

Westminster Community Charter School COVID-19 Response Plan: *Phase 1*

Completed March 19, 2020 in response to the extended school closure caused by the COVID-19 virus.

<p>Students' Instructional Needs</p>	<ul style="list-style-type: none"> → General Education teachers, special education teachers, and academic intervention teachers compiled personalized learning packages for each of their students. These packages contained: <ul style="list-style-type: none"> ◆ Several books or magazines at the appropriate levels for students to read. ◆ 1- 4 common books that all students in a class receive (All members of the class having the same text will assist teachers as they check for understanding). ◆ Printed copies of needed materials for future math lessons. ◆ Printed copies of needed materials for practicing math fluency. ◆ Printed instructions for websites with student log-in information. → General Education teachers, special education teachers, academic intervention teachers, and special area teachers have created Google Classrooms for all students to access. <ul style="list-style-type: none"> ◆ General Education teachers will use Google Classroom as a platform for posting assignments, announcements, or instructional videos. ◆ Special Education teachers have private Google Classrooms for their students to respect privacy and ensure assignments are specific to that student's IEP. ◆ Special area teachers will post activities or assignments once per week. ◆ Academic Intervention teachers will post assignments specific to student goals that are only visible to those students they are intended for. → Electronic Devices <ul style="list-style-type: none"> ◆ Students in grade 7 and 8 were given school-issued Chromebooks to use at home during the school closure. ◆ A survey was conducted by calling all families to assess internet access and device availability. <ul style="list-style-type: none"> ● Another survey is being planned to address lack of adequate device(s) in the home. Students in grades 3-6 that do not have a functional device to access materials will be offered a school-issued Chromebook.
<p>Student / Family Expectations</p>	<ul style="list-style-type: none"> → K-2 expectations <ul style="list-style-type: none"> ◆ Students are expected to work on hard-copy assignments that were picked up or mailed home and return when school is in session. → 3-4 expectations <ul style="list-style-type: none"> ◆ Students are expected to work on hard-copy assignments that were picked up or mailed home and return when school is in session. ◆ Students who received Chromebooks from the school are expected to check assignments on Google Classroom at least 3 times per week. → 5-8 expectations <ul style="list-style-type: none"> ◆ Students are expected to complete the assignments put on Google Classroom by their teachers. ◆ Students should also complete any of the hard-copy assignments in the packets that were sent home by their teachers.
<p>Faculty & Staff Professional Development Needs</p>	<ul style="list-style-type: none"> → All Teachers and Teacher Assistants will participate in remote professional development opportunities. <ul style="list-style-type: none"> ◆ Teachers and Teacher Assistants will take part in online or remote professional development opportunities that are self-selected or that are recommended by the Instructional Coach or an Administrator. However, all Professional

	<p>Development opportunities must be approved by an administrator.</p> <ul style="list-style-type: none"> ◆ The Instructional Coach will conduct at least 2 surveys per month to assess teacher and teacher assistant needs. <ul style="list-style-type: none"> ● Teacher assistant needs should be selected based on needs for when school resumes, but Teachers’ needs may be more immediate. Such as training in using remote platforms, media, apps, or other digital items to include in Google Classrooms. ● The Instructional Coach will manage a Schoology site where Teachers and Teacher Assistants can access Professional Development Materials and respond and collaborate with colleagues. <p>→ School administrators will seek out relevant professional opportunities and secure funds for professional development opportunities requested for any member of the Faculty & Staff.</p>
Teacher Expectations	<p>→ A checklist of expectations was created and distributed to teachers. This pertains to all teachers regardless of content area, specialty area, or grade level.</p> <p>→ Instructional coach expectations:</p> <ul style="list-style-type: none"> ◆ Create a Professional Development classroom in Schoology for teachers with internal and external opportunities. ◆ Create a system for recording professional development hours completed by teachers. ◆ Facilitate professional development processes that involve creating curricular materials/resources. ◆ Assist teachers with any technology needs they have pertaining to Google Classrooms. ◆ Collaborate with members of administration on instructional plans for the future ◆ Share instructional resources for distance learning with teachers. ◆ Create a webpage that serves as a resource for students and families during the closure.
Administrator Expectations	<ul style="list-style-type: none"> → Communicate and collaborate with other administrators several times per week. → Create a student engagement tracker for teachers and counselors to complete daily. → Hold weekly meetings with teams using online platforms such as Zoom or Google. → Communicate any changes in policies, procedures, or schedules to the entire staff. → Be present during food distribution hours at the school. → Collaborate with counselors, social workers, and outside agencies to plan for ways to support the community during the closure. → Collaborate with the instructional coach on providing professional development for teachers during the closure. → Facilitate professional development processes that involve creating curricular materials/resources. → Plan for and take part in school-wide initiatives intended to maintain a positive school culture. <ul style="list-style-type: none"> ◆ Make videos for students and families for the website and Google Classrooms ◆ School-wide online spirit week? ◆ TikTok dance challenges? ◆ Read aloud videos for students on website → Communicate regularly with members of the Board. → Promptly respond to concerns by families, students, or staff members. → Plan for phase 2 and 3 of the closure plan
Food Service	<p>→ Breakfast and lunch will be distributed at the school.</p>

	<ul style="list-style-type: none">◆ Pickup will occur from 11-1 on Mondays, Wednesdays, and Fridays.◆ Families will receive 2 breakfasts and 2 lunches per person at each pickup.
Social-Emotional Learning	<ul style="list-style-type: none">→ Counselors will provide advisors a list of questions for circles. Website link created with resources.→ Counselors will create a webpage that includes resources for students and families.→ Counselors and social workers will work with teachers to contact students who show little to no engagement with the school.→ Counselors and social workers will set up private video chats with students and groups of students when possible.