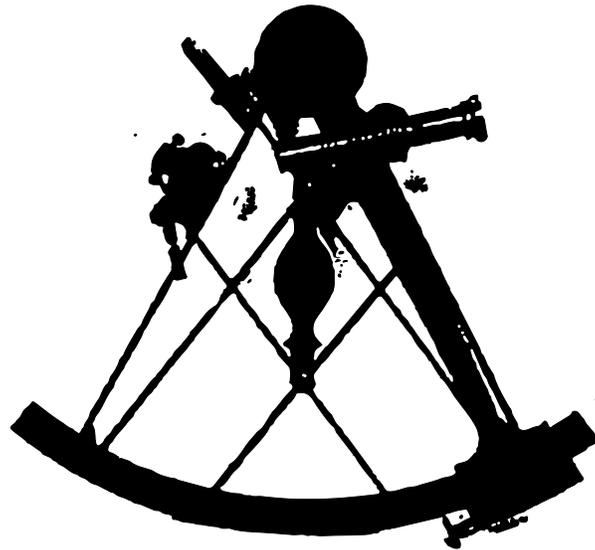


STURGIS CHARTER PUBLIC SCHOOL

ANNUAL REPORT

2019-20



Sturgis Charter Public School
427 Main Street

Hyannis, Massachusetts 02601

www.sturgischarterschool.org

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Date Submitted: July 27, 2020

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Introduction to the School

<i>Name of School: Sturgis Charter Public School</i>			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location	Hyannis, MA
Regional or Non-Regional	Regional	Districts in Region	Barnstable, Bourne, Carver, Dennis-Yarmouth, Falmouth, Mashpee, Monomoy, Nauset, Plymouth, Provincetown, Sandwich, Wareham
Year Opened	1998	Year(s) Renewed	2003, 2008, 2013, 2018
Maximum Enrollment	850 at 2 campuses 425 at Sturgis West & 425 at Sturgis East	Current Enrollment as of June 1, 2020	842
Chartered Grade Span	9-12	Current Grade Span	9-12
# of Instructional Days during the 2019-2020 school year	In-person: 120 Remote: 60	Students on 2019-20 Waitlist as of June 1, 2020	126
School Hours	8:20 a.m.—3:10 p.m.	Age of School	22 years

Mission Statement: Sturgis Charter Public School is dedicated to an “International Baccalaureate (IB) for All” philosophy, preparing high school students for higher education in a supportive learning environment. Sturgis provides each student a rigorous world-class educational program, encouraging academic achievement, intellectual confidence, and personal growth.

Letter from the Chair of the Board of Trustees: Not Provided

Network Requirements: Not Applicable

School Performance and Program Implementation

Faithfulness to Terms of Charter

Mission and Key Design Elements

Mission Statement:

Sturgis offers Cape Cod students an intellectually rigorous education in the traditional liberal arts and sciences. Basic to the school's charter is membership in the International Baccalaureate Organization, a worldwide curriculum and examination system which offers students in member schools an opportunity to earn an IB Diploma or to earn certificates in individual IB courses. In order to earn the Diploma, students must take a wide range of academic courses, pass examinations and other assessments in these courses as well as participate in service to the community, be involved in creative and athletic endeavors, and write an extended essay. Currently, more than 5,000 schools in 156 countries are IB World Schools.

Our charter is unequivocal about the school's commitment to our curriculum and goals for instruction. Sturgis, it says, will offer students "...an intellectually rigorous education in the tradition of the liberal arts and sciences, a course of study aimed at independence of thought and generosity of spirit." The Sturgis curriculum is based upon the premise of "International Baccalaureate for All". Thus, all courses in grades 11 and 12 are IB courses, and all courses in grades 9 and 10 are IB prep. Accordingly, all students are required to take and pass four years of each of the core disciplines: English, history, mathematics, and science. In addition, Sturgis requires six years of foreign language, including two years of the language Latin and at least 4 years in one of the languages. Two years of the arts are required in the first two years. Required electives in the last two years give students the opportunity to take additional course work in foreign language, history, science, mathematics, music, art, and theater arts.

Instruction is designed to challenge all students to think independently, to express their thinking effectively in both speaking and writing, to learn from productive participation in small group interaction and problem solving, and to take responsibility for everyone's learning in their classrooms by thoughtfully listening and responding to others' ideas. Writing, both in and out of class, is used extensively as a vehicle for exploring and clarifying ideas as well as demonstrating the quality of understanding. Individual and group projects provide further opportunities for students to demonstrate the creativity and independence of thought we prize so highly. Evidence of the success of these efforts is reflected in our MCAS and IB results. Our commitment to educating

the entire person is expressed in our requirement of participation for all IB Diploma students in athletics or action activities, a creative endeavor, and service to the school and/or community.

For specific evidence of successful implementation of the school’s mission and key design elements, please review the section entitled Appendix A: Accountability Plan Objectives and Measures on p. 19.

Key Design Elements:

- Offering an International Baccalaureate (IB) for All coursework experience for all students
- College preparations and readiness (mission statement)
- Students focus on developing the traits in the IB Learner Profile

Amendments to the Charter: Not Applicable

Access and Equity:

The most recent available data (<http://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=04890505&orgtypecode=6&=04890505&>) indicates that Sturgis has an in-school suspension rate of 3.5% and an out-of-school suspension rate of .1%. These numbers reflect a multi-year approach to avoiding the practice of removing students from the school arena when disciplined. Further, students receiving in-school suspension are provided access to teachers and support staff throughout the day to ensure that students are making academic progress.

Student Group	Students	Students Disciplined	% In-School Suspension	% Out-of-School Suspension	% Expulsion	% Alternate Setting	% Emergency Removal	% Students with a School-Based Arrest
All Students	853	30	3.5	0.1	0.0	0.0	0.0	0.0
English Learner	4							
Economically disadvantaged	133	8	6.0	0.8	0.0	0.0	0.0	0.0
Students w/disabilities	139	7	5.0	0.7	0.0	0.0	0.0	0.0
High needs	240	12	5.0	0.4	0.0	0.0	0.0	0.0
Female	472	10	2.1	0.2	0.0	0.0	0.0	0.0
Male	380	20	5.3	0.0	0.0	0.0	0.0	0.0
Amer. Ind. or Alaska Nat.	5							
Asian	29	1						
Afr. Amer./Black	21	2						
Hispanic/Latino	48	2						
Multi-race, Non-Hisp./Lat.	25	1						
Nat. Haw. or Pacif. Isl.	0							
White	725	24	3.3	0.1	0.0	0.0	0.0	0.0

