Elsie Whitlow Stokes Community Freedom Public Charter School

HISTORY HERSTORY #OURSTORY 20+

Family and Scholar Distance Learning Handbook

Our Mission

Established in 1998, the Elsie Whitlow Stokes Community Freedom Public Charter School, prepares culturally diverse pre-school and elementary school scholars in the District of Columbia to be leaders, scholars and responsible 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.

Our Three School Rules

I will take care of myself.

I will take care of others.

I will take care of my community.

One of the school's greatest strengths is our family's engagement in the education of their children. We hope this handbook will serve as a guide for families as partners in our learning community.

This handbook addresses policies and procedures governing in distance learning for the school year 2020-2021.

Table of Contents	Page (s)
About Elsie Whitlow Stokes Community Freedom Public Charter School Our History Our Goals Our Parents	4
Instructional Delivery Plan School Schedule Options Remote: Combination of Synchronous & Asynchronous On-site Learning Instruction Example Classroom Schedule Timely Intervention Continuous Improvement	5 – 11
Assessments Assessment Integrity Grading Policy Promotion Protocols	11 – 13
Attendance Policy	14
Whole Student Support	15 – 17
Special Education	18
Technology Acceptable Use Policy	19 – 24
Family Engagement	25 – 27
Tips for Helping Your Scholar Learn a Second Language	28
Administrative Personnel Brookland East End	29 – 30

About Elsie Whitlow Stokes Community Freedom PCS

Our History

The Elsie Whitlow Stokes Community Freedom Public Charter School was founded in 1998 and named for Elsie Whitlow Stokes, an elementary school teacher in Arkansas, whose instructional practice was based on three core beliefs:

- Every scholar can achieve academically and become a responsible citizen.
- Every scholar must receive a solid foundation in reading, mathematics, social studies, science and the arts.
- Community service activities prepare scholars to become caring neighbors and good citizens.

Using her three principles, the 36-year teaching veteran helped to lay the foundation for the successful educational development of over 1000 scholars. Stokes School, founded by Mrs. Stokes' daughter, Linda Moore, is a tribute to her life and legacy as an educator.

Our Goals

- Help scholars achieve the highest levels of academic excellence.
- Teach scholars how to speak, read, write, think and learn in two languages: 1) English and French, or 2) English and Spanish.
- Actively involve scholars in community service learning while preparing them for responsible citizenship in a multicultural society.
- Increase scholars' knowledge of and respect for their own and other cultures.

We achieve these goals not simply by teaching in the classroom, but also by creating an environment of acceptance, respect and nonviolence among scholars and all members of our school community.

Our Parents

Stokes School must communicate with parents/guardians concerning:

- Their scholar's eligibility for special programs,
- Their scholar's educational progress,
- Their opportunities for involvement,
- Their right to know the professional qualifications of teachers and paraprofessionals serving their scholar,
- The progress and status of their scholar's school,
- Their right to inspect and review their scholar's education records maintained by the school,
- Their right to request corrections to records which they believe to be inaccurate or misleading.

Generally, Stokes School must have prior written permission from the parent/guardian in order to release any "personally identifiable" information from a scholar's education record to a third party. (See www.ewstokes.org for full FERPA policy.

Instructional Delivery Plan

Plan Statement

This plan describes how Elsie Whitlow Stokes Community Freedom PCS will meet its mission, goals, and student academic achievement expectations as set forth in its charter agreement as well as provide the equivalent in learning opportunity as in a traditional school year through a distance learning program that combines synchronous and asynchronous remote learning opportunities.

The plan provides students and families with a thorough understanding of the day-to-day learning. The plan centers on equity, ensuring that all students, including students who are at risk per the city's definition, English learners, and/or with disabilities, are able to access all learning opportunities without further compromising their health and social-emotional well-being.

The plan may change throughout the school year based on factors such as family and staff responses to surveys and the Mayor's reopening guidance.

Description

Instruction at Stokes School will be provided to meet the needs of family and staff regardless of whether the student is experiencing instruction remotely or on-site. This will allow for uninterrupted learning for students when health and safety guidance changes (such as moving from Phase II to Phase III) or when the school facility is closed to staff and students due to an acute outbreak or citywide declaration.
Stokes School will begin the 2020-2021 School Year providing 100% distance learning for all of our scholars. A cohort of educationally at-risk students will be invited to be supervised in the school buildings while engaging in distance learning once the health indicators allow for relatively safe in-person instruction, but not before the beginning of our second trimester of instruction starting on December 1st, 2020.

School Schedule Options

***Remote*: Combination of Synchronous & Asynchronous**

The majority of Stokes scholars will not be attending school in-person until health conditions improve. Stokes School will be delivering instruction through a combination of synchronous live lessons, asynchronous pre-recorded lessons and activities, and online adaptive programs five days per week. The instructional methods will support the implementation of our dual language model and IB program.

Distance Learning live classes will be held on Zoom, and other assignments will be coordinated through Google Classroom. School culture will be maintained by using both Responsive Classroom goals as well as restorative justice practices. Stokes School will provide small group instruction through both live and prerecorded lessons to accommodate working families. Teachers will also hold office hours to support families and students. The platforms for distance learning include Google Classroom, Zoom meetings, Zearn, Lalilo, Scholastic Literacy Pro, Seesaw, Flipgrid, and Padlet.

