

SY 2021-22 Continuous Education Plan (CEP)

LEA Name: Goodwill Excel Center PCS
LEA Head of School Name: Catherine Meloy
LEA Type: High School
Date Generated: 08/24/2021

Background and Purpose

The Office of the State Superintendent of Education (OSSE) asked all local education agencies (LEAs) to develop **Continuous Education Plans (CEPs)** for the 2021-22 school year in order to communicate a detailed explanation of their plans to provide both a full 6-hour day of in-person instruction for all students five days a week and to offer distance learning under limited circumstances, including to students with medical certifications; to accommodate staff or students needing to quarantine; and in response to changes in public health conditions. Additionally, LEAs will use the CEPs to communicate to OSSE and the public their plan for supporting a **Safe Reopening, Student and Staff Well-Being,** and **Accelerated Learning.** For LEAs receiving ESSER III-ARP funds, the CEPs also satisfy US Department of Education requirements for developing plans for a safe return to in-person instruction and continuity of services, as well as plans for the use of ESSER III-ARP funds. **The plan below has been approved for these purposes.**

The CEP application was closely aligned to OSSE's [Guiding Principles for Continuous Education](#). These guiding principles are intended to help LEAs develop effective and equitable CEPs that support Safe Reopening, Student and Staff Well-Being, and Accelerated Learning for all students, especially those with the most significant learning gaps and students typically furthest from opportunity.

LEAs receiving ESSER III-ARP funds must update their plan every six months, at a minimum, between the date of publication and Sept. 30, 2023. LEAs not receiving ESSER III-ARP funds may choose to periodically update their plans based on the evolving nature of the District's response to the pandemic. Additional questions pertaining to the implementation of these plans should be directed to the school and LEA.

Application Questions

Safe Reopening

1.B: Support Across Learning Environments

1. For LEAs serving PK-12 grades: **Delivering Full-Time In-Person Learning: Describe the LEA's operational plan to offer five full days of in-person learning to all students, including:**
 - a. Whether the LEA can accommodate all students in person five days per week in its current physical space, and, if not, the LEA's plan for securing additional space; while on school grounds, on school buses and while participating in any school-related activities, including physical education and sports; and
 - b. Whether the LEA can accommodate all students in person five days per week with its current staffing levels, and, if not, the LEA's plan for securing additional staff; and
 - c. The LEA's operational plan for providing time-limited distance learning in the following situations. Describe, in detail, student and staff schedules and the plan for distributing educational materials:
 - i. For students or staff excluded from school due to confirmed or suspected coronavirus (COVID-19), exposure to COVID-19, or any other exclusionary criteria in DC Health and OSSE guidance; and
 - ii. For closure of an entire campus due to an outbreak of COVID-19 or evolving public health conditions.

The Goodwill Excel Center (GEC) is an adult alternative public charter high school. GEC serves mostly adult students through a competency-based education model that has five, eight-week terms per year. GEC's charter agreement with the DC PCSB waives GEC from the Carnegie Unit requirements and daily in-seat hour requirement. GEC provides instruction Monday-Thursday to students and tutoring on Fridays. GEC's students take classes based on their availability, which can change each term. GEC offers flexible scheduling to allow for students to take classes that fit their schedule and life responsibilities. GEC students work with an Academic Success Coach to provide available times each term to take classes and also reviews their individualized graduation plan, so they understand their high school journey and timeline.

The operational plan for GEC can accommodate all students in person for four days of instruction per week and Friday tutoring in its current physical facility. Additionally, the operational plan adheres to and upholds the OSSE Health Guidance of May 21, 2021. GEC will require all students and staff to wear CDC-approved masks/facial coverings. GEC will adhere to 6 ft social distancing guidance with staff members and the majority of adult students, to the best extent possible, within classrooms

The operational plan for GEC can accommodate all students in person for GEC's four days of instruction per week and Friday tutoring with current staffing levels. Long-term substitute teachers and daily substitute teachers (as needed) are included in GEC's budget to support the operation plan as well.

GEC has an operational plan to provide time-limited distance learning in the following situations as described in the next questions:

For students or staff excluded from school due to confirmed or suspected coronavirus (COVID-19), exposure to COVID-19, or any other exclusionary criteria in DC Health and OSSE guidance; and

For students who are excluded from school due to confirmed or suspected COVID-19, exposure to COVID-19, or any other exclusionary criteria in DC Health and OSSE guidance, GEC will provide

access to all classes and curriculum through our Microsoft Teams for Education application. All students at GEC have a Teams login, which also serves as their school email. At the start of each term, all students successfully login to Microsoft Teams and can find their class notebooks for each class, which includes resources and materials to guide them in class. Students can also find their class curriculum posted on Teams and teachers will update the notebooks and assignments as the term continues. Additionally, students have access to GEC staff through chat and videocall. Students daily schedule also appears on Teams. Also, at the start of each term, students are given paper-based resources to guide them in their instruction. These paper-based resources are provided in class during the first week and some are even provided before the classes begin during the required orientation. As the term carries out, all paper-based resources and materials that are provided to students and align with the curriculum are also uploaded to Teams for students to have additional access.

Additionally, all classes at GEC will be prepared for synchronous, hybrid virtual instruction in case a student needs access to the class due to one of the reasons listed above. All classrooms at GEC will be equipped with a camera in case there is a need during the year for synchronous, hybrid virtual instruction. If a student meets one of the exclusionary criteria, the student will connect with his or her Academic Success Coach who will communicate with the Leadership Team and Teachers to ensure all next steps are in place for the student to access the class on Teams via distance learning. GEC will ensure the student has the devices needed to access the class, such as a laptop or hotspot. Additionally, all classes will be recorded so that students can access the class instruction asynchronously after class as well for review. Also, the student can connect with his or her teacher using Teams chat to ask questions and check in. The teacher will also schedule tutoring or hold office hours virtually with the student for extra support as needed during the time the student is unable to return to the building. If the student in this situation needs additional paper-based resources, GEC will devise a plan to ensure the student is either mailed or receives through a drop off the necessary paper-based materials.

For staff members who are excluded from school due to confirmed or suspected COVID-19, exposure to COVID-19, or any other exclusionary criteria in DC Health and OSSE guidance, GEC will ensure all staff have access to work remotely. Like all students, all staff have access to Teams. Teams will serve as the main point of contact between staff and students. For staff members who cannot come to the building due to the exclusionary criteria, the Leadership Team will ensure coverage is in place to support the in-building responsibility. If it is a teacher who cannot come to the building, the teacher will teach the classes synchronously via distance learning on Teams. A member of GEC's Leadership Team or a substitute teacher will be assigned to the classroom to support the in-classroom learning. GEC classrooms have the capability to use the Smartboard and have the teacher who cannot come to the building broadcasted on the screen. Additionally, students will have access to laptops from the school and will be able to individually login to Teams and use headphones to connect to class as well. If the staff member who cannot come to the building is an Academic Success Coach, the Lead Coach and Leadership Team will be informed to create a coverage plan and the Academic Success Coach will have access to his or her caseload remotely via Teams. All students will have access to all staff members via the Teams chat.

For closure of an entire campus due to an outbreak of COVID-19 or evolving public health conditions.

For a closure of an entire campus due to an outbreak of COVID-19 or evolving public health

conditions, GEC is proactively prepared to provide synchronous instruction to all classes on Microsoft Teams. At the start of each term, all classes will be set up in Microsoft Teams. This easily allows students to have access to their class materials, curriculum, assignments, and resources. Additionally, Teams invites will be sent for any class that must meet remotely due to a campus outbreak of COVID-19 or evolving public health conditions that would require distance learning. Also, at the start of each term, students will be issued GEC devices (laptop and/or hotspot) to ensure they can connect with their classes. GEC has devices on hand to issue to students who need the devices. Additionally, GEC is securing more devices for next School Year. At the start of each term, GEC will issue devices to students based on certain device criteria after a survey from their Academic Success Coach.

