



Elsie Whitlow Stokes Community Freedom Public Charter School Annual Board Meeting

June 13, 2020

*"Education is an ornament in prosperity and a refuge
in adversity."-Aristotle*



Leadership Team Introductions

Heather Harding, Board Chair

- ❖ **Linda Moore**, Founder
- ❖ **Erika Bryant**, Executive Director
- ❖ **Bobby Caballero**, Campus Director Brookland
Director of Student Support
- ❖ **Abdu'l-Karim Ewing Boyd**, Campus Director East
End - Director of Special Programs
- ❖ **Julia Senerchia**, Director of Data, Planning &
Accountability
- ❖ **Fresia Cortes**, Director of Operations
- ❖ **Constanza Rosas**, Brookland Director of Teaching
and Learning
- ❖ **Marta del Pilar Lynch**, Chief Academic Officer &
East End Director of Teaching and Learning



Agenda

9:30-9:40 - Heather Harding: Welcome, Introduction of Leadership Panel, Introduction of New Board Member, Crystal Goliday, East End Parent and Review of Agenda

9:40--9:50 - Linda Moore: Review and Explanation of Stokes School's Mission

9:50-10:00 - Erika Bryant: Celebration of SY 2019-2020

10:00-10:10 - Bobby Caballero: Review of 2020 Graduation, Stepping Up Day Ceremonies Video and SY 20-21 Academic Calendar

10:10-10:25 - Julia Senerchia: Presentation of Results from Family and Staff Survey

10:25-10:35 - Erika Bryant: Reopening DC and Stokes School, Building and Staffing Capacity, SY 2020-2021 Instructional Model

10:35-10:45 - Constanza Rosas: Presentation Distance Learning Model and Development of Soft Skills and Creating Spaces for Peer Interactions

Marta del Pilar Lynch: Criteria for In-School Supervision and Health & Safety Measures

10:45-10:55 - Fresia Cortes: Operations/IT updates and Planning for Health and Safety

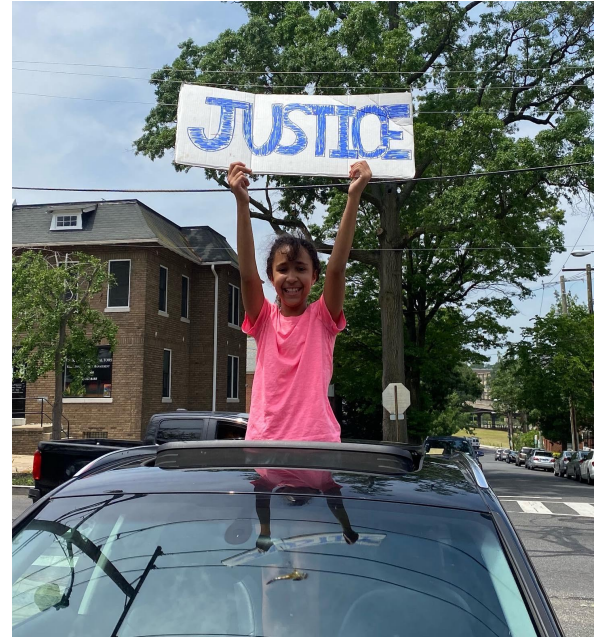
10:55-11:05 - Abdu'l-Karim Ewing Boyd: Parent Support, Continued Support during the Summer, Community Resources

11:05-11:20 - Heather Harding: Answers to Questions from Families

11:20-11:30 - Heather Harding: Conclusion



The Elsie Whitlow Stokes Community Freedom Public Charter School prepares culturally diverse pre-school and elementary school students in the District of Columbia to be leaders, scholars and responsible global citizens who are committed to social justice. We teach children to think, speak, read, write and learn in two languages: English and French or English and Spanish. With a dual focus on academic excellence and community service, the Stokes School accomplishes its mission by creating an environment of achievement, respect and non-violence.



School Year 19-20 Celebrations

IB Authorization

- ❖ We are now authorized to offer the IB Primary Years Programme.

Expansion of Leadership Staff

- ❖ Sr. David Bravo has served as the Director of Teaching and Learning at the East End campus for two years and will now transition to the role of Language Acquisition Director. He will manage both the ELL and the Target Language Programs for both campuses.
- ❖ Ms. Pilar Lynch will fill the role of Director of Teaching and Learning for the East End campus as well as serve as our Chief Academic Officer at the network level.