Adaptive Programs

Adaptive programs will help personalize instruction delivered by teachers, creating positive outcomes in student performance. The following are the adaptive programs teachers will use for Distance Learning:

Lalilo	French and English	
Literacy Pro	English	K-2nd grade
Lightsail	English and Spanish	3-5th grade
Zearn	Math	K-5th grade

Lalilo

Lalilo is an online tool for K, 1st and 2nd grade teachers and students. It offers personalized exercises for phonics, word recognition, and comprehension.

Students journey through different worlds, collecting badges and unlocking stories. The vocabulary-rich stories teach students about nature and animals in engaging and fun ways. Lalilo will allow teachers to have data at a glance. Teachers track whole-class and individual progress and assign specific lessons.

Scholastic Literacy Pro

Scholastic Literacy Pro is a browser-based program that assesses students' reading ability and comprehension. It combines a reading assessment that computes students' Lexile measures with a reading management program that accesses independent reading. The reading assessment is an adaptive test that adjusts to students' responses. Once students start the test, the difficulty level of questions change according to students' performance. When the computer has enough information to generate a Lexile measure, the test stops.

LightSail 3-5th grade

Every 15 days, LightSail assesses each student's reading level, also expressed in a Lexile value. Based on this, it automatically adapts the recommended books in the library to the students.

Students take a benchmark assessment before starting to read on the platform. The system automatically adapts book recommendation every 2 weeks based on Lexile progress monitoring.

On-site Supervision

A small cohort of educationally at-risk students will be invited to engage in the distance learning program while being supervised in the school building by Stokes staff members five days per week once health indicators allow for it, but not before December 1st, 2020. During the summer of 2020, a multidisciplinary team with representation from both campuses consisting of the Deans of Students, SST Coordinators, Director of Data and Compliance, Special Education Coordinator, Special Education Director and Chief Academic Officer, developed a weighted system and looked at a set of criteria to establish the cohort recommendations.

Criteria considered included:

- scholars receiving special educational services,
- at-risk scholars (whose families receive TANF, SNAP, are homeless or are in foster care),
- English language learners,
- scholars with low NWEA reading scores,
- scholars with low NWEA math scores,
- scholars who struggled with distance learning in the spring,
- those who identified by Student Support Team as needing additional support,
- students with 504 Plans,
- those who have no supervision at home,
- siblings of other identified students, and
- other factors.

In addition, the team incorporated teacher overall engagement anecdotal notes from the spring distance learning session as well as individual special education analysis on a case-by-case basis to ensure that the school is in compliance with federal IDEA mandates that dedicate Least Restrictive Environment (LRE) mandates.

During our initial analysis, approximately 15% of our student population qualified for an invitation to in-school supervision. Additional analysis will happen as the school year progresses, and families who qualify for an in-school invitation will be given a minimum of one week to decide if they will accept the invitation for in-school supervision. Additional or recurring invitations will be given on a six-week basis, based on availability. Families may choose to return to all-remote learning at any time, but will only be able to switch to in-person learning every six weeks.

Instruction

The total instructional hours per day for the typical student participating in our distance learning program will be five hours starting from 9am for a morning meeting to 3pm, including an hour break for lunch and recess time. The anticipated hours spent in a synchronous learning environment (learning that happens in real time with the student and teacher together) is approximately 3 hours and the time spent in an asynchronous learning environment (independent learning that takes place without real-time input from the teacher) is approximately 2 hours.

Sample Classroom Schedule

Below, please see a sample 2nd grade teaching schedule. The times listed are guidelines, and assumes the student will be engaging in the asynchronous activities during the typical school day hours, however students could engage in the work at other times if necessary.

2nd Grade Teacher Schedule French Classroom					
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
LIVE MORNING MEETING 9 - 9:30	English	English	French	French	Alternate teachers
MATHEMATICS 9:30 - 10	Independent Adaptive Math	Independent Adaptive Math	Independent Adaptive Math	Independent Adaptive Math	Whole Class Units of Inquiry Share 9:30-10:30
MATH SMALL GROUPS 10 - 10:30	English Group A	English Group C	French Group A	French Group C	
MATH SMALL GROUPS 10:30 - 11	English Group B	English Group D	French Group B	French Group D	Whole Class Writing Share 10:30-11:30
SPECIALS 10:30 - 11	Art/Music (alternates weekly)	Art/Music (alternates weekly)	Art/Music (alternates weekly)	Art/Music (alternates weekly)	
SPECIALS 11 - 11:30	PE	PE	PE	PE	
LANGUAGE ARTS 11:30 - 12:30	English Pre-recorded lesson and independent work	English Pre-recorded lesson and independent work	French Pre-recorded lesson and independent work	French Pre-recorded lesson and independent work	Open Sessions 11:45 - 12:15
LANGUAGE ARTS SMALL GROUPS 11:30 - 12	English Group 1	English Group 3	French Group 1	French Group 3	Music (whoever had classes that week) Art (whoever had classes that week) PE
LANGUAGE ARTS SMALL GROUPS 12 - 12:30	English Group 2	English Group 4	French Group 2	French Group 4	
Lunch/Recess 12:30 - 1:30					
WRITING 1:30 - 2:15 Language alternates every 6 weeks	Pre-Recorded lesson and activity (30 min independent work)	Pre-Recorded lesson and activity (30 min independent work)	Pre-Recorded lesson and activity (30 min independent work)	Pre-Recorded lesson and activity (30 min independent work)	
WRITING SMALL GROUPS 1:30 - 2:15	Group 1	Group 2	Group 3	Group 4	

