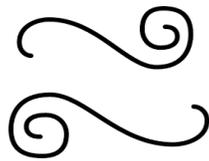


**Old Tappan Public School District
Pre-K through Grade 8**



**Our Public Health-Related
School Closure Plan**

Submitted by

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Superintendent

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**Old Tappan Public School District
Pre-K - Grade 8
Our Public Health-Related School Closure Plan**

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District and School Contact Information

Old Tappan Board of Education Office	277 Old Tappan Road, Old Tappan, NJ 07675	T: 201-664-1421	F: 201-664-4418
Charles DeWolf Middle School	275 Old Tappan Road, Old Tappan, NJ 07675	T: 201-664-1475	
T. Baldwin Demarest Elementary School	1 School Street, Old Tappan, NJ 07675	T: 201-664-7176	
Website	www.oldtappanschools.org		
Social Media	www.facebook.com/OldTappanSchoolDistrict	@oldtappansd	

Planning Group and Contact Information

Name	Position	E-mail Address	Telephone Extension 201-664-1421
Dr. Danielle M. Da Giau	Superintendent	dagiau@nvnet.org	x2503
Mr. Douglas Barrett	Business Administrator	barrett@nvnet.org	x2509
Dr. Laura Sullivan	Supervisor of Instruction and Technology	sullivanla@nvnet.org	x2408
Ms. Abbe Lewites	Supervisor of Instruction for Special Education and Pupil Support Services	lewitesa@nvnet.org	x1201
Mr. Justin O'Neill	Principal, Charles DeWolf Middle School	o'neilljc@nvnet.org	x0
Ms. Kathleen Boyce	Principal, T. Baldwin Demarest Elementary School	boycek@nvnet.org	x1000
Ms. Denise McCarthy, RN	Nurse, Charles DeWolf Middle School	mccarthy@nvnet.org	x2103
Ms. Janice Lehmann, RN	Nurse, T. Baldwin Demarest Elementary School	lehmann@nvnet.org	x1104

Governing New Jersey Code and District Policies **Policies are found on our District website.*

NJ 6A:16-10.1	Home or out-of-school instruction due to temporary or chronic health condition
Policy No.: 5113	Absences and Excuses
Policy No.: 5141*	Health
Policy No.: 5141.2*	Illness
Policy No.: 6142.10*	Telecommunications/Technology Acceptable Use
Policy No.: 6173*	Home Instruction

District's Plan for A Public Health-Related School Closure

<p>A. Notification</p>	<ol style="list-style-type: none"> 1. If a Public Health-Related School Closure is necessary, the Superintendent will be informed, in writing, of the necessity to close from the NJ Department of Health or the local health department. 2. The Superintendent, subsequently, will inform the parents/guardians and faculty/staff of the Public Health-Related School Closure via the District's normal notification procedures. Currently, that is the usage of SchoolMessenger's notification system by phone call, e-mail, and text message, as well as posts on the District's website, social media accounts, and roadside digital signboard. 3. In the notification message, the Superintendent will inform parents/guardians that they and/or their children should check the teachers' webpages for the day's e-Learning Activities. The message will also include instructions for those families who do not have technology access. See Section B. 4. This plan is publically available on the District's website at: https://www.oldtappanschools.org/c_o_v_i_d-19.
<p>B. Technology Access</p>	<ol style="list-style-type: none"> 1. All middle school students in Grades 5-8 are issued a District device at the start of the school year. 2. At the start of the school closure, we offered a District device to any elementary school family who felt they needed a device for their PK-4 child. The Superintendent's notification message included instructions for those families who wanted the device and/or did not have technology access. <ul style="list-style-type: none"> • For families who need computers, the Board of Education Office will be open from 8:00 AM - 12:00 PM for families to come and sign out loaner Chromebooks. • The Technology Coordinator will have a fleet of available Chromebooks ready for sign out and distribution. • The Superintendent or her designee will be present during the named hours for technology sign-out. The Supervisor of Instruction for Technology and the Technology Coordinator will be available by means possible to assist the Superintendent with answering technical questions for families. • When the family signs out the Chromebook, the adult will be given instructions for its use. The adult will also be given instructions regarding a return. Based on the duration of the closure, a return date will be determined. Using the sign-out log's collected contact information, follow-up for returns will be conducted, as necessary. • It is important to note that all middle school students are

