



WESTFIELD PUBLIC SCHOOLS

A Tradition of Excellence

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www.westfieldnj.k12.org

Health-Related School Closure Preparedness Plan

Submitted: March 11, 2020
Updated: March 20, 2020
Updated: May 15, 2020
Board Approved: May 19, 2020
Submitted: May 20, 2020
Updated: Sept. 28, 2021
Board approved:
Submitted:

OVERVIEW

This plan outlines how the Westfield Public Schools District will provide meaningful learning experiences through virtual or remote home instruction in the event of a public-health related district closure. This plan establishes the district's protocols and procedures to assure that during such an emergency Westfield Schools will satisfy the 180-day requirement pursuant to N.J.S.A. 18A:7F-9.

In April 2020, Governor Murphy issued an executive order that became P.L.2020, c.27. All school districts in New Jersey must annually submit their proposed program for virtual or remote instruction (plan) to the Commissioner of Education. This plan would be implemented during a district closure lasting more than three consecutive school days due to a declared state of emergency, declared public health emergency, or a directive by the appropriate health agency or officer to institute a public health-related closure. A day of virtual or remote instruction, if instituted under a plan approved by the Commissioner of Education, is considered the equivalent of a full day of school attendance for the purposes of meeting State and local graduation requirements, awarding of course credit, and such other matters as determined by the Commissioner of Education.

This plan is subject to updated guidance/guidelines provided by the New Jersey Department of Health (NJDOH), the New Jersey Department of Education

(NJDOE), the Centers for Disease Control and Prevention (CDC) and local health officials.

DISTRICT DEMOGRAPHIC INFORMATION

The Westfield Public School District services 5970 students (including 97 out-of-district students) enrolled in an early childhood center, 6 elementary schools, 2 intermediate schools and a high school in regular and special education programs. The Pre-K program consists of 64 students in total, with 18 general education and 46 receiving special education services. The population of the district comprises the following: 607 Asian, 136 Black/African-American; 434 Hispanic; 7 American Indian/Alaskan Native; 213 Multi-Racial; 8 Hawaiian/Pacific Islander; 4565 White.

Westfield Public schools are composed of 1.3% economically disadvantaged students; 0.9% English Language Learners; and 0 students in foster care. We currently have 0 homeless students. The District services 1097 Special Education students and 94 students with Speech Pathology Services, totaling 1191 students eligible and receiving services. There are 95 students classified as semi-eligible in the system.

THE BASIC STRUCTURE OF AT-HOME INSTRUCTION

- Should schools need to be closed due to a declared public health emergency, students are to participate in at-home instruction each school day. The Westfield Public School District recognizes the important connection between teacher and student, incorporating live instruction as an integral part of the distance learning process.
- The district is to provide an instructional balance of live and pre-recorded lessons, along with posted assignments and extra-help sessions appropriate to a child's age and development and which allow flexibility for those families who need it. All schools in the district will provide a minimum of four hours of instruction daily excluding lunch and recess.
- Elementary school teachers are to provide students with synchronous and asynchronous learning opportunities across math, English, science, social studies, and specials.
- Intermediate and high school teachers in all subjects will post assignments via Google Classroom with reasonable deadlines assigned.
- Teaching staff are to be available by email and/or virtual meeting rooms during scheduled periods to answer questions on posted assignments.

- Guidance counselors and Child Study Team members are to be available during scheduled times by email, telephone, and/or virtual meeting rooms.
- Attendance is to be monitored through participation in synchronous instruction and/or by submitting work as a result of asynchronous instruction.
- All athletic events and extracurricular activities (including field trips) are to be canceled during health-related school closures.

EQUITABLE ACCESS TO INSTRUCTION

Based on responses to a district Home Access Technology Survey (2020), the majority of students in the Westfield Public School District have access to devices and internet in their homes. The district has provided assistance to those without appropriate digital accommodations, including lending a device and supplying internet access and/or providing assignments offline (i.e. paper/pencil). The district technology department will continually monitor and address the needs of families and staff who report technological difficulties or who request an additional device(s).