UNITS OF INQUIRY 2:15 - 2:45	Pre-recorded video and independent work		Pre-recorded video and independent work		
OFFICE HOURS Same time for both teachers (Mon-Thurs, 30 minutes)					
TEAM MEETING					
COACHING MEETING					

Schedule Color Key:

Specials	English	Target Language	English or TL Writing	Lunch and Breaks

Timely Intervention

The Student Support Team (SST) Coordinator at each campus attends weekly team planning meetings in order to provide teachers with strategies to intervene if students are struggling with distance learning. The team will also have support staff in place to provide individualized supports (wake-up calls, one-on-one tutoring and check-ins, etc.) for students who are in need of additional interventions. Stokes has identified new Tier 1 and 2 Interventions to support struggling students. See the Whole Student Support section and Assessment and Promotion Policy for additional details.

Continuous Improvement

Stokes School will be in operation for 180 days during the regular school year. The schedule will be based on a trimester schedule to allow for updates and changes to meet the immediate needs and to adjust to the latest DC reopening phase. All changes to school scheduling will occur on the planned trimester start date except when there is an emergency reason to move from on-site to remote learning.

Once a month on Fridays, the school will engage in a school-wide data analysis of student performance on formative assessments. The analysis will control for other variables (e.g. housing instability, special education status) to determine the effectiveness of instructional strategies across subgroups. Future professional development will be planned based on the results of the analysis. If it is determined that some instructional strategies are more (or less) effective than others, these will be adjusted, replacing the less effective strategies.

Students who have shown the least engagement--whether by attendance or work product--will be evaluated through the Student Support Team weekly. The team will determine the potential cause of disengagement, from equipment or Wi-Fi issues, to mental health, to difficulties with content. Depending on the results, the team will implement interventions.

Across campuses, we will continue to review schedules, protocols, formatting, and rigor of observations and feedback. Cross campus planning infrastructure will ensure equity at the leadership level as well as continued grade level planning. In addition, the Student Support Team, Special Education Team, Family

Engagement Coordinator and Director of Language Acquisition will be addressing equity resources and interventions.

We have a multidisciplinary COVID task force that will continue to address a range of health and safety related matters including: communication with students, staff and families, reopening the school buildings, physical (social) distancing, daily health screenings, non-medical face coverings/masks, hygiene, cleaning/disinfection/sanitation, protecting high risk individuals, food service, exclusion and dismissal criteria, exposure notification and reporting. We will fortify our communications with our stakeholders and continue to share information and updates both in newsletters to families and on our website. We will continue to send additional surveys and will reach out to families by phone to discuss individual needs relating to child care in order to establish a schedule that is conducive to our community's needs while also meeting our facility and health and safety mandates.

Assessments

Description

This policy describes the formative assessments that Stokes School will use to assess student learning during the 2020-2021 school year. These assessments will not be considered part of high stakes accountability and student test results will not be shared with DC PCSB or OSSE unless the test is explicitly defined in the school's charter agreement. Results of all assessments will be shared with the scholar and families and used to inform interventions and student grades.

Assessment Integrity

Stokes School has adopted an assessment integrity plan to ensure that the assessments are valid and reliable for measuring student learning. All families will have the opportunity to participate in a virtual workshop on the purposes of assessment and sign a mandatory test integrity agreement. The agreement includes parameters in which families, classmates, and others may help scholars on assessments and how the Internet and other resources may be used during assessments. We will utilize a variety of methods to assess student learning in order to get an accurate picture of student progress, including collecting anecdotal records during live small group lessons over Zoom, assessments built into the adaptive curriculums, projects, teacher created exit tickets, and assessments from vendors.

Formative Assessments

Grade	Subject and Assessment Type	When and Frequency	How students will be assessed	Interventions and supports
PK	GOLD: Literacy & Math	Continual data collection and finalized GOLD levels once per trimester	Students will be assessed individually over Zoom and through family submission of documentation (photos, videos, work samples, etc.)	SST Coordinator will use the data to identify students in need of Tier 2 interventions.
PK-5	Formative teacher created assessments (language arts, math, units of inquiry)	Weekly	Students will be assessed anecdotally over Zoom and through submission of documentation (photos, videos, work samples, projects, essays, etc.)	Teachers will use the data collected through the assessments to plan differentiated small group lessons
K-5	Formative assessments built into adaptive programs in	Weekly	Students complete assessments through the online	Teachers will use the data collected through the platforms to plan

	English and Target Language reading and math		programs as they complete activities	differentiated small group lessons in language arts and math.
K-5	NWEA MAP	Once per trimester	Students will be assessed remotely while being monitored over Zoom for technological support. Families will be encouraged to observe and proctor the assessment.	SST Coordinator will use the data to identify students in need of Tier 2 interventions.

