



Teaneck Community Charter School Public Health-Related School Closure Plan

Revised: June 4, 2020

**Teaneck Community Charter School
563 Chestnut Ave.
Teaneck, NJ 07666
(201)833-9600**

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***.

Demographic Profile

Please see Appendix A for a breakdown of the district's student population demographics.

Essential Employees

Please see Appendix B for a list of employees deemed "Essential" during the school closure.

Delivery of virtual and remote instruction

- *Differentiate instructional time, class assignments, independent work, and measures of student learning by grade bands. In each grade band, design virtual, and remote learning plans to maximize student growth and learning to the greatest extent possible.*

Schoolwide (K-8), Google Classroom is being used as our standard learning management system during distance learning. Instruction is delivered through a mix of asynchronous resources and assignments (pre-recorded teacher videos, screencasts, digital textbook lessons, etc.) and direct synchronous instruction and feedback via videoconferencing sessions and virtual office hours and are frequently modified and adapted based on shared best practices. Teachers are expected to prepare (pre-record) and/or deliver at least 20 minutes of in-person instruction per day. Actual times may vary greatly, depending on specific grade level, course, or student needs. Teacher teams at various grade levels (K, 1-2, 3-4, 5-6, 7-8) have provided students and parents with "suggested" daily schedules to follow to assist with time management and expected instructional time, which varies by grade level. Please see Appendix C for an example of these schedules.

The lesson and assignments are based on specific times that it takes to complete, for example, a video may be 10 minutes long and then the student is required to answer questions pertaining to the video. The completion of the assignment assures us that the student received the required amount of minutes per day of instruction. While the posted schedules are intended to serve as a time management tool, students may work at different times - provided they follow the posted class "period" length.

Supplemental instruction is scheduled directly by Basic Skills teachers and they meet periodically with students via zoom to deliver instruction - typically in one to two 20 minute sessions per week, depending on student need. During these sessions, supplemental assignments are given, collected and assessed.

Special education teachers work collaboratively with their general education teacher co-teacher to plan multi-sensory lessons. They then modify each lesson and/or assignment based upon students' needs and ability levels. This could entail modifying questions, providing prompting or scaffolding, providing supplemental materials, reducing the amount of work required or changing the required activity completely to something more appropriate. Teachers also schedule small group and/or one-on-one sessions with students to support their unique needs and guide them through the process.

Specific students have instructional aides assigned to them. The aides are responsible for helping the students stay organized, focus on their work and provide one-on-one tutoring when required.

Multiple software programs are utilized so that students can enhance their unique deficits. For example, MobyMax is a program used specifically with classified students. Students took a placement test in the beginning of the 2019-2020 school year and the program diagnosed deficits based upon curriculum standards. The program then prescribes specific lessons to the students to work on those deficits. Teachers also have the ability to assign different lessons or have students repeat lessons. This is used across content areas such as reading, writing, phonics, spelling, math, etc. Similarly, IXL is a program used with our general education students to work on individual levels and strengthen deficits. Like MobyMax, a placement test helps diagnose students' individual difficulties and then gives them the choice on questions they want to work on to strengthen those areas.

In Language Arts, elementary students use Achieve 3000 which assigns reading content on a student's instructional level and provides them with questions and activities to enhance reading abilities.

Teachers monitor student attainment of learning objectives in various ways: After a lesson is taught, they assign, collect, and correct their work; Questioning students during live classroom discussions and/or via assessments to check their understanding of the material being taught and conducting periodic reviews with students to confirm their grasp of learning material and

identify gaps in their knowledge and understanding; Administering and correcting tests; Recording scores and reviewing student performance data collected and using the data to make needed adjustments in instruction of learning objectives.

Data provided by differentiated software programs (i.e. MobyMax, IXL, Achieve3000) help teachers monitor student progress and achievement and make data-driven decisions related to instruction.