The focus for next school year is to provide an uninterrupted learning experience. The key to this is through safe dissemination of materials, which will limit exposure. We will safely distribute material in the following methods:

- Students will have access to materials through Microsoft Teams and will be able to access these materials through school laptops and devices. All students have a login to Microsoft Teams, which also serves as their school email.
- Teachers will provide paper-based materials individually to students in pre-prepared folders or binders.
- In the case that there is a need for uninterrupted instruction through remote learning, the student will be able to immediately access curriculum and assignments from each class through Microsoft Teams and also communicate with their teacher and coach. The student will have access to the necessary device to access the materials while at home if this situation arises.

Additionally, the focus for next school year continues to be transparent and proactive communication. It is a priority that the entire GEC community understands any actions taken by the school and all resources available to them. GEC has multiple avenues it will communicate to students, and this includes:

- Microsoft Teams all school wall
- Social media
- Email communication
- School website
- School Messenger
- In school Excelebration wall (Large TV screen in the main common space)
- In school flyers and handouts
- Microsoft Teams class pages and coach pages
- Calls and Teams communication from GEC staff to students
- GEC Town Halls

2. For LEAs serving PK-12 grades: Distance Learning for Students with Medical Certifications: Please share more about the LEA's plans to offer distance learning for students with medical certifications, including:

- **a. Who will deliver the LEA’s distance learning program for students with medical certifications (select one):**

- The LEA itself
- Another District LEA (please select name)
- One of a consortium or partnership of District LEAs sharing staff and/or resources to deliver distance learning (please select name(s) of partner LEAs)

- **b. How the LEA will deliver its distance learning program (select one):**

- Centrally at the LEA level
- By campus/at the school level
- Both (please describe the LEA’s approach)

- **c. District regulations require a 6-hour instructional day for all students. Describe the LEA’s approach to ensuring that students participating in distance learning receive comparable instructional time and coursework as students attending school in person, with access to real-time, synchronous instruction and support from teachers.**

GEC will deliver its distance learning program centrally at the LEA level. GEC’s distance learning program approach is to use Microsoft Teams and have teachers utilize cameras to create a synchronous, hybrid experience for students. Once it is determined how many students have medical certificates and will need distance learning, GEC will review their schedules and needs and work with teachers in these classes to support the students’ needs and ensure access. GEC will ensure students in the distance learning classes have access to teacher office hours through Teams and can schedule extra support as needed with GEC staff. GEC’s distance learning program for students with medical certificates will be delivered by GEC staff using the Microsoft Teams (Teams) application and GEC issued devices (laptops and hotspots) if needed by the student.

GEC has an in-seat hour waiver in its charter agreement with PCSB and is a competency-based education program. With this, GEC does not require a 6-hour instructional day for all students. GEC utilizes its flexible scheduling approach to ensure students are scheduled in classes that they can attend. The approach will not differ for students who need a medical certification and require distance learning. For students who are participating in distance learning, they will have access to Microsoft Teams, like all other students and have access to all courses on their current schedule, curriculum, assignments, resources, and class materials. Additionally, students participating in distance learning will have access to their teachers and coach through Teams. Students participating in distance learning will attend class during their scheduled class times via Teams and engage in a synchronous learning experience. Class will also be recorded and will be available for asynchronous

review and learning. Students participating in distance learning will set up scheduled tutoring time with their teachers and also have access to their teacher's office hours, which can all be accessed remotely on Teams as well.

- **d. Describe how the LEA will ensure that students with medical certifications have access to the technology necessary to actively participate in distance learning environments;**

GEC will ensure that students with medical certifications have access to the technology necessary to actively participate in distance learning environments by conducting a "technology needs" survey with students who are participating in distance learning. This survey will be conducted by the Academic Success Coach and will identify what technology is needed from the student. GEC has the inventory of laptops and hotspots to provide to students who need these tools and will provide these technology items to students in need. GEC will schedule either a pickup time for the student as needed or schedule a drop off time with the student if the student cannot come to GEC. The GEC IT Team will support the student to ensure their device(s) are working properly while participating in distance learning.

- **e. Describe how the LEA will continue to provide resources to families of students with medical certifications to support distance learning, including materials, set-up of effective spaces for learning and technology training for families; and**

GEC will continue to provide resources to families of students with medical certifications to support distance learning, including materials, set-up or effective spaces for learning and technology training for families through the following methods:

- Teams meetings (virtual) or calls with the family and student to provide onboarding to technology. During the device deployment time, a member of the GEC team will ensure the student can login to the laptop and into Teams and knows how to access his or her classes and resources.
 - Tutorial videos that will be sent out to all students and posted on Teams and on GEC's website and social media.
 - Distance learning resources that will be updated on GEC's website.
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- **f. Describe in detail the model for the distance learning program for students with medical certifications, including the instructional methods (e.g., student-guided instruction, etc.), and platforms (e.g., the product name if using a learning management system (LMS)), and materials (e.g., textbooks, teacher-generated resources, computer software, etc.) in the program.**

GEC will utilize a synchronous instructional model for students with medical certifications participating in distance learning. Students participating in distance learning will receive the same instructional experience as students participating in learning at GEC. Students participating in distance learning will have access to the synchronous class during the scheduled class time as well as the recorded class video and asynchronous learning resources. Additionally, students participating in distance learning will have access to scheduling individual tutoring times with their teachers and virtual office hours with their teachers all through Microsoft Teams. Students participating in distance learning also have access to the student-guided, asynchronous art, music, and world language classes that all students have access to, which is from the Odysseyware program. GEC's distance learning program for students with medical certifications is intentionally grounded in the best practices of the GEC model and allows for students to have the same experience as a GEC student who is taking classes in the GEC building.

Student and Staff Well-Being

2.A: Whole Child Supports

- 3. Describe the LEA's plan for supporting students' social-emotional, mental and behavioral health needs during continuous learning and school recovery, including:**
 - a. How the LEA will provide opportunities for social-emotional learning, relationship building and mental health awareness for all students;**
 - b. How the LEA will screen and refer students for mental and behavioral health needs, whether the LEA will employ a universal screening approach, and how it will be implemented if so; and**
 - c. How the LEA will provide direct mental and behavioral health services for students in need.**

Part of GEC's model includes Academic Success Coaching services. The Academic Success Coaching Team works with a caseload of 60-75 students and is the main point of contact for each student on their caseload. The Academic Success Coaches are the central point for students in terms of providing social-emotional learning opportunities, relationship building, and mental health support services. The student checks in with their coach multiple times each week and has full access to their coach through Teams, email, and cell phone. Academic Success Coaches determine the current barriers students are facing and create barrier removal plans to support students during their academic journey. GEC supports students in connecting to external service providers where needed and supports students with many different barriers such as housing, food, shelter, and family support through community partnerships that the school has. GEC has community partnerships with the following organizations, which are utilized with students when in need and based on student need:

- Comcast Internet Essentials
- Martha's Table
- YMCA of the National Capital Region
- LIFT
- HER Resiliency
- MooseFit
- Healthy Fresh Meals

- Capital Area Food Bank

GEC also facilitates several support groups that focus on areas of need identified by students. Examples of some of the support groups that will continue next school year include (and will also expand to include several others): Leading Ladies, Sisters Inspiring Sisters, Gentlemen of GEC, the GEC Way, Student Ambassadors, and IBREATHE. GEC's Manager of Student Supports works with staff members to create student support groups and sessions around student needs and the groups adapt to the needs of the community every term.

Additionally, GEC will provide opportunities for social-emotional learning, relationship building and mental health awareness for all students in the following ways:

- GEC will implement “end of year check ins” through individualized meetings with Academic Success Coaches and students that capture survey data to key questions surrounding mental health assessments, current barriers at the close of the year, and also providing a key opportunity for relationship building. The survey will then be reviewed and updated with all students at the start of the school year with their Coach.
 - The end of year check ins and surveys are currently being conducted by the Academic Success Coaches and started on Thursday, June 17th. All students will have a completed end of year check in and survey by the last day of this school year, which is Thursday, July 8th.
- GEC will implement a “start of the school year check in” for all students returning from last school year. This will be a review of the “end of year check in” and update any current status or need for the student as the school year begins.
 - Academic Success Coaches will review the previously completed end of year check ins and surveys with students.
- GEC carries out an “intake assessment” to all new students at the start of their enrollment period, which is part of the orientation process at GEC. The intake assessment questions have been revised to capture information on the students’ emotional and mental health, current barriers, and other factors that might impact the students’ academic journey.
- GEC has contracts with two related service providers to support our students with IEPs, but GEC will extend the contract with service providers to students in need of extra support and who do not have an IEP.
- GEC utilizes peer tutoring opportunities for students to build relationships with each other and support one another. Peer tutoring times are set in the schedule and students are both identified by teachers and sign up to be a peer tutor.
- GEC hosts an “Excellence Awards Ceremony” each term to celebrate the growth and achievement in each term in our community. These events will continue into the next school year for all students.