	<p>issued District-provided Chromebooks. If the middle school Chromebooks are in need of repair, the Technology Coordinator either provide over-the-phone help or arranges an appointment for repair drop-off and loaner pick-up.</p> <ul style="list-style-type: none"> • The District is in the process of securing a new fleet of Chromebooks for the next school year. <p>3. Technology support continues to be available for all families as if school were open. Our Technology Coordinator either provides over-the-phone help or arranges an appointment for repair drop-off and loaner pick-up. This way, no child is without a device at any time.</p> <p>4. At the start of each school year, families complete technology forms and access information. In addition to that information, which serves as overarching information, if a child is not participating in the e-Learning activities or live sessions, the teachers report that inactivity to the Principals, who then follow up with the families. This is the most immediate way of checking on technology students' access and usage to technology.</p>
<p>C. Instruction</p>	<ol style="list-style-type: none"> 1. On teachers' webpages, the faculty members will post the date and the directions for the e-Learning Activities for every day that the schools are closed for a Public Health-Related Closure. 2. If teachers are using Google Classroom, the teachers' webpage directions should say: Please go to Google Classroom to find today's assignments/assessments. 3. The Superintendent's directions will be clear for all families. All students, no matter the grade level, will go to the same landing place to find teachers' directions. 4. Teachers and principals will share weekly schedules that will help families gauge the week's activities at home. The middle school schedule is e-mailed, texted, and posted to the website every Friday for the upcoming week. The elementary school schedule is set by the grade levels, in conjunction with the principal, and communicated by the classroom teachers for the week. 5. Teachers will be facilitating synchronous and asynchronous instruction, which can be both interactive and independent instruction every day and across the week. 6. PK-4 teachers, who are responsible for all academic instruction, will make decisions about what subjects to deliver synchronously, asynchronously, in whole-group, and in small-group throughout the week. Special-area teachers also post activities for their classes on the classes' assigned days. 7. Expectations for T. Baldwin Demarest Elementary School:

	<ul style="list-style-type: none"> ○ Grade-level teachers plan for students to work for 1.0-1.5 hours (PK, K, 1st) and 1.5-2.0 hours (2nd, 3rd, 4th) per day. For the most part, grade-level teachers teach reading, writing, and math every day – science, social studies, health, and character education are typically taught 2-3 times per week. ○ Each special area teacher (art, music, STEAM, Spanish) plans for students to work 15-20 minutes per week. ○ Physical education plans for 45-60 minutes per week. ○ Students have their special area classes, basic skills, ESL classes being delivered on the days they would typically have them if we were in school. All services are being provided. ○ Excerpt of Elementary School Grade-level Schedules <p>8. Grades 5-8 teachers, who are departmentalized and responsible for one academic subject, will collaborate with teammates to create a weekly schedule that blends synchronous and asynchronous instruction in each subject every day across the week. Specialists also blend into the weekly schedule.</p> <p>9. Expectations for Charles DeWolf Middle School:</p> <ul style="list-style-type: none"> ○ Subject-area teachers, combined, plan for students to work for 2-4 hours per day. Each subject area is delivered each day. ○ Subject-area teachers schedule three live sessions with students each week, in addition to e-Learning activities. ○ Special area teachers also schedule live sessions with students and collaborate with grade-level teachers to schedule their sessions, which is posted and shared the week prior for families’ scheduling purposes. ○ Excerpt of Middle School Grade-level Schedules <p>10. To meet students’ needs at all grade-levels, teachers are working to differentiate instruction as best as possible. They do this through small-group live sessions, which are reflected on the e-Learning schedules. They also accomplish this differentiation through individual live sessions with students using our Google Meet platform. General education teachers are also working with specialists (special education teachers, gifted and talented teacher, basic skills instructors, ESL teacher) to modify assignments that will help students learn and not meet with frustration. All support classes (basic skills, gifted and talented, special education, ESL) are still meeting.</p> <p>11. All students continue to be assessed through this school closure. They are assessed using online tools on Google Forms and through one-on-one assessments with the teacher in Google Meets. Our teachers have participated in NVCC workshops and in-house workshops to learn how to shift their in – school assessments to modified online assessments that</p>
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	<p>sharpen the focus on the essentials and allow the student more of an opportunity to share take-aways.</p> <p>12. All teachers are using our Essential Learning Booklets, which distill each grade level’s content area to essential standards of the Northern Valley Curriculum Center’s Curriculum Guides.</p> <p>13. Teachers’ directions will be clear about how students are expected to turn in their assignments/assessments. Students must be submitting work for feedback and to gauge additional instruction.</p> <p>10. All e-Learning Activities must be posted by 8:30 AM for the school day that is designated as closed. Each school day that is closed will require a new set of assignments/assessments, even if some of the assignments are continuations.</p>
<p>D. Stipulations</p>	<ol style="list-style-type: none"> 1. Every faculty member has to post assignments/assessments for the classes taught that day. 2. On any given Public Health-Related School Closure day, the Superintendent and Principals will have access to and monitor the posted e-Learning Activities for adequacy. The Superintendent will collect e-Learning Activity artifacts of the instructional day(s). 3. If a faculty member does not have a computer at home, please remember to take your District-issued device with you to and from school on a regular basis. 4. As alternate possibilities need to be created for activities, procedures, and events (e.g., graduation), notifications will be shared to appropriate stakeholders and in a timely manner.
<p>E. Faculty/Student Attendance and Engagement Follow-up</p>	<ol style="list-style-type: none"> 1. Faculty attendance will be monitored and kept based on the posting of the online learning that will be monitored by the Principals, Supervisors, and Superintendent. Faculty will also continue to use our attendance recording system, Aesop. If a teacher is ill and is unable to post e-Learning Activities, the lessons will be sent to our Supervisor of Instruction for posting. 2. Students’ attendance will be maintained through our regular attendance procedures and according to policy. Each day, parents/guardians will be asked to use our regular attendance line to report their child(ren)’s absence if the child(ren) is/are too ill to engage in the e-Learning Activities. Follow-up communication with families will be conducted by the nurses, secretaries, and principals. All attendance will be marked in our Student Management System, Genesis. 3. Students’ attendance and engagement will continue to be tracked, as though school were in session. If students are not present, principals will follow up with families and create action plans, when necessary to ensure attendance and to

	<p>ensure promotion requirements. If students are not participating or submitting work, teachers will alert the principals. Subsequently, the principals will contact the families and create action plans to address and remedy the situations.</p>
<p>F. Special Education, ESL, and Related Services</p>	<ol style="list-style-type: none"> 1. Special education, ESL, and related services will continue to be delivered. 2. If necessary, teachers will post modified assignments/assessments and/or additional information, as per the students' IEPs, to students' Google Classroom accounts, in separate e-mails to parents/guardians, or through separate activities on their webpages. Special education teachers who support mainstream classes and/or provide small-group instruction are responsible for this work. Special education teachers who participate in the mainstream class activities will follow up with the identified students to provide the appropriate scaffolded support using the platform available (i.e., Google Hangout). 3. E-Learning meets and/or exceeds the required instruction outlined in a student's IEP. Our program structure is an in-class/out-of-class resource support program, whereby a General Education and Special Education teacher support the class. When whole class instruction occurs through online platforms, both teachers are present. Following whole-group instruction, the Special Education teacher provides small-group and/or individualized instruction to special education students to ensure needs are being met and learning is taking place. 4. Teachers must be vigilant not to post students' names on webpages for public viewing. 5. All service providers must maintain a log related services delivered. All sessions that are typically delivered in a small-group format are delivered individually as well as through online group activities. Related Services are provided as per the IEP. A minimum of one (1) individual session is provided through online platforms to all students, whether the IEP calls for individual or small-group settings. Additional services are provided through previously recorded activities with the provider. Almost all speech services are provided on an individual basis. All IEP academic and related services are documented through individual e-mails to student and/or parent/guardian, on Google Classroom, through weekly schedules with Google Hangout codes and through required service logs. 6. Progress tracking and the required modifications and accommodations are supported through individual Google Classroom accounts. Case managers meet with teachers and related service providers for weekly progress updates. In the

