

Teaneck Public Schools

Reopening Plan

County Code: 03 Bergen

District Code: 5150

Name of District: Teaneck Public Schools

Chief School Administrator: Dr. Christopher Irving

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OVERVIEW

The following reopening plan details the manner in which The Teaneck School District plans to reopen the district's schools. The information outlined with this document closely matches the recommendations set forth by The New Jersey Department of Education's guidance from the document, [The Road Back: Restart and Recovery Plan](#). The Reopening Plan provides pertinent information to ensure our schools reopen safely during this unprecedented time.

DEMOGRAPHIC PROFILE

Demographic	Number of Students
Total Number of Students Prek -12	4208
State Funded Preschool	309
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

The Teaneck Public Schools' reopening plan is designed to address the specific steps that our district will take to reopen our schools in the 2020-2021 school year. These action steps were developed in collaboration with community stakeholders and are aligned to The New Jersey Department of Education reopening guidance which was released in July 2020. This plan will ensure the continuity of teaching and learning for *all* students, inclusive of students with disabilities and English Language Learners.

PANDEMIC RESPONSE TEAMS FOR REOPENING 2020

Teaneck High School	
Name	Title
Pedro Valdes	Principal
Margot Mack	Assistant Principal
Patricia Dent	Director of School Innovation, English and ESL
Keshia Golding-Cooper	Director of Guidance, Career Services and Vocational Education
Mohammed Saleh	Director of Technology
Erica Cerilli-Levine	Director of Special Education and Nursing Services
Rolando Monserrat	Supervisor of Science, Engineering & Technology
Jazmin Rotger de Parra	Supervisor of Mathematics
David Murphy	Supervisor of Physical Education/Athletic Director
Dr. Marissa King	Supervisor of Social Studies, Business & Practical Arts
Cameron Cox	Public Safety Coordinator
Rich Rodda	Teacher



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John Dean	Teacher/President of TTEA
Michaela Freemantle	Secretary
Anthony D'Angelo	Director of Facilities
Joseph Godin	Parent
Mia Hunter	Parent
Chondra Young	Parent
Rabbi Rebecca Sirbu	Parent
Nilaja Shealy-Loveless	Parent
Michael Belgrade	Parent
Leanna Borges	Parent
Kerry Tadiello	Parent
Yaron John Habot	Parent
Nadia Hosein	Parent
Deann Forman	Parent
Jennifer Tejada	Parent
Ramona Guthrie	Parent
Karen McEvoy	Parent
Ruth Orozco-Rosario	Parent
Tanisha Day	Parent
Seleene Lee-Wong	Parent
Amy Yopez	Parent
Dr. Vanessa Bing	Parent



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Benjamin Franklin Middle School	
Name	Title
Terrance Williams	Principal
Dave Deubel	Assistant Principal
Marina Williams	Assistant Principal
Allen Gonzalez	Teacher
Hina Mehta	Media Specialist
Patricia Dent	Director of School Innovation, English and ESL
Keshia Golding-Cooper	Director of Guidance, Career Services and Vocational Education
Erica Cerilli-Levine	Director of Special Education and Nursing Services
David Murphy	Supervisor of Physical Education/Athletic Director
Rolando Monserrat	Supervisor of Science, Engineering & Technology
Jazmin Rotger de Parra	Supervisor of Mathematics
Dr. Marisa King	Supervisor of Social Studies, Business & Practical Arts
Mohammed Saleh	Director of Technology
Cameron Cox	Public Safety Coordinator
Anthony D'Angelo	Director of Facilities
Cheryl Shiber	Parent
Kimberly Parson	Parent
Sulanyi Yafort	Parent



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Ed Ha	Parent
Alexa Rosado	Parent
Ruth Orozco-Rosario	Parent
Adrian Alcalde	Parent
Tamika Francis	Parent
Nadia Hosein	Parent

Thomas Jefferson Middle School	
Name	Title
Nina Odatalla	Principal
Enoch Nyamekye	Assistant Principal
Ramon Ortiz	Assistant Principal
Erica Cerilli-Levine	Director of Special Education and Nursing Services
Frederica Ogletree	Teacher
Patricia Dent	Director of School Innovation, English and ESL
Mohammed Saleh	Director of Technology
Rolando Monserrat	Supervisor of Science, Engineering & Technology
Jazmin Rotger de Parra	Supervisor of Mathematics
David Murphy	Supervisor of Physical Education/Athletic Director
Dr. Marisa King	Supervisor of Social Studies, Business & Practical Arts
Cameron Cox	Public Safety Coordinator



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Anthony D'Angelo	Director of Facilities
Mia Hunter	Parent
Shorook Awadallah	Parent
Jessica Sanchez	Parent
Roberta Farrar	Parent
Nadia Grier	Parent
Jeannette Small	Parent
Katherine Castro	Parent
Elizabeth Rynd	Parent
Rev. White & Ann Marie Ambrosino	Parent
Marni Gold	Parent
Christina Parni	Parent
Miriam D'Adolf	Parent
Laurel Abbruzzese	Parent
Ms. Salerus	Parent
Ms.Vega	Parent
Esther Seewold	Parent
Suzette Grant-Bills	Parent



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Hawthorne Elementary School	
Name	Title
Natasha Pitt	Principal
Erica Cerilli-Levine	Director of Special Education and Nursing Services
Patricia Dent	Director of School Innovation, English and ESL
Lisa Brown	Teacher
Rita Urevitch	Nurse
Mohammed Saleh	Director of Technology
Rolando Monserrat	Supervisor of Science, Engineering & Technology
Jazmin Rotger de Parra	Supervisor of Mathematics
David Murphy	Supervisor of Physical Education/Athletic Director
Dr. Marissa King	Supervisor of Social Studies, Business & Practical Arts
Cameron Cox	Public Safety Coordinator
Anthony D'Angelo	Director of Facilities
Will Odige	Parent
Armando Ortiz	Parent
Amy Yepez	Parent
Mia Dorville	Parent
Sherrell Worrell	Parent



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Lowell Elementary School	
Name	Title
Antoine Green	Principal
Erica Cerilli-Levine	Director of Special Education and Nursing Services
Patricia Dent	Director of School Innovation, English and ESL
Lisa Sgambati	Teacher of Student with Disabilities / Vice President of TTEA
David Murphy	Supervisor of Physical Education/Athletic Director
Rolando Monserrat	Supervisor of Science, Engineering & Technology
Jazmin Rotger de Parra	Supervisor of Mathematics
Dr. Marisa King	Supervisor of Social Studies, Business & Practical Arts
Mohammed Saleh	Director of Technology
Cameron Cox	Public Safety Coordinator
Anthony D'Angelo	Director of Facilities
Tracey & Craig Rivers	Parent
Jenni Levy	Parent
Aja Horowitz-Carpenter	Parent
Philip Moell	Parent
Michelle Wright	Parent
Esther Seewold	Parent
Serena Lewis (Polite)	Parent