ELEMENTARY REMOTE LEARNING PLAN OVERVIEW

Pre-K and Kindergarten

The following plan is to be instituted with a focus on an instructional balance that is appropriate to a child's age and development:

Pre-K

- Teachers are to hold daily live Circle Times.. These live meetings enable students to greet each other, review key foundational concepts such as calendar, weather, emotions and skills such as letter recognition, counting, and one-to-one correspondence. Circle Time also allows teachers to prepare students for the live subject area lessons for that day.
- Live-streamed lessons are to be approximately 20 minutes in length, with a component of direct instruction and guided and/or independent application. An additional 30 minutes, per section, approximately, will be designated for small-group and/or one-on-one instruction and/or progress monitoring
- The teachers are to continue to utilize open-sourced media, teacher-made screencasts and hands-on assignments aligned to the curricula.
- Special education students will receive all IEP-stipulated accommodations and programming.

- Related service providers will schedule remote sessions.

Kindergarten

- The remote instructional program is to be differentiated by using appropriate curricular materials, developmentally appropriate practices, and partnering with parents for implementation. Students in Kindergarten are to be:
 - afforded guided instructional opportunities.
 - given verbal feedback on work submitted.
 - assessed as per the district's Standards- Based Report card and its differentiated, grade-appropriate benchmarks.
- Lesson materials will be posted on Google Classroom.
- Students will experience their typical daily schedule online and receive live instruction/interaction in each subject area.
- Special education students will receive all IEP-stipulated accommodations and programming.
- Related service providers will schedule remote sessions.
- The Intervention & Referral Services (I&RS) Committee is to continue to meet as needed to address academic and social concerns and issues with attendance.

Grades One through Five

Grades 1 and 2:

Delivery of Virtual and Remote Instruction

- The remote instructional program is to be differentiated for grades 1-2 by using appropriate curricular materials, developmentally appropriate practices, and partnering with parents for implementation.
 - Students in grades 1-2 are to be afforded guided instructional opportunities.
 - Students in grades 1-2 are to be given verbal and written feedback on work submitted.

- Students in grades 1-2 are to be assessed as per the district's Standards- Based Report card and its differentiated, grade-appropriate benchmarks.
- Lesson materials will be posted on Google Classroom.
- Students will experience their typical daily schedule online and receive live instruction/interaction in each subject area.
- Special education students will receive all IEP-stipulated accommodations and programming.
- Related service providers will schedule remote sessions.
- The Intervention & Referral Services (I&RS) Committee is to continue to meet as needed to address academic and social concerns and issues with attendance.

Grades 3-5:

- The remote instructional program is differentiated for grades 3-5 by using appropriate curricular materials, developmentally appropriate practices, and partnering with parents for implementation.
 - Students in grades 3-5 demonstrate increased independence over their daily and weekly learning schedules and programs.
 - Students in grades 3-5 are to be offered enrichment opportunities from the district Gifted and Talented department.
 - Students in grades 3-5 are to be measured in their progress based on formative and summative assessments as well as curricular assignments.
 - Students in grades 3-5 are to be assessed as per the district's Standards- Based Report card and its differentiated, grade-appropriate benchmarks.
- Lesson materials will be posted on Google Classroom.
- Students will experience their typical daily schedule online and receive live instruction/interaction in each subject area.

- A mixture of whole class, small group and one-on-one instruction per week is to be provided.
- Special education students are to be scheduled for additional small group instruction as per IEPs, as well as requisite teletherapy for related services.
- The Intervention & Referral Services (I&RS) Committee is to continue to meet as needed to address academic and social concerns and issues with attendance.

