The GLOBE Academy

Board of Directors Meeting

Date and Time
Monday December 7, 2020 at 7:00 PM EST

Location
To attend the meeting virtually, please click on the following link to register: https://us02web.zoom.us/webinar/register/WN_7-D8M-RrT8qCU0at7yLnEA

Notice of this meeting was posted at both campuses and on the GLOBE website in accordance with O.C.G.A. § 50-14-1.

Special note: This meeting was conducted remotely, due to the declared national and state public health emergencies in response to the novel coronavirus known as COVID-19.

Agenda

	Purpose	Presenter	Time
I. Opening Items			**7:00 PM**
Opening Items			
A. Record Attendance and Guests	Discuss	Ryan Hudak	
B. Call the Meeting to Order		Ryan Hudak	
C. Vision, Mission and Core Values	Discuss	Ryan Hudak	5 m

Vision: To develop globally minded citizens who have the knowledge, skills, and attitudes to effect positive change in our world.
Mission: The GLOBE Academy fosters Global Learning Opportunities through Balanced Education for children of all backgrounds. With a focus on dual-language immersion, an experiential-learning model, and a constructivist approach, GLOBE inspires students to be high- performing lifelong learners equipped to make a positive impact in the world.
Core Values: The GLOBE Academy's core values are expressed in the acronym, CREST: Community, Respect, Empathy, Sustainability and Trust. These values are expected of the governing board, faculty, staff, parents, and students. They are woven into daily life at GLOBE and incorporated into the curriculum.

- Community: We are inclusive, and we nurture and support one another.
- Respect: We treat ourselves and each other with kindness and dignity.
- Empathy: We strive to understand and share the feelings of others.
- Sustainability: We aim to conserve our resources for optimal use in the present and future.
- Trust: We are committed to honesty, transparency, and respectfully sharing our thoughts and encouraging others to do the same.

II. Public Comment **7:05 PM**

A. Public Comment	FYI	Ryan Hudak	5 m

Please note: Each speaker may speak for up to two minutes. Speakers are cautioned from making comments that involve an individual staff member, a personnel action, a student disciplinary matter, a complaint about an individual student or any pending legal matter for which The GLOBE is engaged. Speakers are asked to state their remarks in a courteous manner. As a matter of protocol, Board members will not respond to public comments.

III. Consent Agenda — 7:10 PM

A. Approve Agenda	Vote	Ryan Hudak	5 m
B. Approve Minutes	Approve Minutes	Ryan Hudak	5 m

Approve minutes for Board of Directors Meeting on October 26, 2020

IV. PTCC Report — 7:20 PM

A. PTCC Report	FYI		5 m

V. Administration and Committee Reports — 7:25 PM

A. Governance Committee Report	Discuss	Aba Rogers	5 m
B. Strategic Planning Committee Report	Discuss	Katie Monroe	10 m
C. School Re-opening Committee	Discuss	Christi Elliott-Earby	45 m
D. Academic Committee Report	FYI	Drew Reynolds	
E. Communications Committee Report	FYI	Jonathan Clues	
F. Diversity Committee Report	FYI	Monique Hudson	
G. Development Committee Report	FYI	Meghann Adams	
H. Executive Director Evaluation and Support Committee Report	FYI	Ryan Hudak	
I. Finance Committee Report	FYI	Luis Pacheco	

VI. Old Business

VII. New Business — 8:25 PM

A. Purchase of Chromebooks	Vote	Luis Pacheco	5 m

VIII. Closing Items — 8:30 PM

A. Adjourn Meeting	Vote	Ryan Hudak	

Cover Sheet

Approve Minutes

Section:	III. Consent Agenda
Item:	B. Approve Minutes
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Board of Directors Meeting on October 26, 2020

APPROVED

The GLOBE Academy

Minutes

Board of Directors Meeting

Date and Time
Monday October 26, 2020 at 7:00 PM

Location
To attend the meeting virtually, please click on the following link to register: https://us02web.zoom.us/webinar/register/WN_oBx-dDl4Q6-BVmVjIdLaZg

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Special note: This meeting was conducted remotely, due to the declared national and state public health emergencies in response to the novel coronavirus known as COVID-19.

Directors Present
A. Rogers (remote), C. White (remote), D. Reynolds (remote), J. Clues (remote), K. Monroe (remote), M. Adams (remote), M. Hudson (remote), R. Hudak (remote)

Directors Absent
L. Pacheco

Directors Arrived Late
M. Hudson

Guests Present
A. Patel (remote), A. Weakley (remote), Amy Gist (remote), Amy Sue Mann (remote), Anna Holbrook (remote), Ashley Morris (remote), Brittany Fayard (remote), C. Blunt (remote), C. Elliott-Earby (remote), Christina Steiner (remote), D. Clayton-Purvis (remote), D. Fagan (remote), D. Robb (remote), Dabnehy Evans (remote), Derek Mueller (remote), Doug Erwin (remote), Elise Riley (remote), Elizabeth Oliver (remote), Elliott Baer (remote), Florence Cannon (remote), Heather Holland (remote), Hoda Mardon (remote), Ivonne Castaneda (remote), J. Limor (remote), Jen Parker (remote), Jennifer Cowhig (remote), K. Holder (remote), K. Mines (remote), K. Padron (remote), Karen Grant (remote), Katrina Hefner (remote), Khetiwe Richards (remote), Kimberly Rabanal (remote), L. Hancock (remote), L. Hertz (remote), Laura Beck (remote), Lauren Korzan

(remote), Lauren Lindquist (remote), Liz Johnson (remote), M. Huitt (remote), M. Williams (remote), Maria Arraiza (remote), Megan Tolbert (remote), Meghan Cottrell (remote), Melanie Marks (remote), Michelle Revels (remote), Michelle Rios (remote), Namita Agravat (remote), Natalie Orrego (remote), Nicole Baer (remote), Nicole Peoples (remote), Robert Cowhig (remote), Robyn Brandman (remote), S. Manns (remote), S. Schmidt (remote), Sarah Holmes (remote), Sarah Todd (remote), Shelley Jones (remote), Sonia Parra Zuna (remote), Stacey Subiry (remote), Suzanne Segler (remote), Tamiko Jones (remote), Vilma Villalobos (remote), Wes Williams (remote), Wesley Ingwersen (remote)

I. Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

R. Hudak called a meeting of the board of directors of The GLOBE Academy to order on Monday Oct 26, 2020 @ 7:03 PM.

C. Vision, Mission and Core Values

Vision, Mission and Core Values were read by board members.

II. Public Comment

A. Public Comment

There were no public comments.

III. Consent Agenda

A. Approve Agenda

The agenda was amended to allow for an oral report from the Academic Committee and minutes were approved by consent without objection.

B. Approve Minutes

A. Rogers made a motion to approve the minutes from Board of Directors Meeting on 09-21-20.
J. Clues seconded the motion.
The board **VOTED** unanimously to approve the motion.

IV. PTCC Report

A. PTCC Report

A formal report was included in the agenda packet. The oral report was provided by Michelle Rios.

V. Administration and Committee Reports

A. Governance Committee Report

A copy of the minutes from the committee's previous meeting were included in the agenda packet. Aba introduced the series "GLOBE Bylaws Bite Series," a series that will be a presentation of the bylaws to the Board in small "bites." Aba discussed Board Terms (Article II, Section 2). Aba indicated that the next presentation will focus on Board training.

B. Academic Committee Report

A formal report was included in the agenda packet. Drew provided a quick review on the MAP scores.

C. Finance Committee Report

A copy of the draft audited financial report for FY 19-20. Denise stated that there were minor changes that were incorporated to the report. There were no findings in the report. Chip offered thanks to Denise for her hard work on the audit.
R. Hudak made a motion to approve the audited financial report for FY 19-20.
D. Reynolds seconded the motion.
The board **VOTED** unanimously to approve the motion.

D. School Re-opening Committee

A copy of the GLOBE Return-to-Campus recommendations from the Reopening Committee were included in the agenda packet. Christi, Anita, Drew, Katie, Nicole and Lauren presented the recommendations, as crafted by the committee. A discussion was held about remaining virtual through the end of the calendar year and the logistics of returning to school.
M. Hudson arrived late.
D. Reynolds made a motion to accept the committee's recommendation to re-open no earlier than January 5, 2021.
M. Adams seconded the motion.
The board **VOTED** to approve the motion.

Roll Call	
M. Hudson	Aye
A. Rogers	Aye
R. Hudak	Aye
D. Reynolds	Aye
M. Adams	Aye
K. Monroe	Aye
J. Clues	Abstain
C. White	Aye
L. Pacheco	Absent

E. Diversity Committee Report

A formal report was included in the agenda packet. There was no oral presentation during this meeting.

F. Development Committee Report

A formal report was included in the agenda packet. There was no oral presentation during this meeting.

G. Communications Committee Report

A formal report was included in the agenda packet. There was no oral presentation during this meeting.

H. Strategic Planning Committee Report

A formal report was included in the agenda packet. There was no oral presentation during this meeting.

I. Executive Director Evaluation and Support Committee Report

A formal report was included in the agenda packet. There was no oral presentation during this meeting.

VI. Executive Session

A. To discuss a personnel matter.

Motion made by Meghann to move to executive session to discuss a personnel matter. Motion seconded by Jonathan. **Motion approved by all present.** Moved to executive session at 9:15 p.m. Motion to leave executive session made by Jonathan. Motion seconded by Monique. **Motion approved by all present.** Returned from executive session and meeting called back to order at 10:01 p.m.

VII. Closing Items

A. Adjourn Meeting

The next scheduled meeting is set for December 7, 2020 at 7 p.m.
M. Hudson made a motion to adjourn the meeting.
C. White seconded the motion.
The board **VOTED** unanimously to approve the motion.
There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 10:02 PM.

