

Achievement First, Inc. Pre-Kindergarten to Grade 12 School Reopening Plan

The following plan covers Achievement First’s reopening plan for the following schools:

School Name	Address 1	Address 2	NYCDOE DBN
Achievement First Apollo Elementary	350 Linwood Street	Brooklyn, NY 11208	84K774
Achievement First Apollo Middle	301 Vermont Street	Brooklyn, NY 11207	84K774
Achievement First Aspire Elementary	982 Hegeman Avenue	Brooklyn, NY 11208	84K680
Achievement First Aspire Middle	970 Vermont Street	Brooklyn, NY 11207	84K680
Achievement First Brooklyn High	1485 Pacific Street	Brooklyn, NY 11216	84K356
Achievement First Brownsville Elementary	2021 Bergen Street	Brooklyn, NY 11233	84K626
Achievement First Brownsville Middle	2021 Bergen Street	Brooklyn, NY 11233	84K626
Achievement First Bushwick Elementary, Achievement First Bushwick Empower Academy Elementary	125 Covert Street	Brooklyn, NY 11207	84K538
Achievement First Bushwick Middle, Achievement First Bushwick Empower Academy Middle	1300 Greene Avenue	Brooklyn, NY 11237	84K538
Achievement First Crown Heights Elementary	790 East New York Avenue	Brooklyn, NY 11203	84K356
Achievement First Crown Heights Middle	790 East New York Avenue	Brooklyn, NY 11203	84K356
Achievement First East Brooklyn High	301 Vermont Street	Brooklyn, NY 11207	84K626
Achievement First East New York Elementary	557 Pennsylvania Avenue	Brooklyn, NY 11207	84K358
Achievement First East New York Middle	158 Richmond Street	Brooklyn, NY 11208	84K358
Achievement First Endeavor Elementary	510 Waverly Avenue	Brooklyn, NY 11238	84K508
Achievement First Endeavor Middle	510 Waverly Avenue	Brooklyn, NY 11238	84K508
Achievement First Linden Elementary	800 Van Sicken Avenue	Brooklyn, NY 11207	84K788
Achievement First Linden Middle	370 Fountain Avenue	Brooklyn, NY 11208	84K788
Achievement First North Brooklyn Prep Elementary	200 Woodbine Street	Brooklyn, NY 11221	84K784
Achievement First North Brooklyn Prep Middle	200 Woodbine Street	Brooklyn, NY 11221	84K784
Achievement First University Prep High	35 Starr Street	Brooklyn, NY 11221	84K358
Achievement First Voyager Middle	601 Parkside Avenue	Brooklyn, NY 11226	84K876

While the below provides an overview of our reopening plan, Achievement First will continue developing detailed reopening plans, instructional models (virtual, in-person, hybrid), safety measures, and response plans in documentation, trainings, and communications.

Overview

Even during a global pandemic, Achievement First's mission has been unwavering: to deliver on the promise of equal educational opportunity for all of America's children. We know that every child – regardless of race, zip code or economic status – deserves access to great schools. At Achievement First, our scholars realize their potential and develop the skills they need to graduate from college, succeed in a competitive world, and serve as the next generation of leaders in our community.

In these challenging times – with increasing learning gaps and turmoil caused by racial violence – our mission is more important than ever. To provide as much connection, care, consistency and safety for scholars, we have two priorities for 2020-21: *Strong COVID-19 Response & Recovery* and *Exceptional Classroom Environments*. Regardless of what school looks like next year, we must ensure that every scholar who attends an AF school is known, loved and well educated. We must create school environments that are joyful, engaging and rigorous while also preserving the safety of children and adults.

Achievement First schools are planning to open on September 1, 2020, and are proactively planning for three models: full in-person, hybrid, and 100% online learning. We will partner with families to determine which scholars will receive in-person instruction versus remote instruction so they can make the best decisions for their individual child and family circumstances.