Attendance and Discipline:

- Students are expected to attend remote instruction daily by participating in synchronous instruction or by submitting work as a result of asynchronous instruction.
 - A student is determined to be present if they have logged into and participated in live instruction and/or if they have submitted the required work as assigned.
- Principals are to collaborate with parents and teachers to consider academic performance, social and emotional habits, as well as attendance when making promotion and retention decisions.
- Principals are to maintain close working relationships with students and families to intervene in any disciplinary code of conduct violations.
 - The district is implementing Policy 5512 (Harassment, Intimidation and Bullying).
- The District will employ a tiered plan of intervention for students who are found to be regularly absent from remote learning:
 - Step 1: Teacher contacts student.
 - Step 2: Teacher contacts parent.
 - Step 3: Teacher contacts principal for outreach.
 - Step 4: Principal reviews attendance data for trends.

- Step 5: Principal contacts parent and student to offer technological help if needed or clarification of remote learning expectations or procedures.

Tips for Children’s Emotional Well-Being

This is also a good time for a reminder that children need structure and routine, especially now. Parents are asked to please make sure that students get up in the morning, get dressed, have a healthy breakfast and begin their school work. Children also need breaks that do not include screen time.

INTERMEDIATE SCHOOL REMOTE LEARNING PLAN OVERVIEW

Delivery of Virtual and Remote Instruction

Teachers are to provide engaging learning experiences that are aligned to curricular expectations and are standards-based to maintain a continuity of learning and instruction. An overview of learning objectives, links to live and recorded lessons, and other assignments are to be provided to students in each teacher’s Google Classroom on Monday each week. Work may be added throughout the week, but a general overview is to be posted on Mondays.

All students have been issued a district email through which they will be able to correspond and communicate with their teachers. Student email username (username@westfieldnj12.org) and password are the same as those they use to log into their Google Drive.

To provide clear information to students about their teacher’s availability, the intermediate schools will enact a modified schedule in which faculty members are accessible to students by email, Google Classroom, or other means of electronic communication. Teachers will livestream lessons remotely to all students. **Below is a sample** for developing that schedule.

<i>Period #</i>	<i>Start Time</i>	<i>End Time</i>
<i>Period 1</i>	<i>8:15</i>	<i>9:03</i>
<i>Period 2</i>	<i>9:06</i>	<i>9:46</i>
<i>Period 3</i>	<i>9:49</i>	<i>10:29</i>
<i>Period 4</i>	<i>10:32</i>	<i>11:12</i>

<i>Period 5</i>	<i>11:15</i>	<i>11:55</i>
<i>Period 6</i>	<i>11:58</i>	<i>12:38</i>
<i>Period 7</i>	<i>12:41</i>	<i>1:21</i>
<i>Period 8</i>	<i>1:24</i>	<i>2:04</i>
<i>Period 9</i>	<i>2:07</i>	<i>2:47</i>

If the timing of the closure requires it, during the fourth marking period all elective, cycle, and related art courses (Physical Education / Health; Art, Drama, Public Speaking, Music, Computer Technology, Tech. Ed., Art, Science Olympiad, Journalism, and Advanced Debate) are to incorporate an adjusted grading scheme. These courses move from a typical grading approach to the following:

A = Advanced - Student exceeded course expectations: 90%-100%

P = Pass - Student approached or met expectations: 65%-89%

F = Fail - Student demonstrated little to no effort or participation in course work: below 65%

Reasonable due dates are to be clearly stated and submitted work is to be returned to students graded and/or with feedback in a timely manner.

The Intervention & Referral Services (I&RS) Committee is to continue to meet as needed to address academic and social concerns and issues with attendance.

Attendance and Discipline

Student attendance is to be recorded through student participation in livestream classes.