Grant Awards

- ❖ We have applied for and received multiple grants and loans to assist us in adapting to our post COVID-19 learning and operating environments including the federal Payroll Protection Plan (PPP) loan, technology and unrestricted grants and loans from the DC Education Equity Fund and the Charter School Growth Fund.

2020 Graduation and Stepping Up Day Ceremonies

Link:

<https://drive.google.com/file/d/1azg5cwLI4XijaCFc4O9zYldytMQIrvOP/view?usp=sharing>

Academic Calendar: August - October

New Employee Orientation: August 10th-14th, 2020

Summer Professional Development Institute: August 17th-28th, 2020

Family Orientation/Back to School Night: August 27th, 2020

First Day of School/Virtual Parade/Meet and Greet: August 31st, 2020

No School - Labor Day: September 7th, 2020

Hispanic Heritage Month: September 15th - Oct 15th , 2020

No School – Dia de la Raza/Indigenous Peoples Day: October 12th, 2020

Taste of Stokes: October 31st, 2020

Picture Day: October *TBD*

Academic Calendar: November - December

No School – Veterans Day/Teacher Records Day: November 11th, 2020

Student Government Election Day: November 3rd, 2020

1st Trimester Ends/Showcases: November 20th, 2020

No School – Parent Teacher Conferences: November 23rd, 2020

No School – Professional Development Day: November 24th, 2020

No School – Thanksgiving Break: November 25th-27th, 2020

Professional Development Day: November 30th, 2020

Winter Concert No After School: December 18th, 2020

Celebration of Elsie Whitlow Stokes Birthday: December 18th, 2020

No School – Winter Break: December 21st-January 4th, 2021

Family Survey Data Analysis

Response Rate:

- ❖ Brookland - 260 families
- ❖ East End - 151 families
- ❖ Over 75% of students represented

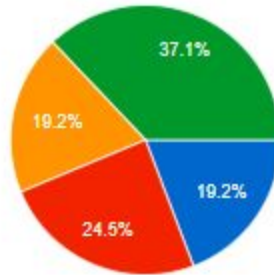
High Risk Health Categories

- ❖ Children
 - East End: 11%
 - Brookland 9%
- ❖ Immediate Family Members
 - East End: 24%
 - Brookland 21%

Family Survey Data Analysis: Comfort

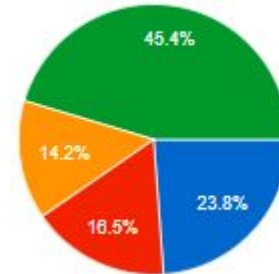
What is your level of comfort for sending your child(ren) back to the building to resume in-person instruction in August? * ¿Qué tan cómodo se siente enviando su hijo (sus hijos) a la escuela en agosto, para recibir la instrucción en persona?

151 responses



East End

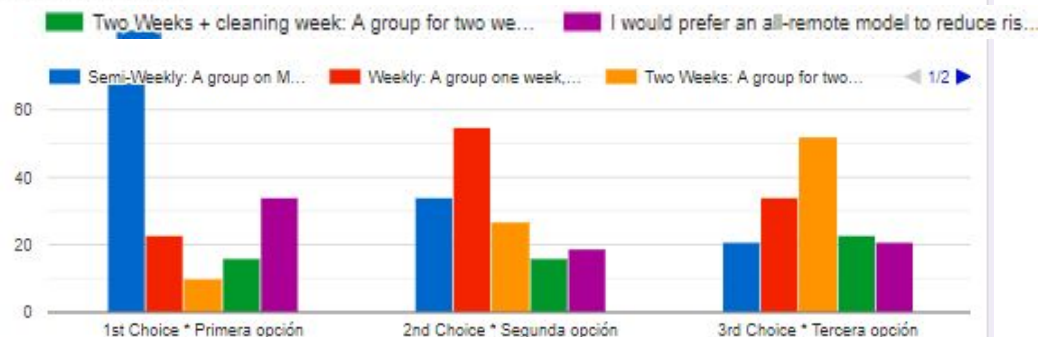
- I feel relatively comfortable sending my child(ren) back to the building to resume in-person instruction (Me siento relativamente cómodo enviando mi hijo/a de vuelta a la escuela para recibir la instrucción en persona)
- I feel uncomfortable sending my child(ren) back to the building to resume in-person instruction, but would do it if... (Me siento incómodo enviando mi hijo/a de vuelta a la escuela para recibir la instrucción en persona, pero lo haría si...)
- I would not feel at all comfortable sending my child(ren) back to the building to resume in-person instruction (No me sentiría cómodo enviando mi hijo/a de vuelta a la escuela para recibir la instrucción en persona)
- I haven't decided yet ** (Todavía no he decidido **)