If students appear at risk for a mental health concern in one of the surveys conducted by the Academic Success Coach, the Lead Coach and the Manager of Student Support Services will be notified. The team will determine if the School Crisis Team needs to convene to determine next steps for the student in need and if a service referral is needed. Additionally, based on student responses in these surveys, our LEA is prepared to offer extra support through the following means:

- Service providers on site to support students (i.e. School Psychologist) through MECCA or Mid-Atlantic

- Sessions with our Manager of Student Supports
- Connection with external services and agencies

Based on the level of need, if a student is showing the need for more intensive, one-on-one supports, the LEA will make sure the service referral is carried out with the student and will then work to have an student support meeting (SST) with the student and any approved outside service providers given access by the student.

GEC will screen and refer students for mental and behavioral health needs based on the intake assessments for all new students and the start of the year check in survey. Both the intake assessments and start of the year check in survey will be conducted with the Academic Success Coach and the student and all responses will be tracked and maintained in PowerSchool (our student information system).

GEC will provide direct mental and behavioral health services for students in need via contracted support services with our special education vendors, Mid-Atlantic and MECCA. GEC will schedule extra hours and services for students in need based on current status and determined need.

4. Describe the LEA’s proactive approach to behavior and discipline that accounts for the challenge of transitioning from distance learning back to the school building, as well as how the LEA will use positive, relevant and developmentally appropriate discipline practices, including possibly using a trauma-informed and/or restorative justice framework for discipline.

GEC’s always adopts a proactive approach to behavior and discipline. GEC understands the challenge of transitioning from distance learning back to the school building, and therefore will use positive, relevant, and developmentally appropriate discipline practices. GEC will continue to utilize the Student Handbook, which approaches discipline in a progressive manner. GEC will continue to approach behavior and discipline in a positive, relevant, and with developmentally appropriate practice through the following ways:

- Holding proactive mediations during times of student conflict.
- Utilizing a restorative justice framework for discipline.
- Utilizing a trauma-informed approach for discipline.

Additionally, GEC will provide multiple opportunities for students to check in and communicate any suggestions or concerns during sessions with GEC’s Manager of Student Supports. This allows for students to have a voice in the transition back into the building.

GEC will also hold sessions to review the Student Handbook with all students and all students will receive a copy for review at the start of the school year. The Student Handbook is also reviewed during all orientations and is part of the new-student orientation process.

5. For LEAs serving PK-12 grades: Describe how the LEA will ensure access to nutritious food for all qualifying students regardless of their learning environment, either through meal service managed by the school and/or through referral to community resources.

GEC does not provide lunch to its students. However, GEC partners with The Capital Area Foodbank and Healthy Fresh Meals to provide food to students in need through various methods. These food resources are provided to any student in need, as expressed to their coach or another team member who then connects the student to his or her coach, regardless of their learning environment.

2.B: Educator Wellness

- 6. Describe the LEA's plan for supporting teacher and staff social-emotional and mental health needs during continuous learning and school recovery, including:**
- **a. Applicable professional development opportunities in the areas of trauma-informed practices, including grief and loss, to support educators' own social-emotional and mental health; and**
 - **b. How the LEA might offer access to mental health supports for staff internally or through established partnerships with community organizations.**

GEC's plans to support teacher and staff social-emotional mental health needs by making available the following to all interested staff:

- MooseFit balance and wellness programming (yoga, mindfulness, and daily workouts) using the TeamBuilder App and individualized sessions facilitated by the program partner.
- YMCA gym membership benefit with Goodwill of Greater Washington.
- Employee Assistance Program (EAP) through Kaiser Permanente.
- All-staff professional development sessions focused on balance, wellness, and transitioning – facilitated internally and externally.

For staff in crisis or needing acute care, such as grief, depression, or trauma, GEC offers immediate support through an EAP.

GEC's will offer access to mental health supports for staff internally or through established partnerships with community organizations as listed above.

2.C: Family Engagement

- 7. Describe how the LEA will communicate with families about safe reopening, student well-being and accelerated learning, including:**
- **a. How the LEA will solicit and incorporate student/family feedback on these plans, both before the school year starts and consistently as the school year progresses;**
 - **b. How the LEA will communicate its CEP to families, specifically its approach to safe reopening, ensuring student well-being, addressing interrupted instruction, and accelerating learning, including how the LEA will reach families who speak a language other than English; and**
 - **c. How and when the LEA will communicate with families their student's status and progress with learning as informed by LEA-selected assessments.**

GEC's staff will solicit and incorporate student and family feedback on these plans through one-on-one conversations, surveys, and other methods listed below. GEC's will solicit and incorporate student/family feedback on these plans, both before the school year starts and consistently as the school year progresses through the following methods:

- Check in calls and Teams outreach with students.
- Issuing a student survey around feedback and areas of concern and need to return to school as part of the development of this plan.
- Utilizing the end of year check in surveys as a method to provide students an opportunity to provide input and feedback about next year and incorporate it into the summer planning and next school year.
- Utilize coach/student check ins as a method of gaining student feedback and making adjustments to the plans and operations as needed during the school year.
- Utilizing student support groups such as Student Ambassadors and the GEC Way as a platform for students to raise questions, suggestions, comments, or areas of concern and bring them forward to add into the evolution of the plan.
- Holding Town Halls for students to solicit feedback throughout the year.
- Issuing additional surveys throughout the year to solicit feedback.
- Hosting focus student groups to solicit feedback from students throughout the year who are at various points in their GEC journey.

GEC's Leadership Team will review and incorporate feedback from these methods listed above during Leadership Team meetings held weekly to determine next steps so we can maintain a safe learning environment, especially during moments of interrupted instruction and accelerated learning to monitor student progress and adjust supports.

GEC's plans to communicate with families and students about safe reopening, student well-being, and accelerated learning clearly and consistently in the following ways:

- Website updates
- Social media posts (Instagram and Facebook)
- Daily postings on Microsoft Teams All-School Team Page with key information and updates
- Postings on our Excelebration Wall in the school (the main monitor in the GEC school building)
- Postings on Class Teams pages for each subject with key information and updates
- Email and phone blasts to students with key information utilizing School Messenger
- Re-enrollment and enrollment events
- Student orientations
- Coach communication to students and families
- Enrolment team communication to students and family

To meet the needs of our diverse community, details on these topics will be available in all languages that our community requires as indicated on the student/Family Home Language Surveys.

GEC will communicate with families and students about their progress with learning multiple times during the 8-week term. All GEC students will have an online login to PowerSchool where they can view their grades and status in classes. Additionally, GEC will provide check ins with students in the following methods:

- Weekly check ins with their coach and teachers
- Progress reports distributed by the teacher
- One on one communication between the parent and coach and/or teacher for students under 18

2.D: Attendance and Re-Engagement

8. Describe the LEA’s approach to re-engaging students who were consistently less engaged with distance learning in the 2020-21 school year, including how the LEA is identifying these students and conducting individualized outreach to students and families to reengage them in learning in the 2021-22 school year.

GEC operates on five, eight-week terms. Therefore, GEC has the opportunity to consistently re-engage students before each academic term.. In school year 2020-21, staff identified students as being consistently less engaged with distance learning in the term based on the following indicators:

- Attendance
- Engagement and participation in class
- Productivity (work completion rate)
- Productivity on formative and summative assessments
- Productivity with final grades
- Academic progression
- Student/family responsiveness to outreach via phone, email, and Teams chat

All students had the ability to access school provided technology devices (laptops and hot spots) during IT deployment dates, which were held every term on Tuesdays and Thursdays and additional days at the start of each term and before each term. All students completed an IT device need survey in orientation to determine their need which was also reviewed by the coach during the intake assessment. Technology issues were addressed with the Leadership Team, Coaching Team, and IT Team through IT support days on site, IT calls scheduled through coaches, and other days on site for students to come in for IT support.