Managing student participation and attendance is of primary importance to ensure that all Westfield intermediate school students are receiving the benefit of required educational services and have a consistent routine throughout their day. In order to ensure that all students are actively attending and participating in remote learning, teachers, school counselors, reading and media specialists, and administrators will follow a number of accountability and communication measures:

- All teachers and counselors take part in weekly team meetings to discuss the academic, social-emotional, and participation progress of their students.
- A shared document where teachers annotate missing assignments from various students is shared between the team of teachers, counselors, and administrators.
- All school faculty take part in weekly faculty meetings to discuss best practices for ensuring student participation and attendance.
- All parents receive a weekly email with a schedule (dates, times, teacher name, period number) of when all live-streaming lessons will be accessible to students.
- In order to promote attendance at live lessons, teachers take roll call at the beginning of each session.
- Teachers mark student attendance at live lessons (with no point value attached) in online gradebook for students and parents to see.

When a student(s) have demonstrated a pattern of missed work or failure to regularly attend live lessons, the following actions are taken:

- Teachers record marks and comments in online gradebook for parents and students.
- Teachers contact parents by phone and email.
- Counselors contact parents by phone and email.
- Administrators contact parents by phone and email.
- Individual one-on-one virtual counseling sessions have been held for students who need emotional and executive functioning assistance.
- Individual virtual extra-help sessions are provided by teachers to support students with academic needs.
- Modifications to work expectations are made for those students who are working in home environments with little support.
- Reading specialists have intervened to provide students with individual academic and organizational support.
- Outside referrals are made for mental health services when required.
- In cases where students and parents have failed to respond to the school's repeated outreaches, the School Resource Officer has been utilized to conduct welfare checks of families and offer community and county resources.

- If a student is sick and unable to participate in online learning, their parents are to contact a main office secretary by email to report the absences. Student absences are then recorded in the district's student record database.
- Principals maintain close working relationships with students and families to intervene in any disciplinary code of conduct violations.
 - The district is implementing Policy 5512 (Harassment, Intimidation and Bullying).

Ways for Parents Support Children While Learning Remotely

- Monitor updates from the Westfield Public Schools through email and on our district & school websites at www.westfieldnj12.org.
- Designate a space where your child can work quietly on assigned work.
- Ensure that your child is taking part in their remote learning activities and assignments by checking teacher's websites, calendars, and Google Classroom.
- Encourage your child to create a schedule for assignments to best manage their time and work.
- Encourage your child to check in with their teachers throughout the week via email if they have any questions regarding assignments (teachers will respond during their allotted class period time).

HIGH SCHOOL REMOTE LEARNING PLAN OVERVIEW

The Westfield High School staff has developed a virtual learning plan so that instruction can continue during a health-related school closure.

Delivery of Virtual and Remote Instruction

Teachers provide live instruction during their scheduled class time. Depending on the course, content and grade level. Through tools such as Google Apps for Education, Google Classroom. Loom, WebEx and others, teachers will provide multiple methods for content delivery and course participation. Teachers are to continue to use a letter grade system to evaluate student work during distance learning and may add interim comments specific to performance with virtual learning. Students in danger of failure will be addressed on an individual level and will be afforded opportunities to complete coursework, if appropriate.

Using each teacher's website, students will be able to access the week's agenda, teacher's preferred method of communication, any needed resources,

and any virtual “events” students will be asked to participate in. Students will participate in their regular 9 period day and attend each class virtually.

Reasonable due dates will be clearly stated and submitted work will be returned to students graded and/or with feedback in a timely manner.

Attendance and Discipline

Students are required to attend virtual classes. Attendance in sessions is to be recorded and completion of work will demonstrate both mastery and attendance. Westfield High School has various supports in place to address a student’s lack of attendance and completion of work. Communication and follow-up with guidance counselors, administration, and Child Study Team case managers will support students’ regular attendance. The Intervention & Referral Services (I&RS) Committee is to continue to meet as needed to address academic and social concerns and issues with attendance.

Principals are to maintain close working relationships with students and families to intervene in any disciplinary code of conduct violations.

- The district is implementing Policy 5512 (Harassment, Intimidation and Bullying).