Dissemination Efforts

Using the table below, provide evidence of how the school has provided innovative models for replication and best practices to other public schools in the district where the charter school is located during the 2019-2020 school year. Dissemination efforts may also include sharing innovative models and best practices to other schools, districts, and organization beyond the district where the charter school is located. There are multiple forums and activities through which a charter school may disseminate, please see the Charter School Performance Criteria for more information:

<http://www.doe.mass.edu/charter/acct.html?section=criteria>¹

Best Practice Shared	Vehicle for Dissemination (describe the method, format, or venue used to share best practices)	Who at the school was involved with the dissemination efforts? (Title)	Criteria that best aligns to the shared best practice (choose from the drop down menu)	With whom did the school disseminate its best practices? (Partners and Locations)	Result of dissemination (List any resulting artifacts, materials, agendas, or results from partners. Also indicate if the school received grant funding to disseminate and if a grant report was written.)
Developing an IB school and School Leadership.	Ongoing Support (including hosting a visit by IB Coordinator and Two Board Members) of Sarasota Military Academy, an IB school in Florida looking to grow a more inclusive IB program.	Executive Director	Mission and Key Design Elements	IB Coordinator and Two Trustees from Sarasota Military Academy.	
Sharing the Sturgis' Mission	Sturgis' Executive Director presented at the Hyannis Rotary Club about Sturgis' mission, history, philosophy, and current initiatives.	Executive Director	Mission and Key Design Elements	Barnstable Rotarians/Community Leaders.	
Developing an IB school and	Ongoing Support of Martha's Vineyard Charter Public School as the new Executive	Administration, Teachers.	Mission and Key Design Elements	MVCPS Executive Director and Teachers.	MVCPS' governance approaches and school systems/structures have evolved. Also, MVCPS is now officially progressing as an IB candidate school.

School Leadership.	Director develops schoolwide structures and investigates becoming an IB school.				
IB for All	Sturgis teachers from every academic discipline participated in curriculum/instruction roundtables for IB teachers from across New England. Sturgis hosted a roundtable of Arts teachers in October 2019.	Teachers	Mission and Key Design Elements	IB educators from across New England.	IB teachers from across New England collaborated with Sturgis teachers who implement the IB program in an inclusive and non-selective environment.
Advanced Curriculum Work	Sturgis East Lead Latin Teacher was again invited to fly to The Hague to join IB working group creating revised IB Latin curriculum.	East Lead Latin Teacher	Curriculum	IB Organization (Global) and – eventually -all IB Latin teachers around the world.	The updated IB Latin curriculum.
Developing an IB school and School Leadership.	Ongoing Support (including hosting a visit) of St. Andrew's School from Rhode Island as they seek to become an IB school.	Administration, Teachers, Students	Mission and Key Design Elements	St. Andrew's School leadership and faculty.	St. Andrew's is progressing as an IB candidate school developing inclusive practices.

Academic Program Success: Student Performance

Sturgis Charter Public School's report card link is
<http://reportcards.doe.mass.edu/2019/DistrictReportcard/04890000>

Overall Classification	Accountability Percentile	Progress Toward Improvement Targets
2019	2019	2019
Not requiring assistance or intervention Reason for classification: Meeting or Exceeding Targets	Found here: http://profiles.doe.mass.edu/accountability/report/district.aspx?linkid=30&orgcode=04890000&orgtypecode=5& No accountability percentile provided by DESE.	Meeting or Exceeding 78% percent of Improvement targets

A. Other Assessment Measures

International Baccalaureate Exam Participation and Performance

Due to COVID-19, the International Baccalaureate Organization cancelled the administration of the May 2020 IB Exam sessions.

While the IB Organization did devise an approach and a calculus to award student grades based off of other non-exam factors, their approach (and the ensuing results) has led to significant outcry amongst IB students and schools worldwide. As a result, the IB Organization has created a variety of mechanisms to allow schools to challenge scores for individual students, specific courses, and entire cohorts.

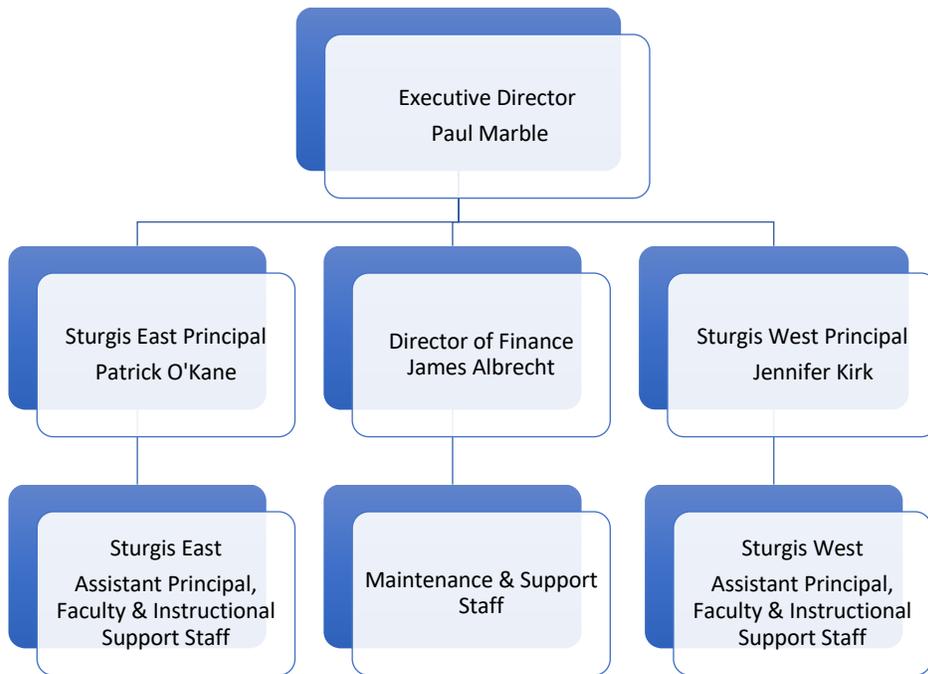
The results for Sturgis students was of such significant concern given their lack of correlation with our historical trends and institutional acumen that Sturgis is officially challenging the scores of our entire cohort, specific courses, and 20-30 individual students.

Program Delivery

During the 2019-20 school year, Sturgis staffed an English Learner Coordinator at each campus. Previously, all EL programming took place at Sturgis West, and beginning this year our programming grew to both campuses.

Organizational Viability

Organizational Structure of the School



Multiple Campus Organizational Structure:

Prior to the opening of Sturgis West, the Sturgis Board of Trustees adopted the following Equity Policy:

“It shall be the policy of Sturgis Charter Public School that all campuses governed by the Board of Trustees shall be allocated, as much as possible, equitable resources, including but not limited to: the educational program; mission of “IB for All”; faculty, student/faculty ratio; size and type of facilities; activities; sports; and administrative staff. Minor differences may exist between campuses due to student interests and needs”.