	<p>event students are not making progress during e-Learning, the case managers schedule meetings with the parents/guardians and students to assess the needs and to determine if or what additional assistance is needed.</p> <ol style="list-style-type: none"> 7. If related services are unable to be delivered through e-Learning Activities, a log of undelivered services must be kept so that make-up sessions are delivered upon return to school. 8. Case managers will follow up with families, via telephone and e-mail, to ascertain the services delivered and to offer support. 9. Child Study Team Meetings, including IEP and re-evaluation meetings, will be held via video conferencing. 10. Initial Evaluation meetings are held through Google Hangouts with the Child Study Team, parent/guardian and student. If the request comes through Early Intervention or from a parent/guardian of a preschool-age student, we hold the meeting and if the District is provided with enough information to make a determination virtually, an IEP is created. Otherwise, the parties are told that evaluations will begin once in-person testing can take place. For our K-8 population, we hold the meeting and coordinate with our I&RS committee to develop strategies and interventions to assist the student through e-Learning, until in-person evaluations can be provided. 11. ESL instruction will continue to be delivered by the ESL teacher using synchronous and asynchronous instruction and using access to the digital tools available as if we were in school. The District currently does not have any bilingual programs. Support to access the mainstream curriculum will also be provided to students at all grade levels. Translation of essential documents will continue to be provided as though school were in session. 12. Connecting with ELLs: Old Tappan has one ESL teacher who works in both of our schools. Our primary ESL population's native language is Korean and our ESL teacher speaks Korean. This allows our ESL teacher to speak to most of our students and families in their native language, as needed. Many ESL parents/guardians communicate with our ESL teacher by sending her e-mails in Korean. Our ESL teacher replies to these emails with an e-mail or phone call in Korean. The complexity of the content determines the communication method. To translate documents from within our District, the District uses Google translate and help from the Korean-Parent association. Further, in our Northern Valley Consortium, the ESL teachers work closely and share translated documents when needed. Lastly, we use the NJDOE Title III & Bilingual/ESL Education page to translate documents. 13. ELL Instruction: In general, the ESL teacher provides daily
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	<p>instruction and assignments for ESL students based on when they are scheduled to have services, which could be done both face-to-face or through e-Learning. The teacher assesses learning through the work the students produce. The ESL teacher also uses the WIDA Model to assess ELLs.</p> <ul style="list-style-type: none"> ○ For the elementary school students, ESL classes are being delivered on the days they would typically have them if we were in school ○ For the middle-school students, ESL classes are being delivered through live sessions twice a week, with additional individual sessions offered each week as needed. Additionally, students are completing daily ESL assignments provided through Google Classroom. ○ Further, general education teachers let the ESL teacher know when the ESL students are struggling in their classes so that the ESL teacher can assist the students with the general education classroom expectations and assignments. The ESL teacher has been added to the general education teachers’ Google classrooms so that she can monitor and assist the ESL students with their general education assignments.
<p>G. e-Learning Activity Assistance for Teachers</p>	<p>If teachers need help posting assignments/assessments, a tip sheet has been issued to them – “Add and Edit e-Learning Activities on Your Website,” with an accompanying tutorial video. If teachers need ideas for e-Learning Activities, a tip sheet, “Ideas for e-Learning Activities” has been issued to them. See Pages 7-12 for pdf resources that were shared with District teachers containing active links.</p>
<p>H. Food Services /Milk Program Provisions</p>	<p>Our District does not have students eligible for free or reduced lunch. Additionally, our District does not participate in the milk program. If these conditions were to change, this section of the Plan would have to be revisited and provisions would have to be put in place.</p>
<p>I. Artifacts for Submission</p>	<p>On any given Public Health-Related School Closure Day, the Superintendent and Principals will access and monitor the posted e-Learning Activities. Artifacts of the instructional day(s) will be collected.</p>
<p>J. Cleaning Procedures and Facilities</p>	<p>1. The schools have implemented hand washing/hand sanitizing procedures, which include hand cleaning before students eat snack at the elementary school and lunch at the elementary and middle schools. The teachers and nurses are reviewing hand-washing instructions, and hand-cleaning products are provided by the District.</p>