STUDENTS WITH DISABILITIES

For all special services, instructional activities and materials are to be prepared. Virtual instruction is to be delivered with both live and pre recorded lessons. Classwork is to be delivered to students through Google Classroom or teacher websites. There is to be some whole-class instruction as well as small group and one-to-one instruction. Class assignments are to be modified as appropriate according to students' IEPs to the greatest extent possible. Assignments are scaffolded to meet the needs of all students. Extra support is to be provided by teachers and paraprofessionals to students who are struggling. Paraprofessionals are also to be involved with data collection, review of instructions and extra practice sessions. Related services are to be provided, as called for in a student’s IEP, through teletherapy.

Students are to be provided feedback through Google Classroom and during live sessions with teachers. Parents are contacted by teachers, case managers, guidance counselors or administrators to check in with students and to communicate any concerns. Parents are to continue to receive IEP progress reports and district report cards.

- Services will be tracked and documented by the students' teacher. Progress reports will be generated and emailed to parents through our special education database. Accommodations and modifications will be implemented to the best of our ability including extended time, clarification of directions, repetition, and modified assignments.
- Case managers will continue to follow up with families to ensure that services are implemented. Case managers are to be in communication with families via email, telephone conference, and live virtual meetings using Webex.
- The district will conduct virtual meetings through either telephone conference or Webex depending on the preferred mode of the family. The district will plan to evaluate and/or reevaluate students in person but the ability to do so will be based on guidance from appropriate health officials.
- Attendance will be monitored through participation in synchronous instruction and/or by submitting work as a result of asynchronous instruction.

ENGLISH LANGUAGE LEARNERS

All of the district's ELL families will be provided with Chromebooks, mobile hotspots, and bilingual technology support, when needed.

- Written communications with families are to be translated and, when needed, Spanish-speaking staff communicate with parents via telephone and/or videoconferences.
- All ESL teachers are to maintain constant communication with classroom teachers and content area teachers (secondary) to articulate the content being taught on a weekly basis, discuss strategies to make it more comprehensible, and enhance instruction and assessments based on student English proficiency.
- ESL teachers are to use Webex/Google Meet to have live conferences with all ELLs across the district. When possible, the classroom teacher and the ESL teacher are to schedule their sessions back to back in order to share a single connection link with the student and provide language support with any given assignments.
- In addition to the aforementioned connectivity tools, ESL teachers are to create their own Google Classroom to mainstream all communications and offer a one-stop shop for all subjects.
- Other technology tools are to be used to enhance the distance learning process are: Kids A-Z, Raz-Kids, BrainPOP ELL, Flocabulary, Flipgrid,

Screencastify, Loom, GetEpic, Spelling City, and the Prodigy Game, among others.

- In addition to scheduled sessions, teachers are to hold office hours outside the schedule where they meet virtually with students to provide language support on different content areas.
- The ESL supervisor and other administrators are to communicate and support families in need on a weekly basis.
- The ESL supervisor is to maintain constant communication with all ESL teachers to support instruction and assist with phone calls home.
- Attendance is to be monitored through participation in synchronous instruction and/or by submitting work as a result of asynchronous instruction.

TECHNOLOGY

Through the use of a Home Access Technology Survey (2020), the district was able to identify those households with Internet and/or WiFi access as well as the number and type of devices available to students for remote learning. The district Technology Department will assign devices (including hotspots) to those families who need technological assistance. The district IT team is to answer remote learning technology questions from parents and staff via ithelpdesk@westfieldnj12.org. All faculty and students are to have access to Google Classroom – the district’s recommended means of facilitating online interaction with students. Virtual staff meetings and student/staff virtual interactions and live instruction is to be also facilitated through the use of Webex.

The district technology department will continually monitor and address the needs of families and staff who report technological difficulties and/or who request an additional device(s).