The Board of Trustees regularly receives updates on campus equity. At every board meeting, a faculty report and an Executive Director report is given to provide updates. In addition, data presentations – both MCAS and IB – are given annually with data de-aggregated by campus. Each May, the Board receives the results of the yearly faculty, student and parent surveys that are separated by campus for comparison’s sake.

Teacher Evaluation:

The system for evaluating teachers has not changed from last year.

Budget and Finance

A. Unaudited FY20 statement of revenues, expenses, and changes in net assets (income statement)

Sturgis Charter Public School
Profit & Loss
As of June 30, 2020

Jul '19 - Jun 20

Ordinary Income/Expense		
Income		
	Contributions Income	
	Misc contributions	9,380.01
	Total Contributions Income	9,380.01
	Grant Revenue	
	199,400.00	
	Miscellaneous	
	Athletic Fees Income	
	53,541.44	
	Fees	8,165.00
	Miscellaneous - Other	
	6,181.31	
	Total Miscellaneous	67,887.75
	Tuition	14,740,787.00
	Total Income	15,017,454.76
Gross Profit		
15,017,454.76		
Expense		
	Co-Curriculum	
	Athletics	310,507.61
	Orientation/Graduation	
	24,635.86	
	Sturgis Arts Council	3,009.70
	Total Co-Curriculum	338,153.17
	Marketing & Development	
	Advertising & Recruiting	
	18,536.06	
	Other	7,103.24
	Printing	1,678.23

Total Marketing & Development
27,317.53

Physical Plant

Depreciation	
50,000.00	
Electricity	127,369.67
Gas	19,414.85
Maintenance & Repairs	
44,231.73	
Property Insurance	
46,224.31	
Rent	1,570,200.00
Security/ Fire Alarm	
14,227.82	
Special Maint. Projects	
24,984.42	
Waste Disposal	8,050.16
Water/ Sewer	14,712.69

Total Physical Plant
1,919,415.65

Salaries & Benefits

Benefits

Health & LTD Insurance
932,033.86

	MA Unemployment	
	26,901.26	
	Social Security	
	226,392.68	
	Worker's Compensation	
	73,666.00	
Total Benefits		
1,258,993.80		
Payroll Processing Fees		
7,380.87		
Professional Development		
	IB Training	36,493.82
	Other	37,165.27
	Travel & Workshops	
	14,856.65	
	Professional Development - Other	
	600.00	
Total Professional Development		
89,115.74		
Salaries		10,218,138.74
Stipends and Part-Time Pos		
	Substitutes	
	85,015.46	
	Tutors	25,361.27
Total Stipends and Part-Time Pos		
110,376.73		
Total Salaries & Benefits		
11,684,005.88		
Services & Contracts		
Building Services		
	Custodial	76,382.50
	Snow Removal	6,500.00
Total Building Services		
82,882.50		
Other Services		
	Computer Contract	13,042.16
	Copiers-Lease-Contracts	
	34,344.28	
	Telephone	15,564.88
Total Other Services		
62,951.32		
Professional Services		

	Accounting/Audit	
	22,000.00	
	Educators Liability Insurance	
	24,302.69	
	Legal Services	2,872.50
Total Professional Services		
49,175.19		
Student Services		
	Food	31,416.83
	Transportation	7,642.00
Total Student Services		
39,058.83		
Testing & Assessment		
	Diagnostic Testing	
	95,960.50	
	IB Administration Costs	
	12,514.90	
	IB Exams	144,660.00
	Other-OT Other	4,664

	Total Testing & Assessment	
	257,800.10	
Total Services & Contracts		
491,867.94		
Supplies & Equipment		
	Administrative Supplies	
	Dues and Subscriptions	
	21,754.00	
	Office Supplies	35,884.61
	Postage & Shipping	
	7,416.20	
	Software	14,096.00
	Total Administrative Supplies	
	79,150.81	
	General Supplies	
	Custodial Supplies	
	19,026.72	
	Medical Supplies	16,168.32
	Total General Supplies	
	35,195.04	
	Instructional Supplies	
	Furniture & Fixtures{246}	
	3,077.08	
	Library Books & Materials	
	17,234.18	
	Other Materials	
	83,000.67	
	Technology	279,563.09
	Textbooks	60,972.17
	Total Instructional Supplies	443,847.19
	Total Supplies & Equipment	558,193.04
Total Expense		15,018,953.21
Net Ordinary Income		-
1,498.45		
Other Income/Expense		
	Other Income	
	Other Income	
	Interest Income	10,748.56
	Total Other Income	
	10,748.56	
Total Other Income		10,748.56
Net Other Income		
10,748.56		

9,250.11

Sturgis Charter Public
School
Balance Sheet

Jun 30, 20

ASSETS

Current
Assets

Checking/Savings

Rockland Trust	2,440,743.81
TD Bank	113,831.26
TD Bank MoneyMarket	106,262.26
TD Bank Payroll Account	12,717.83

Total Checking/Savings 2,673,555.16

Other Current Assets

Prepaid Expenses	5,800.00
Undeposited Funds	117,569.35

Total Other Current Assets 123,369.35

Total Current Assets 2,796,924.51

Fixed Assets

Accumulated Depreciation

Accum depr-00	-125,870.47
Accum Depr-00-01	-6,003.00
Accum Depr-Equipment	-179,681.44
Accum Depr-Furniture & Fixtures	-19,758.85
Accum Depr-LHI 1998	-52,514.93
Accum Depre. L/I 1999	-25,538.00
Accum Deprec-Leaseholds 2002	-85,310.00
Accumulated Depreciation - Other	-428,162.81

Total Accumulated Depreciation -922,839.50

Computers/language lab 12,019.80

Equipment 74,534.72

Furniture & Fixtures 155,914.87

Leasehold Improvements

Leasehold Improv-1998	408,445.13
Leasehold Improvements-1999	285,775.00
Leasehold Improvements-2001	146,085.20
Leaseholds-2002	113,297.00
Leaseholds-2003	97,706.80
Leaseholds -2000	239,367.89
Leaseholds Impr-2004	241,992.32
Leasehold Improvements - Other	37,807.00