Respectfully Submitted,
K. Holder

Documents used during the meeting

- 2020.10.26 PTCC Report.pdf
- 2020.10.15 Governance Committee Meeting Minutes.pdf
- Audited Financial Report FY 19-20 - Draft.pdf
- School Reopening Committee Presentation 10.26.2020.pdf
- 2020.10.26 Academic Committee Report.pdf
- 2020.10.13 Diversity Committee Meeting Minutes.pdf
- 2020.10.13 Development Committee Meeting Minutes.pdf
- 2020.10.26 Development Committee Report.pdf
- 2020.10.26 Communications Committee Report.pdf
- 2020.10.26 Strategic Planning Committee Report.pdf
- 2020.10.26 Executive Director Evaluation and Support Committee Report.pdf

Cover Sheet

PTCC Report

Section: IV. PTCC Report
Item: A. PTCC Report
Purpose: FYI
Submitted by:
Related Material: 2020.12.07 PTCC Report.pdf

THE GLOBE ACADEMY
Parent Teacher Community Council

PTCC MONTHLY REPORT

December 7, 2020

MONTHLY OVERVIEW

PTCC Goals

Increase PTCC Volunteerism

2020-2021 event planning in virtual environment while continuing to create and support our community

Enhance accessibility of PTCC events for all GLOBE families.

Support teachers and admin for a successful distance learning environment

Establish a collaborative effort with the GLOBE board

Open Positions

Open co-lead positions: Fundraising (1) & GAP (1)
Spirit Night co-lead - Email: fundraising.globeacademy@gmail.com

PTCC Budget

Mini-Grant applications being reviewed and awardees will be announced December 11th.

PTCC Speaker Series

Sandra Daniel - “Learning Language Virtually” - postponed

Lower Campus Book Fair

GLOBE received 25% of sales - perfect for stocking stuffers!

Upper Campus Scoreboard

Scoreboard has been ordered, waiting for installation.

Lower Campus Teacher Lounge Renovation

Installation of new lounge currently happening!

Heritage Celebrations

Hispanic Heritage - looking for volunteers
Black History Month - plans have started
Chinese New Year - looking for volunteers
Contact email above with your interest to help!

Got Sneakers

Donate your used sneakers and GLOBE gets a donation
See weekly reminders for drop off locations around Dekalb

Upcoming Events

LC Book Fair - Nov 30 - Dec 4
Just Add Honey Spirit “Night” - Dec 7 - 18
Just Add Honey Tea Blending Class - Jan 4

Cover Sheet

Governance Committee Report

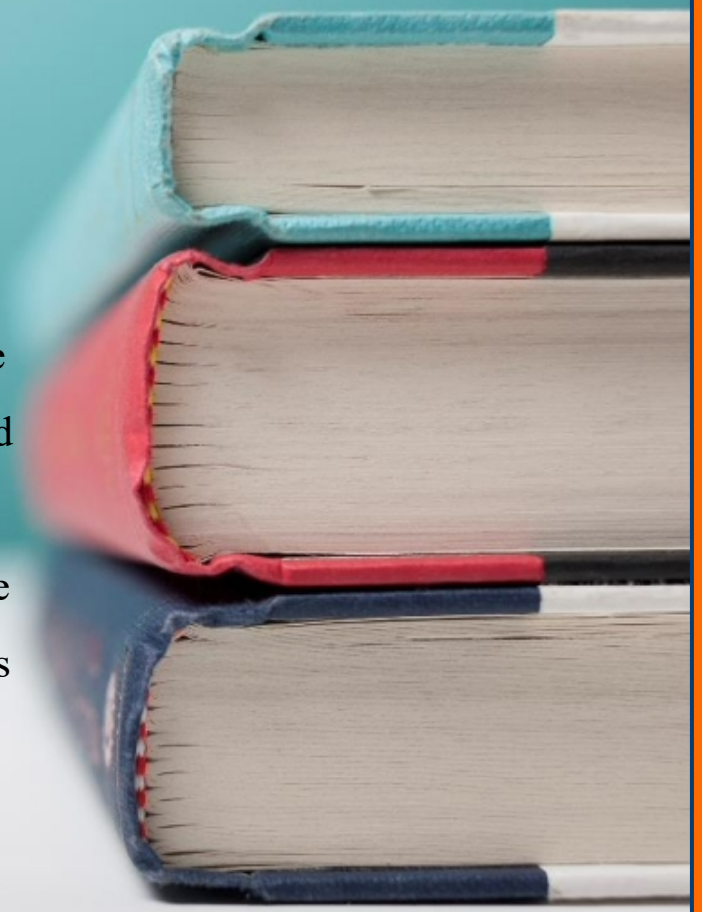
Section:	V. Administration and Committee Reports
Item:	A. Governance Committee Report
Purpose:	Discuss
Submitted by:	
Related Material:	Globe Bylaws Bite Series-Board Absences.pptx

GLOBE BYLAWS BITE SERIES

2020-2021

ABSENCES
ARTICLE II, SECTION 4.

If a Director misses two (2) consecutive Board meetings without due notice to the Board Chair, such Director shall be automatically removed from his/her Board seat; however, the Board may waive such absence by a two-thirds (2/3) vote of the Directors present at that meeting.



Cover Sheet

Strategic Planning Committee Report

Section:	V. Administration and Committee Reports
Item:	B. Strategic Planning Committee Report
Purpose:	Discuss
Submitted by:	
Related Material:	2020.12.07 Strategic Planning Committee Report.pdf Board Strategic Plan Updated Roadmap.2020.12.07.pptx

The GLOBE Academy
Strategic Planning Committee Report
7 December 2020

Committee Chair: Katie Monroe

Please see presentation slides in Board Packet for comprehensive update.

End of Report

Board Update

December 7, 2020

2020-2024 Strategic Plan

Community, Respect, Empathy, Sustainability, Trust

THE GLOBE ACADEMY

School Facilities

Secure long-term use of K-8 facilities and execu facility improvements to enable deep learning and play

- 2.1 Design and implement a master plan for lower campus facilities
- 2.2 Design and implement a master plan for upper campus facilities
- 2.3 Create the conditions for excellent facilities management

Organizational Development

Create an optimal school staffing and operating model with a pipeline of outstanding, qualified teachers

- 1.1 Implement 5-year staffing plan
- 1.2 Clarify roles and responsibilities
- 1.3 Implement communication strategy
- 1.4 Implement perf. mgmt. system for teachers and staff
- 1.5 Strengthen teacher recruitment, hiring and onboarding
- 1.6 Codify org operations, processes, and procedures
- 1.7 Implement cont. improvement system

Core Instruction

Implement best in-class K-8 global learning curriculum and immersion model to accelerate student learning, advance global citizenship and close achievement gaps

- 3.1 Develop best-in-class academic, immersion and global citizenship model and curriculum
- 3.2 Define and align on a common vision for excellent teaching
- 3.3 Implement a comprehensive professional development strategy
- 3.4 Support students to develop into global citizens

Diversity, Equity, Inclusion

Develop a school-wide Diversity, Equity & Inclusion vision and align all aspects of the school to this vision

- 4.1 Create Diversity, Equity and Inclusion vision and goals
- 4.2 Strengthen and build capacity to execute student behavior plan
- 4.3 Implement "strong start" school culture plan
- 4.4 Develop staff Diversity, Equity and Inclusion competencies

MISSION: The GLOBE Academy fosters Global Learning Opportunities through Balanced Education for children of all backgrounds. With a focus on dual-language immersion, an experiential-learning model and a constructivist approach, GLOBE inspires students to be high-performing lifelong learners equipped to make a positive impact in the word.

Strategic Initiatives Progress Update

Organizational Development

- Developed 5-year staffing plan
- Developed and implemented first phase of communications strategy
- Developed revised teacher hiring toolkit
- Developed continuous improvement Metrics Dashboard

Core Instruction

- Developed a common vision for teaching excellence (in-person and virtual)
- Developed a teacher professional development and talent management framework

School Facilities

- Designed lower campus facilities master plan
- Designed upper campus facilities master plan
- Launched revised facilities management plan

Diversity, Equity, Inclusion

- Initiated staff DEI trainings with Conscious Roots

Initiative prioritization process for SY21-22

Prioritized Initiatives

- Ensuring the safety for all students and staff
- Communicating with families to inform re-opening
- Meeting academic and social-emotional needs of all students
- Providing Diversity, Equity and inclusion training for all staff
- Delivering effective virtual instruction

Initiatives on Pause

- Long-term organizational development (e.g., job descriptions for all positions, standardizing teacher on-boarding)
- Broad changes to immersion model, curriculum design, and enrichment
- Non-essential facilities improvements

Implementation Roadmap

	Year 3 SY2020-21	Year 4 SY2021-22	Year 5 SY2022-23
1.Organizational Development (Ryan, Christi, Denise, Amy)	*Semester 1* • 1.3 - Expand communication strategy to drive inclusion and consistency *Semester 2* • 1.1 - Create and communicate staffing vision, year-by-year org chart and budget implications • 1.5 - Design recruitment strategy, hiring process and certification requirements • 1.6 - Design school dashboard of KPIs for all functions & data review process • 1.7 - Design and implement continuous improvement school review cycle	*Semester 1* • 1.5 - Implement recruitment strategy, hiring process and certification requirements • 1.6 - Streamline and codify organizational processes and procedures (HR, hiring, student data, etc.) • 1.6 - Implement school dashboard of KPIs for all functions & data review process *Semester 2* • 1.7 - Expand continuous improvement school review cycle to include annual school strategic planning cycle	*Semester 1* • 1.2 - Design clear job descriptions, management relationships and roles and responsibilities for all positions (Teachers/TAs/Etc.) • 1.5 - Implement standardized teacher on-boarding process • 1.6 - Refine organizational processes and procedures *Semester 2* • 1.4 - Design performance management system with staff • 1.7 - Continue to expand continuous improvement school review cycle
2. School Facilities (Megan, Jerry)	• 2.1 - Develop long-term facility plan; complete master plan for lower campus and implement prioritized renovations • 2.2 - Complete master plan for upper campus; implement planned renovations to upper campus • 2.3 - Establish regular facility and audit procedures	• 2.1 - Finalize long-term facility plan; • 2.3 - Establish regular facility and audit procedures	• 2.2 - Implement planned renovations to upper campus and lower campus
3. Core Instruction (Katie, Judy, Sabrina, Cutia)	*Semester 1* • 3.1 - Define profile of a graduate; Launch taskforce to research global learning curriculum and K-8 immersion model • 3.2 - Define vision for excellent teaching with teachers and staff *Semester 2* • 3.1 - Develop implementation plan for global learning curriculum and K-8 immersion model • 3.2 - Calibrate on vision for excellent virtual/hybrid teaching • 3.3 - Design comprehensive professional development system aligned to vision for excellent teaching	3.2 - Continue to calibrate on vision for excellent instruction 3.3 - Launch redesigned Professional Learning Community (PLC) model and coaching	• 3.1 - Implement global curriculum and K-8 immersion model (in phases) • 3.4 - Launch capstone experiences and sister schools
4. Diversity, Equity & Inclusion (Monique, Fatimah, Zakia)	• 4.1 - Design DEI vision statement • 4.3 - Design “strong start” school culture plan • 4.4 - Develop staff DEI competencies	• 4.1 - Calibrate on DEI vision statement • 4.4 - Continue to develop staff DEI competencies	• 4.3 - Implement “strong start” school culture plan • 4.2 - Implement student behavior vision and plan • 4.4 - Continue to develop staff DEI competencies

Spotlight: Calibration on Teaching Excellence

Why calibrate...?