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Whittier Elementary School	
Name	Title
Piero LoGiudice	Principal
Iris Hernandez	Behaviorist
Patricia Dent	Director of School Innovation, English and ESL
Monica Lawson	Teacher
Vanessa Lospalluto	LDTTC
Maria Martinez	Literacy Enrichment Teacher
Erica Cerilli-Levine	Director of Special Education and Nursing Services
David Murphy	Supervisor of Physical Education/Athletic Director
Rolando Monserrat	Supervisor of Science, Engineering & Technology
Jazmin Rotger de Parra	Supervisor of Mathematics
Dr. Marissa King	Supervisor of Social Studies, Business & Practical Arts
Mohammed Saleh	Director of Technology
Cameron Cox	Public Safety Coordinator
Anthony D'Angelo	Director of Facilities
Natasha Goodall	Parent
Leah Toutounjian	Parent
Alicia Maxey Greene	Parent
Jenay Nurse-Guilford	Parent



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Quron & Danielle Gee	Parent
Doris Dorvil & Michael Jones	Parent
Ruth Orozco-Rosario	Parent
Shorook Awadallah	Parent

Theodora Smiley Lacey School	
Name	Title
Leslie King	Principal
Erica Cerilli-Levine	Director of Special Education and Nursing Services
David Murphy	Supervisor of Physical Education/Athletic Director
Patricia Dent	Director of School Innovation, English and ESL
Rolando Monserrat	Supervisor of Science, Engineering & Technology
Jazmin Rotger de Parra	Supervisor of Mathematics
Dr. Marisa King	Supervisor of Social Studies, Business & Practical Arts
Mohammed Saleh	Director of Technology
Cameron Cox	Public Safety Coordinator
Anthony D'Angelo	Director of Facilities
Danibel Tejada	Parent
Marni Gold	Parent
Sherrell Worrell	Parent



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Bryant Elementary School	
Name	Title
Danica Davidman	Principal
Lisa Zucker	Supervisor of Early Childhood
Lara Barrett	Teacher
Erica Cerilli-Levine	Director of Special Education and Nursing Services
Patricia Dent	Director of School Innovation, English and ESL
Cameron Cox	Public Safety Coordinator
Anthony D'Angelo	Director of Facilities
Aja Horwitz-Carpenter	Parent
Sherrell Worrell	Parent
Tania Oliveras	Parent
Crystal Myers Scott	Parent

CONDITIONS FOR LEARNING

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

- Each student and staff member must complete daily health questionnaires that require self temperature checks in order to obtain the needed authorization to enter any building in the district.
 - Any staff member or student that responds in the affirmative to any questions will be asked to contact their personal physician and provide the district with the appropriate information in order to go to the next steps that will be outlined in the district's employee policy and student absence policy.
- All staff and students will be required to wear a mask and social distance as directed.



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For students and staff who are not able to wear a face mask, they will be provided with a face shield. If a face mask or shield is not practical, then desk shields will be provided and required.

- All Staff have been instructed to submit to Human Resources, requests for accommodations if they fall into a higher risk group. Each request will be considered based on documentation and accommodations made within reason.
- All students that fall into a higher risk group will follow the 504 protocols and work with guidance to provide 504 accommodations accordingly.

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

Therapy, Testing and Small Instructional Rooms:

- Rooms will only allow one practitioner and the respective student. Both students and teachers will wear masks. Instruments used in testing such as pencils, pens, desks and chairs will be disinfected before and after use. Within the rooms, a glass shield will be used to separate both teacher and student when possible. Teachers and students will wash hands prior to entering, and if a window is present, it will be kept open, weather permitting, to circulate air around the room.

Offices:

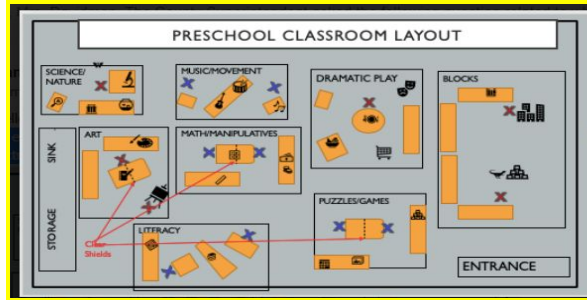
- All district offices have been provided with glass shields to separate incoming visitors from district personnel. The district will provide hand sanitizing stations for incoming visitors, and social distancing markers are in place to ensure that there is proper room between visitors and district personnel.

Early Childhood Classrooms:

- In early childhood classrooms, students will be distanced at tables with clear dividers affixed horizontally across the center of rectangular tables. A picture is attached for your reference.



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The district will:

- Ensure that other instructional and non-instructional rooms comply with social distancing standards to the greatest extent practicable.
- Provide practices for limited use of shared objects when possible and clean such objects between uses.
- Ensure that indoor facilities have adequate ventilation, including by: maintaining operational heating and ventilation systems where appropriate; ensuring that recirculated air has a fresh air component; opening windows if A/C is not provided; and maintaining filters for A/C units according to manufacturer recommendations.
- Ensure hand sanitizing stations are maintained with alcohol-based hand sanitizers in each hallway in every building and near lunchrooms and bathrooms.
- Ensure hand sanitizing stations are equipped with 70% alcohol-based hand sanitizers.
- Implement schedules will be put in place to facilitate student hand washing and sanitizing at regular intervals. Signage has been placed throughout each building to encourage hand washing.
- Ensure that not more than 40% of students will be attending live classes on a daily basis and classrooms will be structured using a floor plan that allows for 6 feet of separation between students and teachers.
- Ensure all desks will have desk shields affixed to the top of each desk to allow for additional protection and all interaction with students and teachers in a safe manner.