Total Leasehold Improvements 1,570,476.34

Total Fixed Assets 890,106.23

Sturgis Charter Public
School
Balance Sheet

TOTAL ASSETS	3,687,030.74
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
Trade Accounts	362,929.11
Total Accounts Payable	362,929.11
Other Current Liabilities	
414 H Payable	77,788.46
Accrued Expenses	164,232.86
Accrued Wages	1,433,011.00
Total Other Current Liabilities	1,675,032.32
Total Current Liabilities	2,037,961.43
Long Term Liabilities	
Student Escrow	117,569.35
Total Long Term Liabilities	117,569.35
Total Liabilities	2,155,530.78
Equity	
Retained Earnings	1,522,249.85
Net Income	9,250.11
Total Equity	1,531,499.96
TOTAL LIABILITIES & EQUITY	3,687,030.74

Sturgis Charter Public School
2020-2021 Budget
STURGIS CHARTER PUBLIC SCHOOL
BUDGET PROJECTION 2020-2021

BUDGET
2020-2021
850 Students

Tuition Revenue	15,237,995
Grant Revenue	205,000
Interest Income	9,100
Athletic Fee Income	70,000
Misc	12,500
	15,534,595
6010-00 · Salaries	10,631,250
6015-10 · Payroll Processing Fees	8,200
6125-00 · Benefits	
6125-02 · Health & LTD Insurance	1,032,960
6125-11 · Social Security	232,616
6125-13 · MA Unemployment	33,600
6125-31 · Workers Compensation	75,000
6150-00 · Stipends and Part-Time Pos	
6150-01 · Tutors	31,500
6150-50 · Stipends, Substitutes	68,000
6150-00. Other	
6175-00 · Professional Development	
6175-01 · IB Training	30,000
6175-11 · Workshops	15,500
6175-00 · Professional Dev. Other	15,000
6201-00 · Testing & Assessment	
6201-05 · IB Administration Costs	19,500
6201-10 · IB Exams	144,000
6201-20 · Diagnostic Testing	100,000
6201-00 · Testing & Assess- Other	16,000
6210-00 · Student Services	
6210-01 · Transportation	18,000
6210-11 · Food	34,500
6210-00 · StudentServices - Other	1,000
6700-01 · Orientation/Graduation	38,000
6700-05 Sturgis Art Council	1,800
6700-10 Athletics	420,000
6220-01 · Accounting/Audit	22,000
6220-05 · Ed. Liability Insurance	21,500
6220-10 · Legal Services	6,000
6220-20 · Consulting	1,000
6230-01 · Custodial/ & Snow	105,000
6300-01 · Telephone	17,000
6300-30 · Computer Contract	17,000
6300-40 · Copier-Lease-Contracts	35,000
6410-00 · Instructional Supplies	

Sturgis Charter Public School

2020-2021 Budget

	6410-01 · Textbooks	21,000
	6410-10 · Library Books,Materials	18,000
	6410-30 · Other Materials	80,000
	6410-40 · Furniture & Fixtures	3,000
	6410-50 . Technology	160,000
6420-00 · Administrative Supplies		
	6420-01 · Software	14,000
	6420-10 · Office Supplies	34,000
	6420-15 · Dues & Subscriptions	20,000
	6420-20 · Furniture & Fixtures	1,500
	6420-5 · Postage & Shipping	9,000
	6420-90 · Bank Service Charges	500
	6420-99 · Miscellaneous	1,000
6430-00 · General Supplies		
	6430-01 · Misc-Supplies	4,000
	6430-02 · Custodial Supplies	22,000
	6430-11 · Medical Supplies	8,500

6600-01 · Printing		4,000
6600-05 · Advertising & Recruiting		12,000
6600-90 · Other		7,000
6800-01 · Rent		1,570,200
6800-07 · Property Insurance		51,000
6800-10 · Water		15,000
6800-20 · Gas		26,000
6800-25 · Electricity		150,000
6800-30 · Security Alarm		9,500
6800-31 · Waste Disposal		9,000
6800-35 · Maintenance & Repairs		30,000
6800-40 · Renovations	Special Maint. Projects	10,000 Total
	Expenses	15,481,126
	DEPRECIATION	48,000
	TEMPORARY SURPLUS	5,469

FY21 Enrollment Table	Enter Number Below
Number of students pre-enrolled via March 16, 2020 submission	850
Number of students upon which FY21 budget tuition line is based	850
Number of expected students for FY21 first day of school	850
Please explain any variances: <i>(Since March, 5 students informed us that they were not returning. We budget conservatively each year of 5-10 less than the expected students)</i>	

D. Capital Plan for FY20

The William Sturgis Foundation purchased 441 Main Street in Hyannis in June of 2019 without financing. This approximately 12,000 square foot building was previously a bowling alley and is adjacent to the main building of Sturgis East. By completing a renovation of 441 Main Street, Sturgis will not need to rent space across Main Street nor have students crossing Main Street during and between classes.

The Designer Selection Board has assigned our architect for this project. A preliminary study has been prepared, and we are currently preparing final construction documents in order to for the project to go out for public bidding. Scheduled to be complete by summer of 2021 at an estimated cost of \$2,300,000, Sturgis and The William Sturgis Foundation plan to finance the project through a banking institution or a bond issue. We do not have a capital project reserve account.

Additional Information

Appendix A: Accountability Plan Evidence for 2019-20

Objectives and Measures related to Mission and Key Design Elements

	2019-2020 Performance (Met/Partially Met/Not Met)	Evidence
Objective: <i>Sturgis will offer an International Baccalaureate (IB) for All coursework experience for all students.</i>		
Measure: <i>Annually, 85% of seniors will take at least 6 IB exams.</i>	N/A	The IB Organization cancelled IB exams due to COVID-19.
Measure: <i>Annually, for seniors who do not take at least 6 IB exams, the average number of IB exams taken will be 4.6.</i>	N/A	The IB Organization cancelled IB exams due to COVID-19.
Measure: <i>Annually, 66% of seniors will qualify as full IB Diploma candidates upon graduation.</i>	Not met.	58% of the class of 2020 qualified as full IB Diplomas candidates at graduation, a number likely impacted by the closure of schools due to COVID-19.
Objective: <i>Sturgis will seek to ensure college preparation and readiness for all students.</i>		
Measure: <i>Annually, 90% of graduates will enroll in post-secondary education for the following fall semester.</i>	Met	93% of the class of 2019 enrolled in post-secondary education for the following fall semester. Interestingly, 98% of economically disadvantaged graduates from 2019 were enrolled.
Objective: <i>Students focus on developing the traits in the IB Learner Profile.</i>		
Measure: <i>Annually, with a student response rate goal of at least 80% of all students, each year an average of 85% of students surveyed will strongly agree or agree that Sturgis has had a positive effect on developing their own IB Learner Profile Traits.</i>	N/A	Due to COVID-19, Sturgis did not administer our typical yearly surveys.