VIRTUAL RESOURCES

Similar to when school is in session, teachers should use only district-approved online resources with students to ensure privacy guidelines are followed. In addition to Google Classroom, the district has ample resources for faculty and students to access including:

- Webex
- Google Apps
- Screencastify

- BrainPOP
- Discovery Education
- Newsela
- Flipgrid

SCHOOL NUTRITION

During a public health-related closure, the Westfield Public School District will work cooperatively with our food service provider and local community groups to provide meals to students who qualify for free or reduced lunch.

Families enrolled in the Free and Reduced Lunch Program are eligible for the Bulk Lunch Program. Lunches are to be available for pick up at a location that will be designated at the time of the closure along with times for pick up.

The district is to contact each eligible family on Friday afternoon as a reminder to pick up their Bulk Lunches the following week. This information is to be shared with the Food Service Director at the district's food service provider to ensure the appropriate number of lunches will be prepared.

All lunches are to follow the government guidelines and include a protein, vegetable, fruit, grain and beverage.

This program will be in effect for the duration of the health emergency. Information for families interested in enrolling in the [Free and Reduced Lunch Program](#) will be made available on the Westfield Public School District webpage under the Family Resources tab.

Families in need will also be connected with various charities and assistance programs in and around Westfield to receive further support in the form of groceries and supermarket gift cards.

The district will reevaluate/revise the above plan as needed in order to meet the needs of all eligible families.

Additional Resources for Families

Westfield Food Pantry at Holy Trinity Church
336 First Street
Westfield, NJ
Phone: 908-232-2311

St. Joseph's Social Service Center
118 Division Street
Elizabeth, NJ
Phone: 908-352-2989

Food Finder Website to Assist Families Locate Local Food Pantries, Kitchens, and Shelters: <https://foodfinder.us/>

FACILITIES

- **Facility Staff and Proper PPE**

The Westfield Public Schools Buildings and Grounds staff is required to wear proper Personal Protection Equipment (PPE) to keep themselves and others safe to work in and around the school properties during any extended school closures. All staff are well versed on the need for washing hands frequently, keeping social distancing, and to not come into work if they are not feeling well. This is for the safety and protection of all staff.

- **Determine areas that need to be cleaned and disinfected**

Entire buildings will need to be cleaned, sanitized, and disinfected. Custodial staff will continually maintain all areas that are in need of cleaning on a daily basis, making sure that all surfaces are clear of any dirt or debris. Sanitizing and disinfecting will continue to be done in areas of frequently touched surfaces (i.e., doors, door handles, light switches, and telephones). These practices will continue throughout the entire extended school closure and beyond.

- **Products used for Cleaning and Disinfecting**

The Westfield Public School District uses EPA-registered products which are qualified for cleaning in New Jersey schools. The district custodial staff currently use a hydrogen peroxide, which is a green-certified product for the cleaning of all surfaces. District custodial staff use a qualified disinfectant to eliminate any bacteria, virus, or germs on any surfaces. All custodial staff have been trained on the proper use of these products.

- **Maintenance and Grounds Staff**

Maintenance staff will continue to maintain all operations of the buildings in the Westfield Public School District. Routine checks on the buildings are done on a daily basis. Maintenance staff will continue to make necessary repairs/replacements to equipment that break down or are in need of replacement throughout the district. Maintenance staff will maintain

proper air circulation in all district buildings to make sure Indoor Air Quality (IAQ) issues do not start to happen with a stagnant building. All HVAC equipment is to be cleaned and sanitized, and filters will be changed. Grounds staff will continue to maintain the grounds around all buildings, which includes grass cutting, maintaining of fields, and aeration and seeding. All custodial, maintenance, and grounds staff will continue to support one another as needed throughout the district during an extended period of closure and beyond.