	<ol style="list-style-type: none"> 2. If our District were to be notified about a short-term Public Health-Related School Closure, we would consider contracting with a cleaning company to do a deep cleaning of our schools during the closure. This would be a measure in addition to the already implemented, regular cleaning procedures of disinfecting heavily-used surfaces, such as desktops, counters, door handles, toilet facilities, faucets, water fountains, and toys. 3. If our District were to be notified about a long-term Public Health-Related School Closure, we would develop a cleaning schedule for our custodial and maintenance crews that would allow them to maintain social distance while also thoroughly cleaning each room in the buildings, in the same way they would conduct a summer cleaning. 4. Once a room is cleaned and sanitized, a sign would be hung on the door identifying the date it was completed and the initials of the staff member responsible. 5. During a school closure of any length, the maintenance crew would maintain the boilers and conduct daily building checks.
<p>K. Summer Programming</p>	<ol style="list-style-type: none"> 1. Extended School Year (ESY) Program for Special Education – If buildings are unable to be occupied during the month of July, we will provide an ESY Program virtually. This program would be open to those students who are eligible according to their IEPs. We would continue to use the virtual and remote platforms that are being used during the academic year closure. Related services would continue to be delivered virtually, as well. Our ESY Program will be provided from July 13-31, 2020. Each student will receive two (2) hours of individualized academic instruction weekly. Related services will be provided individually, in accordance with the child's IEP. 2. Assessment of Learning Loss and Initial Plan: Summer Skill-Booster Program – The District is interested in offering a no-fee, summer program to students at all grade levels this summer. This would allow students the opportunity to review the essential skills and standards of this school year. The program would require payment to teachers at every grade level. If buildings are unable to be occupied, the program would run virtually. This program would re-teach the power standards of the grade-level in the academic areas of math, reading, writing, and phonics (at the primary levels) and science (at the middle school levels). The thinking is that the program would run for approximately two hours per day for a number of weeks to be determined. By facilitating this program prior to the start of the school year, we hope to reteach skills that students might not have been ready to learn in the spring and to refresh students' minds with the essential skills necessary for the next grade level.

	<p>3. Assessing for Learning Loss in September: We will be administering uniform diagnostics in reading, writing, and math across all grade levels to determine where short-term, and possibly long-term, intervention is needed. We will be using the IXL diagnostics across all grade levels in Math and LA, as well as DRAs in the elementary grades through grade 5. We will continue to use PAR in the primary grades as a screening tool for all students. During the summer months, we are facilitating a paid-summer workshop for our teachers, which addresses how to assess for learning loss using the essential power standards and how to sharply use instruction to address needs.</p> <p>4. Addressing Learning Loss in September: At this point, we have planned to add a full-time Academic Intervention Teacher at the elementary school, in addition to the existing staff. We believe this position will be essential in helping classroom teachers support students who might need to fill in gaps of learning and require support in smaller groups.</p>
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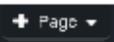
Tip Sheets for Educators:

Add and Edit Add e-Learning Activities on Your Website

Double click on this [LINK](#) and click on the play button to see the steps in a video or follow the written directions below.