Objective and Measure related to Dissemination

Objective: Partner with a local school district regarding academic programming.		
Measure: During this term of our charter, Sturgis will work to identify best practices, establish a school partner, and collaborate with a school partner.	Not Met	Not met yet because data is not available for specified years.
Measure: By the end of Year 2 (2019-2020), Sturgis will develop a preparation template that reflects best practices for providing access to rigorous coursework for English Learner students	Met	Template is included at end of Annual Report.
Measure: By the end of Year 3 (2020-2021), Sturgis will identify a public school partner with whom to share best practices around for providing access to rigorous coursework for English Learner students.	Not Met	Not met yet because data is not available for specified years.
Measure: By the end of Year 4 (2021-2022), Sturgis will collaborate with our partner school to share best practices for providing access to rigorous coursework for English Learner students.	Not Met	Not met yet because data is not available for specified years.

Recruitment Plan

2019-2020

School Name: Sturgis Charter Public School

2019-2020 Implementation Summary:

Our recruitment strategies have contributed to the consistently strong percentage of our ninth-grade class receiving special education services.

Unfortunately, our recruitment strategies did not result in greater success in recruitment of students from LEP/EL or economically disadvantaged populations.

As has historically been true, the significant number of siblings enrolled in the entry class impedes the success of our efforts to recruit students from subgroup populations.

Describe the school's general recruitment activities, i.e. those intended to reach all students.

General Recruitment Activities for 2020-2021:

- Ads in local newspapers in all towns in our region
- Sturgis information table will be available at community events and centers
- Evening Information Sessions during enrollment period in December-January
- Tours of the East + West Campuses during enrollment period in December-January
- Students invited to shadow a Sturgis student for a half or full day
- Optional individual parent/student meetings with school leaders
- Trilingual recruiting flyers in English/Portuguese/Spanish sent to all grade 8 & 9 families in our region
- Trilingual recruiting flyers will also be distributed at community centers, food pantries, and housing assistance centers that serve low income and limited English families
- Statements at our information sessions and in the trilingual recruiting flyers affirm that low income and special education students, and English Language Learners are very welcome at Sturgis and will be well-served at our school, regardless of their academic skills
- Statement included on the application that Sturgis does not use in the admissions process information on the application regarding home language, English proficiency, race/ethnicity, income level, or special education.

Recruitment Plan –Strategies
List strategies for recruitment activities for each demographic group.

Special education students/students with disabilities

(b) 2019-2020 Strategies

- A special education student and teacher will be on the panel of presenters at each prospective parent and student Information Session.
- The Special Education Coordinator will meet with parents and students requesting information about special education services.
- The Right to Attend document regarding special education will be attached to each application.
- Maintain a comprehensive Special Education section on our school website under About US that includes FAQ, video clip interviews with students, quotes from classroom teachers, special education staff, and parents, in addition to articles about the special education program at Sturgis and special education in general.
- Develop ongoing liaisons with local support groups such as the Cape Cod Family Resource Center to inform their personnel regarding the quality of educational experience that the school offers to students who face significant challenges.
- Advertise and hold dedicated Special Education Information Sessions for interested 8th graders and their parents during the enrollment period, led by SPED personnel and current Sturgis students on IEPs.
- Sturgis East and Sturgis West will host student-guided tours for interested eighth grade students and their parents. These events are held at night and include Special Education personnel and Sturgis students on IEPs.
- Special education staff and parent members of Sturgis’ Special Education Parent Advisory Council reach out to make contact with members of SPEDPAC groups at area schools, attend their meetings, and provide the parents in attendance with information and flyers. This practice would hopefully help to change data within 1-2 years.

(c) 2020-2021 Additional Strategy(ies), if needed

(a) CHART data

School percentage:
14.2%
GNT percentage: 13.1%
CI percentage: 14.1%

The school met GNT and was above CI percentages

English learners

(b) 2019-2020 Strategies

- For students and families who are LEP and contact the school regarding admission, an interpreter or current students and parents who speak the language of the student and/or family will contact the student/family to mentor them in the process of admission.
- Recruiting brochures and bilingual flyers placed in community centers and Portuguese language classes that serve limited English families
- Recruiting ads will be placed in Portuguese language newspapers.
- Bilingual school leaders and students are panelists at Information Sessions.
- Separate trilingual mailing will be sent to grade 8 students and parents in districts that have significantly higher LEP student populations than Sturgis.

(a) CHART data

School percentage:
0.7%
GNT percentage: 1.1%
CI percentage: 1.5%

The school is below GNT percentages and below CI percentages

	<ul style="list-style-type: none"> • Sturgis has partnered with Provincetown Public Schools to arrange a shadow day where all Provincetown eighth grade students visit and attend classes at both Sturgis East and Sturgis West. • Reach out to community organizations that serve non-English speaking populations. • Sturgis planned to make school information available in newspapers published in target languages, and on radio stations broadcasted in target languages, but did not. • Sturgis staffed two leadership positions for current Sturgis teachers who speak Spanish, Portuguese, and English. These two Sturgis ambassadors were able to not only present Sturgis Information Sessions and talk with families in the Spanish and Portuguese target languages, but are developing relationships in these target languages with local Spanish and Portuguese community leaders. • Sturgis is building relationships with local EL related community groups and allowing them use of 529 Main as a gathering space. • Sturgis now has an .4 FTE EL Coordinator at each campus and an ELL Teacher at each campus. This structure nearly doubles the amount of staffing in this department from the 2018-2019 school year. Our 2 EL Coordinators and 2 ELL teachers will recruit current LEP and FLEP students and their parents to help recruit in their own communities.
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(c) 2020-2021 Additional Strategy(ies), if needed	
	<ul style="list-style-type: none"> • Sturgis will make school information available in newspapers published in target languages, and on radio stations broadcasted in target languages.