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Critical Area of Operation #3: Transportation

- Students need to complete and receive an authorization daily health screening to receive transportation to school and from school on a daily basis. Temperatures will be required to be taken at home prior to getting on the bus.
- All students must wear face masks and/or face shields in order to enter the bus. Any student who is unable to wear a face mask must be socially distanced on 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
- When practicable, social distancing practices will be followed. When transportation services on a school bus are unable to maintain social distancing, a face covering must be worn by all students who are able to do so upon entering the bus.
- On each bus, students will fill buses from back to front and disburse from front to back.
- Siblings will be asked to sit together.
- Seating will be assigned to ensure that practices are followed consistently.
- Drivers will wear masks at all times while on the bus and have daily health checks.
- Windows on all buses will be opened slightly to allow for air flow.
- Buses will be disinfected after each route once all students have disembarked. Best practices for cleaning and disinfecting school buses will be followed.
- Signs posted to reinforce mask compliance.

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

- Each building will establish entry points for daily authorization into every building. Face masks are required for entry into each building. Social distancing markers will be displayed to provide proper distancing as students and staff are entering the building.
- Security will be at each entrance in order to verify entrance to the building via the authorization code received from the daily questionnaire via cell phone or student id number entry to a kiosk. In addition wristbands color-coded by day will be used to identify that the staff and student has completed the questionnaire and can enter the building.



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- Any student found not to have been authorized will be sent to a waiting area. Markers will be placed on seating accordingly to ensure social distancing in the waiting area. If any questions on the daily check-in have been answered in the affirmative they will be sent to the designated isolation room for the building.
- Directional flow will be established for general entry and hallways as practical. Students and staff will also be given several exit points to leave the building appropriately. To the extent possible, common areas such as gymnasiums, cafeterias, media centers, auditoriums, student centers will have entrance and exit doors designated. Social distance seating will be established in order to provide proper spacing. Additionally, plexi shields will be set up on tables to provide additional protections for students.
- As groups/pods of students are escorted to the restrooms, small groups will be allowed in the rest room at a time.
- Beginning the first week of school, all staff and students will be encouraged to participate in a district-sponsored COVID 19 testing of the next few weeks.

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

- Require students, staff and visitors to wear face coverings. If doing so would inhibit the individual's health, the individual is under two years of age, the district will provide any necessary accommodations for young students or students with disabilities.
- The District will incorporate procedures for symptomatic students and staff that include:
 - Written protocols detailing the district's response to students or staff that test positive for COVID-19
 - Immediate notification of local health officials, staff, and families in the event that an individual who has spent time in a district facility tests positive for COVID-19
 - Isolation of symptomatic individuals, with continued supervision and care for students
 - With contact tracing, including records of groups/cohorts, assigned staff, and daily attendance
 - Continuous monitoring of symptoms which will require a doctor's note to return to school.
 - Readmittance policies consistent with the relevant NJDOH guidance



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- Encourage parents to be alert for signs of illness in their children and keep them home when they are sick via the daily questionnaire required for school entry.
- During the day, if staff or student(s) present any symptoms they will be immediately asked to head to the designated isolation room in that building. Once in the room, the nurse will then be sent to the room to determine the next steps for the staff member or student.
- The students and staff left in the classroom will be noted and if quarantine measures are required parents/guardians will be contacted and directed accordingly.
- As any incident of COVID-19 presents in the classroom, the teacher and student will be asked to quarantine for 7 to 14 days. All that are told to quarantine will then move into the virtual learning model.
- The district's COVID-19 Coordinator will contact the local Department of Health accordingly for next steps and additional guidance.

Critical Area of Operation #6: Contact Tracing

- The district has established a contact tracing protocol in consultation with the township's health department, district doctors and nursing staff.
- Based on the daily questionnaire, The Department of Human Resources will have a listing of staff and students who have been identified as being possibly exposed and follow-up procedures will be enacted and provided.
- If staff and/or students are found to be COVID 19 positive, all those in the district found to be in their immediate social distance will be contacted appropriately and asked to quarantine accordingly.
- Quarantine and COVID 19 information will be confidentially maintained and managed according to HIPAA regulations.

Critical Area of Operation #7: Facilities Cleaning Practices

- Detailed cleaning protocols have been established and will be followed accordingly. This link describes the details of the protocols. [Cleaning Procedures and times](#)



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Critical Area of Operation #8: Meals

- Breakfast and lunch will be served every day. Lunch will be staggered to have only 20% of students in a lunch area at any given time to ensure social distancing. After each session of lunch staff will disinfect lunch tables and areas.
- Breakfast in the classroom for primary school students, grab and go breakfast for intermediate and secondary school students.
- Lunch will be served at all levels in the cafeteria. During lunch services students will be required to be seated at tables and lunch will be served to them to avoid socializing on the lunch line. Bagged lunch options only will be served to students during lunch. All buffet and family style lunch will be suspended until further notice.
- Students will be seated in a socially distant manner and table dividers will be incorporated at every lunch table.
- At the conclusion of lunch each group of students will be taken to the restrooms to wash their hands. Additionally hand sanitizer has been placed at the end of each hallway and hand washing decals have been placed throughout each school building.
- The students who have opted for daily remote learning. Hours of operation for meal distribution will be 10:45 AM - 1:30 PM Monday - Thursday.
- At the end of each day, at approximately 3:00 PM, students may pick up meals for the following remote learning day at a designated location in each school.
- Maschio's will have at least one staff member per school, assigned to distribute meals at the end of the day and the district will provide at least one aide daily to assist in meal distribution.
- Staff will also be required to wash their hands after each lunch serving and whenever they remove their gloves for any reason. All staff will also be required to wear all appropriate clothing including face masks and shield while serving lunch to students. Lastly, hand sanitizer will be available in every lunch area for students and staff.
- For those students who opt for daily remote learning, meals will be available for pick-up Monday - Thursday from 10:45 AM - 1:45 PM. Two locations will be designated for meal pick-up, Bryant School, Whittier Elementary and the High School.
- There will be no cash transactions during lunch or at any time meals are distributed.

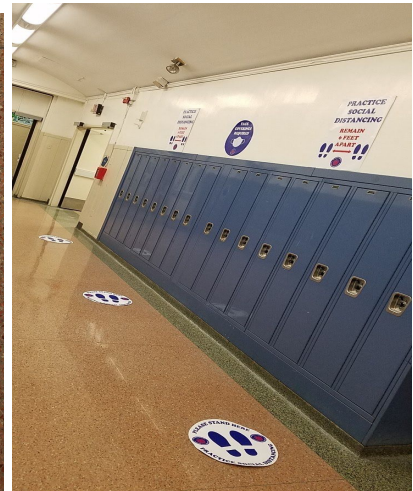


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- Students not eligible for free or reduced-price lunch or students that wish to purchase any ala carte will have two methods to pay for lunch.
 1. Parents/students can deposit funds onto their student account through the Pay School on-line platform before they arrive at school.
 2. students can bring in a check or cash to school, for the week or month which will be sent to the designated kitchen personnel. Check or cash must be sent to the kitchen in the morning by 9:00 AM. Checks or cash received will be added to their account. Students who only bring funds for a single day's meal will not be refused but this practice will not be promoted.
- During meal service, no cash-handling will take place.
- Directional, distancing, and instructional signs and decals for each school cafeteria has been purchased and will be implemented in each cafeteria.