Each of our five terms, GEC offered on-site testing days for students taking assessments. We saw an increase in testing participation with on-site assessments. In May, GEC began offering on-site learning options to students. We prioritized spots for both disengaged students and our students in beginning level classes.

For students who were consistently less engaged with learning, GEC is considering the following strategies during the final term and over the course of the summer:

- Increased outreach with the student from multiple GEC team members utilizing multiple methods of outreach
- Student Support Team meetings
- Teacher office hour sessions
- Tutoring sessions
- Adjusted schedule to meet needs of the student
- Attendance plan

At the close of the current school year, each GEC student will participate in an end of year exit survey with their Academic Success Coach, which will allow for a holistic view of each student ending this school year and going into next year. These surveys will be utilized to plan engagement strategies, support, and outreach over the summer as well. GEC's final academic term ends July 9th.

GEC reviews data on student engagement each week through internal engagement and productivity trackers. Additionally, GEC holds collaborative engagement meetings with team members. GEC also facilitates student support team meetings to bring relevant team members, family members, and students together to support engagement and re-engagement efforts. GEC will continue these meetings and next step follow-up plans.

Most of GEC's students are over 18 years old and are notified about their own engagement through the following methods:

- Teacher and coach conferences and meetings
- Progress reports

For GEC's students who are under 18 years old, families will be notified of the students' engagement in the following ways:

- Outreach by the Youth Services Coach to the parent or guardian listed and,
- Scheduled SST meetings where needed to create intervention and re-engagement plans

Given GEC's eight-week term, engagement is key for the competency-based model and thus identifying interventions and re-engagement plans as needed is a key part of the school's model. GEC will continue to carry out re-engagement plans as part of its model and through the various methods listed.

Accelerated Learning

3.A: Set Clear Goals and High Expectations for All Students

9. How did the LEA adjust its approach to standards, curriculum, instruction, and assessments due to the pandemic in the 2020-21 school year? Please select all that apply:

- Taught fewer standards than in a typical school year / not able to teach all the standards
- Taught a narrowed or prioritized set of standards relative to a typical school year
- Did not adjust standards / Taught the same standards as a typical year
- Adjusted curricular scope
- Adjusted curricular sequence
- Did not adjust curriculum / followed same curricular scope and sequence as a typical year
- Adjusted types of assessments administered

Adjusted assessment administration schedule and/or frequency

Adjusted use of assessment data for planning instruction

10. Describe the LEA's approach to assessing the extent of interrupted instruction in the upcoming 2021-22 school year, including:

- **a. For which content areas do your schools plan to administer non-state summative assessments in the 2021-22 school year?**

English language arts (ELA)

Math

Science

English language proficiency

- **b. Which assessment tools the LEA will use to measure student learning and interrupted instruction throughout the 2021-22 school year for all grade levels, including details on the content areas and grade levels for which each will be used. This list of assessment tools may include, but is not limited to, diagnostic, screener, interim, benchmark, end-of-course and end-of-year assessments;**

GEC will continue to utilize SRI Reading Inventory and iReady assessments to determine student academic mastery and growth. Instructional remediation will be determined from the data collected from these assessments. GEC science instructors will continue to use internal diagnostic, formative, and summative assessments to measure growth, mastery, and remediation.

Both the SRI and iReady assess students grade level from K-12th grade to determine current grade level equivalency. The SRI is used for GEC's reading assessment. All incoming students take this assessment. If a student scores below a 1000 Lexile on the SRI, the student will take a Reading Foundations class and have a growth goal over two academic terms. The iReady assessment is used for GEC's math assessment. All incoming students take this assessment. If a student scores below a 508 on the iReady, the student will take a Math Lab class and have a growth goal over two academic terms.

- **c. A calendar or timeline showing when the LEA intends to administer each local assessment during the school year (please provide estimated date ranges if the calendar is not yet set);**

GEC operates in 8-week sessions, 5-terms per year. The testing windows for the 2021-22 school year are as follows:

SRI and i-Ready Pre-Post Test Schedule		
Term	Pre-Test Window	Post-Test Window
1	8/25/21-8/31/21	10/13/2021-10/20/21
2	10/18/21-10/22/21	12/8/21-12/16/21
3	1/3/22-1/7/22	2/23/22-3/2/22
4	2/28/22/3/4/22	4/27/22-5/5/22
5	5/3/22-5/10/22	6/29/22-7/7/22

GEC Science instructors conduct diagnostic assessments during the first week of every term and summative final assessments during the final week of each term. Formative assessments are conducted throughout the term.

- **d. Whether you set goals³ for performance on non-state summative assessments, and, if so, for each assessment, content area, and grade level:**
 - i. Whether these goals are set by the assessment provider or are determined by the LEA; and**
 - ii. How you set and track on these goals over time and, in particular, this year (2021-22) if you are introducing new approaches, including whether there are any new procedures or processes you are using and whether there are differences across schools, specific groups of students, content areas and/or grades; and**

During the 2020-21 school year, GEC continued to follow accountability goals set in its PCSB charter agreement for Reading and Math mastery in foundation classes. GEC also continued to follow all PCSB accountability goals related to attendance, credit attainment, and more.

GEC maintained tracking systems established prior to the 2020-21 school year and will continue to maintain these systems moving forward. Student growth goals are individually defined based on Math and Reading pre-test levels upon enrolling in GEC. Post-test assessments allow GEC to monitor student progress and advance students based on level of mastery.

The student performance goals on the assessments named in 10b (SRI and iReady assessments) are

set based on both assessment provider recommendations and PCSB business rules for GEC's charter accountability goals for student growth.

- **e. How the LEA will use this non-state summative assessment data to monitor student progress and adjust instruction across learning environments throughout the 2021-22 school year, including whether and how this approach differs across schools, specific groups of students, content areas and/or grades; and**

GEC utilizes SRI and i-Ready data to individually differentiate instruction as student's progress through curriculum. The use of data to drive instructional strategies is a standard best practice approach that is implemented in all GEC courses. Additionally, with five academic terms, GEC heavily relies on student data to guide the development of support plans for students as they transition from one class to another.

- **f. For LEAs with students attending non-public special education schools: Please describe how you are collaborating with the non-public school to assess the extent of interrupted instruction for students.**

GEC does not have any students attending non-public special education schools currently.

3.B: Employing Intentional Strategies for Accelerating Learning

- 11. Describe the LEA's overall approach to addressing interrupted instruction and the need to accelerate learning for students in the coming 2021-22 school year, including how it will collect, analyze and use data from multiple sources to inform instruction.**

GEC is an accelerated instructional program that operates through a competency-based education model with five, eight-week terms per year. GEC provides instruction Monday-Thursday to students with tutoring on Fridays. GEC's students take classes around their availability. GEC offers flexible scheduling to allow for students to take classes that fit their schedule and life responsibilities. GEC collects pre- and post-term data via SRI Lexile and i-Ready math assessments, as well as internal science formative and summative assessments every term to inform instruction.

- 12. Describe how the LEA will maximize accelerated learning opportunities for students by indicating the specific strategies that the LEA plans to use (select all that apply):**

- **a. Adjusted Scheduling**

- Adjusted class/block/bell schedules
- After-school programming
- Longer school day
- Longer school year
- Summer 2021 programming
- Summer 2022 programming
- School break/holiday programming
- Weekend programming (e.g., Saturday school)

- **b. Instructional Changes**

- High-dosage tutoring
- New curriculum purchase
- New intervention program or support
- New uses of staff planning time for accelerated learning
- New professional development for staff on accelerated learning

- **c. Staffing and Related Supports**

- Additional staffing
- Additional vendor and/or community partner support
- New hardware purchase
- New software purchase

- **d. Other**

Long-term substitute (additional staffing): During the 2020-21 school year GEC employed a long-term substitute to teach classes in teacher absences. When the long-term sub was not substituting for a teacher, the long-term substitute served as an additional support in classes with higher enrollment or classes where extra support was needed. It was beneficial to have this individual on staff due to the shortage of substitute teachers available on short notice and also as an additional “floater” staff where needed who knew our students and our school community and norms. We have planned to maintain the budget for one long-term substitute for next school year as well. Additionally, during 2020-21 school year, GEC had on-site proctors for the testing windows for pre-and post-testing. These additional proctors (substitute teachers) allowed for extra support on testing days. We plan to continue this approach in the 2021-22 school year and have also budgeted for this as well.