Living Our Values

These are unprecedented times that are going to challenge our ability to adapt, be flexible and continue to do everything we can to serve our kids and families. Our Commander's Intent for this unprecedented situation is to channel our values to meet the needs of our scholars, families, and staff in a way that – when this crisis has passed – will make us proud of how we showed up and defined who we are. To the maximum extent possible, we need to reconcile values that at first glance appear in tension and avoid either/or thinking. For each of Achievement First's core values, this means the following:

- **Care for the Whole Person:** This is the value we most need to elevate. In a time of crisis, we need to ensure that people's security, safety and other basic needs are met first. We need to take the time to check in with our scholars, staff and families, listen, identify what they need and operate from a place of deep care. In particular, we have a responsibility to operate in a way that minimizes health and safety risk and exposure for people as this virus spreads.
- **Lead for Racial Equity:** This is a world-wide crisis that is being experienced very differently by those with more privilege and those with less. In fact, given the way racism is embedded systematically throughout our country, we have to assume that this crisis will exacerbate inequity. The most vulnerable families will have fewer resources and be even more at risk, and achievement and opportunity gaps will widen if we don't act boldly and with intentionality. In terms of how we make decisions, we have to push ourselves to slow down and capture the voices we need to make the right decisions that are grounded in the needs and interests of our families and staff.
- **Embrace Challenge:** We need to demonstrate an ability to adapt and find new ways to meet the needs of our scholars and our team. We cannot be rigid or resistant to change in the face of new and evolving challenges.
- **Strive for Excellence:** Our scholars and families need and deserve excellence. Our responsibility to them does not stop. Our goal should be to have a best-in-class response to this crisis. It won't be perfect (and we need to give ourselves and each other some grace), but we will consistently

strive for excellence.

- **Choose Joy:** In times of crisis, it is easy to give into fear and frustration; one of the greatest threats of the coronavirus is to our mental health. We must pause and take the opportunity to show gratitude, express love, and choose to see the best in each other’s efforts so that we can increase our collective ability to weather this storm.

Design Process & Principles

Our recent work with the National Equity Project has strengthened our belief that *how* we design matters as much as *what* we design. Network and school leaders have begun to intentionally engage a diverse set of stakeholders – including scholars, families, teachers, deans, principals and different Network Support teams in the SY20-21 planning process. The following is a summary of our input process thus far:

In early April – two weeks after remote learning initially started – we gave a survey to all.

- AF staff and families analyzed the results for trends. We conducted another survey in May.
- We convened a diverse working group who met four times in May and June to evaluate our current remote learning approach and design improvements for the 20-21 school year.
- In June, school leaders had individual, in-depth interviews with scholars and parents, representing a diversity of scholar experiences. The purpose of these conversations was to listen with soft ears and gather feedback about our proposed learning plan for ’20-21.

The table below is a synthesis of the headlines and trends from our scholar, parent and staff feedback:

Dates	Headlines and Trends
April	<ul style="list-style-type: none"> ● 84% <i>Strongly agree</i> or <i>Agree</i> on “I’ve been satisfied with my scholar’s experience with remote learning.” ● Most of the constructive feedback related to fixing tech issues (108 comments) and a desire for more frequent, clearer communication with schools (62 comments).
April	<ul style="list-style-type: none"> ● 74% <i>Strongly agree</i> or <i>Agree</i> on “My school is helping me learn academic content in my online classes.” ● 67% favorable on “How positive or negative is the energy of the school?”
May	<ul style="list-style-type: none"> ● 78% <i>Strongly agree</i> or <i>Agree</i> on “I’ve been satisfied with my scholar’s experience with remote learning.” ● 80% <i>Strongly agree</i> or <i>Agree</i> on “I’m satisfied with the social and emotional support being provided to my scholar during this time.” ● Top trends included a greater desire for enrichment & live instruction (56%); concerns about tech issues & scholars marked as absent (who were present)
May	<ul style="list-style-type: none"> ● 96% <i>Strongly agree</i> or <i>Agree</i> on “My principal, coach, or someone at work cares about me as a person.” ● 78% <i>Strongly agree</i> or <i>Agree</i> on “I am satisfied with my school's approach to remote learning.” ● A majority of staff agreed that our current Remote Learning model didn’t effectively serve our highest-needs scholars (77%), we should expand enrichment

	opportunities (65%) and our spring RL model wasn't aligned to our new Essentials vision (57%).
June	<ul style="list-style-type: none"> ● Parents were most concerned about scholar safety: specifically, how to prevent their scholars from being infected by COVID. ● Other interests surfaced included the following: <ul style="list-style-type: none"> ○ Stronger family communication plan about the learning plan, academics and tech ○ A need for socialization and scholar-to-scholar connection (as well as movement breaks) in the hybrid learning schedule ○ Problem-solving for tech-related issues

Based on the input that we gathered, we wanted to name four key design principles:

- **Safety First:** Above all, we will prioritize the health and safety of our scholars, families, and staff. Given that our local and state governments have greater access to information on public health than we do, we will defer to their guidance. This means we will open for in person instruction only if we receive approval from government and public health authorities. When open, we will make significant adjustments to our programming, systems and routines, including temperature checks at arrival and the wearing of face coverings by staff and scholars. We will also limit person-to-person interaction through social distancing, intentional grouping of scholars and other space adjustments.
- **Social-Emotional Well-being:** We recognize that many children are feeling the emotional toll caused both by the coronavirus and racial violence. We have a responsibility to operate from a place of deep care, which means redesigning our school day and program to ensure scholars feel supported and connected to peers and staff members. This suggests that we need a robust advisory program that is as effective as our academic program.
- **Seamless Transition Between Plans (Full In-Person, Hybrid, or Full Remote):** Due to the pandemic, we need to start our school year assuming that we may be crossing over from full in-person to hybrid to fully remote learning (and then back to hybrid). Depending on the number of confirmed cases, a class, school building or an entire region may need to transition to full remote learning. This means that our program will be designed to reduce differences between our in-school and remote learning models.
- **Robust Learning Program:** One of the devastating realities of the pandemic is that children – particularly students of color – are falling further behind. As the [New York Times](#) recently put it, “the abrupt switch to remote learning wiped out academic gains for many students in America, and widened racial and economic gaps.” [Some experts](#) are predicting as much as 10 months of learning loss due to COVID-19. As learning institutions, we are obligated to maintain a high level of rigorous, engaging, discourse-rich instruction that our students need and deserve.

Core Health and Safety Principles

In all cases, we will, at minimum, follow and actively communicate safety protocols published by the NYCDOE and the DOHMH. All of the information contained within the document will be shared in ongoing training with staff members, and will be communicated on an ongoing basis to families. We have aggressively combed through the guidance from various government agencies, including the Governor’s office and the NYCDOE, and will continue to pressure test our plans against those mandates to ensure the safety and wellbeing of our school community.

PPE/Hygiene:

- Achievement First schools will distribute 2 reusable masks for every child, and 1 reusable mask for every staff member. We will also have disposable masks on site. AF is exploring what additional/alternative PPE must be purchased for scholars with various needs (sensory issues, hearing impairment, etc.).
- All individuals are expected to wear appropriate face coverings when inside the school building, and when unable to maintain social distance outside.
- Mask breaks will be built into the schedule. Appropriate social distancing will be mandated during these times, and during any other time when masks are down (including mealtime).
- We are working to ensure each school has a sufficient amount of hand sanitizer and soap.
- Visible signage will reinforce CDC guidelines and school policies.
- Charter Schools will rely on NYCDOE custodial engineers and follow directions from NYC Division of School Facilities (DSF) to ensure that ongoing cleaning and disinfection of all classrooms, shared spaces, and outdoor facilities meets standards as prescribed by the NYCDOH and CDC.
- In addition to guidance provided to NYCDOE custodial staff, training will be provided to all staff members on how to appropriately cleanse surfaces, and materials to do so will be made available.

Social Distancing:

- Classroom capacity will not exceed the NYCDOE's maximum capacity per room. We are assessing every classroom to determine if this capacity must be reduced further to maintain appropriate social distancing.
- Furniture will be set up to allow appropriate social distancing between all people, and seating will face in the same direction.
- Social distancing is expected to be practiced around the perimeter of the building, as well – such as during arrival/dismissal, and recess.

Student Services:

- Transportation
 - We are currently awaiting communication from the NYCDOE regarding yellow bus service. If service will be provided, we will implement safety protocols – including, but not limited to, social distancing and increased ventilation on buses. We will also rely on NYCDOE Office of Pupil Transportation to ensure school bus companies and personnel follow all appropriate guidelines for safety.
 - All children must have on a face covering before boarding, and it must remain on for the duration of the ride.
- Food services
 - We are working with the DOE, SchoolFoods, and our third-party vendor RevFoods to ensure all children have access to food services. We will work collaboratively to ensure every scholar on site receives meal service, and that alternative options are available for scholars completing remote learning.
 - We will rely on NYCDOE SchoolFood to ensure that service personnel follow all appropriate guidelines for safety as recommended by the NYCDOH. The school will train

school staff as needed to reinforce the protocols adopted by food service and custodial personnel to ensure healthy, safe meals and the least disruption to the instructional day.