Add e-Learning Activities to Your Website

Note you can create your e-Learning Activities webpage up to step 7 and click, "Save" at any time. To update the page, use the "Edit e-Learning Activities on Your Website" directions below.

1. Go to your school's website:
 - a. CDW <http://oldtappanschoolscdw.ss16.sharpschool.com/>
 - b. TBD <http://oldtappanschoolstbd.ss16.sharpschool.com/>
2. Go to your website.
3. Login (user name is your full email address). Do not hesitate to reach out to Laura for a password reset.
4. Click .
5. Select "Content Space Page."
6. Type the name, "e-Learning Activities."
7. Click, "Create."

8. Click the edit tool .
9. Type your plans. Be sure to include the following:
 - a. **Date (very important)**
 - b. Activities (ideas below)
 - i. Links to websites with accompanying activities and directions for submission
 - ii. Videos of you teaching using Screencastify as I have done above
 - iii. Directions to go to Google Classroom
 - iv. Directions to complete a SeeSaw activity

You may click "Save Draft" as you are working on your page and the page will not be visible.
10. When you are done, click, "Publish" and select, "Yes" when prompted to change the page from hidden to published.
11. Click on your name in the web hierarchy.

Charles DeWolf Middle School / Teacher Webpages / **Teacher** / E-Learning Activities

12. Select, "Page Options," "Page Order," and drag this page to the top of the list.
13. Click "Update Page Order."

Edit e-Learning Activities on Your Website

1. Go to your school's website:
 - a. CDW <http://oldtappanschoolscdw.ss16.sharpschool.com/>
 - b. TBD <http://oldtappanschoolsthd.ss16.sharpschool.com/>
2. Go to your website.
3. Login (user name is your full email address).
4. Click on the "e-Learning Activities" subpage. If you do not see this page, select, "Page Options," "Page Status," and click on  to view the page.
5. Turn "Design Mode" on by clicking  to change to .
6. Click the edit tool .
7. Edit your plans, updating the date. You may click "Save Draft" as you are working on your page and the page will not be visible.
8. When you are done, click, "Publish" and select, "Yes" when prompted to change the page from hidden to published.

Ideas for e-Learning Activities

Note, some of these sites need parental permission to use. If you are trying a new website, please check with Laura to determine if all of your parents/guardians have signed the "Universal Website and App Permission Form" allowing their child(ren) to interact with the site.

If you have questions regarding ways to use these resources or directions for using them, please do not hesitate to reach out to Laura.

Website Information	Brief Description
ABCya!	Educational games in every subject area; strategy and skill games; videos and more.
CK-12	Free math, science and other STEM-related content; personalized learning for every student; simulations, adaptive practice, study guides and more.
EdPuzzle	Interactive video and formative assessment tool; enhance videos created by you or by others with tools to embed questions and assignments.
Edulastic	Create or customize technology-enhanced assignments and assessments; access open-source resources that are already created; integrates with Google Classroom.
epic!	Digital library of eBooks for kids; picture books, chapter books, read-to-me, audiobooks, nonfiction, and quizzes; create sets of books to assign your students; free for teachers.
Flipgrid	Class video response and reflection tool; question-led chat tool augmented by the power of video; start deeper, more empowering discussions.
Flipity	Easily create flashcards, quiz shows, scavenger hunts, timelines, word searches, MadLibs and more using a Google Sheet.
Google Hangouts Meet HELP	All G Suite customers can use Hangouts Meet for easy-to-join video calls, free access to more advanced features, including are now available to all including larger meetings for up to 250 participants per call, live