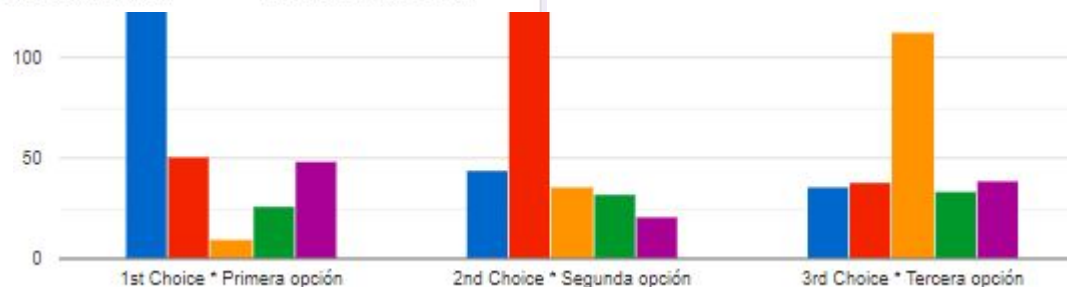
Brookland

Family Survey Data Analysis: Model Preference

If Stokes School must operate with an A/B schedule (when half the students are in the building and half are learning remotely, then they switch) in order to adhere to social distancing requirements, my preference would be: * Con el fin de cumplir los requerimientos del distanciamiento social, si la escuela Stokes debe operar con un horario A/B (cuando la mitad de los estudiantes están en la escuela y la otra mitad aprendiendo remotamente) mis preferencias serian:



East End



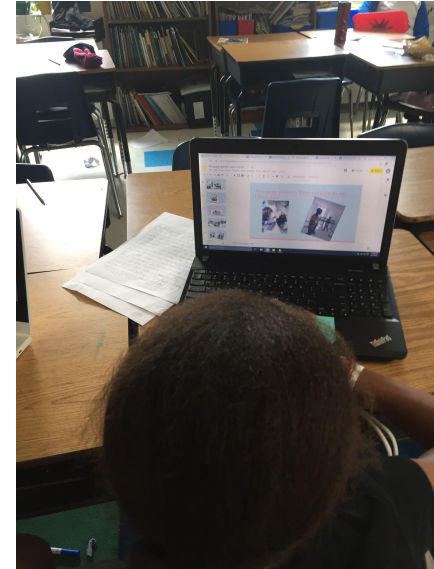
Brookland

Work with City Leaders, Recommendations Stages of Reopening DC and Stokes School

The Office of the State Superintendent of Education (OSSE), DC Public Charter School Board and the Office of the Deputy Mayor of Education have coordinated and collaborated closely with DC school leaders since the onset of COVID-19. Stokes School's reopening plan is based on the most recent recommendations from the Centers for Disease Control and Prevention (CDC), the DC Health Department for schools during the recovery period from the COVID-19 public health emergency and the ReOpen DC Advisory Group Recommendations.*

As we create Stokes School's reopening plan we are planning for multiple contingencies and focusing on equity and maintaining the safety and well-being of our students, staff and families.

*** Our plans are subject to change as local and federal guidance changes.**





ReOpen DC

Recommendations to the Mayor

ReOpen DC Advisory Group
May 21, 2020

We recommend that DC Government take a staged approach to reopening. We outline three stages to follow the lifting of the stay-at-home order, and a fourth stage to begin when a vaccine has become widely available and administered.


While DC Health's gating criteria ensure that public health considerations determine the timing of reopening, DC Government must also make decisions regarding what can reopen and how. To inform these decisions, our 11 committees analyzed staging across 24 individual activities and business functions. These areas cover the primary aspects of residents' lives—how we learn, how we engage, how we work, and how we access services.