Use of space:

- We will demarcate traffic patterns in hallways and other shared spaces, such as stairwells, in addition to designated entrances/exits.
- Arrival and dismissal times will be staggered and extended to allow for minimal congregation.
- In addition to facilities management by the NYCDOE, we advise our staff to continue to run air conditioning units and keep all windows open.
- We will collaborate with all co-located schools via Building Councils and Shared Space Committees to follow all health and safety protocols as prescribed by the NYCDOE and NYCDOH while maximizing these spaces for instructional purposes.

Additional details on Achievement First's operational parameters and safety protocols is available [here](#).

Reopening for in-person instruction

The 2020 – 2021 school year will begin September 1, 2020. Instruction will begin remotely through at least September 15, 2020. Should the NYCDOE return to in-person instruction at the start of their school year, we will consider following suite. Our decision will be based upon building access to set up the physical space based upon safety requirements, advance notification of the DOE's plans, our staff's ability to return, and the needs of our families. We will continue to keep the NYCDOE and NYSED informed of our instructional model.

When we transition to offer in-person instruction, families will have the option for their child to attend in-person instruction or continue virtual instruction (with the assumption that for an interim amount of time, we will need to offer both options). We will actively work with families to understand what model offered they want their child to opt in to, and will continue to assess our space to ensure we can accommodate this. We are prioritizing in-person instruction for K – 2 scholars, and scholars with disabilities.

All students will be provided a device for access, regardless of what instructional method they opt-in to. We will continue to work with families to secure internet access. If directed to close by the DOE or the DOHMH, all instruction will continue to occur virtually.

As part of in-person instruction, we will group children together into cohorts they will remain with for the full day so as to minimize exposure.

We will execute on the following:

- Create curriculum and content for each instructional model.
- Assess student engagement and mastery.
- Continuously monitor learning progress and loss.
- Implement intervention programs and special services (co-teaching, push in, pull out, related services, etc.).

- Provide professional development plan on curriculum implementation and instruction that considers developmental appropriateness.
- Train staff, students, and parents on how to access and use online services and resources.
- Map what technical assistance and support will be offered during all reopening scenarios.

More details on our instructional approach are included below.

Monitoring of health conditions

Upon transiting to in-person instruction, we will require daily health screenings of both staff and students. Any individual displaying symptoms is required to stay home and may not return to the school building until they are symptom free or, in the case of a fever, fever-free for at least 48 hours.

We will continue to share information from the CDC regarding symptom identification and hygiene guidance. We will additionally train staff to recognize the symptoms of COVID-19 in themselves and in students, and how to respond appropriately.

We will limit the visitors allowed in our building and require that every adult and child entering the building wear a mask. All visitors will be required to complete a health screening prior to entering the building.

We will actively communicate to our school communities – as we did in Spring 2020 – that if a member of our school community tests positive and/or if there is a likelihood of exposure, they must notify the school team in order to assess our escalation process.

Containment of potential transmissions of COVID-19

We are actively working on updating our internal [Emergency Operations Escalation Plan](#), which details our protocol if an individual tests positive and/or is potentially exposed to COVID-19.

Should an adult display symptoms *after* entering the building, we will send them home immediately. Should this happen to a child, we will hold them in isolation (under guidance of an adult) until a parent or guardian is able to pick them up. Under either of these circumstances, or if the school is notified that an absent staff member or scholar may have symptoms or has tested positive for COVID-19, we will immediately follow our escalation protocol. The primary step in this protocol is reaching out to NYCDOE and DOHMH for further direction based upon the specific circumstances.

Should an individual within the school community display symptoms of and/or test positive for COVID-19, we will work to identify the possibility of transmission. We will determine all individuals who may have been in contact with this person. Upon notification to the Department of Health and Mental Hygiene, we will ask for guidance on closure of the school, or a portion of it. Following the guidance of the DOHMH, as appropriate, we will immediately communicate the possibility of transmission and any additional information per the guidance of the DOHMH.

We will actively keep track of cohorts that children are a part of (instructional classroom, transportation method, etc.) so that we can determine possible exposure. In consultation with the NYCDOE and DOHMH, we will determine the next appropriate steps, including who to notify and what the content of the communication is; the extent of closure that should happen (breadth, and length); and any additional next steps that need to occur.

Additional Instructional Information

Accounting for learning loss

To account for learning loss, we are ensuring we maximize our student support during the school year for intervention. Based on academic data, we will put all students who require intervention and additional supports in small groups for added practice. Our groupings will be thoughtful and created in combination with teachers and leaders. We will also be tracking data of these interventions daily and weekly so it can be reviewed and groups can be updated as needed. Our goal will be to maintain frequent contact with families as well, so they can know where their child is progressing.