Scenario:

- Some faculty at GLOBE hold very high expectations for "Academic Ownership", viewing it as students providing evidence to support their answers, doing most of the thinking in the class and persevering when they get stuck.
- Others hold lower expectations – viewing it as students being on-task in classrooms with a few students responding throughout the lesson.

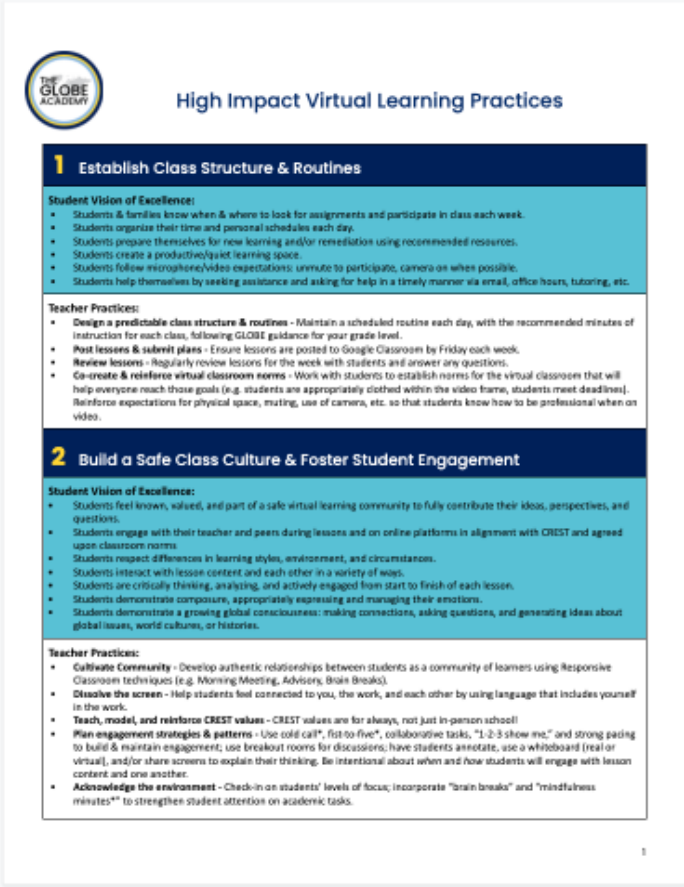
What impact can this have on:

Students?

Teachers?

Coaching?

Spotlight: Virtual Learning Vision of Excellence



High Impact Virtual Learning Practices

1 Establish Class Structure & Routines

Student Vision of Excellence:

- Students & families know when & where to look for assignments and participate in class each week.
- Students organize their time and personal schedules each day.
- Students prepare themselves for new learning and/or remediation using recommended resources.
- Students create a productive/quiet learning space.
- Students follow microphone/video expectations: unmute to participate, camera on when possible.
- Students help themselves by seeking assistance and asking for help in a timely manner via email, office hours, tutoring, etc.

Teacher Practices:

- **Design a predictable class structure & routines** - Maintain a scheduled routine each day, with the recommended minutes of instruction for each class, following GLOBE guidance for your grade level.
- **Post lessons & submit plans** - Ensure lessons are posted to Google Classroom by Friday each week.
- **Review lessons** - Regularly review lessons for the week with students and answer any questions.
- **Co-create & reinforce virtual classroom norms** - Work with students to establish norms for the virtual classroom that will help everyone reach those goals (e.g. students are appropriately clothed within the video frame, students meet deadlines). Reinforce expectations for physical space, muting, use of camera, etc. so that students know how to be professional when on video.

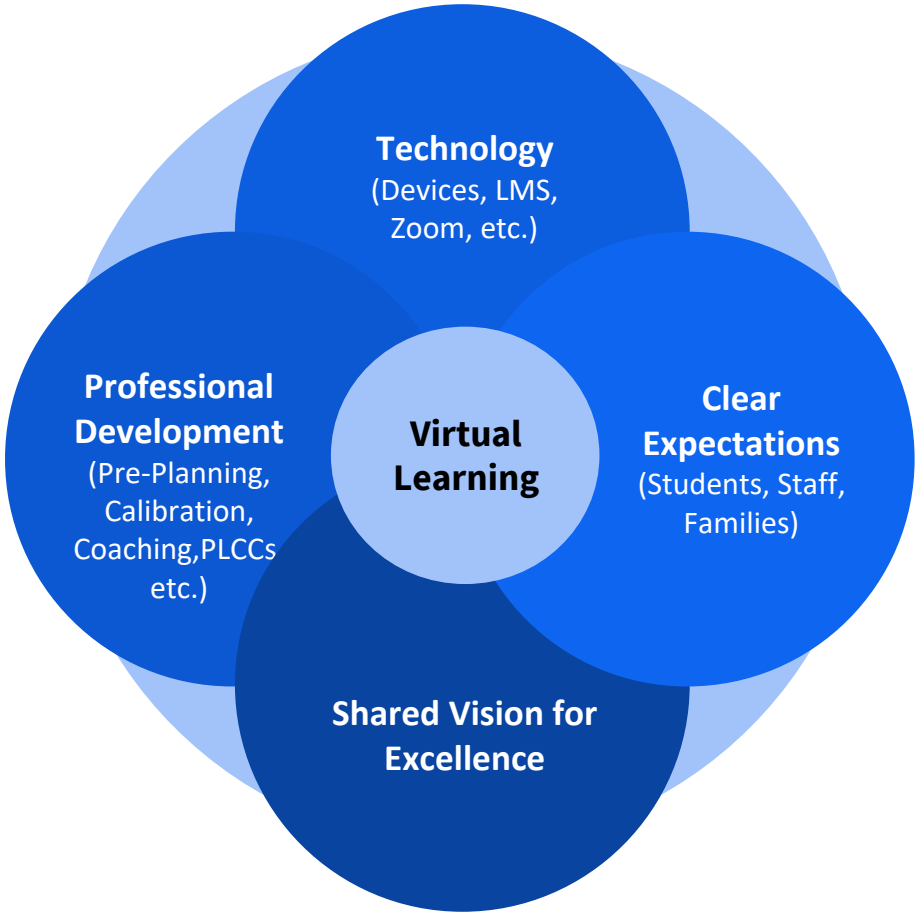
2 Build a Safe Class Culture & Foster Student Engagement

Student Vision of Excellence:

- Students feel known, valued, and part of a safe virtual learning community to fully contribute their ideas, perspectives, and questions.
- Students engage with their teacher and peers during lessons and on online platforms in alignment with CREST and agreed upon classroom norms
- Students respect differences in learning styles, environment, and circumstances.
- Students interact with lesson content and each other in a variety of ways.
- Students are critically thinking, analyzing, and actively engaged from start to finish of each lesson.
- Students demonstrate composure, appropriately expressing and managing their emotions.
- Students demonstrate a growing global consciousness: making connections, asking questions, and generating ideas about global issues, world cultures, or histories.

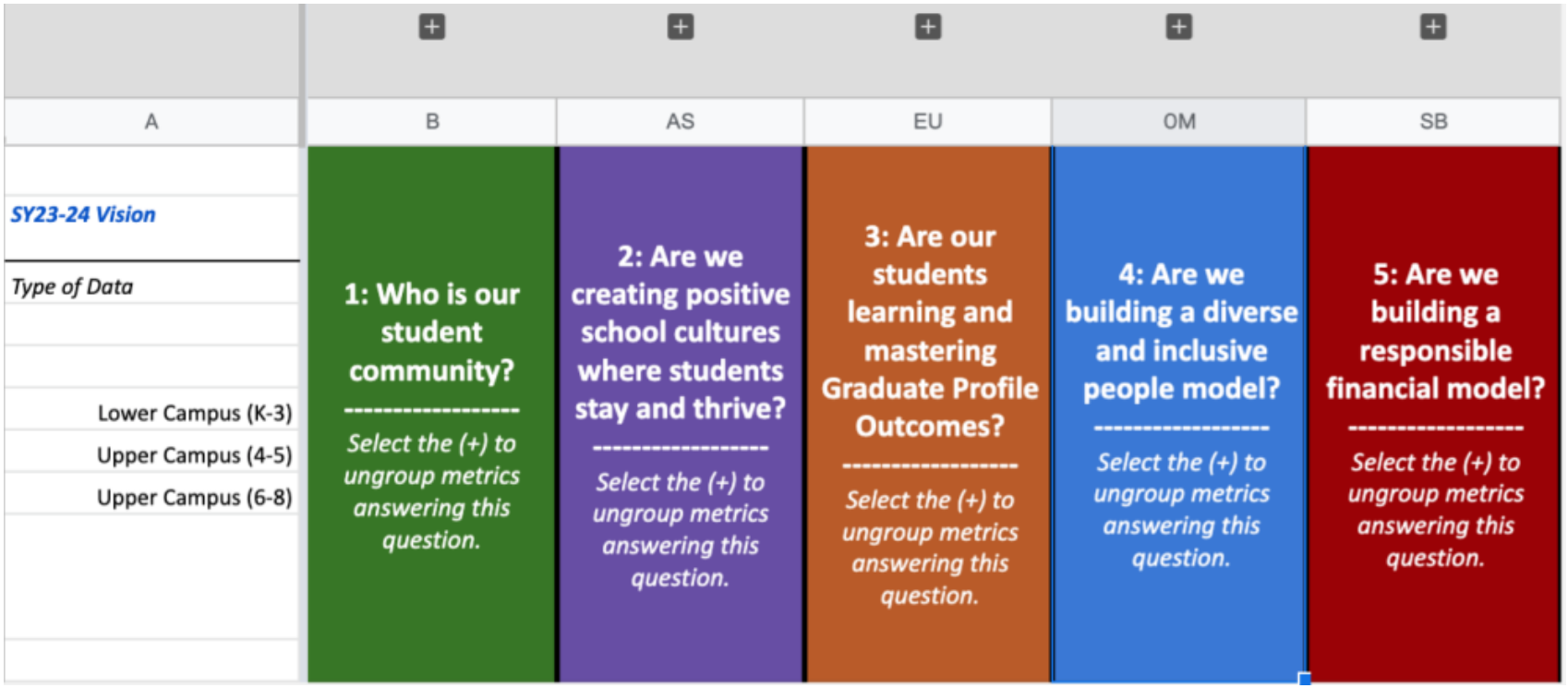
Teacher Practices:

- **Cultivate Community** - Develop authentic relationships between students as a community of learners using Responsive Classroom techniques (e.g. Morning Meeting, Advisory, Brain Breaks).
- **Dissolve the screen** - Help students feel connected to you, the work, and each other by using language that includes yourself in the work.
- **Teach, model, and reinforce CREST values** - CREST values are for always, not just in-person school!
- **Plan engagement strategies & patterns** - Use cold call*, fist-to-five*, collaborative tasks, "1-2-3 show me," and strong pacing to build & maintain engagement; use breakout rooms for discussions; have students annotate, use a whiteboard (real or virtual), and/or share screens to explain their thinking. Be intentional about when and how students will engage with lesson content and one another.
- **Acknowledge the environment** - Check-in on students' levels of focus; incorporate "brain breaks" and "mindfulness minutes*" to strengthen student attention on academic tasks.



[High Impact Virtual Learning Practices]

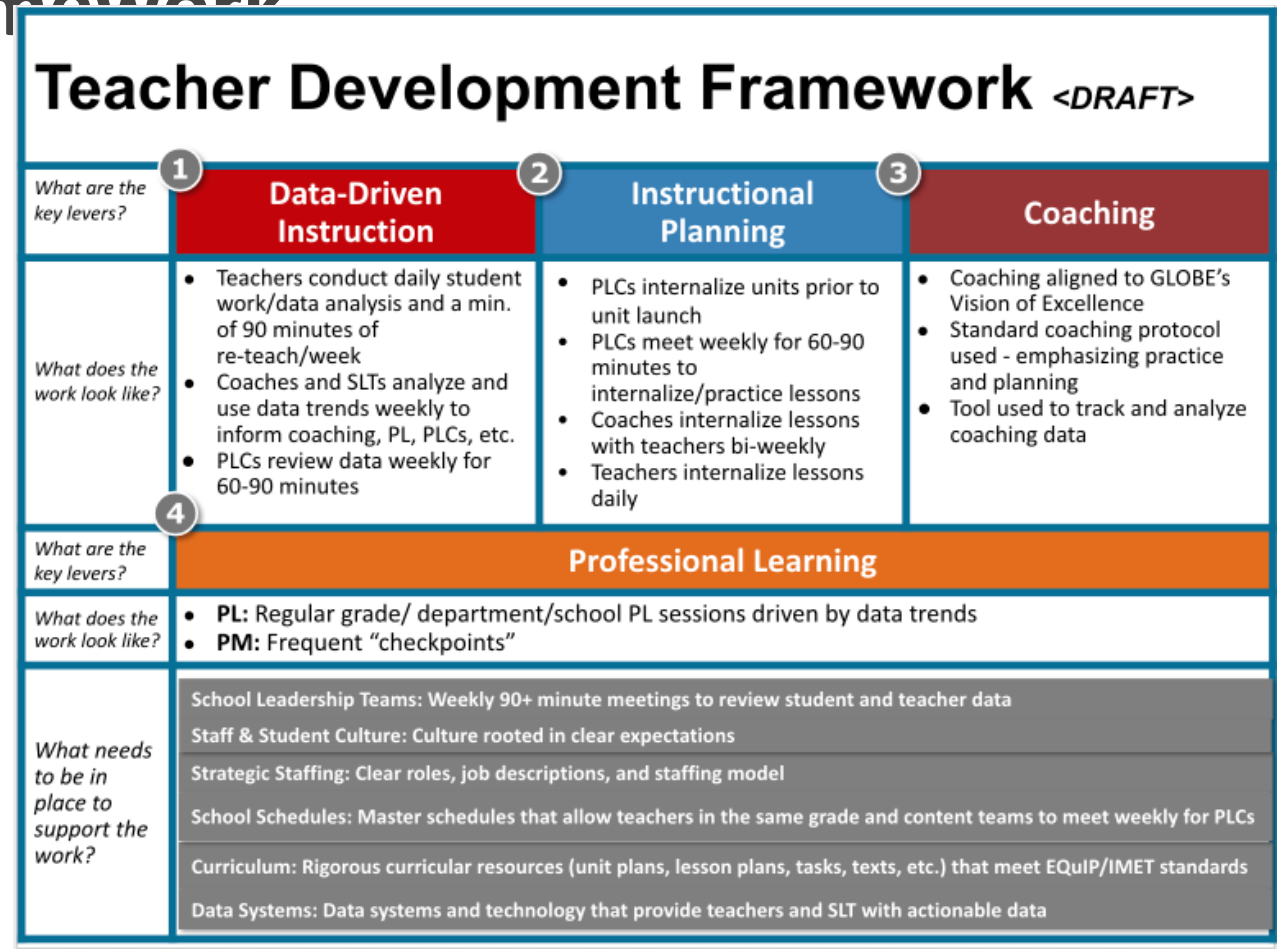
Spotlight: GLOBE's Metrics Tracker



A	B	AS	EU	OM	SB
SY23-24 Vision	**1: Who is our student community?** --- *Select the (+) to ungroup metrics answering this question.*	**2: Are we creating positive school cultures where students stay and thrive?** --- *Select the (+) to ungroup metrics answering this question.*	**3: Are our students learning and mastering Graduate Profile Outcomes?** --- *Select the (+) to ungroup metrics answering this question.*	**4: Are we building a diverse and inclusive people model?** --- *Select the (+) to ungroup metrics answering this question.*	**5: Are we building a responsible financial model?** --- *Select the (+) to ungroup metrics answering this question.*
Type of Data					
Lower Campus (K-3)					
Upper Campus (4-5)					
Upper Campus (6-8)					

[Draft Dashboard]

Spotlight: Teacher Development Framework



Teacher Development Framework <DRAFT>

	1 Data-Driven Instruction	2 Instructional Planning	3 Coaching
What are the key levers?			
What does the work look like?	• Teachers conduct daily student work/data analysis and a min. of 90 minutes of re-teach/week • Coaches and SLTs analyze and use data trends weekly to inform coaching, PL, PLCs, etc. • PLCs review data weekly for 60-90 minutes	• PLCs internalize units prior to unit launch • PLCs meet weekly for 60-90 minutes to internalize/practice lessons • Coaches internalize lessons with teachers bi-weekly • Teachers internalize lessons daily	• Coaching aligned to GLOBE's Vision of Excellence • Standard coaching protocol used - emphasizing practice and planning • Tool used to track and analyze coaching data

	4 Professional Learning
What are the key levers?	
What does the work look like?	• **PL:** Regular grade/ department/school PL sessions driven by data trends • **PM:** Frequent "checkpoints"

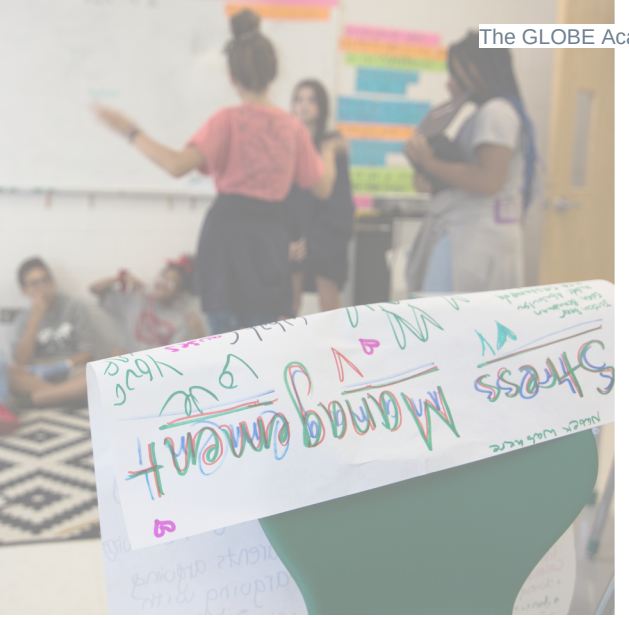
What needs to be in place to support the work?	
	School Leadership Teams: Weekly 90+ minute meetings to review student and teacher data
	Staff & Student Culture: Culture rooted in clear expectations
	Strategic Staffing: Clear roles, job descriptions, and staffing model
	School Schedules: Master schedules that allow teachers in the same grade and content teams to meet weekly for PLCs
	Curriculum: Rigorous curricular resources (unit plans, lesson plans, tasks, texts, etc.) that meet EQuIP/IMET standards
	Data Systems: Data systems and technology that provide teachers and SLT with actionable data

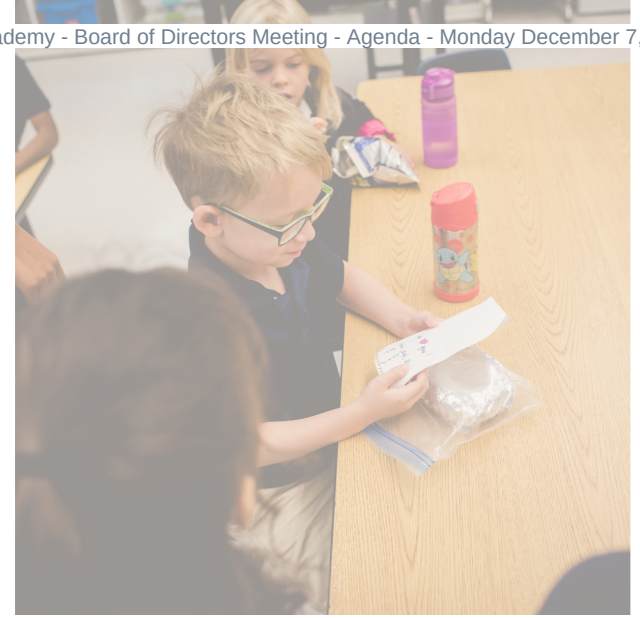
Appendix

Cover Sheet

School Re-opening Committee

Section:	V. Administration and Committee Reports
Item:	C. School Re-opening Committee
Purpose:	Discuss
Submitted by:	
Related Material:	GLOBE_Reopening Playbook.2020.12.07.pdf





THE GLOBE ACADEMY

Re-Opening Playbook

Last Updated 12.7.20

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01 Message from the Executive Director

02 Charting the Path Forward
- > Work to Date
- > Approach
- > Thresholds
- > Learning Options

03 Standard Operating Procedures
- > Minimizing Exposure
- > Healthy at Home
- > Facilities Management
- > Arrivals and Departures
- > Food Services

04 Health and Safety
- > Daily Health Screenings
- > Protocols for COVID-19 Exposures and Incidences

05 Communications

06 Learning Models
- > Groups
- > Hybrid Learning
- > All-Virtual Learning

07 Timeline

Message from the Executive Director

Dear Parents,

The past nine months have been fraught for our community (and the global community), and as we prepare to re-open campus for the first time since the pandemic hit, I want to first thank you:

Thank you for your patience, understanding, and agility as we have adapted GLOBE's educational experience to meet the moment. Thank you for your continual efforts to support students and staff through the challenges of virtual instruction. And thank you for your steadfast commitment to your children's social, emotional, and physical health throughout this difficult time.