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Critical Area of Operation #9: Recess/Physical Education

Recess

Recess will be provided and supervised to ensure proper social distancing and other mitigation measures are in place:

- Require students to wash hands with soap immediately after recess.



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- Stagger the use of playground equipment and establish frequent disinfecting protocols.
- Minimize sharing of equipment and clean and disinfect equipment between each use.
- Designate specific areas for each class during recess to avoid cohort mixing.

Physical Education

Physical Education and Health are mandated by New Jersey Administrative Code. As such, the District's Restart Plan includes the guidance that has been provided by the NJDOE. We plan to offer physical education with the following minimum standards in place.

Currently, we are providing physical education via remote instruction; however, when the district moves to **Phase Two: Hybrid Instruction** physical education will look like the following:

Elementary:

- Social distancing protocols will be in place; students will not congregate in larger groups.
- Face masks will be worn during non-strenuous activities, such as introduction to a lesson or debriefing.
- Face masks will not be worn during strenuous activities such as running and calisthenics.
- Physical Education will take place in our gyms; outside when weather is permitting.
- No locker rooms for elementary school students.
- Utilize cones, flags, tape, or other signs to maintain six feet of space between groups participating in outdoor activities
- Require students to wash hands with soap immediately after physical education

Middle School:

- Social distancing protocols will be in place; students will not congregate in larger groups.
- Face masks will be worn during non-strenuous activities, such as introduction to a lesson or debriefing.
- Face masks will not be worn during strenuous activities such as running and calisthenics.



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- Physical Education will take place in our gyms; outside when weather is permitting.
- Middle school students *will not* use locker rooms due to spacing concerns
- Utilize cones, flags, tape, or other signs to maintain six feet of space between groups participating in outdoor activities
- Require students to wash hands with soap immediately after physical education

High School

- Social distancing protocols will be in place; students will not congregate in larger groups.
- Face masks will be worn during non-strenuous activities, such as introduction of a lesson or debriefing.
- Face masks will not be worn during strenuous activities such as running and calisthenics.
- Physical Education will take place in our gyms; outside when weather is permitting.
- High school students *will* use locker rooms at half capacity. Teaneck High School has a number of locker rooms that can be utilized to facilitate this.
- Utilize cones, flags, tape, or other signs to maintain six feet of space between groups participating in outdoor activities

The district will:

- Stagger the use of equipment and establish frequent disinfecting protocols
- Complete an inventory of outdoor spaces (athletic fields, track, green spaces, open space, and local parks) and designate zones, use stations, mark off areas, floor markers, floor tape, poly spots, etc., to ensure separation among students (six feet for social distancing)
- Encourage students to wear comfortable clothing and safe footwear to school that allows for safe movement and is appropriate for the weather in order to participate in physical education without the use of a locker room.



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- Mitigate risk, limit and/or eliminate direct contact with equipment (lessons with no equipment) and do not allow sharing of equipment. If equipment must be shared, clean and disinfect between each use.

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

All activities (field trips, extra curricular activities) and Use of Facilities have been suspended until further notice.



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DESCRIPTION OF INSTRUCTIONAL MODELS FOR REOPENING SCHOOLS

Currently, our schools are open; however, the district has opted to remain in Phase One: Virtual Instruction for the first ten weeks. During this time, the district will be monitoring CDC recommendations, COVID-19 trends and NJDOE recommendations to determine if and when we can move to Phase Two: Hybrid Instruction. This Reopening Plan remains fluid and will be updated strategically depending on the status of the Coronavirus spread in our community and/or the recommendations from the state. The Strauss Esmay policy 1648 - Restart and Recovery Plan will be board approved on September 9, 2020.

The district’s Phase Two: Hybrid Instruction consists of the A/B alternating four-day hybrid model which will allow students to receive on-site and virtual instruction. Students in grades Pre-K -12 will be divided into two groups (Group 1 and Group 2) to allow for half the school population to come in for in person instruction two days per week, while the remaining students would learn from home virtually. For example, group 1 would attend school on “A” days (Mondays and Wednesdays), while group 2 would learn from home virtually. On “B” days group 2 would attend school (Tuesdays and Thursdays), while Group 1 learns from home virtually. On Fridays, all students (groups 1 and 2) would learn from home virtually using assignments and lessons provided by the teachers through videos and postings in Google Classroom.

Instructional Models	Instructional Model Description
Phase 1: Virtual	Learning occurs at home with instruction and support provided by Teaneck Public School teachers and staff. Students are receiving virtual instruction from home.
Phase 2: Hybrid (Virtual and Face-to-Face)	The hybrid model blends both in-person and virtual learning models. This blend allows students to meet required instructional hours for the day, while also providing students with access to high-quality in person and remote learning instruction.



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Phase 3: Traditional (Face-to Face)	Learning occurs in a traditional classroom setting with accommodations for social distancing and symptom monitoring. Students return to the traditional way of learning each day within a school building for the entire day.
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Phase 1: Virtual/ Remote Learning:

During the month of June, the District disaggregated survey results from our parents and families. Key points from the survey included the following:

- 80% of children engaged in remote learning moderately to a great deal
- Social distancing in classroom was noted as a concern
- Social emotional well-being was noted as a concern
- 58% would like weekly communication from the Office of the Superintendent
- 30% of families leaning towards not sending their children back to school

With this in mind and in accordance with the Governor’s guidance on **August 12**, The Teaneck School District voted to begin with the “all remote” model for first marking period (through Nov. 12) for the following reasons:

- Teaneck Epicenter of COVID-19 in NJ during March & April
- Parent & Faculty Concerns for Returning to School
- Neighboring towns are above 3% transmission threshold

In preparation for remote learning, staff members spent the first week preparing for distance learning. The district’s professional development site can be found here: [Professional Development Site: Week's One and Two](#)

As it relates to students, they are expected to participate in remote learning/live instruction Monday through Friday. Teachers and students will follow a full-day instructional schedule. Instruction will be a blend of synchronous and asynchronous learning opportunities. For synchronous instruction, the district will utilize Google Meets as the central platform. A copy of the district’s teaching expectations for remote learning are here: [TPS: Remote Learning Expectations for Teachers](#)

Hours of Instruction

Students will be expected to follow their full day instructional schedule from Monday through Thursday. On Fridays, all students will follow a half day schedule. As such, students will have



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approximately 5 hours and 30 minutes of instructional contact time a day, with the exception of Fridays where students will receive 4 hours of instructional contact time. (Lunch was not included in the counting of minutes.)