- *Detail how remote instruction meets the needs of English Language Learners (ELL) and Students with Disabilities to the greatest extent possible, including the provision of related services.*

Attention to the needs of our special student population is overseen by our Director of Special Services. Compliance is ensured through constant communication with teachers and families, including weekly roundtable meetings to focus on the needs of these students during our distance learning program. When applicable, related services are provided online.

- *Describe the district's plan for measuring and addressing any ongoing digital divide that continues to exist, whether it be network access or lack of sufficient access to devices.*

Any student whose parents identify the need for a device or internet access to complete online assignments are provided devices by the school, as necessary. When the possibility of a closure was first considered, a schoolwide survey was conducted to determine device and internet availability at home. At that time, 3 families had been identified as not having a device for completing online instruction. These families were issued a TCCS managed chromebook for student use prior to closure. After another week, when it became apparent that the closure would extend longer than anticipated and that families may need an additional device at home, since sharing between siblings was no longer viable, parents were given an additional opportunity to get a chromebook from the school. Since that time, more than 80 chromebooks have been distributed to families and we continue to provide devices as requested. Based on our survey and ongoing communication with families, we have determined that all of our students have network access at home.

Attendance

- *Describe the district's attendance policies, including how the district determines whether a student is present or absent, and how a student's attendance will factor into promotion, retention, graduation, discipline, and any other decisions that will affect the student.*

Daily attendance is entered / verified by parents via the parent portal of our student information system, Realtime. Any decisions pertaining to promotion, retention, graduation, discipline, etc. will primarily be based on attendance patterns that existed prior to distance learning.

- *Describe how the district is following up with the family when a student is not participating in online instruction and/or submitting assignments.*

When a student is not participating in online instruction and/or submitting assignments, the teacher makes an attempt to contact the parent of that student. They try to communicate with them via email and/or phone call.

If the teacher has been unsuccessful reaching the parent and/or the student continues to not participate in online instruction and/or submitting assignments, they share the information with the Principal. The Principal makes similar attempts to contact the parent, contacts the student directly via email and, when necessary, enlists the assistance of the school social worker.

Students with Disabilities

- *Describe the delivery of remote/virtual instruction to implement Individualized Education Plans (IEPs) for students with disabilities to the greatest extent possible, including accessible materials and platforms.*

In order to implement IEPs during distance learning, the following services are provided:

- Consultative Services - special education teacher attends weekly PLC with teachers, modifies assignments and activities
- Inclusion Services - Google classroom co-taught with general and special education teachers, modified assignments and activities
- Pull-Out Resource - Google classroom taught by special education teacher, assignments created specifically to address IEP goals
- Related Services
 - Occupational Therapy - weekly live sessions, activities provided to students for home practice, packets with activities to address IEP goals
 - Speech Therapy - weekly live sessions, activities provided to students for home practice, packets with activities to address IEP goals
 - Counseling - weekly live sessions, collaboration with staff through PLCs, round-tables, phone calls and emails as needed
 - Shared/One-to-One Aides - aides assigned to students, emails/phone calls with parents and students, tracks complete and incomplete assignments, collaborates with teachers, attends weekly round-tables to discuss work and strategies, individual video conferencing with student, as needed

The following accessible materials and platforms are used:

- MobyMax - all subject areas, individual activities assigned based upon IEP goal areas and deficit areas
 - Achieve3000 - reading passages provided at student instructional level
 - Pearson - online math curriculum, teachers modify work as required by student ability level and IEP
 - Special education plans activities with general education teacher, modifies materials and assignments
- *Describe the methods used to document IEP implementation including the tracking of services, student progress as well as the provision of accommodations and modifications.*

IEP implementation is documented by the Director of Special Services on a master spreadsheet. In order to track services and student progress, the following actions are taken:

- Administration assigned as 'co-teachers' to all Google Classrooms
- Administration attends Zoom sessions
- Conduct weekly individual check-ins with special education teachers and related service providers
- Special education teachers attend weekly PLC meetings with grade level teams
- Weekly team meeting with all instructional aides
- Weekly round-table meetings with general education teachers, special education teachers and assigned instructional aides to collaborate and problem solve for specific students
- Monitoring progress reports