	streaming for up to 100K viewers within a domain, record meetings to Google Drive.
Kahoot	Fun, engaging game-based learning and trivia; create your own or use "Kahoots" other teachers have already created
LearnZillion	Instructional materials and videos; assign videos and lesson materials to students; create lessons and assignments; reporting for student usage and performance.
Newsela	Library of nonfiction articles, text sets, questions, vocabulary, and writing prompts in every subject area.
PBS Kids	Watch educational shows, play games, create stories; offline activity ideas, assessments lesson plans and more.
Pear Deck	Active learning and formative assessment; transform classroom presentations into interactive experiences; polling, vocabulary, and flashcards; Digital Citizenship lessons; integrates with Google.
Quizizz	Motivate students and reclaim your time. Free self-paced quizzes to review, assess, and engage—in class and at home.
Quizlet	Flashcards, learning tools and games; create your own or use a set that's premade; embed photos and interactive diagrams.
ReadTheory	Online reading activities, passages, and questions that improve reading comprehension; adaptive to student's ability level; data dashboard for teachers.
ReadWorks	Library of nonfiction and literary articles in every subject area with questions and vocabulary; lesson plans; units; novel studies; assign and track progress online.
Screencastify	Easy screen recorder allows you to record your camera and screen with audio and share your videos; allows for collaboration; integrates with Google.
Seesaw	Seesaw is the best platform for empowering students to demonstrate and share their learning. Students use powerful tools in the Seesaw app to create, reflect and demonstrate learning. When students share their learning in their Seesaw portfolio, teachers and families gain valuable

	insights into what their students know and can better support their development throughout the school year. Teachers tell us that students who use Seesaw feel empowered, motivated and proud, and that they are engaged in more meaningful ways.
Wizer	A platform for teachers to build engaging digital worksheets or use worksheets other teachers have built; integrate video, images, and self-grading tools.
Xtra Math	A free program for students to practice and master basic math facts; addition, subtraction, multiplication, and division; progress monitoring for teachers and parents.

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Essential Personnel during Public Health-Related School Closure:

Name	Position
Dr. Danielle Da Giau (daily)	Superintendent
Ms. Tatyana Budanskaya (as needed for device repair)	IT Coordinator
Central Office, Main Office, CST Office (as needed to retrieve materials)	Accounts Payable, Payroll, Main Office School and CST Secretaries
Mr. Justin O’Neill (Middle School) and Ms. Kathy Boyce (Elementary School) Ms. Abbe Lewites (Special Education) (as needed to retrieve materials)	Principals/Supervisor
Mr. William Oliver (on rotation for building checks)	Maintenance Person
Mr. Willie Arboleda (on rotation for building checks)	Building Manager
All Custodians (on staggered shifts for cleaning and sanitization)	Custodians

Overall District Demographic Profile:

State-funded Preschool Students	0
Homeless Students	0
Migrant LSE	0
Students with Disabilities	97
English Language Learners	24

Essential Personnel for Summer Months of Public Health-Related School Closure:

Name	Position
Dr. Danielle Da Giau	Superintendent
Ms. Tatyana Budanskaya (schedule may be flexible at times)	IT Coordinator
Central Office (schedules may be flexible at times)	Secretaries, Accounts Payable, Payroll, Clerk
Main Offices, CST Office (schedules maybe flexible at times)	Secretaries
Mr. Justin O'Neill (Middle School) and Ms. Kathy Boyce (Elementary School) Ms. Abbe Lewites (Special Education) Dr. Laura Sullivan (Instruction/Technology) (schedules may be flexible at times)	Principals/Supervisors
Mr. Willie Arboleda Mr. William Oliver All Custodians	Building Manager Maintenance Person Custodians
Faculty Members	To conduct scheduled evaluations; To conduct scheduled screenings and sessions