Grading Policy

Due to instruction being delivered through a distance learning format, Stokes School will be simplifying our standards-based report card goals. Students will receive a "Meeting Expectations," "Not Meeting Expectations," or "Not Assessed" on each goal on the Progress Report once per trimester. Teachers will be asked to write a narrative comment if students are not meeting expectations on the goals in order to better illuminate the reason for the grade. Families will also be provided with the reports that are generated by the online adaptive programs that students will be using for more detailed analysis on their progress on applicable standards.

Promotion Protocol

Stokes School' s promotion protocol will remain in place.

The school will retain a student only if there is strong evidence that this is essential in the student's academic success. Retention determinations require team members' input. The Director of Teaching and Learning at each campus finalizes retention decisions.

Protocols

- SST Process with at least two rounds of response to intervention (RTI) supports are in place with at least three SST meetings with parents completed by the third Monday in February.
- SST explicitly discusses retention as one possible intervention with parents at an SST meeting by the third Monday in February. Team has discussed and documented answers to the following questions:
    - What are the normal classroom strategies to address the scholar's challenge?
    - What additional strategies did teachers use to target and support the scholar's areas of challenge?
    - What can families do in addition to the strategies school is implementing?
    - What goals must the scholar meet in order to move to the next grade?
    - What are our timelines for achieving these goals (by second report card)?
    - How will teachers and families communicate and coordinate for academic and behavioral targets?

- When will teachers and families meet next to discuss progress (at the upcoming Parent/Teacher Conference)

The school may retain scholars when one or more of the following conditions is met:

- Not yet meeting expectations in language arts and/or math
- Challenges are NOT solely due to ELL.
- Challenges are NOT solely due to disability.
- 20 or more unexcused absences.
- Age is less than 18 months over the youngest child's age in their future class.
- School has met all SST protocols.
- Benefit of retention outweighs potential setbacks.

Students who school CANNOT retain:

- Don't meet any of above criteria
- Students with Individualized Education Plans (IEPs) whose parents do not agree to retention. (Arrange a multi-disciplinary team meeting.)

Attendance Policy

Attendance will be compulsory for grades K-5 this school year. Students can show that they are meeting the **daily** attendance requirements by:

- Attending live sessions,
- Submitting work online for that day, or
- Engaging in the adaptive online programs provided by the school.

If a student engages in one or more of these ways during the day, they will be marked "Present" for the day. For all grades, teachers will be tracking daily attendance, and families will receive follow-up phone calls the next day if students do not show engagement in virtual learning the previous day. If students will not be attending or engaging in any learning activities for the day, families are asked to email the teachers and administrative support staff with the reason for the absence.

Absences will be excused for the following reasons:

- Illness of the scholar (A doctor's note is required if a scholar is absent for three consecutive days),
- A family emergency,
- Death in the immediate family,
- Observance of religious holidays,
- A lack of access to technology, broken technology, or the illness of a family member charged with helping them access education, or
- Other absences approved by the Campus Director or Director of Teaching and Learning. Requests must be received for approval 2-weeks prior to the requested date.

If families do not notify the school about a student's absence within 5 days upon the student's return to school, or if the absence is for a reason not listed above, the absence will be considered "unexcused". Each time a student has one (1) unexcused absence, the school will attempt to contact the parent or guardian by 4:00pm of the following day. The law requires that the school contact The DC Child and Family Services Agency after the accrual of ten (10) unexcused absences. After twenty (20) consecutive days of unexcused absences, the scholar will be removed from the school roster and parents/guardians will be required to complete the re-enrollment process.

Stokes School encourages families to make their best attempts to support their children to access all aspects of the educational programming (live sessions, pre-recorded lessons and activities, and online adaptive programming), but we do recognize that due to current circumstances, this may not always be possible. If families find that there are barriers to their child's ability to engage in the programming, they are encouraged to reach out to teachers and Stokes School administration for support in overcoming the barriers and helping the student access as much programming as possible or to get help to prioritize what is most essential for the student. Stokes School administration and teachers will support families with technology struggles, scheduling conflicts, and any other barriers they face. If a student is absent, families are also encouraged to review any missed learning opportunities through Google Classroom.

Whole Student Support

Student Support

Stokes School continues to support scholars' social-emotional wellbeing and mental health needs through effective classroom and school-wide practices. We believe that fostering relationships with scholars and promoting a positive classroom and community culture is essential to creating an environment of achievement, respect, and non-violence. Our school accomplishes this mission by embedding these practices into our curriculum and core founding principles. To prepare for distance learning in the fall, our staff will be trained in Responsive Classroom in addition to our mindfulness SEL curriculum, Peace of Mind and Restorative Justice approach practices.

Responsive Classroom is an evidence-based approach to education that focuses on the strong relationship between academic success and social-emotional learning. The Responsive Classroom approach empowers educators to create safe, joyful, and engaging learning communities where all scholars have a sense of belonging and feel significant.

Peace of Mind is an innovative mindfulness-based Social Emotional Learning program for Early Childhood through Sixth Grade. *Peace of Mind* recognizes mindfulness and brain science as essential to scholars' acquisition and mastery of social and emotional skills and conflict resolution tools. The curriculum teaches scholars how to: notice and manage their emotions, focus their attention, empathize, and connect with others, and resolve conflicts peacefully.

