



**Teaneck Community Charter School
Public Health-Related
School Closure Plan**

March 11, 2020

**Teaneck Community Charter School
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Teaneck, NJ 07666
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Education Philosophy

It is the mission of (TCCS) Teaneck Community Charter School to provide a nurturing environment in which students realize their full intellectual potential and become ***self-directed learners***, who make both pragmatic and creative use of basic skills and who understand and appreciate the cultural diversity of our society. The faculty, staff, parents, extended family, and other members of a child's support network are committed to creating and operating a student-centered "learning community" which ***promotes and supports a child's natural curiosity and enthusiasm for acquiring knowledge***. This learning community will follow a "living curriculum" -- an experiential, interdisciplinary study that encompasses literacy, critical thinking, and responsible social interaction while empowering each child to ***demonstrate his/her unique interests and abilities***.

Student Education Continuity

Continuity of learning is the continuation of education in the event of a prolonged school closure or student absence. It is a critical component of school emergency management, as it promotes the continuation of teaching and learning despite circumstances that interrupt normal school attendance for one or more students. During emergent times, the continued education of students must be considered.

Designing for Different Age Groups

Instructional design, course design, instructional resources, and plans for support must be aligned with the skill level of age groups. For example, those serving the elementary levels might have to consider creating instructional materials for both students and parents, while middle school students are likely more capable independent learners.

Supporting System Training

Training is necessary for faculty, staff, students, and parents on the use of continuity of learning systems to ensure true continuity and accessibility. In order to effectively use various virtual instruction tools (particularly those that are used online), teachers and students must be familiar with these tools in advance of any closure and assigned use.

Ensuring Accessibility

Not all students may have access to the Internet, phone lines, TV or radio at the same time, or at all, during a prolonged school closure or student absence. Therefore, it is important to offer a variety of methods of distance learning. It is important to consider Section 508 of the American Disabilities Act, which provides accessibility guidelines for individuals with disabilities. This means that all materials must be provided in alternative formats, when necessary.

Preparing for Short- and Long-Term School Closures

Tools that might be useful during the short- term might not work for long-term closures. School administration and continuity planning teams must assess which tools work best for the school based on the anticipated length of closure, current resources available, student access, and grade level.

Plans for distance learning, should TCCS be asked to close the school

- Any school modification schedules would be sent via our notification system via text and email. Information would also be found on our school website and social media outlets (Facebook, Instagram, and Twitter).
- The continuity planning team, consisting of administration, special services representatives, department chairs, and grade level teams will develop a plan for compiling and administering instructional materials.
- Based on parent acknowledgement of access and devices, instructional materials (online or paper based) will be prepared and distributed by instructional staff.
- Paper packets will be available to students as needed and as recommended by teachers. Additional packets can be sent to families or shared electronically in printable pdf format depending on the amount of closure time required.

Accessibility

- Any student whose parents identify the need of a device or internet access to complete online assignments shall be provided devices by the school, as necessary.
- A schoolwide survey was conducted of device and internet availability at home.
 - 3 families have been identified as not having a device for completing online instruction. These families will be issued a TCCS managed chromebook for student use.
 - All families have confirmed internet availability at home.

Programs and Resources

There are several methods and tools that will be utilized for homebound or dislocated students. For ease of implementation, it is important to select tools that students are already familiar with, including, but not limited to, the following:

Online Tools & Resources:

- Assignment management and grading via our online student and parent portals (Realtime)
- Internet based courses and class discussion / interaction via Google Classroom
- Communication and feedback for parents and students via E-mail
- Mathematics instruction and practice via Pearson Realize
- Reading practice and assessment via Achieve 3000 and Smarty Ants
- Science and Social Studies lessons via Discovery Education
- Self directed instruction and assessment for multiple subjects via IXL

Hard Copy Paper Resources:

- Kindergarten students would receive daily packets of activities to cover all content areas, which would be turned in and assessed upon return to school
- 1st and 2nd Graders would use a blend of packets and supplemental resources (i.e. math workbooks, Scholastic News, etc.), depending on subject.
- 3rd and 4th grade would use a blend of online resources from the above list and packets.
- Specials classes (Art, Music, P.E., Health, Spanish) would provide work for all grades using a blend of online resources and paper packets, with an emphasis on paper for younger students.

Delivery of Instructional Resources

All online components listed above will be compiled, organized, and shared on a special page on the TCCS website. From this page, students will be able to view, download, and visit pertinent links for completing daily assignments. For students receiving hard copy packets, these items will be compiled and sent home in advance of any school closure, with specific instructions for completion enclosed. Contents of packets and instructions for completion will also be available for view, download, and/or printing on the web page mentioned above.

Special Needs / Differentiation

Special Education teachers will work closely with general education teachers to differentiate and modify assignments and resources to meet student needs and IEP requirements. They will provide individualized instructional plans, which will be communicated directly with families via email and/or voice conferencing. In addition to the tools above, students will utilize MobyMax, an individual instructional tool designated solely for our special education population.

Related Services

In addition to being available for consultation with students and parents, related service providers (Speech, OT) will provide students with lessons and exercises to practice via hard copy packets and prerecorded instructional lessons. To ensure HIPAA compliance, synchronous video conferencing will be avoided. A record of student completion of assigned activities will be logged and returned to the service provider once school is reopened.

Other student supports

Teachers, the school counselor, and the special services team will ensure the availability of time sensitive support for students. As needed, the school will also provide social emotional support strategies via email or voice conference to families. Additionally, teacher and administrative question boards will be offered as a tool for submitting, answering, and sharing common student and parent questions.

Nutrition

While TCCS does not participate in the federal lunch program, we have made a connection with the Center for Food Action, which can be utilized as a resource for providing free and reduced lunches to families who have been identified as needing support, as needed.

Other Considerations

As permitted by the health department, custodial personnel will be prepared to disinfect the entire school building in the event of any health-related mandated school closures. Additionally, business office and main office staff and administration have been equipped with remote desktop access to complete any necessary functions pertaining to community communication, student enrollment, state reporting, standardized testing, payroll, etc. As permitted by law and/or with permission from the NJDOE, the Board of Trustees is willing and able to conduct board business, including public meetings, electronically. Any digital meeting, including instructions for public access and participation, would be appropriately advertised.