SUMMER PROGRAMMING

- Each summer, the Extended School Year (ESY) Program for students with disabilities in the Westfield Public School District focuses on maintaining and strengthening academic skills through the summer to prepare students for the new school year. The five-week, state-mandated ESY program will be offered through virtual instruction to assist students in preschool through high school who have been identified as those who would benefit from additional instruction and related services. Virtual instruction will consist of live and pre-recorded lessons in reading, math, and written language, along with posted assignments and extra-help sessions. Related services and Wilson Reading groups also will be available for specific students.
- A virtual Summer Academy Geometry course will be offered to 9th graders completing Algebra I, as an optional six-week summer acceleration program. Students will be expected to work the daily four hours required as well as additional time outside of class hours.
- The district will continually assess the impact of distance learning on students at risk of not graduating. Administration, guidance counselors, teachers, and Child Study Team case managers will continue to monitor student progress and will provide support and instruction as required.
- Teachers will continue to teach to the standards and monitor the progress of students throughout distance learning. As part of the district's standard practice, classroom learning will include pre-assessments, targeted instruction, and continual monitoring of students' understanding. Academic interventions will be provided, as necessary.

ESSENTIAL DISTRICT PERSONNEL

District Administrators

Raymond	González	Superintendent
Dana	Sullivan	Business Administrator/Board Secretary

Paul	Pineiro	Assistant Superintendent Curriculum Instruction & Program
Mike	Weissman	Assistant Superintendent Pupil Personnel Services
Barbara	Ball	Human Resources Specialist

Principals

Tiffany	Jacobson	Principal	Lincoln School Early Childhood Center
Paul	Duncan	Principal	Franklin Elementary School
Mary	McCabe	Assistant Principal	Franklin Elementary School
Susie	Hung	Principal	Jefferson Elementary School
Marc	Biunno	Principal	McKinley Elementary School
David	Duels	Principal	Tamaques Elementary School
Andrew	Perry	Principal	Washington Elementary School
Crystal	Marsh	Principal	Wilson Elementary School
Matthew	Bolton	Principal	Edison Intermediate School
LaNova	Schall	Assistant Principal	Edison Intermediate School
Brian	Gechtman	Principal	Roosevelt Intermediate School
Keith	Brunson	Assistant Principal	Roosevelt Intermediate School
Mary	Asfendis	Principal	Westfield High School
James	DeSarno	Assistant Principal	Westfield High School
Mabel	Huynh	Assistant Principal	Westfield High School
Warren	Hynes	Assistant Principal	Westfield High School

District Supervisors

Andrea	Brennan	Supervisor	Social Studies K-12
Elizabeth	Delasandro	Supervisor	Math K-12
Andrea	Lo	Supervisor	Special Services Pre-K-12
Sandra	Mamary	Supervisor	Athletics
Maureen	Mazzarese	Supervisor	Guidance
Thomas	Paterson	Supervisor	Science K-12
Enrique	Pincay	Supervisor	English Language Learners K-12
Elizabeth	Reilly	Supervisor	English/Language Arts K-12
Thomas	Weber	Supervisor	Visual & Performing Arts K-12

Technology Staff

Brian	Auker	Chief Technology Officer
Arvin	Vidal	Network Manager
Nadeem	Khan	Information Processing Manager
Joseph	Marateo	Assistant Network Manager
Jodi	Anderson	Systems Administrator
LuisCarlos	Bustamante	Technician
Derek	Lewis	Technician
Anthony	Nunez	Technician
Michelle	Chiodo	Secretary
Jeanine	Gottko	Master Technology Teacher

District Administrative Support Staff

Mary Ann	McGann	School/Community Relations
Rosemary	O'Shea	Executive Secretary to the Superintendent
Carolyn	Soehngen	Budget, Accounting & Reporting Specialist
Sue	Lynne	Payroll Supervisor
Melanie	Estevez	Executive Secretary to the Board Secretary
Wendy	Schreiner	Executive Secretary to the Business Administrator
Carla	Wolf	Executive Secretary to the Human Resources Specialist
Joann	Scutari	Secretary to the Assistant Superintendent for Curriculum, Instruction and Programs
Terry	Tyminski	Secretary to the Assistant Superintendent for Pupil Personnel Services
May	Moy	Purchasing Agent
Deborah	Valencia	Transportation Secretary/Free Reduced Lunch
Debra	Melka	Accounts Payable Secretary
Dona	Osieja	Accounts Payable Secretary