Our staging recommendations have considered the benefits, risks, and trade-offs across the HOPE framework—weighing metrics of health, opportunity, prosperity, and equity. This recommended staging aims to restore livelihoods while infusing vulnerable communities with additional resources needed to reduce overall health risk.

	Stage 1	Stage 2	Stage 3	Stage 4
What is the nature of the pandemic?	Declining virus transmission	Only localized transmission	Sporadic transmission	Effective vaccine or cure
What is the nature of our city's activities?	Key low-risk activities with strong safeguards (e.g., parks)	Additional activities with strong safeguards (e.g., indoor dining)	Higher-risk activities, with safeguards (e.g., pools)	A “new normal” for DC, likely with all activities as close to normal as possible
How should we gather¹¹?	Up to 10 people	Up to 50 people	Up to 250 people	All gatherings
Should we work remotely¹²?	Strongly recommended	Strongly recommended	Encouraged	New normal
Can we travel¹²?	Discouraged	Discouraged	Can resume	All travel

•—————•
We strongly recommend that DC's universal safeguards apply through the conclusion of Stage 3.

WHAT MOVING ACROSS STAGES SHOULD LOOK LIKE

		UNIVERSAL SAFEGUARDS			
ACTIVITIES AND FUNCTIONS		STAGE 1	STAGE 2	STAGE 3	STAGE 4
 LEARN	Childcare	Limited childcare open (e.g., for children of site-critical workers), limited to 10 people per room (children and adults)	Additional providers encouraged to reopen, limited to 10 people per room (children and adults)	Expanded childcare access with 10 people per room (children and adults) recommended; potential considerations for larger rooms or group sizes	
	Preschool-K-12 and adult education	Distance learning only	Schools partially reopen, starting with some schools accessible to students who might benefit most from in-person instruction (e.g., students in transitional grades, students of site-critical workers), followed by opening of all schools with blended instruction for all students who wish to attend in-person and mandatory virtual learning for those who do not. No more than 10 students per classroom and expectation of A/B schedules.		
	Higher education	Limited on-campus activities (as today)	Colleges and universities allowed to reopen based on District-approved plans (with additional guidance to come from DC)		
	Summer camps	Closed	Summer camps reopened with capacity constraints of 10 people per room for indoor activities and up to 50 for outdoor activities	Expanded access to summer camps with capacity constraints of 10 people per room for indoor activities and up to 250 for outdoor activities	
	Libraries	Select libraries to provide limited curbside service	Some libraries reopen with expanded services and capacity limits	All libraries open with safeguards	
	Museums and exhibits	Closed	Museums open with limited capacity (5 people per 1,000 sq. ft not to exceed 50% capacity) and physical distancing	Museums can allow limited tours (10 people per 1,000 sq. ft not to exceed 75% capacity) and physical distancing	
	Places of worship	Continued virtual worship services or groups up to 10 people	Places of worship reopen to small-group (up to 50 people) services, with safeguards and physical distancing	Places of worship open to up to 250 people with safeguards and physical distancing	
	Outdoor large gatherings (pa-	Closed	Outdoor events reopen with up to 50 people with physical distancing	Outdoor events expand with up to 250 people with physical distancing	

Building & Staffing Capacities

Building capacity for students with social distancing measures in place:

- ❖ Brookland campus: 60-65 students (approx 17%)
- ❖ East End campus: 90-95 students (approx 38%)
- ❖ Stage 2 Reopening allows for 50 people (staff & students) in a building at one time
- ❖ 25% of Stokes Staff are in a high-risk health category
- ❖ 31% of staff have an immediate family member in a high-risk health category
- ❖ Teachers cannot both provide high-quality (IB & dual-language) distance learning and in-person instruction

SY 2020-2021 Instructional Model

- ❖ Subject to change based on local and federal guidance
- ❖ Begin the school year using 100% remote instruction
- ❖ In Stage 3 limited number of educationally high-risk students begin supervised in-person attendance while they are engaging in remote learning
- ❖ Transition to full reopening once it is safe - Stage 4