For our scholars with exceptional needs (IEPs, 504s and ELLs), we will ensure they work with our special education and ELL team for added supports. We will make materials accessible by differentiating them, providing additional scaffolds, or pre-teaching and ensuring vocabulary is broken down. For ELLs we will also ensure materials are translated as needed. We will have translation for our communication with families via both text and phone calls.

Updates to virtual instruction

Our goal for virtual learning in the 2020 – 2021 school year is to support scholars in developing the skills and content knowledge that they need to be on or above grade level. We are also committed to ensuring that we create a distance learning environment that creates a supportive and inclusive community. We will do this by providing virtual instruction that approximates live instruction as closely as possible, in order to ensure that scholars experience school as coherent and to build off the many strengths of our instructional model.

In the 2020-2021 school year, we will adjust our distance learning strategy towards live teaching for core content and increased opportunities for scholar community building, and away from teacher conferring and remote work. We are making this shift for several reasons:

- Increased instructional time will best support scholars in their academic preparation
- This will give scholars many more opportunities to engage with their teachers and peers
- Having a more consistent and predictable schedule will help scholars develop routines that set them up for success
- We have heard over and over from our families that 15 minutes conferences are not enough to truly teach kids and that families thus need to step in and act as the teacher-this shift will directly address that concern
- This will help scholars become truly independent during distance learning times, and will also reduce the number of platforms scholars need to navigate on their own
- We believe that this schedule will work for the majority of our scholars, but one teacher in each grade will also record all lessons and post them for scholars to access any lessons that they missed. We will, in large part, align our virtual schedule to our live schedule. Scholars will participate in the same blocks and in the same order. This will create a sense of continuity between virtual school and physical school.

Achievement First will be teaching our regular high-rigor, high-engagement curriculum under the hybrid learning model. In other words, whether a scholar is learning in person or remotely, they can expect to receive the same high-quality rigorous instruction. Team Teaching and Learning will be publishing units

and lessons that will be adapted for the hybrid model. As with the regular school year, the network curriculum will be mandatory for all teachers, except for master-level teachers who are granted permission from principals, directors of learning and teaching and the regional superintendent.

Scholars engaging in online learning will receive the same assessments as scholars in in-person learning to measure ongoing and cumulative student mastery of content, plan intervention, and provide teachers and learners with timely data to inform instruction and coaching.

Assessments

Since we don't have 2020 state test data to use at the start of 4th grade, we will administer STAR Reading at BOY for our 4th graders, as well as MAP Math for our 3rd and 4th graders. The data from STAR will be helpful in determining where to start STEP testing scholars. We think this will be particularly helpful after not testing scholars at EOY. This creates vertical alignment in testing. Scholars already take STAR in 3rd grade as well as 5th – 12th grades. Just as we have historically used this for the 3rd grade pre-test for SAMs, for 20-21 will also use this for the 4th grade SAMs pre-test. We are confident that this is a strong test to use in the imperfect world where we do not have state data as a pre-test. STAR is a low lift assessment that schools are already familiar with administering & scholars are already familiar with taking. MAP is an externally vetted assessment, and the data can be used to provide baseline data for scholar learning/growth. Many schools have previously opted into taking MAP Math at BOY already. Schools and scholars are already familiar with the assessment.

As we did in the spring, we will utilize Illuminate's online assessment platform to build and administer IAs and Shared Assessments. When remote, Shared and Interim Assessments will be open-note and relatively short (45-60 min). We'll strive to design items that are not easily "look-upable" and adopt other secure online testing practices. We know that this will result in some differences in how we analyze and use the data from prior years. We will provide resources to train teachers and students on how to use Illuminate. School leaders and Network Support teams such as Academic Operations and Systems and Data will continue to collaborate to develop strong assessment security practices. Students testing online will receive the same accommodations for testing as they would in person. For IAs and Shared Assessments, data will be immediately available in Illuminate to review. Tableau reports will be available on the day following data submission.

Grading/Report Cards

We are aligning our distance learning assessments to our live assessments as much as possible so that grading and report cards are fair, accurate, equitable and reflective of each scholars' performance. When taking a quiz or assessment, teachers will set the following expectations for all scholars:

- All scholars should have their cameras on and be UNmuted
- Teachers should have Hapara up and be monitoring scholar work
- Assessments should be taken in Illuminate
- Work should be shown on paper and shared with teachers

Scholars should also be showing their work on a daily basis. Achievement First schools and teachers will have broad discretion on how to do this, and there are a variety of tools that can be used:

- Scholars can take pictures of their work and upload it to Google Classroom

- Scholars can take pictures of their work and text pictures to their teacher
- Scholars can complete work in nearpod, where it can easily be monitored by teachers
- Scholars can complete a google form or google assignment

We recommend that schools align on a consistent method for sharing written work and train scholars and families on this expectation as part of their dress rehearsal.