As we prepare to re-open GLOBE for on-campus learning, the wellbeing of your children remains, as always, our top priority.

To that end, please review this playbook in detail. Developed by a team of experts in education and epidemiology alike, it outlines the policies and procedures we are implementing to keep the GLOBE community safe, and it details the protocols we'll follow for any exposures to or incidences of COVID-19. I hope you'll find that it provides clarity, peace of mind, and the information you need to make decisions for your own family.

Sincerely,

Christi Elliot-Earby
Executive Director, The GLOBE Academy

Charting the Path Forward

Work to Date

In May 2020, GLOBE began the important work of developing a plan for an eventual safe return to campus.

Over the past six months, staff and parents have been surveyed. The Board of Directors has discussed the issue and its implications. The administration has prepared for operational, facility, and academic needs of re-opening. And a committee comprising experts in epidemiology and education alike has gathered on a weekly basis (virtually, of course) to develop a path forward.

That path forward, outlined in this re-opening playbook, is designed to optimize our students' learning while keeping our community safe.

RE-OPENING COMMITTEE

Board of Directors
- Christi Elliott-Earby, GLOBE Executive Director
- Katie Monroe, Strategic Planning Committee Chair
- Anita Patel, CDC Senior Adviser for Pandemic Planning and Response
- Drew Reynolds, Academic Committee Chair

Staff
- Cutia Blunt, HOS-LC
- Jana Burrow, Teacher
- Christina Catinella, AHOS-LC
- Denise Clayton-Purvis, CFO
- Pascale Datta, Teacher
- Marsha Huitt, HOS-UC
- Judy Limor, AHOS-UC
- Katrice L. Mines, Communications
- Lindsay Reese, LC Nurse
- Cherrie Robinson, UC Nurse
- Kristin Rodgers, Teacher
- Jerry Ross, Facilities
- Tramaine Quarterman, Teacher
- Maggie Sherwood, Teacher
- Megan Tolbert, Teacher

Parents
- Ivonne Castañeda, team lead for opening another school in August
- Lauren Christiansen-Lindquist, Assistant Professor & Director of MPH & MSPH Programs in Epidemiology; Emory University Academic Operations Planning Team
- Laura Gieraltowski, epidemiologist on CDC's team developing school guidance
- Nicole Peoples, physician who specializes in creating safety measures in a clinical setting

Approach

As GLOBE has navigated the coronavirus pandemic, the health and wellbeing of our community — students and their families, teachers and staff — has been our chief priority.

Accordingly, we have shaped our re-opening plans in consideration of the key factors below:

- Public health guidance from the U.S. Centers for Disease Control and Prevention and the Georgia Department of Public Health
- COVID-19 trends in DeKalb County
- Results from staff and parent surveys
- Best practices and common practices from other educational institutions
- Impact on GLOBE's educational experience, including the specific impact on our Dual Language Immersion model
- Availability of resources to execute operational changes

The pandemic is rapidly evolving, and our understanding about transmission and prevention efforts has changed over time. GLOBE will continue to monitor conditions closely and provide updates to this playbook as needed.

Thresholds

In order to proceed with re-opening, we must meet the thresholds indicated for all of the community spread indicators below. GLOBE has chosen to consider these indicators as a set because, together, they provide a more complete picture of local pandemic conditions than would any single indicator on its own.

INDICATORS OF COMMUNITY SPREAD	RE-OPENING THRESHOLD	RATIONALE
New cases/100,000 over the last 14 days	<175/100,000	Although this indicator suggests the highest risk of transmission, we believe that, with the mitigation strategies we have developed, we can limit transmission within our community.
Percent of RT-PCR tests that are positive during the last 14 days	<9%	Although this indicator suggests a moderate risk of transmission, we believe that, with the mitigation strategies we have developed, we can limit transmission within our community.
Percent increase in cases over 7 days	<8%	Although this indicator suggests the highest risk of transmission, we believe that, with the mitigation strategies we have developed, we can limit transmission within our community.
Percent of hospital inpatient beds and/or ICU beds in use	<89%	This indicator is a marker of both disease severity and the pandemic's impact on the community at large. If local hospital beds reach 90% capacity, GLOBE will not reopen, to limit our potential impact on community spread.
Existence of localized COVID-19 outbreak	No localized outbreak	If there is a localized outbreak in an area of DeKalb County (e.g., across a specific city or zip code), school will not open. We will rely on the CDC and Georgia Department of Health to identify such outbreaks.

These indicators and thresholds are based on recommendations from the CDC.

K–5 Learning Options

When threshold numbers have been reached, GLOBE will re-open, with two learning options for K–5 students: hybrid and all-virtual.

HYBRID

In the hybrid model, students will be assigned to one of two groups: The first will learn in the school building Monday and Tuesday, then learn virtually Wednesday through Friday; the second will learn virtually Monday through Wednesday and learn in the school building Thursday and Friday.

This arrangement will allow for the implementation of thorough disinfecting plans on Wednesdays and weekends.

ALL-VIRTUAL

Families that do not wish to return to campus may continue all-virtual instruction through the end of the academic year.

Like in the hybrid model, virtual learners will be assigned to groups. On the days their peers are attending school in the building, virtual learners will participate in the classroom experience virtually; on the other three days, all students will have an asynchronous virtual learning experience.

FACTORS TO CONSIDER

GLOBE respects the right of parents to make the right educational decisions for their children.

As you think through your options, you may wish to weigh underlying health conditions in your own family; specific social, emotional, or academic needs of your children; and logistical considerations, among other things.

The CDC has developed a comprehensive checklist to help you think through all the relevant factors.

RESOURCE LINK

CDC back-to-school decision-making checklist

ACTION ITEM FOR PARENTS

You will receive a survey two weeks prior to re-opening. Please respond promptly, indicating your selection of a hybrid or all-virtual learning model. If you do not respond to the survey, you will be automatically enrolled in the all-virtual option.

If you choose the hybrid model and later wish to switch to all-virtual, you may do so. If you choose all-virtual, you will not be able to change until the end of the first nine weeks of the semester, due to reduced classroom capacities.

Middle School Learning Options

Because middle schoolers rotate classrooms throughout the day, it is not possible for them to maintain appropriate physical distancing and fit into neat cohorts.

Accordingly, in the first phase of GLOBE's re-opening, all middle school students will learn virtually.

We will continue to assess the pandemic conditions to determine if or when a move to hybrid learning is feasible.

IN-PERSON VIRTUAL LEARNING CARE

You will soon receive a survey to gauge your interest in participating in in-person virtual learning care for middle schoolers, once campus re-opens for K–5 students.

Such a program would take place at the Upper Campus from 8 a.m. – 3:15 p.m., with a maximum of 12 students per grade level. Preference will be given to students who receive free and reduced lunch and to the children of essential workers.

GLOBE's in-person virtual learning care will provide students a comfortable and safe environment to accomplish their virtual learning, grow, and play in a safe space. Aftercare workers are not teachers and will not be teaching educational lessons.

Fees

- Non-Refundable Registration Fee: $50 for 1st child, $75 for family
- In-Person Virtual Learning Assistance: $160/Weekly
- Sibling discount: 20%
- Fees are available on a sliding scale.
- Please note that two weeks' notice must be provided to withdraw from this program, and drop-in care will not be available.

Standard Operating Procedures

Minimizing Exposure

The standard operating procedures that follow will be strictly enforced. While we cannot create a zero-risk environment, these procedures are rooted in science and have been thoughtfully developed to protect the health and safety of GLOBE students, staff, and the community at large.

PHYSICAL DISTANCING

- Class sizes will be reduced to enable proper social distancing. Lower Campus classrooms will be capped at 12 students; the Upper Campus will have 8–10 students per classroom.
- Classroom seats will be 4–6 feet apart, with all desks facing the same direction.
- Floor and wall markings throughout the school buildings will help promote physical distancing. These markings will remind students and staff to stay at least six feet apart when they are in lines, in bathrooms, or congregating for any reason.
- Hallways and doors will be designated for one-way traffic, reducing face-to-face contact.
- Playground times will be staggered to ensure students can play, without increasing their exposure.
- In areas where it is challenging for people to remain at least six feet apart, such as at reception desks, physical barriers such as plexiglass partitions will be installed.
- GLOBE will reinforce the importance of physical distancing through age-appropriate visual and verbal reminders.

To minimize exposure upon re-opening, staff and student groups will operate in groups and cohorts. Read more in the Learning Models section of this playbook.

Additionally, non-essential visitors, including parents and volunteers, will not be permitted to enter the school building until further notice. Communications that would typically take place in the front office may be addressed virtually, to Keyana McGlathery at the Lower Campus or Pat Ferguson at the Upper Campus.