As necessary, the following accommodations and modifications are made:

- Modified assignments
 - Reduction of work
 - Extended time to complete assignments, late assignments accepted and graded without penalty
 - Reteaching concepts and ability to retake assessments if needed
 - Instructional aides provided to students - assist with content, assignment completion, organization, etc.
 - Manipulatives - packets provided to students prior to leaving school, virtual manipulatives available
 - Chunking of work/smaller segments - assignments broken down and provided in segments
- *Describe how case managers follow up with families to ensure services are implemented in accordance with IEPs to the greatest extent possible.*

Case managers regularly check-in with families via email and/or phone.

- *Describe how the district conducts virtual IEP meetings, evaluation, and other meetings to identify, evaluate, and/or reevaluate students with disabilities*

IEP Meetings are conducted as follows:

- IEP meetings held via Zoom, Google calendar invite sent out
- All IEP meetings through 10/15/2020 will be held by the end of the 2019-2020 school year
- IEP surveys sent to staff
 - General education classes where no services are provided → General education teachers complete PLAAF
 - General education classes with inclusion services → General education and special education teachers complete PLAAF collaboratively, special education complete goals/objectives and accommodations and modifications
 - Special education classes (pull out resource) → Special education teachers complete PLAAF, goals/objectives and accommodations and modifications
- Case managers complete remainder of IEP
- Annual reviews held 10-14 days before due date to allow for flexibility in scheduling
- All general education, special education and related service providers invited
 - Only one general education and one special education required
 - Staff that does not attend, still required to submit surveys documenting current level of functioning
- Draft IEP, formal invitation and PRISE sent to parents in advance

Other CST meetings are conducted as follows:

- CST meetings held via Zoom, Google calendar invite sent out
- All reevaluation meetings through 12/31/2020 will be held by the end of the 2019-2020 school year
- Surveys sent to staff
 - General education, special education and related service providers complete PLAAF
- Reevaluation meetings held 10-14 days before 60 day due date
- All general education, special education and related service providers invited
 - Only one general education and one special education required
 - Staff that does not attend, still required to submit surveys documenting current level of functioning
- Case manager completes re evaluation and eligibility paperwork
- Only social history completed remotely
- Any completed evaluation, formal invitation and PRISE sent to parents at least 10 days prior to meeting

English Language Learners

- *Describe the provision of ESL and bilingual education to meet the needs of ELL.*

As indicated in our demographic profile (Appendix A), we have no identified ELL students.

- *Describe how the district communicates with ELL families, including the translation of materials and directions.*

While we do not currently have any identified ELL students, any communication necessitating translation can be provided by our bilingual Principal.

- *Describe how the district uses alternate methods of instruction, differentiation, access to technology, and strategies to troubleshoot ELL access challenges.*

As we have no identified ELL students, this is not applicable.

Safe delivery of meals

- *Provide an updated plan for the continued safe delivery of meals to students.*

Thanks to a generous offer by the Teaneck Public School District, any student / family in need of a meal is permitted to receive a boxed lunch from Teaneck High School every school day from 11am – 1pm.

Facilities

- *Provide an outline of how the building will be maintained throughout this extended period of closure.*

As essential employees, school custodial staff continue to maintain the school building throughout the health-related closure, ensuring that it remains a safe and sanitary environment for the eventual return to in-person instruction. All interior surfaces are frequently cleaned and sanitized using an ionizing disinfectant sprayer. In addition, they maintain the outside of the building, including the restriction of access to the outdoor playground area to discourage assembly during mandated social distancing. Custodians will also be responsible for bagging and labeling student belongings from lockers, so that they may eventually be picked up outside of the school building, in accordance with social distancing and school closure mandates.