Attendance

All Achievement First schools will monitor attendance as carefully for scholars in remote learning as we do for scholars who are physically present in school. Schools will have some discretion in terms of attendance procedures, but all attendance will be taken in the Student Information System- Infinite Campus. The following are our recommendations for attendance expectations both in-person and online:

- Teachers will take attendance during morning meetings (ES) or advisories (MS) and enter attendance in Infinite Campus. This will count as each school's average daily attendance (ADA)
- School operations teams will call the family of absent scholars by 10AM. For remote scholars, the call will also address missed individual classes the prior day.
- Teachers will be responsible for updating the operations team of any scholars that join after morning meetings or advisory.
- Teacher will take attendance during the first block after lunch and follow up directly with the family of any scholars who did not return from lunch
- *ES Specific:* Scholars who do not return from lunch should be considered as having an early dismissal and teachers should reach out directly to ops teams to inform them of the names of any scholars who miss the afternoon.
- *MS Specific:* Attendance will also be taken in each academic period. Schools will be able to access a per-period attendance report on Tableau.

Promotion Policy

It is clear that promotion should be different and more nuanced in the COVID-19 era. In the Spring, we adjusted our promotion criteria to account for reduced days in the school building and to set scholars up to grow successfully in the next year. We have not created a 2020-21 promotion policy yet because of the current unknowns regarding the pandemic. We are also working hard to ensure our scholars who engage in online learning receive the same high quality instruction as scholars who are in-person. However, we are aware that we may need to adjust our current promotion policy to account for the unexpected of this health pandemic.

Supporting Students with Disabilities

At Achievement First, we closely monitor student data to ensure that students with disabilities do not disproportionately represent students who are a) not attending, b) not engaging, or c) not learning. The formal special education meeting process (initials, IEPs, MDRs, etc.) will continue (either remote or live) in 20-21. We know the following with a high degree of certainty:

- Specialized instruction and accommodations are how we ensure exceptional learners can be successful in the classroom.

- We must continue to implement IEP mandated accommodations, including testing accommodations.

We have less certainty around the following because it depends on social distancing requirements, staff availability, and other unknown safety requirements.

- We know that we have to implement behavior intervention plans to the best of our ability. We may need to revise them or think creatively about implementation depending on COVID-19 safety requirements.
- We know we have to provide related services and para services to the best of our ability. We do not yet know if it will be live or teletherapy regardless if we go live or hybrid as a school.
- We know we have to provide small group instruction to the best of our ability, but implementation may vary depending on social distancing requirements.
- We know that we serve students for whom social distancing and mask wearing is difficult. We are purchasing appropriate PPE based on individual student needs. We also know that we will have to find creative ways to teach students to socially distance.

We are committed to partnering with the NYCDOE and NYSED so we can find the answers. Serving our scholars with special education needs is one of our top priorities, especially considering how this pandemic has exacerbated inequities.

Additional scholar support

Our scholars' socio-emotional health is at the forefront of our plans. Over the past few months, we've seen an increase in anxiety and stress caused by the pandemic, the inability to interact with friends and the recent upheavals caused by racial violence. We are encouraged that 80% of our families shared in May that they were satisfied with the social and emotional support schools provided to their children. Even with that, we know that socio-emotional health needs to be prioritized. Here are a few elements of our plan to provide socio-emotional support:

- **Morning Meeting/Advisory**: Our school day will begin with morning meeting/advisory. In a world of digital learning, opportunities for human connection are more important than ever. Advisory is a time to foster connection on two key levels: peer-to-peer and staff to student. Through strategic design of the advisory program, thoughtful student group composition and intentional advisor assignments, we will create a program that supports the social/emotional wellbeing of our scholars, while also helping to build habits that will allow students to meet the challenges of learning in a digital classroom environment.
- **Onsite Support**: At every Achievement First school, we will have a school social worker or specialist, who will be trained in recognizing signs of distress and helping students develop healthy coping strategies. In addition, we are tentatively planning for some of our schools to partner with an expert outside organization (Ramapo for Children) to receive training on how best to support scholars dealing with trauma.