Distance Learning Program Improvements

1. Consistent Structure and Framework LEA Wide

- Grade level bands will have similar schedule for distance learning- PK, K/1st, and 2nd-5th grades across both campuses
- Google classrooms will be formatted by school recommendations
- Instruction will be a mix of pre-recorded videos, live sessions, adaptive online programs, small groups and 1:1 instruction
- Consistent student expectations for use of technology, engagement with content and behavior

2. More Teacher Interactions

- Small groups- TL, English, and Math
- Extended morning meetings
- Flexible Fridays- opportunities for whole class to celebrate and share learning
- Hold 1:1 meetings for PK and other grades with the new students
- Designated daily times for live specials: PE, Art, Music, and Garden

Distance Learning Program Improvements

3. School/Community Engagement

- Morning line up (mix of prerecorded and live)
- Monthly assembly/programming (1st day of school celebration, Talent Fridays, heritage celebrations, etc.)
- Student government
- Virtual field trips

4. Communication

- Teacher office hours
- Consistent academic and wellness check-ins with families
- Weekly school and classroom newsletter
- Day and week at a glance of classroom assignments
- Centralized page of resources for DL (student schedule, links for small groups, etc)
- Informational sessions for families

Distance Learning Program Improvements

5. Technology/ Accessibility

- Adaptive math and phonics programs
- Technology assisted assessments of student progress
- Increased focus on student independence, access to work and technology training
- Age appropriate technological tools- Seesaw-(PK) K-2nd, Flipgrid- 3-5th, etc.
- Increase training for parents to access platforms
- Provide upgraded technology to students and staffn(devices, hot spots, etc.)
- Increase distribution of paper/pencil materials
- Accessibility features will be maximized

Criteria for In-School Supervision

Educationally at-risk students will be invited to be supervised in the school building while engaging in distance learning during Stage 3

Invitation for in school supervision will be determined by the following considerations that includes students who:

- Have special education needs
- Have student support team needs
- Lack supervision at home
- Are categorized as “At-Risk” (homeless, SNAP, TANF)
- Didn’t successfully engage in spring distance learning programming
- Siblings of students who meet many of these criteria
- Additional mitigating factors that are uncondusive to engagement in DL

Families will receive invitations by July 15th, 2020.

In-School Supervision Classroom & Hallways

1. Reconfigure school activities to adhere to social distancing requirements
2. Rearrange classrooms to ensure a minimum distance of 6 feet between desks
3. Implement one-way pathways in classrooms, using stickers or tape for demarcation
4. Rotate desks, including the teacher's desk, so that they face one direction
5. Reduce or eliminate transitions between classes
6. Minimal rotation of teachers between classrooms, rather than students, to keep students in small and consistent cohorts to the greatest extent possible
7. Hold breakfast and lunch periods in student classrooms
8. Students will enter in the building between 7:30-8:30 (breakfast/Epic independent reading)
9. PK sleeping mats properly distanced

In-School Supervision Limiting Outside Interactions

1. Avoid unnecessary external factors; revise the process for receiving mail and packages, reduce or prevent outside visitors including parents from entering the school building
2. Require teachers to conduct meetings with parents virtually
3. Adjust how students enter school buildings
4. Conduct health and symptom screenings as students enter each day
5. Cancel field trips and other scheduled school-wide or class outings or convert them to virtual activities
6. Recess outside with proper social distancing protocols (weather permitting)

Operations/Technology

- Stokes has contracted a new technology firm to meet our increased technology needs.
- Provide 1:1 devices for K-5th and hot spots for families per request
- We will provide increased support for students, staff, and families with IT needs
- Staff will receive upgraded devices

Operations/Administrative Deadlines

- The deadline for enrollment for the 2020-2021 school year is **June 15th**
- New Guidelines for Immunizations
- Lunch applications
- We will continue with food distribution throughout the summer and the 2020-2021 school year. Contact fresiac@ewstokes.org, or anad@ewstokes.org for more information.