Minimizing Exposure

FACE MASKS

- All students and staff must wear proper face masks on campus. They should also have a spare face mask with them. GLOBE Trot buffs cannot be used as masks.
- Students who are not wearing their mask correctly will be gently corrected and coached on the importance of this behavior.
- If students willfully decline to wear their masks correctly, they will be sent home to engage in virtual learning for a period of time. Additionally, their parents will need to participate in a conference with the head of school.

HAND WASHING

- We will reinforce the importance of hand-washing, promoting the use of soap and water for at least 20 seconds. We will also show students how to effectively use hand sanitizer. Supplies will be readily available, and frequent sanitation breaks will be built into the day.

REDUCING USE OF SHARED OBJECTS

- Each student will receive a gallon-sized bag to bring to school each day. This bag should be marked with their name and filled with daily supplies. Homeroom teachers will provide a list of the necessary supplies prior to re-entry. Students who need supplies may confidentially request them by emailing Christi Elliott-Earby.
- Each student will use their own technology devices, whether those are brought from home or school-issued.

Mask-Wearing 101

Follow Ollie's Lead

Masks must completely cover the mouth and nose. They should fit close to the face, without any large gaps, and they should not have vents. Masks must be worn from the time you arrive on campus until you leave — including outside — except while actively eating or drinking in designated areas.

When removing masks, touch only the ear loops or ties; wash or sanitize your hands immediately afterwards. Disposable masks should be discarded and replaced daily. Reusable masks should be washed between every use.

Healthy at Home

Mitigating risk cannot be accomplished in the school buildings alone. Please remember that what we do off-campus is critical to keeping our community healthy (and our school open!), too.

- **Promote and practice physical distancing.** Please limit gatherings with those outside your household. When this is not possible, help your children get accustomed to staying at least six feet away from other people.

- **Please enforce good hygiene habits.** Remind your children to wash their hands with soap and water for at least 20 seconds before and after eating, after blowing their nose or sneezing, after touching shared objects, and anytime they use the restroom. They should also be show how to use hand sanitizer effectively.

- **Sneeze and cough into an elbow.** Even when wearing a face mask, healthy habits like these will help minimize the spread of disease.

- **If you *might* be unwell, stay home.** Erring on the side of isolation is critical to stopping the spread of COVID-19.

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Facilities Management

To minimize viral spread, the sanitation and facilities protocols below will be followed.

CLASSROOMS AND SHARED SPACES

- Students will be directed to wipe their desks before and after eating.
- Frequently touched surfaces like desks, door handles, and light switches will be disinfected between groups.
- Connections classrooms, the front office, and the library will be closed to students.

RESTROOMS

- All restrooms will be cleaned every two hours.

HALLWAYS AND ELEVATORS

- Students should only be in hallways at the beginning and end of the school day and when going to the restroom.
- Elevators should only be used by those who have a mobility need. Elevators will have wall-mounted sanitizing wipes, plus hand sanitizer stations outside each door.
- The back stairwell at the Lower Campus will remain closed.
- Hallways and elevators will be cleaned every two hours.

SANITATION SUPPLIES

GLOBE has increased its supply of cleaners and disinfectants and implemented protocols to ensure they are stored securely out of students' reach. Supplies that will be continually restocked include hand soap, to be in all bathrooms and all classrooms; hand sanitizer (>60% alcohol content), with two touchless dispensers per hallway, as well as individual units in each classroom; and cleaning and disinfecting supplies, such as Lysol, disinfecting wipes, and paper towels.

AIR FILTRATION

- Routine maintenance is being conducted on the HVAC system, and the schedule for cleaning coils has changed from annually to bimonthly.
- Fan speed testing is underway to optimize the speed of air flow.
- We have upgraded to ASHRAE-recommended MERV 13 air filters.
- Windows will remain closed at all times to maximize the effectiveness of the HVAC system. Exterior doors will not be propped open.
- Classroom doors will remain closed to mitigate the risk of cross-contamination.
- No personal fans will be permitted.

WATER

- Water fountains will be set so they may be used only for bottle-filling, not for drinking. Each student should bring a water bottle. To confidentially request one, email Christi Elliott-Earby.

Arrivals and Departures

STAGGERED SCHEDULE

At drop-off and pick-up, just 4–5 students will enter or exit the building at a time. Please do not pull away from drop-off until your children have passed the health screening.

On the Lower Campus, drop-off will take place in front of the school. If you have a kindergartener in your carpool, pick-up will take place in front of the school; pick-up for all other students will be at the flagpole.

On the Upper Campus, drop-off and pick-up will operate as usual. Please line up in the parking lot; students will enter and exit 4–5 at a time, via the gym doors.

Staff members will monitor arrivals and dismissals to ensure that students go straight from their vehicles to their classrooms and vice versa, without stopping to congregate.

EXTRA-CURRICULARS AND EXTENDED CARE

While we recognize the vital role they play in the lives of our students and parents, all athletics and extra-curriculars are suspended until further notice. We look forward to restoring these programs as soon as it is safe to do so.

Details on Extended Care are forthcoming and will be posted on the ECP section of GLOBE's website as soon as possible.

Food Services

FOOD SERVICES

The cafeteria will be closed when GLOBE re-opens; instead, students will eat in their classrooms or outside with their classmates.

Students may bring their own lunches, or they may buy lunch from GLOBE's lunch vendor. Purchased lunches will be delivered to students in their classroom; the lunches will be individually wrapped and and served with disposable cutlery.

FREE AND REDUCED LUNCH

Students who receive free and reduced lunch will continue to do so when GLOBE re-opens.

On days when students are learning on campus, their lunches will be delivered to them in the classrooms. On the second day of in-person learning each week, they will additionally receive meals to bring home for the days they are learning virtually.

Students who enroll in the all-virtual option will be notified of when to pick up their lunches.

To secure free or reduced lunch for your children, complete the survey that comes to you via email before the re-opening. If you have any questions, please email Briana Caddell.

Health and Safety Protocols

Daily Health Screenings

All students and staff must pass health screening before they enter the school building. For students, the health screening will operate as follows:

- The student's temperature will be checked using a touchless thermometer. If the reading is 100.4°F or above, they will not be allowed to enter. The child may return to school 24 hours after the symptoms have subsided, without the use of fever-reducing medicine.
- Parents will be asked whether the child has had a possible exposure to COVID-19 since they were last at school. They will also be asked if the child has exhibited any symptoms of COVID-19 since they were last at school. If the answer to either question is "yes," the student cannot attend school that day and can participate virtually. The school nurse will follow up for more information.
- Before exiting the vehicle, students must be wearing a proper face mask. If they do not have one, a mask will be provided.

SYMPTOM CHECK

If your children are exhibiting any of the symptoms below, please keep them at home and notify the appropriate school nurse, Lindsay Reese (Lower Campus) or Cherrie Robinson (Upper Campus), immediately:

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- Loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

If your child is out sick for any reason, please notify the school nurse and your child's teacher.

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Protocols for COVID-19 Exposures and Incidences

SYMPTOMATIC AT SCHOOL

Staff and students should self-monitor for symptoms such as fever, cough, or shortness of breath throughout the day. If students develop symptoms, they must notify a staff member immediately. In that case, these procedures will be followed:

- **Isolate student**: The teacher will call the school nurse. If possible, the nurse will get the student and bring them to the isolation room; otherwise, another adult will escort them.
- **Contact parent**: The school nurse will contact the student's parent or guardian to come retrieve them; the student will remain in the isolation room until they are picked up.
- **Monitor student**: During isolation, the symptomatic student will keep a mask on and remain under visual supervision by a GLOBE staff member, who will be wearing personal protective equipment. If emergency warning signs present — trouble breathing, persistent pain/pressure in the chest, bluish lips/face, new confusion, or lethargy — GLOBE will call 911 for immediate medical care.
- **Share home isolation criteria**: The nurse will advise parents that, in accordance with recommendations from the Georgia Department of Public Health, the student may not return to school until they have quarantined for 14 days and symptoms have subsided.
- **Clean isolation space**: The isolation space will be cleaned and disinfected before further use.

DISINFECTING EXPOSED SPACES

Areas that have been used by a person who tests positive for COVID-19 will be closed off from use for 24 hours; it must then be cleaned and disinfected before it may be used again. As a result, it may become necessary to close classrooms or even the entire school, as affected individuals isolate themselves and the impacted areas are cleaned. School closure decisions will be made in consultation with the Georgia Department of Public Health.

Contact Tracing and Disinfecting

CONTACT TRACING

In the instance of any known cases of COVID-19, contact tracing will be conducted in the manner below. GLOBE's school nurses will serve as the principal point of contact for this contact tracing.

- An exposure assessment will identify close contacts. Anyone who has been within 6 feet of the case for greater than 15 minutes in the school setting should be quarantined for 14 days.
- Since physical distancing may not be feasible for young children in the classroom, there may be circumstances when all students, teachers and staff in a classroom with a known case may be considered close contacts and require quarantine.
- If there is uncertainty about length of exposure or proximity to the case, then the individual should be considered a close contact
- All close contacts must be excluded from school until 14 days after their last contact with the case. If close contact becomes ill and is diagnosed with COVID-19, they must follow the procedures on the next page.

Persons with Known COVID-19 Exposure

Persons with known exposure to COVID-19 must follow these procedures before returning to school:

- **Alert the school.** Notify the school IMMEDIATELY if your child develops COVID-19 symptoms or has been exposed to COVID-19. Depending on when the person developed symptoms and when they were last in school, additional contact tracing may need to be done by the school.
- **Quarantine.** The exposed person should quarantine at home for 14 days, except in case of emergency or to be tested for COVID-19. They should not attend school, extracurricular activities, or public activities during this time.
- **Check for symptoms.** Twice a day, check the person's temperature and assess them for the following COVID-19 symptoms:
  - Fever or chills
  - Headache
  - Sore throat
  - Cough
  - New loss of taste or smell
  - Fatigue
  - Shortness of breath or difficulty breathing
  - Congestion or runny nose
  - Muscle or body aches
  - Nausea or vomiting
- **Get tested.** The U.S. Centers for Disease Control and Prevention recommends the person get tested for COVID-19 at least once during their quarantine period. If the person has no symptoms, the test should take place on the 10th day of quarantine. If they develop symptoms, they should be tested earlier. Please note that even if your child's test results are negative, they must remain in quarantine for the entire 14 days.