- **e. In the space below, please describe in detail the LEA’s approach to implementing each strategy selected above and how it will accelerate student learning.**

Adjusted class/block/bell schedules:

GEC will utilize the flexible scheduling approach, which is part of its model, to support students during the 2021-22 school year to maximize instruction time for individual students based on their availability throughout each term. With the flexible scheduling model, students start classes at different times in the day and take a different number of classes each term. This will maximize accelerated learning opportunities because students can take classes that fit their needs in their times of availability.

After-school programming:

GEC will continue to maintain flexible scheduling during the class offering times of 9am to 5pm. Friday tutoring will be available to students on an extended schedule next school year from 10-3:30pm. Additionally, extra office hours and tutoring hours will be available to students next year at scheduled times each term. This will maximize accelerated learning opportunities because students can have additional access to GEC instructors and support staff.

Longer school day:

GEC will continue to maintain flexible scheduling during the scheduled class times of 9am to 5pm. This will maximize accelerated learning opportunities because students can take classes throughout the entire school day that classes are offered. This offers students extended access outside of traditional school day hours.

Longer school year:

GEC will continue to maintain an 11-month school year which consists of five, eight-week terms. GEC’s term schedule is as follows for next school year:

- Term 1: August 31st – October 20th
- Term 2: October 25th – December 16th
- Term 3: January 6th – March 2nd

- Term 4: March 9th – May 5th
- Term 5: May 16th – July 7th

This will maximize accelerated learning opportunities because students are able to adjust their schedule each academic term, which allows them to take classes to meet their needs at their available time each term. Additionally, the extended school year schedule offers students extended access outside of the traditional school day hours.

Summer 2021 programming:

GEC will continue to maintain a calendar year that ends the second week of July in accordance with an 11-month schedule. GEC’s final academic term in 2021 ends on July 8th. GEC will provide “engagement opportunities” during the months of July and August leading up to the first day of school on August 31st, which will be available to all current students and new students. A schedule for the summer engagement opportunities is forthcoming and provides a chance for students to stay connected to GEC and prepare for the upcoming school year as well as meet new students. GEC does not offer formal summer academic programming as the school year extends into early July. This will maximize accelerated learning opportunities because students are able to stay engaged with the GEC community in the summer months. Summer engagement opportunities will include refresher material as well as preparing for the first day back in school.

Summer 2022 programming:

GEC does not offer formal summer academic programming as the school year extends into early July. Based on how the summer engagement opportunities go this summer, we will determine if this is a best practice moving forward into summer 2022.

High-dosage tutoring:

GEC will continue to utilize high-dosage tutoring for students in need identified through formal and informal assessments. This will take place during the school day and on Fridays. Additionally, GEC will provide high-dosage tutoring through teacher support sessions and office hours. This will maximize accelerated learning opportunities because students are provided additional access to GEC instructors and staff.

New intervention program or support:

During the 2020-21 school year GEC utilized the Student Support Teams (SST) process for students under 18 that demonstrated attendance and engagement concerns. GEC expanded this process to any students, of all ages, that demonstrated attendance concerns or disengagement. The meetings were highly collaborative and designed to address and mediate student barriers to attendance and/or academic barriers. GEC will continue the SST process during the 2221-21 school year but will initiate the SST process earlier as a more proactive engagement approach. SST meetings are a best practice intervention at GEC because they allow for a co-creation of a support plan during the meeting.

Additionally, GEC utilizes attendance support plans for students who have attendance concerns or where attendance is the main barrier. These plans are created with the student and the Academic Success Coach and an academic support plan is co-created with the instructors to ensure all team members are on the same page. The attendance support plans are aligned to GEC’s attendance

policy.

Finally, GEC utilizes the Manager of Student Support Services as an additional layer of support and proactive planning. When a student has not found success after an SST meeting or on an attendance plan, the Manger of Student Support Services will be brought in (if not already) to provide a new approach and support in the planning. The goal is student retention and GEC wants to ensure all perspectives are utilized to fully support the student.

This will maximize accelerated learning opportunities because students are able to have solution-focused support meetings as an early intervention and also multiple touchpoints of support. This allows students to have full, wrap around support services.

New uses of staff planning time for accelerated learning:

All teachers are provided at least 90 minutes of daily planning time. During the 2020-21 school year this time was utilized to adapt curriculum to online platforms and adjust lessons according to student data and instructional needs. The GEC model also includes routine collaboration between instructors, academic success coaches, and SPED instructors around addressing student academic, social-emotional, and environmental barriers. During the 2020-21 school year GEC implemented the practice of the *Triad of Communication*, in which Microsoft Teams Chat was utilized to communicate with instructors, academic success coaches, and students in one chat. Additionally, a call could be made very easily that included all team members on one Teams called. This ensured all plans and messaging was clear between the three participants. These practices will continue during the 2021-22 school year and we will incorporate both in-person and virtual communication.

Additionally, staff will be in constant communication, as already is the foundation of the GEC model, to determine any extra planning needs for the 2021-22 school year. One practice that is highly effective and will continue to be used is progression meetings with instructors to determine support plans and best practices with students as they transition to their next course progression at GEC after each term.

This will maximize accelerated learning opportunities because staff are given time to prepare for students and adapt curriculum as needed. Additionally, the collaboration and intentional communication provides immediate solution-planning and conversations to take place in creating plans for the student.

New professional development for staff on accelerated learning:

GEC Leadership (specifically School Directors, Lead Instructors, and members of the Senior Leadership Team) will be providing professional development and growth opportunities in response to identified instructional gaps based on teacher observations and student data. External instructional professional development sessions and trainings have also been budgeted based on feedback from the 2020-21 Insight Survey. Lead Teachers and Teachers will also utilize OSSE PD's focused on accelerated learning during the 2021-22 school year.

GEC has a summer professional development calendar for instructional staff that begins August 16th and extends to the first day of classes on August 31st. Additionally, GEC utilizes Fridays for instructional PDs (this year the focus will be on accelerated learning) where needed throughout the school year. GEC also has professional development days built into the calendar for next year.

This will maximize accelerated learning opportunities because the staff is prepared to meet the needs of the students and fully understand the importance of the focus on accelerated learning.

Additional staffing:

GEC is increasing its enrollment ceiling next year to 425 students (approved by PCSB and an increase from 360 students). As a result, we are hiring additional staff and have planned to have a long-term substitute on staff for the year and substitutes as needed. Additionally, GEC is hiring another Youth services academic coach and academic success coach to provide greater wrap around services to students. Lastly, GEC hired an additional College and Career Readiness Specialist to offer support to seniors and increase the opportunity for success after graduation. This will maximize accelerated learning opportunities because students are able to have a smaller teacher to student ratio in classes and extra support staff as well.

Additional vendor and/or community partner support:

GEC continues to utilize several additional vendors and community partners for support. All vendors are built into the GEC budget. GEC utilizes MECCA, Mid-Atlantic, and TriLingual Communications for all current related services for students with an IEP. All vendors are in constant communication with the Manager of Special Education. Students in need of additional resources, who might not have an IEP, will be allowed to utilize these service providers as determined by the Manager of Special Education. Additionally, GEC utilizes vendors for our career pathway classes in Hospitality and Security Training. GEC will continue to utilize vendors in all career pathway classes. GEC also partakes in the dual-credit program with OSSE and collaborates with OSSE to allow for students to apply for dual-credit college courses. GEC also has a separate partnership with Catholic University for dual-credit college classes as well.

GEC will also utilize community partner support as needed based on student needs. GEC has community partnerships in place with several organizations that GEC students utilize. These community partners are currently:

- Comcast Internet Essentials
- Martha's Table
- YMCA
- LIFT
- HER Resiliency
- MooseFit
- Healthy Fresh Meals
- Capital Area Food Bank

GEC is always looking for additional community partners to support student and staff needs and will continue to do so in the 2021-22 school year. This will maximize accelerated learning opportunities because students have additional support platforms to stay connected and supported to their academic pathway. Additionally, students have external vendors to provide other support needs

as they come up.