Restorative Practices are a framework for schools and communities that focus on the creation of strong communities through the mechanism of proactive, preventative, and responsive circle processes. They are ideally a community-building framework used by everyone in the school community. Restorative practices rest on core assumptions about human beings and these core assumptions guide our interactions with adults and children.

Guided by the International Baccalaureate Learner Profile, social emotional learning is woven into the fabric of the curriculum as well as taught explicitly. The aim of all IB programs is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. The IB Learner Profile articulates traits that define IB scholars: inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective. These attributes go beyond intellectual development and academic success they "represent a purposeful commitment to the scholars' social-emotional well-being."

SEL supports and interventions

1. The behavioral health team will provide scholars with weekly SEL videos and lessons in Google Classroom or during morning meetings and attend teacher planning meetings to support the integration of social-emotional learning into the daily routine
2. The behavioral health team will collaborate with parents, teachers, and staff to identify scholars in need of social-emotional supports
3. The behavioral health team will coordinate or deliver training on trauma to staff, teachers, and parents to ensure they can identify trauma symptoms when they appear and make appropriate referrals.
4. The behavioral health team will offer telehealth options for scholars and families to schedule sessions with the school counselor or social worker or make external referrals

5. This year we will begin tiered implementation of a universal screening tool approach of using brief and efficient measures to identify scholars at risk for future difficulties. Data will be used to help connect scholars with appropriate mental health supports.
6. Teachers will use principles from Responsive Classrooms to build relationships with scholars
7. Teachers will use brief mindful moments to improve emotional regulation and reduce student anxiety.
8. The behavioral health team will form partnerships with external organizations to ensure that in the event of a crisis additional resources to support scholars and staff will be readily available.
9. Scholars will participate in daily community building circles, which serve the dual purpose of building a positive community culture and providing scholars an opportunity for emotional check-in.
10. Scholars will participate in *Peace of Mind* two times a week to promote emotional regulation, increased attention span, and improved student relationships and conflict resolution skills.

The Student Support Team tracked student progress during distance learning last spring. Subsequently, Stokes School identified students who have the greatest academic needs and will be invited to receive in-person supervision in the school building once the health situation is safe.

All students will be assessed using NWEA at the beginning of the school year. Those who show a need for Tier 2 support in reading or math will be enrolled in an online intervention, and will be tracked by the Student Support Team. Our math and reading curriculums have been adjusted to account for skills that may not have been obtained during the switch from in-person to distance learning in the fall.

Behavior

During distance learning, Stokes School scholars are expected to continue following our Three School Rules:

I will take care of myself

I will take care of others

I will take care of my community

Virtual Classroom Rules:

- Scholars are expected to come to virtual learning sessions fully clothed in appropriate attire. This means that they should not wear items that they wouldn't wear to school.
- Scholars are expected to focus and do their best work.
- Scholars are expected to be respectful of others' ideas and to share their thoughts and ideas in kind and considerate ways.
- Scholars are expected to remain seated throughout their live sessions. If they wish to stand up, walk around, etc., their camera should be turned off so they can do so in the least disruptive way.

Protocol for Teachers:

- Scholars receive a warning if their behavior violates any of the virtual classroom rules on camera. After a second warning, a scholars' camera will be turned off for 10 minutes, but they will still be allowed in the "classroom" and will continue to receive instruction. Teachers will follow up with parents if a student's camera has to be turned off during a lesson.
- Teachers are expected to deactivate the following settings to address student behavior:

- Disable screen annotation
- Mute all scholars and un-mute as necessary
- Disable the chat function
- If there is a repeated concern with a student's behavior during a class session, the child's parent/guardian should be notified by the end of the day. If the scholars' behavior concern is not resolved within two days, the teacher should contact the Dean of Students.

Exclusion

Because a student can be muted and their camera can be turned off, there is never a time when a student should be excluded from virtual classes. When there has been a disruption to the classroom learning environment, scholars will go through the Restorative Justice process to repair the harm. After the harm has been repaired, an appropriate amount of time can be determined for the student to earn back the right to turn their camera on.

Special Education

During the COVID-19 public health emergency, Stokes School will make attempts to meet IDEA procedural timelines to the greatest extent possible, and to reach agreements with parents on extension of procedural timelines where possible. OSSE, however, recognizes that Stokes School will experience an unprecedented volume of workload related to IDEA compliance and updates to student programming upon return to normal operations, and this volume may begin during the phased re-opening of DC schools. Stokes School will resume all activities delayed by circumstances related to COVID-19 as soon as possible. As part of recovery planning efforts, Stokes School will identify delays due to student unavailability and consider on a student-by-student basis a reasonable timeline for completion of the required activity (e.g., initial evaluation, reevaluation, IEP revision, etc.). In doing so, Stokes School will consider the availability of student data, student-level recovery planning, and LEA-wide recovery planning activities. Stokes School will communicate anticipated timeframes for completion of delayed procedural activities to families.

Technology

Stokes School is committed to the effective use of technology to both enhance the quality of student learning and the efficiency of school operations.

All students will receive new Chromebooks or tablets.

AN = As needed
E = Everyone

	PK	*K-5*
Chromebook		*E*
Hotspot	*AN*	*AN*
Tablet	*E*	
Headphones	*AN*	*AN*

Families and students will receive technical support through our "Eagles Geek Squad." Team members will contact each individual family to ensure they have the hardware, service, and training they may need. Additionally, school administrators and teachers will provide orientation training for all of the technology platforms in the week before school begins.