Attendance

Daily attendance will be taken for all students. A copy of the District's attendance protocol can be found here: [TPS: Remote Learning Attendance Procedures](#)

Elementary School:

- Homeroom/Classroom teacher takes attendance in homeroom

Middle School:

- Homeroom/Classroom teacher takes attendance in homeroom

High School:

- All teachers will take attendance each period

What to Expect for Students

Students' lessons will be housed in Google classrooms. These assignments will be posted daily and will include resources that are varied (e.g., audio, multiple texts). Students will be expected to communicate in myriad ways with an emphasis on using technology tools to support communication and collaboration. Easy-to-follow instructions will be included for each assignment and activities will be aligned to the New Jersey Student Learning Standards and are intended to engage students in deep, critical thinking (e.g., evaluation, synthesis and analysis).

In conjunction with daily lessons, teachers will also create additional opportunities for enrichment or remediation. Teachers will assign specific supports to students via Google Classroom. Additional personnel will be in place to ensure differentiation, and appropriately scaffolded learning opportunities. Specialized personnel will include literacy enrichment teachers, mathematics enrichment teachers, special education teachers, English language teachers and/or gifted and talented teachers.

English Language Learners



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Students who will be receiving services virtually will have been screened using the protocol set forth by the NJDOE Bilingual Department. Based on the student's language screening results, students will be 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 will provide virtual language instruction by way of Google Classroom, collaborative meets and/or use of instructional technology. 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.

Our English learners will have access to technology, including Chromebooks and mobile hotspots, in order to ensure that learners have access to high-quality internet to support virtual learning opportunities.

Ensuring the Delivery of Special Education and Related Services to Students with Disabilities

Should the District move to a completely remote learning model, The Department of Special Education will ensure that our students with disabilities receive educational services to the greatest extent possible as prescribed in 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 to meet the unique needs of the unique needs of our students:

- Teachers will be available via Google Classroom during the instructional day to support students. Each child's teacher will continue to contact parents/guardians with information on students' progress during the remote/virtual instruction.
- Paraprofessionals will assist students through the Google Classroom.
- 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 **AUDIO and/or VIDEO** features to be used during remote learning may include but not limited to "virtual" audio or video meetings/conferences, telephone calls, packets with skill based activities



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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.

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

Special Education Programs and 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

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 present levels of academic achievement and functional performance(PLAAFP), 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 are downloaded and printed from IEP Direct and sent home with elementary and middle school students along with their school report cards. During remote/virtual learning, quarterly IEP reports will be sent directly to parents/guardians via email.
- 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](#)



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Case managers will 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:

- IEP Meetings: Annual review and standing IEP meetings should occur via conferencing software such as Google Meet. Case managers will offer dates to accommodate parents and staff within the normal school hours. All communication will be sent via email (attached as a PDF file), unless a parent/guardian does not have access to this form of communication. (Another method may be established.)
- Evaluation and other meetings to identify, evaluate, and/or reevaluate students with disabilities: In the event the Teaneck Public School District goes into an extended health-related school closure due to COVID-19, eligibility determination for special education and/or related services will utilize available information, such as, functional performance data (including previous evaluations, questionnaires, work samples, teacher/parent/guardian observations, medical documentation, etc.) to determine eligibility. Standardized evaluations may be conducted once the extreme social distancing measures are lifted and provisions for in-person assessments will be arranged.

Curriculum, Instruction, and Assessments

Instruction in this model is fluid; it may be synchronous (happening in real-time via collaborative technology) or asynchronous (not real-time). Asynchronous learning experiences might include flexibility in timing, classroom tasks set through the use of google classroom, lectures or pre-recorded videos of instruction, independent resources to support learning and self-guided tasks or assignments that are aligned to the New Jersey Student Learning Standards.



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The following guidelines have been set forth for all practitioners:

- Engage students in relevant and meaningful learning experiences;
- Connect what students have been learning to new learning experiences;
- Allow for student choice and voice when possible/appropriate with regard to how students engage in the experience and/or how they demonstrate their learning;
- Remember that students learn in different ways and provide flexibility in how they engage in new learning (e.g., reading, video); and Encourage students to self-reflect upon their learning.

Instructional Support (Tutoring)

Students will have access to academic support virtually. Literacy enrichment teachers, mathematics enrichment teachers, language support teachers and small group instruction will be in place for students to learn remotely in order to ensure that students have the necessary support to meet grade-level standards.

Phase 2: Hybrid

The hybrid model will blend both in-person and virtual learning models in a seamless way. The district will do the following:

- Provide teachers with common planning time on Fridays
- Schedules will support a combination of synchronous and asynchronous instruction which allows for contact time between educators and their students, as well as time for students to engage with their peers.
- Evaluate instructional activities based on what is developmentally appropriate for each grade band:
 - Preschool through Fifth Grade: A district's youngest learners will require more structure and an established pace in their learning activities. They will also require much more supervision and guidance from an adult.
 - Sixth through Eighth Grade: As learners become more independent, districts may gradually phase in asynchronous learning activities.
 - Ninth through Twelfth Grade: High school students may engage in both synchronous and asynchronous work that allows for the most flexibility and choice.

Type of Instruction - Synchronous & Asynchronous Blend

The A/B Model or Alternating Day schedule is what the district will utilize as our hybrid framework. This will require a single class to be split into two groups: group one and group two. On specified days, group one participates in in-person instruction with the classroom teacher in a brick-and-mortar setting while



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group two learns remotely. These students will then switch; group one learns remotely on the next day and group two participates in in-person instruction. These two groups continue to alternate throughout the duration of the year.

Students will be expected to follow their full day instructional schedule from Monday through Thursday. On Fridays, all students will follow a half day schedule. As such, students will have approximately 5 hours and 30 minutes of instructional contact time a day, with the exception of Fridays where students will receive 4 hours of instructional contact time. (Lunch was not included in the counting of minutes.)