Summer Programming

- *Provide a preliminary outline for the provision of summer services, including:*
 - *Extended School Year (ESY) for students with disabilities including how ESY will be delivered*

We are prepared to offer ESY either in-person or virtually, depending on what is deemed safe and appropriate, as follows:

Program days: July 6 - July 31 (4 weeks/20 days)

If ESY consists of In-Person Instruction:

- Program hours: 8:30-12:30
- Staff: 3 special education teachers, 3 instructional aides
- Related services: 1 speech/language pathologist, 1 occupational therapist
- Compensation:
 - Teacher: \$50/hour, Instructional Aide: \$15/hour
 - Related Service Provider: \$70/hour
- Supplies: \$200/instructor

If ESY consists of Virtual Instruction:

- Program hours: 20 minute live session daily, daily individualized work and activities per IEP goals
- Staff: 5 special education teachers
- Related services: 1 speech/language pathologist, 1 occupational therapist
- Compensation
 - Teacher: \$50/hour
 - Related Service Provider: \$70/hour
- Supplies: \$200/instructor

- *21st Century programs*

Our Board of Trustees has already approved the operation of science and technology camps for this summer. However, these programs will likely only run if it is deemed safe and appropriate to offer in-person at the school.

- *Assessment of credit loss or shortages for high school seniors and an initial plan to address credit recovery (Not applicable.)*
- *Assessment of learning loss and an initial plan for potentially addressing learning loss*

We will be conducting year end assessments to determine where academic gaps are. As necessary, our traditional “summer homework” will be more individualized for students and will utilize online learning tools that students are already familiar with. Administration and staff are prepared to change instructional practices and schedules to address learning loss in the fall.

- *STEM or other programs using reallocated grant funds*

Aside from additional professional development opportunities, there have been no new STEM programs planned.

- *Title 1 extended learning programs (Not applicable.)*

- *Any preliminary plans for Class of 2020 graduation ceremonies*

We are investigating virtual or delayed graduation ceremonies as potential options.

APPENDIX A: Teaneck Community Charter School Demographic Profile

Total Enrollment: 333 students

Preschool: 0 students (N/A)

Homeless: 0 students

Migrant LSE: 0 students

Students with Disabilities: 64 students (19%)

English Language Learners: 0 students

Economically Disadvantaged: 58 students (17%)

APPENDIX B: Essential Employee List

The following positions are considered “essential” during the health-related closure. While they may be able to conduct most work remotely, the nature of their position requires at least some on-site presence, as needed:

Position	Role(s)
Lead Person / Director	Chief School Administrator / Implementation of School Closure Plan
Principal	Instructional and Curricular Oversight and Student Affairs
Business Administrator	Budget and Financial Operations and Compliance
Director of Special Services	Special Education Implementation and Compliance
Administrative Assistants	Payroll, Accounts Payable, Mail Services, Student Registrar
School Nurse	Maintenance of Student Medical Records
Custodians	Maintenance and Sanitation of School Building and Grounds

Note: While not included on this list, instructional staff may enter the school building on an as-needed basis to get supplies and instructional materials, provided that they notify the Lead Person in advance.

APPENDIX C: TCCS Distance Learning “Suggested” Schedules by Grade Levels

Kindergarten

Time Table		Kindergarten estimated time table for school day. Flexible times, keep in mind the BEST time for their little brains is the morning 9:00am -11:00am				Specials
	Monday	Tuesday	Wednesday	Thursday	Friday	
Literacy	15 minute Independent work (5/10 minute video)	Social Studies/Science (brainpopjr) 10minutes	15 minute Independent work (5/10 minute video)	5 minute Independent work (5/10 minute video)	Social Studies/Science (brainpopjr) 10minutes	Art Music Spanish Gym 1:00-1:20 Office hours
Sight Words	15 minute Independent work	15 minute Independent work	15 minute Independent work	15 minute Independent work	15 minute Independent work	
Writing	10/15 minute Independent work	10/15 minute Independent work	10/15 minute Independent work Social Studies/Science 10/15 minutes Writing/Art Project	10/15 minute Independent work	10/15 minute Independent work	Extra time * 20/25 minute independent reading *20 minute Read aloud (parent or on-line reading)
Math	30 minute Total time including Video and textbook assignment	30 minute Total time including Video and textbook assignment	30 minute Total time including Video and textbook assignment	30 minute Total time including Video and textbook assignment	15 min Review/hands on activity	*30/40 minute Raz kids and Smarty Ants *Weekly Check in with teacher (one to one and/or group)