New hardware purchase:

In school year 2020-21, GEC purchased over 250 student laptops (mix of laptops and tablets) and 50 hotspots. For the school year 2021-22 we plan to purchase an additional 200 more student tablets and 50 more hotspots. This will maximize accelerated learning opportunities because students are able to access all curriculum both inside the school building and outside the school building. Students can take technology and devices home with them after the school day. Additionally, this provides for uninterrupted learning in the event of a school closure or if a student becomes ill.

New software purchase:

In school year 2020-21 GEC purchased licenses for Microsoft Teams for Education. GEC will maintain this contract for the 2021-22 school year. In addition, GEC utilizes Nearpod, Edulastic, AES, Seneca, iReady, SRI, and Flocabulary. This will maximize accelerated learning opportunities because teachers can continue to adapt curriculum as needed and create extra resources for students as well as data. We have found that having electronic resources is a best practice to keep for student accelerated and uninterrupted learning.

Other:

During the 2020-21 school year GEC employed a long-term substitute to teach classes in teacher absences. When the long-term sub was not substituting for a teacher, the long-term substitute served as an additional support in classes with higher enrollment or classes where extra support was needed. It was beneficial to have this individual on staff due to the shortage of substitute teachers available on short notice and also as an additional “floater” staff where needed who knew our students and our school community and norms. We have planned to maintain the budget for one long-term substitute for next school year as well. Additionally, during 2020-21 school year, GEC had on-site proctors for the testing windows for pre-and post-testing. These additional proctors (substitute teachers) allowed for extra support on testing days. We plan to continue this approach in the 2021-22 school year and have also budgeted for this as well.

This will maximize accelerated learning opportunities because utilizing a long-term substitute will accelerate student learning because there will not be a gap in student learning in a teacher is out. Additionally, if there is not a teacher out, the long-term substitute will support in classes where there is a need and this will support accelerated student learning. Utilizing additional substitutes as proctors during the pre-and post-testing windows allows for additional supports on these scheduled days.

13. Describe the LEA’s approach to reviewing and revising its staff professional learning plan to account for lessons learned during the pandemic and to build skills for staff to meet new and emerging student needs around safe reopening, well-being and accelerated learning.

When the pandemic started in March of 2020, GEC utilized Zoom and Google classroom to implement its distance learning instruction. At the start of the 2020-21 school year, we intentionally made the decision to transition to Microsoft Teams. Microsoft Teams allows for all

student materials, class schedules, resources, and communication to be in one place. Additionally, Teams functions off of the GEC students' email, the GEC student email is the same as the Teams login for the student. Teams allows GEC to better assist students with technology challenges through screen sharing and IT support Teams pages and channels. Also, Teams allows for GEC staff and students to communicate without any obstacles with the Teams chat and videocalls.

Additionally, Microsoft Teams has a Class Notebook feature that removes any many barriers traditionally associated with the organization of class materials, resources and assignments. Teachers can create their Class Notebook and update their Notebook throughout the term.

To ensure a smooth rollout of Microsoft Teams the leadership team implemented a series of five professional developments for all staff members. Two of sessions were led by associates employed by Microsoft, two sessions were led by the Lead Teachers at GEC, and another was led by a panel of teachers during the first term.

To support staff and ultimately students this past year, we held professional developments around the topics of mindfulness and well-being. Additionally, a greater focus was placed on creating and maintaining safe and supportive classroom cultures This involved professional developments on empathy, supporting the whole student, and understanding the context of the pandemic for our community.

As we look ahead into this coming school year and the summer professional development, we have accounted for lessons learned during the pandemic and have sought input from our staff to determine areas of need in our professional development calendars. Based on our reflections and what we heard from our staff, we will incorporate additional sessions on Microsoft Teams and hybrid learning best practices and resources. Additionally, we will plan for sessions focused on intervention planning and re-engagement planning for students. We will also plan for sessions focused on supporting the transition back into the building and re-creating in-person learning norms. With five academic terms, we are constantly providing space and leaving room for emerging needs.

14. Describe how the LEA plans to extend effective practices introduced during distance learning to enhance students' academic and/or social-emotional progress.

One area that provided to be effective this last school year 2020-211 that supported students' social-emotional progress were our student support sessions during lunchtime and our planned "lunch and learns" on various topics. In a previous section, we discussed the student support sessions we have created throughout the year that emerged as a need and we will continue to hold student support sessions on various topics and for various students facilitated by our staff or external partner organizations. Additionally, "lunch and learns" on various topics throughout the school year provided a space for students to gather during lunch and both learn and share out on various topics. We will continue these into next school year. Also, awards ceremonies, which are a key piece of our school culture were something we continues in the virtual platform at the end of each academic term. Celebrating GEC's community throughout the school year uplifted the entire community and we will continue our awards ceremonies.

In terms of best practices that enhanced students' academic progress this last school year, utilizing Microsoft Teams is something that elevated our school community and we will bring into next year as we transition back to the building. Having a central hub for all communication and resources and open access to all staff has been a great best practice for us. We have found Teams to be essential to our model in terms of academic outreach and communication. Teams allows for students to be in constant contact with their Academic Success Coaches and Teachers. As students transition back to the building, they will still have access to Teams and all of the features (such as Class Notebooks) and this will only elevate and enhance their learning and connectivity. Providing students access to virtual resources and additional resources has increased their ability to maintain their academic learning pathway and stay focused on accelerated learning. Additionally, this has elevated our students' IT skills and has allowed for earlier IT support as needed.

Also, GEC created a tracker of information to maintain of students' progress with related service providers. This tracker was maintained by the SPED Team to document related service hours and specialized instruction hours to ensure that we meet the needs of the students' current IEP or 504 plan. This tracker will be utilized into next year and kept as a best practice for recovery planning actions.

Additionally, one other best practice that we will continue into next school year is our triad of communication. Creating an internal system for our staff to communicate and collaborate with each other and our students is critical and has promoted student support and their academic progress. The triad of communication refers to ensuring all staff members who support a student are aware of any next steps or needs. At GEC, the triad of communication is the student, the instructor(s), and the Academic Success Coach. In school year 2020-21, the triad of communication was initiated using Teams chat. As we transition back into the building, the triad of communication will still be in place, but we will also follow-up on Teams chat to ensure strong follow-through and communication with all team members on the same page for next steps and a central place for everyone to check in from and schedule support meetings as needed. The triad of communication is also critical for identifying our focus students and developing plans and interventions for next steps. We will maintain our focus student meetings into next school year.

Lastly, one other area of best practice that we will keep moving into 2021-22 school year are increased SST meetings for early intervention and support planning for all students. SST meetings helped keep all student stakeholders on the same page and allow for an opportunity for students to discuss their areas of concern and create plans for next steps and supports. We will utilize SST meetings as an early intervention for both attendance and academic support planning next school year.

15. For LEAs serving students in grades 9-12: Describe how the LEA will adjust its approaches to credit attainment, recovery and support for postsecondary transitions to ensure all students are on track to graduate.

The competency-based education model that consists of five, eight-week terms per year proved to be effective during the 2020-21 school year. In addition to students attending classes Monday-

Thursday, students had the option to attend tutoring on Fridays. GEC's students take classes around their availability, which can be adjusted each term. GEC offers flexible scheduling between 9am and 5pm to allow for students to take classes that fit their schedule and life responsibilities.

In the GEC model each student is assigned an Academic Success Coach. The academic success coaches are not just school counselors, but also advocates who work closely with students and instructors to develop barrier removal strategies. During the 2020-21 school year academic success coaches were also involved in the SST process for students with attendance concerns or who exhibited disengagement. Although the SST process is required for only students under 18 years old, the GEC Leadership Team saw this process as a best practice. Thus, the SST process was expanded to include all students with attendance concerns or who demonstrated disengagement.