On August 26, 2020, the Board of Education adopted the following school calendar which outlines 181 school days for children and 186 work days for teachers and paraprofessionals. We will meet the requirement for at least 180 days of school in the 2020-2021 school year, in accordance with N.J.S.A. 18A:7F-9. A copy of the calendar with Board approval date can be found here: [Teaneck Public Schools: District Calendar](#)

Students who are learning remotely participate in synchronous, asynchronous and/or project-based learning experiences which have been aligned to grade-level standards, and are matched to the teacher's lesson. These learning experiences may include: live-stream instruction via Google Meets, collaborative conversations or projects with peers using technology and/ or independent learning activities aligned to the New Jersey Student Learning Standards.

Attendance

Daily attendance will be taken for each group of students (groups 1 and 2).

Elementary School:

- Homeroom/Classroom teacher takes attendance for both in-person and virtual/remote learners. For students learning remotely, the homeroom teacher will utilize Google Meets to verify attendance.

Middle School:



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- Homeroom/Classroom teacher takes attendance for both in-person and virtual/remote learners. For students learning remotely, the homeroom teacher will utilize Google Meets to verify attendance.

High School:

- All teachers will take attendance each period for both in-person and virtual/remote learners. For students learning remotely, the homeroom teacher will utilize Google Meets to verify attendance.

What to Expect for Students

- *Students who are in school can expect the following:*
 - Social distancing protocols and new routines that will uphold CDC recommendations (e.g, handwashing stations, limited use of communal spaces as well as new procedures for face wearing face coverings)
 - Limited group interactions to maintain safety
 - New school building procedures which may include different ways for entering and exiting the building, moving about in the hallways and entering and exiting classrooms
 - Reduced amount of people within the school building
 - Fewer students in any given classroom to uphold social distancing recommendations
 - Instruction that now integrates in-person learning with online/technology resources
- *Students who are learning remotely can expect the following:*
 - New district online protocols which support learning and good digital citizenship
 - Opportunities for real-time interactions with students such as office hours, virtual meetings, and/or small group discussions using collaboration tools
 - Materials, manipulatives and items for at-home activities, especially pre-school learners
 - Limited on-line activities for preschool students as per the recommendations of the New Jersey Department of Education

What to Expect for Staff Members:

- Professional development focusing on pedagogical aspects of online learning and matched to the educational technology utilized by the Teaneck School District



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- Additional time for collaboration and planning
- Reduced amount of people within the school building
- Fewer students in any given classroom to uphold social distancing recommendations
- Additional recommendations and guidance regarding examples of high-quality instruction for both in person and remote learning models. These recommendations will be aligned to and in accordance with NJDOE's Professional Standards for Teachers and NJ Professional Standards for Leaders (N.J.A.C. 6A:9)
- Greater focus on 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
- Additional academic interventions to support student progress

English Language Learners

In light of the specialized language needs of the district's English learners, students will have the option of opting in for full-time, in-district instruction. This means that instead of adhering to the A/B rotation, English learners will be able to determine if they would prefer to learn traditionally by attending the district's schools while class is in session.

Irrespective of the schedule, all English language learners will be provided with at least one period of instruction every day by a certified ESL teacher. The period of the time for instruction will be allocated in conjunction with the school schedule for instruction in core subject areas; and services will be designed to improve English language acquisition in reading, writing, speaking, and listening.

In accordance with the district's bilingual waiver, English language learners will be provided with at least two periods of instruction by a certified ESL teacher. One period will be the standard ESL class, and the other period is a high-intensity tutorial or ESL reading class. Parental and community input will continue to be provided about the district's English language learner programs. Content area teachers will receive district-provided ELL professional development. Services will be provided with the aforementioned social distancing provisions in place.

Ensuring the Delivery of Special Education and Related Services to Students with Disabilities

Special education students will be instructed using a blended instructional model. In accordance with the student's Individual Education Program (IEP) and to the greatest extent possible, instruction will be a mix



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of traditional in-person instruction and remote learning opportunities where special education students move on a fixed schedule between face-to-face and online instruction. Online instruction will utilize vetted programs with formative and summative data. Students attending in-person instruction will adhere to social distancing recommendations set forth by the CDC and the New Jersey Department of Education.

- Students in self-contained (PSD, MD, LLD, BD, & MD) programs (grades preschool through post graduate) will receive in-person instruction, full-time, four (4) days with social distancing protocols in place.
- Students in practical programs (grades 9 through 12) will receive in-person instruction, full-time, four (4) days with social distancing protocols in place.
- Students in the in-class support, pull-out resource support, or replacement programs (preschool through grade 12) will receive instruction by the A/B Model or Alternating Day schedule as outlined above.
- Paraprofessionals will assist students via in-person instruction with social distancing protocols in place and/or remotely, through the Google Classroom.
- Related Service Providers will arrange a schedule within the normal school hours for services as per the student's IEP and communicate this schedule to teachers and families.

IEP Meetings: Annual review, standing IEP meetings and other meetings to identify, evaluate, and/or re-evaluations meetings with Child Study Team members, Parents/Guardians and other participants will be conducted via conferencing software such as Google Meet. Case managers will offer dates to accommodate parents and staff within the normal school hours. All communication will be sent via email (attached as a PDF file), unless a parent/guardian does not have access to this form of communication. (Another method may be established.)

CST Evaluations: Standardized evaluations will be conducted and adhere to social distancing recommendations set forth by the CDC and the New Jersey Department of Education.

Curriculum, Instruction, and Assessments

As we plan to enter the 2020-2021 school year, building administrators, content area supervisors and instructional practitioners are analyzing both the academic and social emotional needs of our students. In addition, the department is working through the collaborative process that will take place to ensure that all instructional practitioners focus on providing students with grade-level materials, tasks, and assignments necessary to fill in the most critical gaps in learning. Additionally, the district's pacing calendars have been revised to prioritize the critical prerequisite skills and knowledge for each grade level. Universal screening



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assessments are also being revisited to ensure that the district has a seamless process for identifying and addressing the diverse needs of our students through the use of the district's multi-tiered system of supports.

Instructional Supports & Tutoring Program

The following instructional supports have been put into place to ensure the academic success of our students as they return from the health-related closure.

- **Summer Bridge Program:** The Summer Bridge Program was provided as an instructional scaffold for students as they transition from one grade level to the next in light of the district's closing date of March 18, 2020. This program was created to ensure success for the next grade-level in the September and October months. Students who participated retained their access to their IXL accounts for the duration of the summer and the 2020-2021 school year.
- **Access to Specialized Instruction:** Upon returning to school, students will have access to literacy enrichment teachers, mathematics enrichment teachers, language support teachers and small group instruction to ensure that students are well supported to meet and exceed grade-level standards.