Maintenance Staff

Sean	McArthur	Supervisor, Maintenance Department	
Susan	Gibbs	Secretary, Maintenance Department	
Robert	Anderson	Mechanic	Maintenance Department
Julio	Angomas Rijo	Custodian	Tamaques School
Brian	Applin	Head Custodian	Roosevelt Intermediate School
Mario	Arana	Custodian	Westfield High School
Walter	Barnansky	Mechanic	Maintenance Department
Gennaro	Canova	Custodian	Franklin School
Carmine	Coppola	Head Custodian	Lincoln School
Antonio	Cuccaro	Mechanic	Maintenance Department
Robert	Dallas	Night Custodian	Roosevelt Intermediate School
Filomena	DeCristofaro	Head Night Custodian	Franklin School
Giuseppe	DeCristofaro	Head Custodian	McKinley School
Anthony	D'Elia	Groundskeeper/Mechanic	Maintenance Department
Lilibeth	Delgado	Night Custodian	Westfield High School
Dominick	DiDario	Custodian	Edison Intermediate School
Francesco	Dori	Night Custodian	Westfield High School
Tim	Doyle	Mechanic	Maintenance Department
William	Drahos	Head & Night Custodian	Roosevelt Intermediate School
John	Dudzinski	Custodian	Roosevelt Intermediate School
Kyle	Fincke	Night Custodian	Roosevelt Intermediate School
Russell	Frame	Custodian	Westfield High School
Gloria	Funes	Night Custodian	Westfield High School
Hector	Garcia	Night Custodian	Westfield High School
Agatino	Giunta	Night Custodian	Westfield High School
Jennifer	Hernandez	Custodian	Edison Intermediate School

Victor	Hidalgo	Mechanics Helper	Maintenance Department
George	Kaler	Head custodian	Jefferson School
Gerald	Leatherman	Mechanic	Maintenance Department
Manuel	Loyola	Night Custodian	Westfield High School
Wilmer	Martinez	Custodian	Washington School
Rinaldo	Mendez Gonzalez	Head Night Custodian	Lincoln School
Mariana	Moran	Custodian	Maintenance Department
Liliam	Moreno	Night Custodian	Westfield High School
Miriam	Navas	Head Night Custodian	Tamaques School
Carlo	Papa	Head Night Custodian	Edison Intermediate School
Anthony	Pericolo	Mechanic/Groundskeeper	Maintenance Department
Victor	Reyes Garcia	Head Night Custodian	Wilson School
Michael	Rivera	Head Custodian	Roosevelt Intermediate School
Rolando	Rivera	Custodian	Jefferson School
Jesse	Rodriguez	Head Custodian	Franklin School
Marina	Rogel	Custodian	Westfield High School
Giovanni	Rosado	Mechanic	Maintenance Department
Michael	Rusin	Mechanic	Maintenance Department
Mario	Saravia	Head Custodian	Washington School
Telma	Saravia	Night Custodian	Franklin School
Christopher	Sollito	Mech. Helper/Groundskeeper	Maintenance Department
Harold	Squindo	Head Custodian	Tamaques School
Thomas	Stewart	Head Custodian	Edison Intermediate School
Kevin	Yeats	Night Custodian	Westfield High School
Werner	Wolf	Head Custodian	Westfield High School
Kevin	Womack	Head Custodian	McKinley School
Gregory	Wosnik	Night Custodian	Jefferson School
Kevin	Yeats	Night Custodian	Westfield High School
Jerry	Yu	Asst. Night Head Custodian	Westfield High School
Jacob	Zimmerman	Head Night Custodian	McKinley School

Food Services Staff

Kathryn Tropeano Chartwells Food Services Manager
3 food service workers