(Low Income/Economically Disadvantaged)

<p>(a) CHART data</p> <p>School percentage: 11.4%</p> <p>GNT percentage: 14.4</p> <p>CI percentage: 21.2%</p> <p>The school is below GNT percentage and below CI percentages</p>	<p>(b) 2019-2020 Strategies</p> <ul style="list-style-type: none"> • The application for free/reduced lunch placed on the school’s website. • An announcement about the availability of free or reduced lunches will be sent to all prospective parents. • Private foundation grant support for transportation costs will be advertised in flyers and in newspapers and will be offered to students who qualify for free or reduced lunch. • Private foundation donations of laptop computers will be offered to students who qualify for free or reduced lunch. • Sturgis brochures and bilingual flyers will be placed at food pantries, Transition Assistance offices, Boys & Girls Clubs, Department of Transition Assistance offices, Career Opportunities office, Housing Assistance Corporation office, and low income housing complexes, thrift shops, and the Salvation Army. • Anonymous testimonials from parents of low income students will be included in bilingual flyers and on the website. • Through Sturgis’ aforementioned partnership with Provincetown Public Schools, Sturgis aims to better target its recruitment of students who are economically disadvantaged. • We will make our application available to families residing in low-income housing developments throughout our sending regions.
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	<ul style="list-style-type: none"> • During the 17-18 school year, the Sturgis Board of Trustees voted to provide bus transportation services for economically disadvantaged students beginning in the 2019-20 school year. During the 18-19 school year, Sturgis applied for the proper amendments with the DESE, built the necessary transportation programming, and advertised this option for qualifying students during the enrollment period. • Sturgis waives parking fees for students who qualify for free/reduced lunch. • Sturgis intended to make contact with each Superintendent from our sending regions to ask for help with sharing our recruitment materials targeted to economically disadvantaged students/families, but did not do so.
	<p align="center">(c) 2020-2021 Additional Strategy(ies), if needed</p> <ul style="list-style-type: none"> • Sturgis will advertise that qualifying students receive a free Chromebook, calculator, CCRTA pass, and fee waivers.
<u>Students who are sub-proficient</u>	<p align="center">(d) 2019-2020 Strategies</p> <ul style="list-style-type: none"> • During prospective parent and student Information Sessions, presenters will emphasize the extensive amount of tutoring that is available to all students from teachers and upper classmen tutors and the success that many students have had in turning around their academic performance.
<u>Students at risk of dropping out of school</u>	<p align="center">(e) 2019-2020 Strategies</p> <ul style="list-style-type: none"> • The school will emphasize at student and parent Information Sessions and in promotional flyers small class size, during and after school tutoring support, low student/counselor ratios, and its success with students who previously faced significant challenges.
OPTIONAL <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u>	<p align="center">(g) 2019-2020 Strategies</p> <p>For four of the past five school years, the school hosted Portuguese language and Brazilian culture classes for Brazilian families who are interested in maintaining their facility with the Portuguese language and their understanding of Brazilian culture. During these weekly classes, Sturgis distributed recruiting brochures and bilingual flyers to interested students and parents and placed them at businesses serving the Brazilian community.</p> <ul style="list-style-type: none"> • The application and FAQ will be translated into Portuguese and provided on the website. • A Portuguese speaker will be available at information sessions.

**Retention Plan
2019-2020**

Please provide a brief narrative report on the successes and challenges of implementing last year's retention strategies from the 2019-2020 Retention Plan.

2019-2020 Implementation Summary:

The strategies employed contributed to strong retention rates for our students on IEPs and EL's. Sturgis missed meeting its annual goal (97%) for student retention by 3% despite building a more robust guided study hall process for all students as well as further developing our RTI processes with an eye on reaching our goal for student retention. That the percentage of low-income students leaving increased from the previous year is a source of concern.

Overall Student Retention Goal	
Annual goal for student retention (percentage):	96%

Retention Plan –Strategies List strategies for retention activities for <u>each</u> demographic group.	
Special education students/students with disabilities	
<p><u>(a) CHART data</u></p> <p>School percentage: 5.7% Third Quartile: 15.9%</p> <p>The school is below third quartile percentages.</p>	<p style="text-align: center;">(b) 2019-2020 Strategies</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Below third quartile: no enhanced/additional strategies needed • Each year, Sturgis has hired additional paraprofessionals to support students on IEPs. • Sturgis has extensive supports for students on IEPs, including four certified SPED teachers, 2 SPED teachers in training behind mentored by a professional, 2 Special Education Coordinators, 2 Assistant Special Education Coordinators, a School Adjustment Counselor, a Speech Language Pathologist, and more than 15 paraprofessionals.
	<p style="text-align: center;">(c) 2020-2021 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>
Limited English-proficient students/English learners	
<p><u>(a) CHART data</u></p> <p>School percentage: 0.0% Third Quartile: 12.2%</p> <p>The school is below third quartile percentages</p>	<p style="text-align: center;">(b) 2019-2020 Strategies</p> <ul style="list-style-type: none"> <input type="checkbox"/> Below third quartile: no enhanced/additional strategies needed <input checked="" type="checkbox"/> No ELs were enrolled during the 2016-2017 school year. No retention strategies needed.
	<p style="text-align: center;">(c) 2020-2021 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>
Low Income Students	

<p>(a) CHART data</p> <p>School percentage: 12.7%</p> <p>Third Quartile: 13.2%</p> <p>The school is below third quartile percentages.</p>	<p>(b) 2019-2020 Strategies</p> <p><input checked="" type="checkbox"/> Below median and third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> • Sturgis provides qualified students with free/reduced lunch, reimburses said students for transportation costs, and provides fee waivers for athletics, arts, and other extracurriculars. Also, Sturgis pays for all IB related costs for all students, and Sturgis has a benevolent fund to pay for equipment costs (instruments and calculators) for students with special circumstances. • As of the fall of 2017, the Sturgis Board of Trustees is considering providing transportation for economically disadvantaged students. <p>(c) 2020-2021 Additional Strategy(ies), if needed</p> <p><input type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>
<p><u>Students who are sub-proficient</u></p>	<p>(d) 2019-2020 Strategies</p> <ul style="list-style-type: none"> • SST will identify students who are sub-proficient within the first month of school • Counselors and advisors meet individually with the students and plan supports and assistance.
<p><u>Students at risk of dropping out of school</u></p>	<p>(e) 2019-2020 Strategies</p> <ul style="list-style-type: none"> • SST will identify students who are at risk of dropping out within the first month of school and throughout the school year • Counselors and advisors will meet with students and plan supports and assistance.
<p><u>Students who have dropped out of school</u></p>	<p>(f) 2019-2020 Strategies</p> <ul style="list-style-type: none"> • The building Principal sends a letter to any student who has dropped out of school informing them of the school's willingness to help said student with their educational planning.
<p>OPTIONAL</p> <p><u>Other subgroups of students who should be targeted to eliminate the achievement gap</u></p>	<p>(g) 2019-2020 Strategies</p> <ul style="list-style-type: none"> • SST will identify students whose race/ethnicity are other than white within the first month of school • Counselors and advisors will meet with students and plan supports and assistance.