Athletics

- Middle school students *will not* participate in athletics at **Phase One: Remote Learning** or during **Phase Two: Hybrid**
- Currently, the Teaneck Board of Education alongside the Physical Education and Athletic Director are reviewing the options for running a varsity competition/game schedule.
- On September 2, 2020, the District's Physical Education and Athletic Director and the district's Athletic Trainer presented options to the Teaneck Board of Education.
- A copy of the presentation is found here: [Sept. 2, 2020: Athletics Presentation](#)
- Teaneck will conduct our athletics programs in accordance with NJSIAA recommendations as referenced in the District's athletic presentation : [Sept. 2, 2020: Athletics Presentation](#)

Districtwide Tutoring Program



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In order to provide an additional layer of academic support for our students, an after-school, districtwide tutoring program has been put in place for the 2020-2021 school year. The chart below identifies the specific action steps for executing and implementing the tutoring program

Phases of Implementation of Districtwide Tutoring Program

<p>Phase One Identification & Screening</p>	<p><i>Screen Students & Determine Eligibility</i></p> <ul style="list-style-type: none"> ● Teacher Recommendations ● NWEA MAP Assessments ● District Assessment Results
<p>Phase Two Blended Instruction</p>	<p><i>Content for Tutoring - Blended (IXL & Live Instruction)</i></p> <ul style="list-style-type: none"> ● Identified students that will take the IXL Diagnostic Screener ● Resources will be based on IXL recommendations and/or IXL student skill plans <ol style="list-style-type: none"> 1. Students will engage with the IXL computer program AND 2. Live instruction will be tutor-led based on IXL skill plans
<p>Phase Three Progress Monitoring</p>	<p><i>Monitoring Skills Progress</i></p> <ul style="list-style-type: none"> ● Students take weekly progress monitoring assessment ● Grouping will be flexible based on data
<p>Phase Four Determining Next Steps</p>	<ul style="list-style-type: none"> ● Analyze student data ● Determine if the student continues with the tutoring program or is able to exit ● Make decisions, with stakeholders, regarding student participation <ul style="list-style-type: none"> ○ Decisions can be made quarterly or by marking period

Phase 3: Traditional Face-to Face with Social Distancing Measures in Place:

Learning occurs in a traditional classroom setting with accommodations for social distancing and symptom monitoring.



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Hours of Instruction

The hours of instruction would be the same as the 2019-2020 school year, prior to the health-related closure. Within the school day under the traditional face-to-face instructional model, provisions would be made to ensure that our schools follow the considerations outlined in The New Jersey Department of Education guidance document titled, *The Road Back*.

What to Expect for Students

Students should expect to see the following should the district opt to use the traditional model of instruction with social distancing measures in place. These recommendations and considerations are cited directly from the New Jersey Department of Education:

Social Distancing Protocols

Social distancing within the classroom to the maximum extent practicable. This will be achieved by ensuring students are seated at least 6 feet apart. If schools are not able to maintain this physical distance, additional modifications will be considered. These modifications include using physical barriers between desks and turning desks to face the same direction (rather than facing each other) or having students sit on only one side of the table, spaced apart.

When social distancing is difficult or impossible, face coverings will be required for students, and face coverings are always required for visitors and staff unless it will inhibit the individual's health. It is necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities. In a classroom setting where social distancing can take place (e.g., desks are 6 feet apart) or physical barriers are in place, face coverings can be removed while students are seated at desks but should be worn when moving about the classroom. All instructional and non-instructional rooms in school and district facilities will comply with social distancing standards to the maximum extent practicable. Use of shared objects will be limited when possible or cleaned between use.

Students should expect to see hand sanitizing stations with alcohol-based hand sanitizers (at least 60% alcohol):

- In each classroom (for staff and older children who can safely use hand sanitizer).
- At entrances and exits of buildings.
- Near lunchrooms and toilets.



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Students will be encouraged to wash their hands for at least 20 seconds at regular intervals, including before eating, after using the bathroom, and after blowing their nose/coughing/sneezing. Children ages 5 and younger will be supervised when using hand sanitizer. For classrooms that have existing handwashing stations, prepare stations with soap, water, and alcohol-based hand sanitizers (at least 60% alcohol).

English Language Learners

English language learners will be provided at least one period of instruction every day by a certified ESL teacher. The period of the time for instruction will be allocated in conjunction with the school schedule for instruction in core subjects and services will be designed to improve English reading, writing, speaking, and listening.

English language learners will be provided with at least two periods of instruction by a certified ESL teacher. One period will be the standard ESL class, and the other period will be a high-intensity tutorial or ESL reading class as outlined in the district's Bilingual waiver. Parent and community input will continue to be provided about the district's English language learner programs. Content area teachers will also receive district-provided ELL professional development. Services will be provided with the aforementioned social distancing provisions in place.

Ensuring the Delivery of Special Education and Related Services to Students with Disabilities

Special education programs, related services, accommodations and modifications in accordance with the student's Individual Education Program (IEP) to the greatest extent possible will be provided in-person in each respective school using the traditional face-to face instruction. Students will adhere to social distancing recommendations set forth by the CDC and the New Jersey Department of Education.

- Students in self-contained (PSD, MD, LLD, BD, & MD) programs (grades preschool through post graduate) would receive in-person instruction, full-time, with social distancing protocols in place.
- Students in resource support, replacement, or practical programs (kindergarten through grade 12) would receive in-person instruction, full-time, with social distancing protocols in place.
- Students in the in class resource support program, resource support, replacement, or practical programs (preschool - grade 12) would receive in-person instruction, full-time with social distancing protocols in place.

Curriculum, Instruction, and Assessment



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Administrative leaders and professional staff will design, implement and deliver a core curriculum that fulfills the district's mission to serve each student's unique learning requirements. As such the traditional, face-to-face model, will continue to provide instruction which outlines content to be taught and the sequence in which to teach it. Alignment of instruction and instructional resources will include critical instructional strategies that will address the needs of our diverse learners.

Additionally, curricula will include a broad spectrum of approaches which encompasses students' intellectual, social, emotional, and physical needs. In order to do this effectively, the district will base instructional decisions on data and assessment.

Instructional Support (Tutoring)/Intervention

Instructional supports would take place within the district, such as after-school programs and/or early morning programs. District students would receive support via the multi-tiered system of support model endorsed by the New Jersey Department of Education. Students would adhere to social distancing recommendations set forth by the CDC and the New Jersey Department of Education.