All students and staff will have access to the following software using school-created and maintained log-in and passwords. At no time should anyone outside of the school's community be able to access the software.

Software Distribution Plan for Students
AN = As needed
E = Everyone

	PK	*K-5*
LMS: Google Classroom	*E*	*E*
Email	*E*	*E*
Seesaw	*E*	*AN*
Padlet		*E*
Zearn		*E*
Lalilo	*E*	*E*
Scholastic Literacy Pro	*E*	*E*

Epic Books	*E*	*E*
Lexia		*AN*

E.W. Stokes School Technology and Acceptable Use - Chromebook

Device Purpose

Stokes School is supplying scholars with a Chromebook device. This device is property of Stokes School. The supplied device will provide each scholar access to educational materials needed for the scholar to be successful. The Chromebook allows scholars to access: NWEA testing, educational web-based tools, and many other useful sites. The supplied device is an educational tool not intended for gaming, social networking or high-end computing. Stokes School can and will monitor all communication on this device.

Rules and Guidelines

1. RECEIVING YOUR CHROMEBOOK:

School Owned/Issued Chromebooks

- Chromebooks will be distributed at the beginning of each school each year to Stokes School scholars.
- Parents/Guardians and scholars MUST agree to the policy, which includes Chromebook terms of use, before the Chromebook can be issued to their scholar. This Chromebook policy outlines the procedures and policies for scholar use and for scholars and families to protect the Chromebook investment for Stokes School.
- Chromebooks may be collected at the end of each school year and scholars will be reissued the same Chromebook every year while they are still enrolled. Chromebooks can be collected at any time, and are collected prior to extended breaks when families have outstanding balances on scholar accounts.

Scholar-Owned Devices

- Only Stokes School-issued Chromebooks will be permitted for use at school (when back in the building).
- Only Stokes School-issued Chromebooks will be serviced by the Information Technology Department.
- IT Support will only be offered to Stokes School-issued Chromebooks and accounts.

2. RETURNING YOUR CHROMEBOOK:
    - Scholars leaving Stokes School must return Chromebooks to the Stokes School Information Technology Department on or before their last full school day.
    - IF your scholar's Chromebook is not returned at the end of the year or when the scholar is no longer enrolled, Stokes School will invoice you for the cost of the device.
    - Chromebooks will be examined for damage and fees may be issued if damage is found to be beyond normal wear and tear.

3. TAKING CARE OF YOUR CHROMEBOOK:

    Scholars are responsible for the general care of the Chromebook they have been issued by the school. Chromebooks that are broken or fail to work properly must be submitted to the IT Help Desk as soon as possible so that they can be taken care of properly. *Do not take Stokes School-owned Chromebooks to an outside computer service for any type of repairs or maintenance.*

a. General Guidelines
    - A soft sleeve should be purchased for transporting the Chromebook in a backpack.
    - No food or drink is allowed next to your Chromebook while it is in use.

- Cords, cables, and removable storage devices must be inserted carefully into the Chromebook.
- Never transport your Chromebook with the power cord plugged in.
- Never store your Chromebook in your carry case or backpack while plugged in.
- *Scholars should never carry their Chromebooks while the screen is open.*
- Chromebooks must remain free of any writing, drawing, or stickers except on hard shell cover provided by the scholar/family. In other words, nothing directly on the Chromebook!
- Vents CANNOT be covered.
- Chromebooks should never be left in a car or any unsupervised area.
- Scholars are responsible for bringing **completely charged** Chromebooks for use each school day (Once we are back in school).

b. Carrying Chromebooks
    - Transport Chromebooks with care. Carry in backpack with a soft sleeve around the Chromebook.
    - Chromebook lids should always be closed and secured when moving.
    - Never move a Chromebook by lifting from the screen. Always support a Chromebook from its bottom with lid closed.
    - Always carry your Chromebook in two hands
    - Case use is required when transporting the Chromebook outdoors and between classrooms.

c. Screen Care.

Chromebook screens can be easily damaged! The screens are particularly sensitive to damage from excessive pressure on the screen.

- Do not lean or put pressure on the top of the Chromebook when it is closed.
- Do not store the Chromebook with the screen in the open position.
- Do not place anything near the Chromebook that could put pressure on the screen.
- Do not place anything in a carrying case or backpack that will press against the cover.
- Do not poke the screen with anything that will mark or scratch the screen surface.
- Do not place anything on the keyboard before closing the lid (e.g. pens, pencils, or disks).
- Do not place the device near magnets or anything with high electric current.
- Clean the screen with a soft, dry, microfiber cloth or anti-static cloth.
- Be cautious when using any cleaning solvents; some individuals may have allergic reactions to chemicals in cleaning solvents and some solvents can even damage the screen. Try to always use water dampened towel or a highly diluted solvent.