Our response to COVID-19 is subject to change, based on our evolving knowledge of the pandemic. Indeed, what qualifies as a COVID-19 exposure has changed over time, as has the guidance for handling exposures. We are closely monitoring these developments, and as new information becomes available, we will update our procedures accordingly.

COMMUNICATIONS PLAN

When a student or staff member reports a known COVID-19 exposure, all members of their cohort, as well as anyone else known to have interacted with that cohort, will be notified by email promptly. School will remain open, but parents are asked to be extra-vigilant in monitoring for symptoms.

Suspected or Confirmed COVID-19 Cases

Persons who have suspected or confirmed cases of COVID-19 — regardless of whether they are symptomatic — must follow the same protocols outlined on the preceding page.

The affected individual's entire cohort will be quarantined for two weeks, during which all learning will take place virtually.

If, after this period, the affected individual is well and fever-free, without the use of fever-reducing medication, they may return to school. If, however, they continue to have any symptoms, they must remain quarantined.

Note that siblings or children of a person with a suspected or confirmed case must stay at home as well.

COMMUNICATIONS PLAN

When a student or staff member experiences a suspected or confirmed case of COVID-19, the entire campus community will be notified via email promptly. If an outbreak affects more than one cohort, GLOBE's re-opening committee, in coordination with the Georgia Department of Public Health, will assess the necessity of any closures.

THE GLOBE ACADEMY

COVID-19 THROUGH THE LENS OF CREST

It is The GLOBE Academy's expectation that all families live by CREST, the school's core values of community, respect, empathy, sustainability, and trust.

In accordance with these values, informing GLOBE about any symptoms, exposures, and incidences of COVID-19 is not only mandatory but also the right thing to do.

Your privacy will be respected, and your candor is critical to protecting the health of the community.

Communications

Communications

As we navigate learning in the context of a pandemic, we believe transparency in communications is critical.

WHAT YOU CAN EXPECT

- Any changes to policies or procedures will be communicated via email promptly.
- The COVID Corner in the weekly newsletter will remain active, and updates will also be posted regularly to GLOBE's website.
- GLOBE's board of directors will continue to navigate the path forward. You are invited to attend any of its monthly meetings, which will be conducted virtually.
- The school nurses will remain readily available as the points of contact for all concerns related to COVID-19.

WHAT WE ASK OF YOU

- Please be forthright with GLOBE about any exposures or symptoms in your family.
- If you have a concern you would like to discuss privately, please email the school nurses.
- If you have any general questions about the re-opening, please submit them to be answered in the COVID Corner of GLOBE's weekly newsletter. Your question is likely a shared one and can be of collective benefit.

COMMUNICATING WITH YOUR CHILDREN

Please join GLOBE in talking to your children about COVID-19, both to help them understand the what's happening around them and to help them cope with the stress and build valuable resilience.

RESOURCE LINK
CDC guide to helping children cope

- Ensure students understand the nature of the pandemic, without overwhelming them with minute-by-minute or traumatizing updates.
- Encourage students to talk with people they trust about their feelings.
- Join kids in eating healthy, exercising, getting sleep, and finding time to unwind safely.
- If needed, please reach out for mental health support or contact the Disaster Distress Hotline at 1-800-985-5990.

Learning Models

Groups

By breaking the K–5 student population into two groups, we will minimize the number of students on campus each day and reduce students' level of exposure.

You will receive an email at least one week in advance of re-opening, indicating your children's group.

We have gone to great lengths to ensure that siblings are in the same group, even if they are on separate campuses, as well as to ensure that all learners who have special services are fully accommodated.

Requests to change groups unfortunately cannot be met.

GROUP SCHEDULE

	Mon	Tues	Wed	Thu	Fri
Group A	In-person, on-campus instruction		Online, independent instruction (asynchronous)		
Group B	Online, independent instruction (asynchronous)			In-person, on-campus instruction	

Hybrid Learning

RESOURCE LINK
CDC return-to-school checklist

COHORT APPROACH

GLOBE's K–5 population will be divided into cohorts, or classrooms, each comprising 8–12 students and 2–3 teachers who stay together throughout the school day. These cohorts are designed in a way that students and supervising adults within the group will only have physical proximity with members of their own cohort throughout the school day.

To minimize inter-cohort interaction, students in grades 1–5 will remain in their classrooms throughout the day, with scheduled times for bathroom breaks and recess. Kindergarten students will change classrooms at mid-day, following a thorough surface clean. Additionally, cohorts will not change floors during the school day.

Please support these efforts to contain risk by not carpooling with anyone outside your children's cohorts.

ADDITIONAL NOTES

- K–5 hybrid learners will attend school on campus twice per week and online three times per week.
- To maintain cohorts, all Connections classes will take place virtually.
- EIP support will take place virtually.
- Students with IEPs, well as those in ESOL, will receive support in person on their in-person days and virtually on their online days.
- Gifted support will take place virtually.

All-Virtual Learning

COHORT APPROACH

Like students who participate in hybrid learning, K–5 virtual learners will be assigned to a group and a cohort.

On the days that their group is having face-to-face instruction, virtual learners will participate in their cohort's live classroom experience via video conference.

On the days that their group is having virtual instruction, virtual learners will have the same asynchronous learning experience.

Middle school students will not be placed in a group or cohort; their virtual learning experience will continue as it has been since the beginning of the academic year.

Timeline

Key Timing

When the re-opening process officially begins, we will follow the transition timeline below.

Grades K–5

Days 1–2 Teachers report to school to prepare classrooms. No live instruction.

Days 3–5 Asynchronous virtual learning begins. No live instruction.

Days 6–10 Live instruction begins, with teachers in classrooms and students learning virtually.

Day 11 Hybrid Learning Begins

Grades 6–8

Days 1–3 Teachers report to school to prepare classrooms. No live instruction.

Day 4 Live instruction begins, with teachers in classrooms and students learning virtually.

In the first phase of re-opening, on-campus instruction will only be available for K–5 students. Middle schoolers will remain virtual until thresholds allow for a larger population in the school building.

Cover Sheet

Communications Committee Report

Section:	V. Administration and Committee Reports
Item:	E. Communications Committee Report
Purpose:	FYI
Submitted by:	
Related Material:	2020.12.07 Communications Committee Report.pdf

The GLOBE Academy
Communications Committee Report
7 December 2020

Committee Chair: Jonathan Clues

Report Type: Meeting Summary and Updates

Summary and Updates:

The Communications Committee met via Zoom on Tuesday November 17th, 2020.

Present were:
- Christi Elliott-Earby
- Katrice Mines
- Ryan Hudak
- Leigh Long
- Jonathan Clues

It is a short report this month.

We ran through the to-do list on KanbanFlow from the previous meeting.

Katrice confirmed that the Brand Styleguide was all correct and online at https://theglobeacademy.org/GLOBE-Style-Guide

Leigh confirmed that the “Virtual Tour for New Parents” project with Megan Brown had been completed.

James commented that projects to assist the development committee were ongoing, with no firm deadlines.

Then the conversation moved mostly to the Board’s expectation as it pertains to a Communication Strategy for 2021 and beyond. Ryan explained that he didn’t want to make it a massive in depth process, or heavy document, and that there were many templates online that Christi & Katrice could use as an example.

To help keep the project in mind as well as on time, the following timeline of deliverables was agreed:

1. Katrice to create a Google Drive shared folder to start collecting key information

2. Christi and Katrice to research 2-3 examples online and download to the shared folder
3. Christi and Katrice to create a “strawman” (an outline) to attain directional approval from the committee that this format was what we were hoping for
4. Christi and Jonathan to meet Wednesday December 16th to review (others welcome as able)
5. Initial version – Presented by Christi to the Communication Committee by the end of January ‘21
6. Final version – Ready for presentation to the board by the end of February 2021

With all business discussed, we concluded the meeting. We have not yet set out next meeting date for the Communication Committee, except the check in meeting on 12/16/20.

End of Report

Cover Sheet

Diversity Committee Report

Section: V. Administration and Committee Reports
Item: F. Diversity Committee Report
Purpose: FYI
Submitted by:
Related Material: 2020.11.10 Diversity Committee Meeting Minutes.pdf

DRAFT

The GLOBE Academy

Minutes

Diversity Committee Meeting

Date and Time
Tuesday November 10, 2020 at 6:30 PM

Location
Virtual via Zoom

The Diversity Committee adopted a definition of diversity that represents GLOBE's actual and aspirational values. At GLOBE we recognize that:

The concept of diversity encompasses acceptance and respect. It means understanding that each individual is unique, and recognizing our individual differences. These can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical and learning abilities, religious beliefs, political beliefs, or other ideologies. It is the exploration of these differences in a safe, positive, and nurturing environment. It is about understanding each other and moving beyond simple tolerance to embracing and celebrating the rich dimensions of diversity contained within each individual.

Source: http://www.qcc.cuny.edu/diversity/definition.html (edited to include "learning" abilities).

It is in the spirit of this definition that the DEI Committee will continue to make recommendations to the GLOBE Board of Directors and leadership on governance and policy issues involving matters of DEI.

Committee Members Present
C. Blunt (remote), C. Catinella (remote), C. Elliott-Earby (remote), J. Limor (remote), M. Hudson (remote), M. Konomos (remote), M. Rodi (remote), T. Barnes (remote)

Committee Members Absent
S. Schmidt

Guests Present
megan.brown@theglobeacademy.net (remote)

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

M. Hudson called a meeting of the Diversity Committee of The GLOBE Academy to order on Tuesday Nov 10, 2020 @ 6:36 PM.

II. Diversity Equity & Inclusion

A. Examining Equitable Access

- Cat agreed to look into options for internet access for those who are unable to secure service.
  - Options from the county
  - Options from providers
  - Opportunities for the community to subsidize if necessary
- Judy shared on progress of effort to assist students struggling in virtual environment at UC. Appox. 20 kids identified have been assigned to a team member and there are plans coordinated with teacher and student.
- Monique agreed to work with UC team on diversity education efforts. (Terrance Brantley and Marcus Tate Green are the UC POC)
- Meg will take the lead on researching translation services. County indicated that it can be done for a fee and ICS has been contacted.

B. UPDATE on DEI Vendor (if any)

CEE updated that Conscious Roots work was slow in late Oct. early Nov. due to storms in their home base of New Orleans.