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 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.

Beginning in September 2020 all Pre-K and Kindergarten students will receive a Chromebook and login account from the district. An inventory of all Chromebooks and hotspots that have been provided to



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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.

Device Dissemination

Pre-K and Kindergarten

The distribution of devices will be completed during the first week of school in September 2020. The technology department and the school principal will work together to ensure a safe and efficient distribution of devices.

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 follow-up 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



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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.

Digital Divide

Teaneck Public Schools will provide Chromebooks to all families who require a device. There are some families who have decided to use their own device, should they need a device, we will provide them with one. We have sent multiple letters to the families informing them of our “Chrome Depot” (Chromebook Distribution Center) hours and locations. In addition, we informed the families and community members about our distribution during our virtual town hall meeting. We have continued to provide our “Chrome Depot” services over the summer to ensure all families who need a device are able to receive one. In addition to the Chromebook, we have also provided mobile hotspots to any families who are in need of reliable internet. During this process we have created an inventory of all devices that have been distributed.

Once the school year begins, the instructional staff members will contact any families who are not participating in on-line learning and provide information on where they can retrieve a device.

PROFESSIONAL DEVELOPMENT

Professional learning will better equip leaders, staff, substitutes, students, and parents/caregivers to adapt to altered educational environments and experiences. Among the most critical focus areas will be training to address the learning loss for the most vulnerable populations (students with disabilities, English language learners, students without proper technology or internet access, etc.), and preparing and supporting educators in meeting the social emotional, health, and academic needs of all students.

Professional learning will take place in myriad ways. Staff will be expected to:

- Participate in vertical articulation and grade-level meetings;
- Professional development
- Engage in professional development sessions related to professional development plans, pedagogical aspects of online learning and educational technology as well as district wide initiatives, such as sessions led by the Institute for Learning;
- Meet as subject area departments with content-area supervisors to address curricular issues; and
- Attend districtwide trainings on COVID-19 related topics such as, but not limited to:
 - Planning, Preparing and Responding after a health-related closure



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- Maintaining healthy learning environments
- Protocols related to hand washing, sanitizing, face coverings and social distancing measures

SOCIAL AND EMOTIONAL LEARNING

Trauma-Informed Social and Emotional Learning

Districts must organize and prepare for the next school year acknowledging the potential trauma that staff and students have faced during the COVID-19 school closures. The full impact of the pandemic and the collateral consequences from isolation, fear, and economic hardship have yet to be fully realized. In addition, students and staff returning for the 2020-2021 school year will be faced with new and intimidating routines and circumstances. We must address these challenges head-on to ensure that social and emotional learning are infused into everyday school life.

- Students in all schools have access to counseling support services and referrals as needed
 - School Based Supports
 - Outreach Workers (elementary)
 - School Counselors (middle and high school)
 - FORUM Counselors - counseling support at the THS, programs for middle and high school students
 - Student Assistance Coordinator
 - CarePlus
- Mental Health Initiative Clinicians via School Climate Transformation Grant - Counseling sessions provided virtually via Google Meets
 - Elementary and Middle School students and families
- Webinars to provide resources and support to families

Next Steps:

Engaging in resource mapping

- Identify available resources and needs
- Examination of existing school-based teams
- Mapping common goals and streamlining efforts to avoid duplication.
- Develop plans to support students
 - Trauma Informed approach
 - ACE (Adverse Childhood Experience)
 - Comprehensive SEL program



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- Continue to explore community agency partnerships to provide additional support to students and families.

To address the need to provide support to students, professional development will be provided to staff on strategies to infuse SEL competencies, specifically, relationship building focusing on the importance of connecting with students prior to engaging in learning.

Additionally, the need to support staff is paramount and will be addressed via staff community building.

ESSENTIAL EMPLOYEES

List of Essential Employees			
District Employee	Title	Phone Number	Email
Dr. Christopher Irving	Superintendent	201-833-5510	cirving@teaneckschools.org
Melissa Simmons	Business Administrator/Board Secretary	201-833-5511	msimmons@teaneckschools.org
Christine Johnson	Assistant Superintendent of Curriculum and Schools	201-833-5130	cjimenezjohnson@teaneckschools.org
Angela R. Davis	Assistant Superintendent of Educational Services	201-833-7014	adavis@teaneckschools.org
Patricia Dent	Director of Innovation, English and ESL	20-862-2321-	pdent@teaneckschools.org
Erica Cerilli-Levine	Director of Special Education and Nursing Services	201-833-5490	ecerilli-levine@teaneckschools.org
Keshia Golding Cooper	Director of Guidance, Career and Services	201-833-5425	kcooper@teaneckschools.org



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Terry Corallo	Director of Community Relations/Chief of Staff	201-833-5498	tcorallo@teaneckschools.org
Tunde Adedoyin	Director of Human Resources and Compliance	201-862-2322	tadedoyin@teaneckschools.org
Mohammed Saleh	Director of Technology	202-862-2331	msaleh@teaneckschools.org
Anthony D'Angelo	Director of Facilities and Grounds	201-833-5526	adangelo@teaneckschools.org
Cameron Cox	Public Safety Coordinator	201-834-7015	ccox@teaneckschools.org
Rita Urevitch	Lead Nurse	201-833-5543	rurevitch@teaneckschools.org
Amis Aguero	Nurse	201-833-5549	aguero@teaneckschools.org
Jane Fahey	Nurse	201-833-5538	jfahey@teaneckschools.org
Monique Frazier-Ellington	Nurse	201-833-5553	mfrazierellington@teaneckschools.org
Lauren Mattiace	Nurse	201-833-5460	lmattiace@teaneckschools.org
Kathryn King-Dyker	Nurse	201-833-5139	kdyker@teaneckschools.org

FEDERAL, STATE AND LOCAL RESOURCES AND GUIDANCE

AGENCY	GUIDANCE/RESOURCE(S)
Centers for Disease Control and Prevention (CDC)	Interim Guidance for Administrators of US Childcare Programs and K-12 Schools



Teaneck Public Schools

New Jersey Department of Health (NJDOH)	New Jersey Department of Health (NJDOH) published guidance for childcare facilities and K-12
New Jersey Department of Education (NJDOE)	Guidance Regarding Requirements for Public Health-Related School Closure Required Updates to District Public Health-Related School Closure Plans
Teaneck Public Schools	https://www.teaneckschools.org/COVID-19.aspx