4. USING YOUR CHROMEBOOK AT SCHOOL
    - Chromebooks are intended for use at school each and every day. (when back in school)
    - In addition to teacher expectations for Chromebook use, school messages, announcements, calendars and schedules may be accessed using the Chromebook.
    - Scholars must be responsible to bring their Chromebook to class, unless specifically advised not to do so by their class teacher, whereupon they must keep the Chromebook in their backpacks.

a. Chromebooks Left at Home (when back in school)
    - If scholars leave their Chromebook at home, they will be allowed to phone their parent/guardian to bring it to school. This should occur before the school day starts or at lunch time to reduce distractions during the school day.
    - Loaner computers will not be issued for scholars who have left their Chromebooks at home. Scholars will need to complete their work on paper.
    - Repeat violations of this policy could result in disciplinary action.

b. Chromebooks Needing Repair
    - Chromebooks needing repair will need to be assessed by the IT department. Parents/guardians can request a status update from the System Administrator on when they should anticipate their repair to be completed.
    - Scholars and families should never attempt to fix a broken Chromebook nor should they have anyone else attempt to fix their Chromebook.
    - Families are financially responsible for any damages done to the computer that are not the result of normal wear and tear.
    - Families will be encouraged to make a donation for the 1st repair.
    - Families will be billed if there is a 2nd repair. The cost will be pending the damage to device.
    - If a scholar breaks two computers beyond repair, the school will not issue an additional computer and families will need to work with the teacher to figure out an alternate way for classwork do be completed. This can be on paper or another personal device.
    - Loaner Chromebooks may be issued to scholars when their Chromebook is at the Help Desk for repair. Loaner Chromebooks may not be taken home.
    - Scholars using loaner Chromebooks will be responsible for any damages incurred while in their possession.
    - Families will be required to reimburse Stokes School if a loaner Chromebook is lost or stolen. The replacement cost of a loaner is the same as the standard Stokes School-issued Chromebook
    - Scholar computers must be operable, including having a working charger, at all times in order to access the curriculum. The technology team will repair issues with the Chromebook as quickly as possible and replace chargers that have been lost or damaged in order for scholars to continue their learning. There won't be a cost to families for the first repair, however we will encourage you to make a donation.

c. Charging your Chromebook
    - Chromebooks must be brought to school each day fully charged. (when back in school)
    - Scholars need to charge their Chromebooks each evening.

d. Passwords and Background Images
    - Take care to protect your password. Do not share your password.
    - Inappropriate media may not be used as a screensaver or background.
    - Presence of guns, weapons, pornographic materials, inappropriate language, alcohol, drug, gang related symbols, pictures or anything else deemed inappropriate by Stokes School staff will result in disciplinary actions.

e. Audio Restrictions
    - Sound must be muted at all times unless permission is obtained from the teacher for instructional purposes.

- Headphones should be used at the discretion of the teacher and each scholar is responsible as described in the school supply list to provide and bring headphones/earbuds to school every day (when back in school).

f. Printing from your Chromebook

In an effort to honor our environmental stewardship focus and save on printing costs from paper to ink, Stokes School is encouraging digital transfer of information by sharing and email information, papers, etc. If scholars need work printed, they may ask their teachers to do so.

g. Account Access

- Scholars will only be able to login using their *@ewstokes.org account.
- Scholars should not login to any apps using an account other than their *@ewstokes.org account on their school-issued Chromebook.
- Account login information can be supplied to scholars by faculty, staff, and the IT help desk.

Family Engagement

General and School-wide Communication

Consistent and clear communication with students and families is vital for maintaining the health and safety of the Stokes School community. Communication with students and families will take place through many media: resources and information appearing on the school website; notifications on all-school or class level listservs; notifications through social media channels; and individual outreach.

Unexpected closures to maintain the health and safety of the school community will be communicated through: notifications posted on all social media platforms; the placement of a banner on the homepage of the website, and direct outreach to families via email, text, and robocalls (Send Word Now).

Website

The Stokes School website will, at all times, be the location for obtaining general information about the school as well as specific details on programs, staff, and typical school announcements (e.g., menus, activities calendars, and Free and Reduced-Price Meal applications). This information -- which will be available to families 24 hours a day, 7 days a week -- will include the following.

- Contact Information: Current and prospective students' families will be able to find all information on how to contact school administration and staff.
- Family Resources: Families will be able to find the Student and Family Handbook, school enrollment and registration details, links to distance learning resources, and additional materials to support families such as social services resources.
- Food Programs: In accordance with OSSE guidelines, all required information about the Stokes School's food program (e.g., menus, bulk food distribution) will be available to families on a monthly basis.
- Operating Status: The school's operating status (open, closed, weather delay, etc.) will be communicated by posting a banner on the main page of the website. Should the school's opening status change due to COVID-19 or for any other health or safety related reason, families will be advised via a banner on the homepage, and through the Send Word Now system.

Student Learning: All student learning activities will be coordinated and communicated through Google Classroom. Additionally, teachers will email weekly newsletters with learning expectations and schedules with weekly assignment expectations.

Social Media

Stokes School utilizes several social media platforms, including Facebook, Twitter, and Instagram. These platforms will be used regularly to: build broad awareness of the Stokes School; inform the larger DC community about the successes of Stokes School students and staff; provide updates on operating status and continuous learning plan adjustments, as needed; and provide updates on community activities (e.g., learning packet pick-ups, student support giveaways, and food drives).