Appendix C: School and Student Data Tables

School and Student Data Tables

Sturgis Charter Public School’s district profile link is:

<http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04890000&orgtypecode=5&>

19-20 STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION		
Race/Ethnicity	# of students	% of entire student body
African-American	19	2.3%
Asian	31	3.7%
Hispanic	46	5.5%
Native American	3	.4%
White	714	85.8%
Native Hawaiian, Pacific Islander	0	.0%
Multi-Race, Non-Hispanic	19	2.3%
Students with Disabilities	118	14.2%
English Language Learner	6	.7%
Economically Disadvantaged	95	11.4%

ADMINISTRATIVE ROSTER FOR THE 2019-2020 SCHOOL YEAR			
Name, Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Paul Marble	Executive Director	August 2004	NA
James Albrecht	Director of Finance and Operations	August 2004	NA
Jennifer Kirk	Principal	August 2007	NA
Patrick O’Kane	Principal	August 2009	NA

TEACHERS AND STAFF ATTRITION FOR THE 2019-2020 SCHOOL YEAR				
	Number as of the last day of the 2019-20 school year	Departures during 2019-20 school year	Departures at the end of the school year	Reason(s) for Departure
Teachers	107	1	11	Other employment in education - 7 Personal reasons - 2 Retirement - 3
Other Staff	41	1	2	Other employment in education – 2 Personal – 1

BOARD MEMBERS FOR THE 2019-20 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Number of terms served	Length of each term (including date of election and expiration)
Keith Clarke	President	Finance, Personnel Board Development	3	7/1/19-6/30/21
Catherine Thomas	Trustee	Transportation	2	9/19/19 – 6/19/22
David McPherson	Trustee	Finance; Transportation	2	12/23/19 – 12/23/22
Brian Glenn	Trustee	Personnel	3	12/22/16-12/22/19
Fred Work	Trustee	Community Outreach School History	3	9/15/17-6/15/20
Paul Marble	Trustee Executive Director	Finance, Personnel, Community Outreach, Board Development School History	1	7/1/16-End of Tenure
Diana Young	Faculty Rep.	Personnel	1	7/1/18- 6/30/20
Jennifer McNulty	Trustee		1	8/7/17 – 8/2/19
Gordon Harris	Trustee	Community Outreach	2	2/20/17 - 2/20/20
Marion Weeks	Trustee		1	8/7/17 – 8/7/20

BOARD AND COMMITTEE INFORMATION	
Number of commissioner approved board members as of August 1, 2020	6* (*The new faculty rep has not yet been submitted for approval).
Minimum number of board members in approved by-laws	6
Maximum number of board members in approved by-laws	18
Number of board committee members who are neither trustees nor school employees during 2019-2020 school year (if not applicable, enter NA.)	1

Schedule of Board of Trustee Meetings for 2020-2021 school year

Date	Time	Location
Monday, August 24th	6:30 PM	Held via Zoom due to COVID – link on posting
Monday, September 21st	6:30 PM	Held via Zoom due to COVID – link on posting
Monday, October 19th	6:30 PM	Held via Zoom due to COVID – link on posting
Monday, November 16th	6:30 PM	Held via Zoom due to COVID – link on posting
Monday, December 21st	6:30 PM	Held via Zoom due to COVID – link on posting
Monday, January 25th	6:30 PM	Held via Zoom due to COVID – link on posting
Monday, February 22nd	6:30 PM	Held via Zoom due to COVID – link on posting
Monday, March 15th	6:30 PM	Held via Zoom due to COVID – link on posting
Monday, April 26th	6:30 PM	Held via Zoom due to COVID – link on posting
Monday, May 17 th	6:30 PM	Held via Zoom due to COVID – link on posting
Monday, June 21st	6:30 PM	Held via Zoom due to COVID – link on posting

Schedule of Finance Committee Meetings for 2020-2021 school year

Date	Time	Location
Monday, August 24th	5:45 PM	Held via Zoom due to COVID – link on posting
Monday, September 21st	5:45 PM	Held via Zoom due to COVID – link on posting
Monday, October 19th	5:45 PM	Held via Zoom due to COVID – link on posting
Monday, November 16th	5:45 PM	Held via Zoom due to COVID – link on posting
Monday, December 21st	5:45 PM	Held via Zoom due to COVID – link on posting
Monday, January 25th	5:45 PM	Held via Zoom due to COVID – link on posting
Monday, February 22nd	5:45 PM	Held via Zoom due to COVID – link on posting
Monday, March 15th	5:45 PM	Held via Zoom due to COVID – link on posting
Monday, April 26th	5:45 PM	Held via Zoom due to COVID – link on posting
Monday, May 17 th	5:45 PM	Held via Zoom due to COVID – link on posting
Monday, June 21st	5:45 PM	Held via Zoom due to COVID – link on posting

Appendix D: Additional Required Information

Key Leadership Positions:

Position	Name
Board of Trustees Chairperson	Keith Clarke
Charter School Leader	Paul Marble
Assistant Charter School Leader	Jennifer Kirk, Patrick O’Kane
Special Education Director	Susan Voigt, Jessica Lynch
MCAS Test Coordinator	Patrick O’Kane, Jennifer Kirk

SIMS Coordinator	Joann Johnson Prygocki
English Language Learner Director	Alyssa McClorey Timoh, Christine McDowell
School Business Official	Jim Albrecht
SIMS Contact	Joann Johnson Prygocki

Facilities: The William Sturgis Friends of Education acquired 529 Main Street in Hyannis, Massachusetts in August, 2017. This purchase was made to serve as a community center / testing venue / assembly space for Sturgis East and West. Permitting and renovations consumed the entirety of the 2017-2018 school year as well as the summer of 2018, and we procured an occupancy permit for 529 Main in time for the beginning of the 2018-2019 school year.

Also, The William Sturgis Friends of Education acquired 441 Main Street in Hyannis (adjacent to the main Sturgis East building) in June of 2019. This building will eventually take the place of the classrooms and office space that Sturgis has been renting across the street from the East campus for the past eight years. We hope to achieve occupancy by summer of 2021.

Enrollment:

When is your estimated student application deadline and lottery date for students who are interested in enrolling for the 2021-2022 school year?

