATE AND LOCAL RESOURCES AND GUIDANCE

AGENCY	GUIDANCE/RESOURCE(S)
Centers for Disease Control and Prevention (CDC)	<a href="#">Interim Guidance for Administrators of US Childcare Programs and K-12 Schools</a>
New Jersey Department of Health (NJDOH)	<a href="#">New Jersey Department of Health (NJDOH) published guidance for childcare facilities and K-12</a>
New Jersey Department of Education (NJDOE)	<a href="#">Guidance Regarding Requirements for Public Health-Related School Closure</a> <a href="#">Required Updates to District Public Health-Related School Closure Plans</a>
Teaneck Public Schools	<a href="https://www.teaneckschools.org/COVID-19.aspx">https://www.teaneckschools.org/COVID-19.aspx</a>