Direct to Family

In order to introduce families and staff virtually, in partnership with the Flamboyan Foundation, Stokes School will conduct initial relationship building Welcome Calls throughout the first months of school. Our goal is to reach 100% of families with these individualized Welcome Calls.

Stokes School also offers a Family Orientation week before the start of the school year, and a Back to School Night a few weeks into school to connect families and teachers.

Family engagement in continuous learning

Stokes School has developed an Instructional Delivery Plan to provide equitable access to learning for students as we navigate returning to the school during the COVID-19 pandemic. The intention is to continually engage families in the improvement of our remote and on-site learning opportunities so that the school is providing each student with what they need to navigate this new way of learning.

We will engage families in this process by providing training, opportunities to provide feedback on an ongoing basis, and resources on how to support their scholar at home and when they are learning in-person at the school.

Trainings

During the summer from August 24 to 28, Stokes School will have a parent orientation week. In addition, on the First Friday of every month, Stokes School will provide virtual training to support families in utilizing the continuous learning plan of the School. These trainings will include instruction on:

- Accessing the Stokes School's distance learning platform and materials;
- Navigating the learning management system;
- Socio-emotional wellness and developmental needs;
- Equity and inclusion;
- Discipline and restorative practices; and
- Strategies to support target language learning at home.
- Healthy Practices

Continual improvement

At the conclusion of learning intervals and at the time progress reports and report cards are issued, Stokes School will work with families to complete surveys, either online or over the phone, and to gather their feedback on the implementation of the continuous learning plan.

Additionally, Stokes School will be sure to update families formally about their child's academic progress at the conclusion of each trimester with a formal Progress Report.

Teachers will:

- sustain ongoing communication with families to equip families to monitor and support scholars' progress.
- provide feedback to students through responses to their students' work submission through Google Classroom, Seesaw, or other apps.
- grade assignments given through the adaptive programs and send reports to families.

Resources

Virtual training will be recorded and available to our families through our website. All printed resource guides and other training materials will be available for families on the School website.

Tips for Helping Your Scholar Learn a Second Language

- Use your primary language. It is VERY important that scholars become fluent speakers, listeners, readers, and writers in their primary language. Your scholar's competence in your first language will directly affect second language learning.

- Be a role model for your scholar. It is very encouraging for your scholar to see you using your native language during various activities including: talking to others, reading newspapers, attending cultural events, etc.

- Help and encourage your scholar to join activities after school and to have social contact with friends where they are practicing English, French, and Spanish in real situations.

- Making mistakes is all part of learning a new language. Don't correct every mistake, as this is discouraging to your scholar. Remember when your scholar was a baby and you were so happy and encouraging when they started to speak in your native language, no matter what mistakes they made.

- Be patient with your scholar's language learning. It's a learning process that will take some years.

- Encourage your scholar to read every evening, or read to them. This helps scholars learn new vocabulary.

- Encourage your scholar to write a journal in English, French, or Spanish. This is especially good during holidays.

- Make sure that your scholar has a translation dictionary. Encourage them to use it at home and to label things around the house.

- Have bilingual materials at home (books, posters, music, videos, etc.) as a part of everyday life. Some materials are available in the school library.

- Give your scholar lots of praise! Learning a new language can be very frustrating.

Administrative Personnel

Brookland

Title	Name	email address
Founder	Linda Moore	lindam@ewstokes.org
Executive Director	Erika Bryant	erikab@ewstokes.org
Campus Director	Bobby Caballero	bobbyc@ewstokes.org
Chief Academic Officer	Marta del Pilar Lynch	pilarl@ewstokes.org
Director of Operations	Fresia Cortés	fresiac@ewstokes.org
Director of Data/Planning/ Accountability	Julia Senerchia	julias@ewstokes.org
Director of Teaching and Learning	Constanza Rosas	constazar@ewstokes.org
Director of Language Acquisition	David Bravo	davidb@ewstokes.org
Director of Special Education	Everett Richardson	everettr@ewstokes.org
School Counselor	Caira Temple	cairat@ewstokes.org
Dean of Student Support	Abby Sondak	abbys@ewstokes.org
Director of Finance	Bill Moczydlowski	billm@ewstokes.org
Family Engagement Coordinator	Ana Maria Donado	anad@ewstokes.org
Security	Gerald Menslah	geraldm@ewstokes.org

East End

Title	Name	email address
Founder	Linda Moore	lindam@ewstokes.org
Executive Director	Erika Bryant	erikab@ewstokes.org
Campus Director	Karim Ewing -Boyd	KarimE@ewstokes.org
Chief Academic Officer	Marta del Pilar Lynch	pilarl@ewstokes.org
Director of Operations	Fresia Cortés	fresiac@ewstokes.org
Office Manager	Nancy Cruz	Nancyc@ewstokes.org
Director of Data/Planning/ Accountability	Julia Senerchia	julias@ewstokes.org
Director of Teaching and Learning	Marta del Pilar Lynch	pilarl@ewstokes.org
Director of Language Acquisition	David Bravo	davidb@ewstokes.org
Director of Special Education	Everett Richardson	everettr@ewstokes.org
School Counselor	Desiree McClure	desireem@ewstokes.org
Dean of Student Support	Kenneth Duff	KennethD@ewstokes.org
Director of Finance	Bill Moczydlowski	billm@ewstokes.org