Operations Health and Safety Measures

- A. Communication with Students and Families
- B. Re-opening Buildings
- C. Physical and Social Distancing
- D. Daily Health Screening for Students and Staff
- E. Non Medical (Cloth) Face Coverings for students and staff
- F. Hygiene
- G. Cleaning, Disinfection, and Sanitization
- H. High Risk Individuals
- I. Meal Distribution
- J. Exclusion and Dismissal Criteria
- K. Exposure, Reporting, Notifications, and Disinfection



Operations/Health & Safety

Implement school wide healthy strategies:

- Increase the frequency of full school cleaning and disinfecting efforts
- Make hand and other cleaning supplies readily available
- Pre-packaged lunches, including silverware, napkins, and seasonings, or serve meals individually plated
- Teachers, staff and students to wear facemasks per guidance from DC Health
- Remove shared supplies and provide all students with their own materials
- Establish policy that if a household member has a pending COVID-19 test, the student/staff should remain at home until receipt of results
- Designate an area for students, teachers, or staff who exhibit symptoms and keep separate from the area used for routine healthcare
- Close or restrict common areas such as staff break rooms
- Increase air circulation only where safe and possible and ensure proper ventilation systems
- Educate students on proper health strategies (students wash or sanitize their hands when entering and exiting a classroom or between activities – enforce a “you touch it, you take it” policy – teachers reinforce the proper cleanliness techniques)

Student & Family Support

1. Family engagement, Student Support Team, English Language Learners/Language Acquisition Coordinator, Director of Teaching and Learning will continuously assess engagement and social emotional wellness via observations, teacher feedback, and provide parent outreach
2. Our school counselor and social worker will provide mental health resources for scholars and their families
3. Stokes will facilitate technology and internet access and parent IT literacy training
4. Consult with OSSE, Department of Health and other city agencies on trauma informed training for staff and parents
5. We are establishing a partnership with Howard University School of Social Work to host student interns under the supervision of our school social worker
6. The Family Engagement Coordinator will continue to work with Flamboyant on current interventions



Continued Support during the Summer and 2020-2021 Academic Year

1. Stokes School will continue to distribute food to families in need.
2. We have developed a social emotional website that will be updated with resources throughout the summer.
3. We will maintain contact with at-risk students throughout the summer.
4. We will provide ESY (Extended School Year) via distance learning platform for special needs students.
5. Teachers will continue to engage in professional development activities.



Questions from Families

1. Why was there a different approach to distance learning between the two campuses? I understand the need to have different learning approaches for grade levels, but shouldn't the grades from each campus have looked the same? *The approach to distance learning differed across classrooms on both campuses. As the transition to distance learning occurred on very short timeline, and there was not a lot of information on best practices in distance learning available for early childhood, the development of our approach to distance learning took some time. Our teachers piloted different models that they thought delivered content effectively, taking into account the needs of their students, their technological proficiency, and a variety of home circumstances, including the impact of COVID 19 on individual staff members. Additionally, families had varying levels of capacity in their homes - from devices to wifi access. Not only did we have to create, train staff, and deliver instruction in a new modality, we also had to procure, prepare and distribute computers and hot spots to families and staff. After the analysis of the effectiveness different models of instruction that our teachers piloted, providing food/clothing/financial support to our community, upgrading our IT capabilities and analyzing feedback, we created a model that will be consistent across campuses and classrooms moving forward.*

Questions from Families

2. Why was there a seeming discrepancy in the # of hours that the students were actually taught via Zoom classes vs. pre-recorded lessons between the two campuses? If it is a matter of technological access and support what are you doing for the fall in the potentiality of additional distance learning to address these discrepancies? *We have now developed grade band schedules that will adhere to our language immersion/ IB model. We have also contracted a new IT company that will assist in strategic planning, support and maintenance. We will continue to provide IT support and training for Stokes School staff and families to facilitate the navigation of different platforms.*

Questions from Families

3. Explain to me again why the 2 campuses aren't following the same guidelines and protocol for distance learning. As the administration is fond of saying we are one school at two campuses, but so far this hasn't been felt by many at the East End campus. What is the Board doing to address these concerns? Has the Board heard our East End concerns? *The East End campus has faced multiple challenges opening in 2018. Stokes School has worked over the course of the two year period to put measures in place to support the staff and program at East End to overcome those challenges. Most recently, the school has hired a Chief Academic Officer/Director of Teaching and Learning for East End. One of the main responsibilities of this position is to set consistent expectations for the instructional teams (leaders, teachers, learning specialists, teacher assistants, etc) across campuses. In SY 20-21, special focus will be placed on the use of technology as a school-wide data collection and communication tool and as a tool for accessing educational resources. In addition, the Director of Teaching and Learning will consistently coordinate professional development to support faculty's use of technology. As a result there will be an increase of data informed decision making for instructional purposes and for school wide implementation. In addition to our network level leadership team that supports and coordinates operations for both campuses, we have also instituted cross campus leadership meetings in order to maintain consistent vision and infrastructure. Finally, an East End parent who previously served on the Board's Academic Excellence Committee, has recently been appointed to the Stokes School Board of Trustees.*