During the 2020-21 school year, the GEC Leadership Team also implemented the practice of focus student and senior focus student meetings. In the focus student meetings, students identified as focus students due to attendance barriers, behavior, or academic concerns, were discussed and strategies were developed to address the needs of these students. Focus student meetings took place weekly and follow-up actions and intervention plans were created and followed up on. Members of the GEC Leadership Team would gather information from their teams and bring it to the focus student meetings. If other team members were needed for extra information or plan creation, they were brought into the meetings. Focus student meetings are now seen as a key feature of the GEC model and allow for accountability in follow-up and action.

During the 2020-21 school year, the GEC leadership team also implemented senior focus meetings. In the senior focus meetings, members of the Leadership Team reviewed weekly data from each class that a student slated to graduate was enrolled from a shared tracker. Each senior was assigned a leadership team member in addition to their coach for the purpose of outreach and to develop any barrier removal strategies necessary. GEC has two graduations each year. Therefore, tracking and monitoring seniors closely is a critical action. Senior focus meetings provided a space to narrow in on our senior cohorts and identify actions needed. GEC also utilized the shared tracker as a way to gather input and areas of need from all of the GEC staff on seniors. This also allowed all staff to see and understand who the current senior cohorts were. Members of the GEC Leadership Team would gather information from their teams and bring it to the senior focus student meetings. If other team members were needed for extra information or plan creation, they were brought into the meetings. Like focus student meetings, senior focus student meetings are now seen as a key feature of the GEC model and allow for accountability in follow-up and action.

GEC will provide many postsecondary supports to its students as the students navigate college and/or career pathways and next steps. As part of the GEC model, students take career certification classes and/or dual credit college classes while they are a student and during their senior terms. GEC begins their career and college counseling with the students from day one of the GEC journey, but with more detailed planning during senior seminar. The College and Career Readiness (CCR) team meets with GEC students during senior seminar (a required class at GEC) to determine a vision for next steps and the pathway towards postsecondary education and/or career pathways. Next, the CCR works with seniors to support next steps with

college interest, applications, and financial aid. The CCR team holds application day and financial aid support sessions. The CCR team also holds two Excel Expos (open to all current students and alumni) each year to provide college and career options and opportunities to students with next step follow up. The CCR team holds career application days and individually meets with students to create a career next step plan during CCR classes. Additionally, the CCR team completes exit meetings with all seniors and then stays in close contact with all students for the first 6 months after graduation, which is in alignment with the PCSB charter goal. During this time, check-ins and meetings take place to support the transition into the next steps. Alumni also take a postsecondary survey with the CCR Team. The CCR team continues alumni check-ins and support beyond 6 months. Additionally, the CCR Team identifies external employer partners to support streamlined employment support services. GEC's model is focused and founded on postsecondary support while GEC students are planning their next steps and during the transition into these next steps.

3.C: Special Populations

Students with Disabilities

LEAs must include students with disabilities in the general application of these guiding principles. After doing so, LEAs are additionally responsible for reviewing and conducting the following activities to ensure the continued provision of a free appropriate public education (FAPE) to students with disabilities. OSSE encourages LEAs to conduct individualized review of student data to identify appropriate accelerated learning instructional approaches. LEAs should also consider whether or not a student's individualized education program (IEP) is designed to support accelerated learning and should engage families in information sharing regarding the LEA's plan for the delivery of accelerated learning, IEP services designed to support accelerated learning, and the delivery of FAPE.

16. Describe the LEA's plan to serve students with disabilities, including students the LEA has placed in non-public special education schools and students participating in distance learning, including:

- a. The steps the LEA will take to ensure that students with disabilities are assessed upon return to school to determine the nature and extent of interrupted instruction on their receipt of educational benefit and to update IEPs as appropriate to ensure supports designed to ensure access to accelerated learning;**
- b. At the campus and LEA level, how the LEA will evaluate the need for, determine or design appropriate services, schedule and deliver accelerated learning to students with disabilities, and how LEAs will communicate those instructional approaches to families;**
- c. How the LEA will ensure equitable access to educational opportunity across learning environments, including how the LEA will ensure that students receive equal access to interventions and least restrictive environment (LRE) continuum, and that accelerated or distance learning approaches are not used to place them in more restrictive environments;**
- d. How the LEA will continue to support parent training for students receiving related services through distance learning as needed; and**
- e. The steps the LEA is taking to ensure that family members with disabilities (e.g., a guardian with visual impairment) can access content to support their students' learning.**

GEC will assess all students with a disability utilizing iReady and SRI as a universal screener. Students with a disability that have not attended GEC during the virtual COVID-19 timeframe will be assessed utilizing these universal screeners. The universal screener will inform the team how to appropriately program for the student. The timeline for this is 8-10 weeks upon return to school.

Additionally, GEC has a recovery planning tool (this is uploaded in the support documents section), which the Manager of SPED will monitor, manage, and utilize with the SPED Team throughout next year. This tool will guide GEC team members on how to provide appropriate recovery needs from interrupted instruction for students to be successful in the upcoming school year and ensure access to accelerated learning. Also, the tool will provide clear documentation efforts and guide teachers on the level of interventions needed to support students.

GEC will monitor the academic progress of students in the first and second term of SY 21-22. These terms will be used to collect data on each student with an IEP/504 plan. The determination of recovery services will be made by the IEP team. The team will gather data from student's performance and data prior to Covid 19 closure, student's participation in class, observations and performance during COVID-19 school closure, and performance upon return to school. Recovery services will not be discussed until all the data has been collected, analyze, and shared with the IEP team which includes parents and student. The team can meet and convene sooner if necessary. These actions are ongoing at GEC.

The IEP team will provide all students with a disability access to each universal screener to determine the needs. In addition, all students with a disability will have access to being monitored to determine the appropriate services and needs. The IEP team will utilize a variety of options to include but not limited to alternative schedules (A&B days) Fridays for additional support time. The recovery services will be provided over time in the first Three Terms and may take at least 3-6 months depending on the severity of the deficits and/or skills lost.

GEC will ensure that students with disabilities will have access to their accommodations, modifications and differentiated instruction to access the general education curriculum during distance learning. Students with disabilities will be in distance learning classes with their non-disabled peers. In addition, the student will be given access to synchronous learning with access to breakout rooms with their non-disabled peers along with support of the special education teacher to guide with instruction of the content. Also, students with disabilities will have access to asynchronous instruction to reinforce skills and concepts previously taught during the synchronous instruction. Additionally, students with disabilities will have access to all GEC tutoring and intervention supports to meet their needs inside and outside of the classroom both in person and in distance learning.

GEC is not using distance learning approaches as a way to separate students with disabilities from their non-disabled peers. However, GEC is taking the opportunity to provide collaborative learning opportunities for students with disabilities to interact with their non-disabled peers during distance learning. Additionally, GEC is not using accelerated learning approaches to separate students with disabilities from their non-disabled peers. Rather, accelerated learning approaches are used for all students to determine academic supports and plans needed to meet students' needs and academic goals. The accelerated or distance learning approaches discussed here are not used to place students in more restrictive environments, rather support students to determine what is needed to best support their learning needs.

The parent and/or adult student will have contact with their case manager about scheduling their related services. In addition, parents of students receiving related services through distance learning, will be provided communication and training where needed. The case manager will communicate

with the adult student about the details of their services and walk them through the process on how to receive their related services. Any training needed will take place within the first and second week returning to school. The case manager will have ongoing communication with the parent and/or the adult student.

The GEC Special Education Team will communicate with all the parents about all the services and plans that will be available to support the student and parents of students. The communication will be in the language and communication style that is appropriate for the parent to understand how to support their student.