Action	Date(s)
Student Application Deadline	January 15, 2021
Lottery	January 22, 2021

Conditions: None

Complaints: The Board did not receive any complaints during 2019-20

Attachments: Best Practices for providing access to rigorous coursework for English Learner students

**Sturgis Charter Public School
2019-2020**

**Best Practices for providing access to rigorous coursework for English Learner students
(Streamlined collection/compendium of strategies and approaches)**

Practice	Description
International Baccalaureate (IB) for All	All English Learners have access to the same rigorous International Baccalaureate (IB) coursework as all other Sturgis students. All Sturgis students participate in the challenging IB curriculum, as it is the sole curriculum at the school, and courses offered in the 9th and 10th grade are preparing students for their IB Higher Level or IB Standard Level equivalents in 11th and 12th grade.
Sheltered English Instruction (SEI) Endorsed Teachers	<p>The ELE Coordinators monitor and support teachers who have an EL in their classroom to receive the SEI endorsement within one year of being assigned the EL. To support the teachers in receiving the SEI endorsement, the ELE Coordinators compile resources for the teachers to learn about SEI, offer study groups/Professional Learning Communities (PLC) to learn about and study for the SEI MCAS, and run the MA SEI Teacher Endorsement Course.</p> <p>For the second time, Sturgis was a vendor for the 45 hour SEI course this past spring. A total of 14 teachers have participated in the 45 hour SEI courses run at Sturgis. During the course, participants read and discuss:</p> <ul style="list-style-type: none"> - demographic and achievement data for ELs in Massachusetts - language acquisition theory - Sheltered English Instruction - academic language and literacy development in the Sheltered Content Instruction (SCI) classroom. <p>In addition, during the course, participants learned and practiced a number of SEI strategies for their classroom. For each assignment, participants had to consider the ELs and FELs in their classroom while creating lesson and unit plans that incorporated the SEI strategies and research learned about in the course. Feedback was provided along the way to ensure the participants were providing access to rigorous IB coursework for their ELs.</p>
Professional Development for Teachers	<p>Sturgis annually organizes staff-wide professional development on English Language Education (ELE) ELE and/or Sheltered English Instruction (SEI) at Sturgis. For example, in addition to an introduction to the ELE program and all ELs and FELs at Sturgis held at the beginning of the year, all Sturgis faculty and staff participated in an 80 minute workshop on ELE and SEI at Sturgis on October 2, 2019. Led by the two ELE Coordinators, the PD reviewed:</p> <ul style="list-style-type: none"> - the ELE program at Sturgis - had teachers analyze their recent lessons for language use - reflect on what academic success looks like for our ELs at Sturgis - practice a number of SEI strategies that Sturgis teachers have had success with in the classroom - consider how to incorporate more language strategies in lesson plans.
<p>Sheltered English Instruction Model at Sturgis: Our EL students take content courses with their native English speaking peers. We make sure they are receiving Sheltered Content Instruction by supporting our SCI teachers, and using the Co-teaching model. In addition to co-teaching with SCI teachers, our English Language Development teachers also teach an English Language Development course to all of our ELs.</p>	
Co-Teaching Model (ELD teacher and SCI teachers)	<p>Licensed ESL (ELD) teachers co-teach in each content class with our Sheltered Content Instruction teachers.</p> <p>Our co-teaching model varies per teaching team, but includes:</p> <ul style="list-style-type: none"> - Weekly planning meetings

	<ul style="list-style-type: none"> - ELD teacher contributes to the planning process, specifically focused on (but not limited to) language objectives, differentiation, accommodation, and modification to support ELs, and all students, in language development - Constant communication between teachers - A variety of models in the classroom such as: parallel teaching, varied grouping, assisting, team teaching
Meetings with Sheltered Content Instruction (SCI) teachers	<p>English Language Education team (ELE coordinator and ELD teacher) meet monthly with all Sheltered Content Instruction teachers to discuss items that include, but are not limited to:</p> <ul style="list-style-type: none"> - Student progress - SEI strategies for reading, writing, speaking, and listening - Crafting Language Objectives for units and/or lesson - Assessing ELs content, skills, and language development (formative and summative) - Collaboration and planning - EL progress reports
English Language Development Course and Curriculum	<p>Our ELs are enrolled in an English Language Development course either daily or several days during a cycle (hours are based on EL ACCESS scores, and level determined by department).</p> <p>Our curriculum is developed by our ELD teachers and ELE coordinators, and is based on guidance and professional development provided by DESE. We create units that focus on language objectives, WIDA standards, meaningful essential questions, and student interests and needs. We plan for students to practice listening, reading, speaking, and writing. We focus on specific language skills, using mentor texts as guides and models. We assess students using standards-based grading, so that they understand how they have progressed in the different domains (reading, writing, speaking, listening). We also use the DESE collaboration tool to support our unit and lesson planning.</p> <p>In addition, we focus on our students' personal language development goals, and individualize our curriculum as much as possible.</p>
ELD Study	<p>The English Language Development (ELD) teacher oversees the ELs' study hall in what Sturgis calls ELD Study Hall. During ELD study hall, the ELD teacher supports the ELs in their coursework from their content classes. Support might come in the form of:</p> <ul style="list-style-type: none"> - helping ELs create reference sheets - reviewing and editing writing assignments - reading and annotating assigned texts together - setting up extra help sessions with teachers - reviewing and practicing vocabulary from content classes, etc. <p>The ELD teacher is in constant communication with the content teachers to ensure that the ELs are successful in their content courses.</p>
ELD summer course	<p>The Sturgis ELE department offers a voluntary summer session for our ELs (started in summer 2019) to continue their language development and progress in reading, writing, listening, and speaking. The summer program:</p> <ul style="list-style-type: none"> - Usually meets twice a week for 4-6 weeks - Community building activities are built into the summer curriculum - Unit plans include language objectives and are focused on students' needs and interest such as summer reading texts or local Cape Cod history - Students practice reading, writing, listening, and speaking and receive feedback to guide their progress
ELD Quarterly Progress Reports	<p>The English Language Development (ELD) teacher observes the ELs in class, reviews ELs' assignments, and collects feedback from all content teachers to compile quarterly language progress reports for each EL. These reports use WIDA's Levels of English Proficiency (1-6) to give a score on each EL's language progress in each domain (reading, writing, listening, and speaking) for each content class. The</p>

	<p>reports include personalized and individual comments on the ELs' language progress on their coursework each quarter. Reports are shared with each EL, shared with the content teachers of each EL, and sent home to families to review.</p>
<p>Communication with Families</p>	<p>The ELE department is committed to communicating with families in the language they request.. We use in school interpreters/translators, local interpreters/translators, and the language line. We also use text, WhatsApp, in-person meetings, and google.meet.</p> <p>We communicate with families about:</p> <ul style="list-style-type: none"> - Translation/interpretation needs for written communication, in-person meeting and events (convocation, open house, etc) - Paperwork for athletics, transportation, food services - Our ELE programming (for incoming students) - Student participation in the ELE program (as an EL or FEL) - EL progress reports - ACCESS scores - Classification or reclassification <p>We meet with families (in person or virtually):</p> <ul style="list-style-type: none"> - To allow families to meet with all of the student's teachers - To review EL progress reports and ACCESS score reports - Any other time the family or department would like to meet <p>The ELE department is in constant communication with our families, often using text or WhatsApp, about students progress, assignments, communication from the school etc.</p>