Questions from Families

4. Do we have a seat at the table with a Board member that knows our concerns and takes these issues to the rest of the Board? *Yes*

5. I'm concerned that not enough energy has been put into building up the resources and capabilities of the East End staff and campus, I don't see the energy or the passion for continuing the legacy of Stokes in Brookland. I have had many conversations with parents all saying the same thing, we applied and applied and applied to the lottery to get into Stokes and then when we did finally get a spot at this new campus we've felt like an afterthought from the Board and others, as if "well we accomplished that goal, now we need to move onto the next thing" without actually building a cohesive campus that is in line with the already established campus. *In any school replication, there are multiple challenges to creating consistency across campuses - from the creation of infrastructure to the overall delivery of the mission. To address some of these challenges, we have expanded our network leadership team and created a multidisciplinary leadership team that had represents both campuses and includes campus directors, Directors of Teaching and Learning, School Counselors, Director of Operations, Special Education Coordinator, Chief Academic Officer, Deans of Students, Director of Data and Compliance. This cross campus leadership team reviews everything from school events, professional development, operations, health and safety, and the implementation of the Distance Learning program/In school Supervision program.*

Questions from Families

5. Speaking of the next goal, not to take focus away from really helping to build a better school at East End, but what is the status of potentially expanding to Middle School in the future?

There are many parents who are concerned about the fact there are just not enough spots at DCI for all the new campuses of the bilingual schools in DC. Is Stokes thinking/planning on expanding their grade levels at the East End campus? *We have discussed the need for and have explored middle school options for the East End campus since opening the East End campus. In its current configuration, DCI will not be able to accommodate all of the rising 5th graders from each of the member schools when we are at full growth. Stokes School has been in discussions with DCPCSB, DCI/members schools, DCPS and our largest funders about planning for a middle school located East of the River. Planning efforts were sidetracked with the onset of COVID 19 but will continue as SY 20-21 progresses.*

Questions from Families

6. If you plan to re-open with students physically attending, how are you going to keep them safe? What measures will you take? Will there be regular covid testing, handwashing stations, enforcement of mask wearing, staff keeping kids physically apart, changes in the ventilation and A/C systems and the bathrooms (eg to install toilet seat covers? frequent cleaning? no two students at once in there? etc.)? *Stokes Leadership team is in the process of developing health and safety protocols, handbooks, training, and videos for staff and family that will be in alignment with CDC, DC Health Department and ReOpen DC guidance and suggestions.*

Questions from Families

7. What measures will you take? Will there be regular covid testing, handwashing stations, enforcement of mask wearing, staff keeping kids physically apart, changes in the ventilation and A/C systems and the bathrooms (eg to install toilet seat covers? frequent cleaning? no two students at once in there? etc.)? *We are forming a multidisciplinary COVID task force that will address a range of health and safety related matters including: communication with students, staff and families, reopening school buildings, physical (social) distancing, daily health screenings, non-medical face coverings/masks, hygiene, cleaning/disinfection/sanitations, high risk individuals, meals, exclusion and dismissal criteria, exposure notification and reporting.*

Questions from Families

8. My son is starting 1st grade and my daughter enters Pre-K. For the latter especially, the classrooms are just sooo tiny. Will they be split up in smaller groups and taught in other classrooms? *Yes, we have examined the square footage of each classroom on both campuses and prior to returning into the buildings we will make adjustments to classroom set-ups in order to maintain social distancing.*

9. I am very worried about our kids getting infected, for them but also for the elderly household member with hypertension we have at home. We will be adhering to strict safety measures to mitigate infection risk to students, staff, families, and to our extended community. *For those who are concerned about possible exposure to high risk individuals, in person attendance will be optional throughout the 2020-2021 school year.*