1st-2nd Grade

	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
9:00-9:45	Phonics				
10:00-10:45	Reading				
11:00-11:45	Writing				
11:45-12:15	Break				
12:15-1:00	Math				
1:00-1:45	Music	Gym	Art	Spanish	Student Choice
1:45-2:30	Science				
2:30-3:00	Teacher Support Hours				

3rd-4th Grade

Monday	Tuesday	Wednesday	Thursday	Friday
9:00-9:45 Reading	9:00-9:45 Reading	9:00-9:45 Reading	9:00-9:45 Reading	9:00-9:45 Reading
10:00- 10:45 Writng	10:00- 10:45 Writing	10:00- 10:45 Writing	10:00- 10:45 Writing	10:00- 10:45 Writing
11:00- 11:45 Math	11:00- 11:45 Math	11:00- 11:45 Math	11:00- 11:45 Math	11:00- 11:45 Math
Break	Break	Break	Break	Break
12:15-1:00 Science	12:15-1 Science	12:15-1:00 Science	12:15-1:00 Science	12:15-1:00 Science
1:00-1:45 Specials (Spanish)	1:00-1:45 Specials (Music)	1:00-1:45 Specials (Gym/Health)	1:00-1:45 Specials (Art)	1:00-1:45 Specials (Gym/Health)
1:45-2:30 Word Study	1:45-2:30 STEM	1:45-2:30 Organizational Skills	1:45-2:30 Social Studies	1:45-2:30 Homeroom check-in

5th-6th Grade

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 - 9:15	Science	Science	Science	Science	Science
9:30 - 10:15	Elective: Life Skills Band/Chorus	Elective: Mixed Media (9:30-9:50) Band/Chorus	STEM	IXL (self/no instruction)	Elective: Life Skills Band/Chorus
10:30 - 11:15	Math	Math	Math	Math	Math
11:30 - 12:15	SS	SS	SS	SS	SS
12:15 - 1:00	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess
1:00 - 1:45 pm	Gym/Health	Gym/Health	Spanish	Music	Art
2:00 - 2:45 pm	LA	LA	LA	LA	LA

7th-8th Grade

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-9:15am	ELA: LIVE!, then video instruction and hw/activity	LA/WW video instruction and hw/activity	LA/WW LIVE!, then video instruction and hw/activity	LA/WW video instruction and hw/activity	ELA: LA/WW video instruction and hw/activity
9:15-10:00am	Science instruction and hw/activity	Science instruction and hw/activity	Science instruction and hw/activity	Science instruction and hw/activity	Science instruction and hw/activity
10:00 - 10:45am	SS/Humanities instruction and hw/activity	SS/Humanities instruction and hw/activity	SS/Humanities instruction and hw/activity	SS/Humanities instruction and hw/activity	SS/Humanities instruction and hw/activity
10:45-11:30am	Math instruction and hw/activity	Math instruction and hw/activity	Math instruction and hw/activity	Math instruction and hw/activity	Math instruction and hw/activity
11:30-12:15pm	Elective 1 Band/Chorus -LIVE (11:30-12:15)	Elective 2 Mixed Media - LIVE 11:30-11:50 Band/Chorus - LIVE (11:30-12:15)	Elective 3 Journalism 11:30-12:00 Band/Chorus -LIVE (11:30-12:15)	STEM Research your migratory bird and work on slides	IXL (self/no instruction)
12:15-1:00pm	LUNCH/RECESS				
1:00-1:45pm	Art	Spanish	Gym/Health	Gym/Health	Music
1:45-3:15pm	MORE HOMEWORK/ACTIVITY TIME				