- Homework focused on education and colonialism
- Discussion groups underway
- Training in November for K2

C. Admissions Director presentation

Admissions Director (Meg Brown) presented

- Free and reduced lunch
  - 19% overall
  - 30% of Kinder
  - 22% of 1st
  - 25% of 6th
- Virtual tours
  - 3 per campus
  - Dec/Jan/Feb
  - Zoom platform
  - Student ambassadors
  - Evening hours
  - discussion on how to showcase the diversity in our school
  - pre-recorded classroom sessions
- Recruitment
  - flyers to Spanish immersion daycares
  - flyers to heritage speakers
  - Open to input for other preschools

D. Representation

- Marti agreed to work with Communications (Katrice) to make sure Library of Congress acknowledged days are included in GLOBE's communications
- Mila has begun organizing with members of the GLOBE AAPI community to organize an AAPI acknowledgement event, communication, activity and/or celebration.
  - AAPI month in May
  - Suggestion to loop in/work worth PTCC Global Awareness PAC.

III. Closing Items

A. Adjourn Meeting

Regular December meeting will be canceled. Next regular meeting to be held on January 12, 2020 on 6:30pm.
There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:00 PM.

Respectfully Submitted,
M. Hudson

Cover Sheet

Development Committee Report

Section:	V. Administration and Committee Reports
Item:	G. Development Committee Report
Purpose:	FYI
Submitted by:	
Related Material:	2020.11.10 Development Committee Meeting Minutes.pdf 2020.12.07 Development Committee Report.pdf

DRAFT

The GLOBE Academy

Minutes

Development Committee Meeting

Date and Time
Tuesday November 10, 2020 at 6:00 PM

Location
Join Zoom Meeting
https://us02web.zoom.us/j/87522789960?pwd=cldUeUgrNnNmckFyc2VmT21aUFEwdz09

Meeting ID: 875 2278 9960
Passcode: 033425
One tap mobile
+13017158592,,87522789960#,,,,,,0#,,033425# US (Germantown)
+13126266799,,87522789960#,,,,,,0#,,033425# US (Chicago)

Vision, Mission and Core Values
Vision: To develop globally minded citizens who have the knowledge, skills, and attitudes to effect positive change in our world.
Mission: The GLOBE Academy fosters Global Learning Opportunities through Balanced Education for children of all backgrounds. With a focus on dual-language immersion, an experiential-learning model, and a constructivist approach, GLOBE inspires students to be high- performing lifelong learners equipped to make a positive impact in the world.
Core Values: The GLOBE Academy's core values are expressed in the acronym, CREST: Community, Respect, Empathy, Sustainability and Trust. These values are expected of the governing board, faculty, staff, parents, and students. They are woven into daily life at GLOBE and incorporated into the curriculum.
 Community: We are inclusive, and we nurture and support one another.
 Respect: We treat ourselves and each other with kindness and dignity.
 Empathy: We strive to understand and share the feelings of others.
 Sustainability: We aim to conserve our resources for optimal use in the present and future.
 Trust: We are committed to honesty, transparency, and respectfully sharing our thoughts and encouraging others to do the same.

Committee Members Present
D. Robb (remote), K. Mines (remote), L. Hancock (remote), M. Adams (remote)

Committee Members Absent
F. Courtney, R. Hudak

Committee Members Arrived Late
D. Robb, K. Mines

Guests Present
J. Bratton (remote)

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order
M. Adams called a meeting of the Development Committee of The GLOBE Academy to order on Tuesday Nov 10, 2020 @ 6:04 PM.

C. Approve Minutes from 10/13/2020
L. Hancock made a motion to approve the minutes from Development Committee Meeting on 10-13-20.
D. Robb seconded the motion.
M. Adams mentioned there was one typo under the GLOBE Trot section where "Peaching" needed to be changed to "Peach". The minutes were approved with that one change. The committee **VOTED** to approve the motion.

D. Fundraising Update
M. Adams provided a fundraising update through 9/30/2020 that was presented at the last Board meeting.

II. Development Projects

A. Partnership Packet
The committee discussed next steps for the partnership packet and agreed they need more time to finalize the packet. With so many businesses hurting this year due to the pandemic, the committee agreed to hold off on soliciting new sponsors until the new year. The committee is focused on the text for now and will provide updated versions for K. Mines to add to the creative layout. J. Bratton commented that a lot of the language in the current version cannot be measured, calculated or funded. M. Adams to send a link to the committee to the Google doc to focus on the text over the next two months.
D. Robb arrived late.

B. General Operating Support Grants
M. Adams discussed how the two general operating support grants that were submitted by the October 31 deadline were both instantly declined due to lack of funding/budget. The committee decided to finish up the remaining grants (Publix, Georgia Power, Regions Bank, Teaching Tolerance) but nit submit them until the new year once budgets reset and some of these companies have a chance to get back on their feet after shifting focus due to the pandemic. K. Mines discussed her work on the Georgia Power grant and asked some questions regarding the focus of the proposal.
K. Mines arrived late.

C. Donor Database Management

M. Adams shared the F. Courtney and D. Clayton-Purvis met with two vendors (Bloomerang and Blackbaud who was representing Raiser's Edge and eTapestry) to get demos and quotes for a new donor database management system. Bloomerang is the most user friendly and intuitive option and well below the budget in pricing. eTapestry doesn't provide sufficient support and Raiser's Edge is too robust for what GLOBE needs over the next five years. M Adams will discuss with D. Clayton-Purvis later this week, but will likely move forward with C. Elliott-Earby's approval with Bloomerang. M. Brown is working on finishing up the donor database and has made great progress, which will make the transition to the new system much easier. Moving forward with GLOBE Trot next year, Bloomerang has partners that integrate well with their system, so starting next year, all the GLOBE Trot donor data will automatically go into this new system. GLOBE will have to move to a new vendor for GLOBE Trot next year since DoJiggy has changed their pricing structure after this year and will be much more expensive. DoJiggy does not easily integrate with any of the three databases GLOBE is considering.

D. GLOBE Trot Results

M. Adams shared that GLOBE Trot was a success and raised over $100,000. There will be one final push for donations after the wrap up video is completed towards the end of the month. There will be a push for Annual Fund later in the year to help fill the gap in funding. About 85% of the $130,000 goal was raised. The Kona Ice truck was postponed due to inclement weather this week. It will be coming on Wednesday, Nov. 18 from 11 am to 1 pm at lower campus and 3 pm to 5 pm at upper campus. The planning committee is reaching out to the parents of the students who won prizes to come pick them up from lower campus during regular office hours.

E. Square One Art

M. Adams discussed how M. Cottrell reached out because Square One Art was not doing well this year. M. Adams asked if the deadline of 11/12 could be pushed back to give parents more time. D. Robb mentioned that most parents wait until close to the deadline to act. The committee discussed ways to promote the fundraiser over the next week. K Mines. said she will add it to the website slider and make more posts on Facebook. M. Adams asked to include pictures of sample items so parents can see what it's all about and will post about it in the weekly newsletter. L. Hancock mentioned that the Facebook posts are more impactful coming from M. Cottrell. D. Robb said that more parents see the Facebook posts than the newsletter.

F. GLOBE Rocks

M. Adams discussed how she met with the GLOBE Rocks team on 10/28 and due to COVID, the fundraiser has been postponed until April 2021. L. Hancock confirmed that the PTCC's Auction should be a month earlier in March and should not interfere. She went over the other upcoming PTCC fundraisers so the Development Committee can make sure to not overlap with their asks.

III. Closing Items

A. Committee Next Steps

The Committee's next steps are to work on the following projects:

1. Partnership packet - finish draft and begin prospect list
2. General operating support grants - finish drafts and submit in Jan/Feb 2021
3. Donor database - M. Adams to lock in a contract and work on moving data to the new system

The Committee agreed to cancel the December 8 meeting and will meet again on Tues. January 12 at 6 pm. The next Board meeting is December 7 at 7 pm.

B. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:49 PM.

Respectfully Submitted,
M. Adams

Documents used during the meeting

- 2020_10_13_development_committee_meeting_minutes.pdf

The GLOBE Academy

Development Committee Report

7 December 2020

Committee Chair: Meghann Adams

Report Type: Update

Updates:

1) Fundraising Update

2020-2021 Unrestricted Fundraising Goal: $300,000			
As of 10/31/2020	Goal	Raised	%
Annual Fund	**$ 158,500**	**$ 27,116**	**17%**
Major Gifts/Individuals	$ 26,000	$ 3,929	15%
Board Giving	$ 3,000	$ 1,786	60%
One-Time Donations	$ 50,000	$ 10,449	21%
Recurring Donations	$ 45,000	$ 8,089	18%
Corporate Giving/Sponsorships	$ 20,000	$ 2,627	13%
General Operating Support Grants	$ 8,500	$ -	$ -
Miscellaneous Donations/Income	$ 6,000	$ 236	4%
School-led Fundraising Events	**$ 141,500**	**$ 6,698**	**5%**
GLOBE Trot	$ 130,000	$ 6,698	5%
Square 1 Art	$ 4,000	$ -	0%
GLOBE Rocks	$ 6,500	$ -	0%
OVERALL GROSS		**$ 33,814**	**11%**
Fundraising Expenses		$ 3,125	
OVERALL NET	**As of 10/31/2020**	**$ 30,689**	**10%**

2) Donor Database

a. Signed a contract with Bloomerang
b. Beginning training, kick off meeting and data conversion process
c. Annual Fund data cleanup will be complete prior to conversion

3) Grants

a. Charter School Program Grant (CSP) Remote Learning and Access Due to COVID-19
    i. Applied by Dec 4 deadline
    ii. Average grants are $150,000 (non-competitive)

b. General operating grants
    i. Applied to Georgia-Pacific and State Farm and received instant declinations due to lack of funding due to COVID
    ii. Will hold on submitting any other proposals until after the new year when companies have begun their new budgets

4) GLOBE Trot – November 6, 2020
a. The event was successful despite be completely virtual
b. Raised $110,000 (85% of our pre-COVID goal)
c. Working on compiling the videos and pictures sent in
d. Sending out sponsor thank yous and recaps

5) **GLOBE Rocks** – postponed to April 2021 due to COVID

6) **Square One Art** – Was able to extend deadline to submit and purchase items, but the fundraiser was not as successful this year

7) Next Development Committee Meeting via Zoom: Tuesday, January 12, 2021 @ 6 pm (Note we have cancelled our December 8 meeting)

End of Report