Questions from Families

10. What is the plan for distance learning for days/weeks when some students are in-person and others are at home? *We are currently designing schedules, reviewing the needs of individual students, examining facility capacity, and considering family employment constraints in order to finalize our schedules. We will send an additional survey and reach out to families via calls to discuss families' individual needs relating to child care in order to establish a schedule that is conducive to our community needs with the understanding of our facility and health and safety mandates.* Will there be any live class meetings/reading groups, or will it all be pre-recorded and/or worksheets and pre-recorded videos? *There will be a mixture of live and pre recorded at all grade levels. OSSE mandates that there be at least one live session per.*

11. How is the school taking into account teachers who have children (who may be at other schools and also on alternating schedules...leaving teachers unable to be at school in-person full-time)? *We surveyed staff and asked questions that addressed their families' needs - whether they are a high risk categories, if they take care of family members who are in a high risk categories - in order to ascertain in-school staffing model once we return to the school buildings.*

Questions from Families

12. How will the school provide extra language support (for non-native spanish/french speakers) when they will be getting less time in the target language, since they'll be home more? *We have a newly appointed Director of Language Acquisition who will be addressing school wide language support and investigating distance learning language support options for students and families.*

13. How will the school support children who require support in english (or who have IEPs/504 plans), especially those who need one-on-one assistance? *Our Director of Language Acquisition will provide guidance to the ELL program with support from assistants. Our Director of Special Education Services, who oversees the SPED compliance issues provide supervision at the East End campus. We have also now have a separate Special Education Coordinator for the Brookland campus as well as a in order to provide. Learning Specialist will continue to provide inclusionary and pull out support as well planning with general education teachers to ensure accommodations and modifications are made testing and classroom assignments . In terms of 1-1 we will be examining each need from medical to behavioral in order to design support and continue to provide FAPE (Free and Appropriate Public Education).*

Questions from Families

14. What is the plan for extracurriculars? *We will integrate our specials classes both in class and as stand alone classes. In addition we will be working with the After school program Coordinator to provide distance learning opportunities. In addition we will developing virtual field trips reaching out to established partners to ensure we provide students continued enrichment and development of soft skills and project based learning opportunities.*

15. Will there be any before or after care? *As we survey our community needs we will make that determination. We will provide meals to both in school students as well as families in need.*

16. How can parents help support the school during this time? for example, could the school train a group of volunteer parents to run a daily reading group via Zoom? or could the school tap volunteer parents to do a daily spanish/french conversation with kids? *Yes we always have welcomed family support. This can be organized via the room parents and on a schoolwide basis the PTA will continue to provide opportunities for families to contribute to the overall enrichment of our program.*

Questions from Families

17. Please let me know if and what options will be presented regarding the fall school attendance? How will we ensure educational equity between campus' as well as among students transitioning back to school? *OSSE mandates 1 live session per day in order to track attendance. Teacher will continue to report attendance and the front desk staff will reach out to families if there are concurrent days missed. In cases where there is excessive absenteeism the Student Support Team will be involved in order to ensure engagement and provide supports and intervention plans .*

18. How final is the decision? Is there concern that making a decision 2.5 months before scheduled opening in what remains a fluid situation (second wave, etc) means it may need to be revisited? *We will be monitoring the mandates of the city however we will continue to dedicate the summer planning and professional development in alignment with a hybrid opening.*

19. Would like to clearly understand how distance learning was similar or different during school year 2019/2020 across campuses; if instructional time and modality were different, why? *Answered previously*

20. What is being done to ensure equity across campuses in the fall?; *We will be developed common schedules, protocols, formatting, rigor of observations and feedback, cross campus planning infrastructure will ensure equity at the leadership level as well continued grade level planning. In addition Student Support Team, ELL, Special Education, and Family Engagement will be addressing equity resources and interventions.*

Questions from Families

21. If we go into a situation where only 1/2 the school goes one day, half the other, etc, will there be any considerations for those that have 2 kids enrolled in different grades?; *We will be surveying families and look at our demographic information to ascertain those numbers and needs.*

22. Updates on before and after care options. *We will be making decision as it relates to before and after care once we get concrete numbers and feedback from families as it relates to needs.*



***Thank you to the entire
community for your
continued dedication to
our school and our
mission!***