Resources:

- https://www.nctsn.org/sites/default/files/resources/fact-sheet/parent_caregiver_guide_to_helping_families_cope_with_the_coronavirus_disease_2019.pdf
- <https://www.ncl.org/wp-content/uploads/2020/03/A-Parents-Guide-to-Virtual-Learning-4-Actions-To-Improve-your-Childs-Experience-with-Online-Learning.pdf>

17. For correctional facilities only: Describe the LEA/State Public Agency’s plan to serve students with disabilities in correctional facilities, including:

- a. The steps the LEA/State Public Agency will take to ensure that students with disabilities in correctional facilities are assessed to determine the nature and extent of interrupted instruction on their receipt of educational benefit;
- b. How the LEA/State Public Agency will evaluate the need for, determine or design appropriate services, schedule and deliver accelerated learning to students with disabilities in correctional facilities, and how LEAs will communicate those instructional approaches to families;
- c. The steps the LEA/State Public Agency is taking to ensure that family members with disabilities (e.g., a guardian with visual impairment) can access content to support their students’ learning;
- d. The manner in which the LEA/State Public Agency will deliver accelerated learning to students with disabilities during the 2020-21 school year and how LEA/State Public Agency will communicate those instructional approaches to families;
- e. How the LEA/State Public Agency is maintaining Individuals with Disabilities Education Act (IDEA) timelines in collaboration with families and documenting delivered IEP services in correctional facilities; and
- f. The manner in which the LEA/State Public Agency delivers specialized instruction and related services for students across all settings.

N/A - GEC is not a correctional facility

English Learners

18. For LEAs serving PK-12 grades: Describe the LEA’s plan to serve English learners, including students participating in distance learning, including:

- a. The LEA’s approach to screening English learners across all grade levels, including a system for re-screening students screened provisionally during distance learning and providing parent notification; and
- b. The LEA’s English learner program plans to provide effective language development and academic instruction that will accelerate learning for English learners across all learning environments, including what data the LEA will use to establish and monitor language learning goals for accelerated learning

and how the LEA will determine if the student is making progress towards those goals.

A) The LEA's approach to screening English learners across all grade levels, including a system for re-screening students screened provisionally during distance learning and providing parent notification;

GEC will support and serve EL students, including students participating in distance learning in several ways. GEC's approach to supporting EL students is a holistic approach to determine the needs and supports of its EL students to access the GEC curriculum. GEC utilizes SRI and i-Ready to screen students to determine where their current levels of functioning are. In addition, GEC will utilize rubrics and performance criteria to determine the needs of EL students. EL students will be monitored by the EL team to determine other areas of support and intervention needed.

Additionally, GEC's EL Team will re-screen students as needed based on data collected about students throughout the terms from GEC team members. GEC will communicate with the adult student and/or parent(s) or guardian of the youth EL student the outcome of the screening process and discuss next steps for academic programming.

GEC will have a webpage translation tool that supports individuals who are limited English proficiency. In addition, GEC's web page will be able to be accessed by individuals who need language translation. This tool will support in increasing equitable access to published school information for parents with limited English proficiency. In addition, GEC will have a list of native or fluent speakers to review documents and other communications whenever possible. Additionally, during the enrollment process, students will complete the home language survey. Additionally, for English language learners at GEC, either in person or participating in distance learning, home language surveys will be reviewed by the Data Performance Manager, who oversees student Registration, who will communicate with the adult student and/or parent or guidance of the youth student about next steps and supports in place.

GEC will administer a home language survey with respect to each student that enrolls in the school for the purpose of identifying students who have a language background other than English. GEC will provide all families enrolling their child in the Goodwill Excel Center Adult High School for the first time the Home Language Survey. The form is in English, Spanish, Amharic, French, Chinese, Korean and Vietnamese. The Enrollment team will communicate the purpose of the home language survey and support with completing it. The Goodwill Excel Center will ensure that each family that is enrolling a student(s) will understand how to complete the home language survey. Also, if needed, the Goodwill Excel Center will provide skilled interpreters should be for families who need language assistance to complete the survey. This includes (but not limited to) families and individuals who are illiterate, need sign language, and/or need braille. The Goodwill Excel Center will provide access to The Language Line, (if needed), which is a telephonic interpreting service where an interpreter participates in the conversation between the school and the family over the telephone, is one resource school will utilize.

The home language survey will be administered in English and, if possible, in the student's home language. The home language survey will include the following questions, and the student will be identified as having a language background other than English if the answer to either question is yes.

1. What language did you first speak?

2. What language is spoken most often by you?
3. What language do you most frequently use at home?

Any student found eligible for English language proficiency screener based upon the results from the home language survey will take the WIDA screener to determine their level of instruction. The student would take the in-person paper WIDA test at the Goodwill Excel Center during the iExcel (enrollment process). In addition, if there are challenges or conflicts with taking the in-person WIDA test then the approved personnel will proctor the online version of the WIDA screener. If a student is found to be eligible, GEC will inform adult student or parents (if applicable) in writing of the results of the assessment and the program placement recommendations, describing the services that are available to assist the student to become English language proficient.

Students that were screened during distance learning will have the opportunity to be re-screened during our in-person or virtual orientation which is part of the enrollment process. In addition, these students would receive appropriate accommodations if applicable. GEC will utilize the results from the WIDA screener assessment guide to programming for each student found to be eligible for English Learner services. The in-classroom assignments, quizzes and test will determine the progress or lack thereof for the student which will guide the planning and implementation of the goals. The EL team ensure it is goals are aligned to common core standards in oral language, reading, writing and intercultural competencies.

B) The LEA's English learner program plans to provide effective language development and academic instruction that will accelerate learning for English learners across all learning environments, including what data the LEA will use to establish and monitor language learning goals for accelerated learning and how the LEA will determine if the student is making progress towards those goals.

GEC will monitor and utilize data across the four domains in reading, writing, listening, and speaking to evaluate the progress of EL students.

EL students at GEC will:

- Build and sustain speaking, listening, reading, and writing competency in English as summarized in the WIDA standards and measured by the ACCESS for EL assessments. As a result, the outcome, and data from the EL assessment will be utilized to determine each student's proficiency in the four areas of: listening, speaking, reading, and writing.
- Develop and apply academic language as determined by the content and language within vocabulary inspired settings within the general education classroom. Students who require more individualized instruction, language development and vocabulary instruction will also occur during the additional support services they receive.

The EL Team at the GEC will utilize a tracking form that is completed each term with data from classroom assessments, observations, SRI test etc. The team will be responsible for progress monitoring the EL students to provide quick feedback to the student, teachers, and parent if applicable. The EL team will notify parents and/or adult student if there are concerns with the students' progress. In addition, the EL team will review students that are of concern and provide additional assessments if needed.

Individualized Support Plans: GEC will create individualized support plans for EL students. The

support plans are aligned to their outcome of the ACCESS assessment, which will inform academic planning that will support the needs of EL students. The support plans will outline translation and interpretation services to communicate with students and families in a timely manner. GEC will assess and revise any current language support plans, while engaging culturally and linguistically diverse members of the GEC school community to review and provide input.

GEC is setup to where all students, including EL students, have eight weeks to complete their coursework requirements for each term. In those eight weeks, the team will provide access to asynchronous and synchronous instruction to meet the needs of each student, depending on their learning environment (in person or distance learning), while implementing various accelerated learning strategies. Each synchronous lesson will be followed by asynchronous video that extends student's learning along with adding additional mnemonic concepts that support their learning exploration. GEC will utilize several approaches to accelerate the learning of EL students by providing multiple modalities and access points to build their language acquisition. This strategy will be implemented in all areas of learning which includes (in-person, hybrid and/or remote learning). The goal is to accelerate learning for EL students while building upon their language acquisition skills. In building their language skills, EL students will focus on two targeted areas which are vocabulary and word image association to help accelerate their learning experiences. During in-person learning students will be work in partnership with the EL teachers/general education teachers along with English speaking peers to access and understand their language skills through appropriate instruction and collaboration. The EL team will provide EL students with additional resources that can be utilized outside of the classroom to enrich, enhance, and accelerate their learning opportunities in school and their home communities. Additionally, high dosage tutoring will be provided to EL students across all learning environments (in-person, hybrid, and/or remote learning) to support accelerated learning. EL students will have access to several resources (in-person resources as well as virtual resources) to prompt accelerated learning and the EL team will work with EL students to ensure their schedules are set up to promote opportunities for accelerated learning (across all learning environments) as well. GEC will utilize a few of the following methods which include but are not limited to mind maps, reading to music, various memory techniques, learning environment setting, using patterns, neuro-linguistic programming and the use of activities via apps and web-based access that include arts, crafts, sports and dramatic presentations. Where needed, the Special Education Team will collaborate with the EL team to ensure that accommodations, modifications and differentiated instruction are appropriate for each EL student so they can access the general education curriculum. The team will utilize the English Learning planning tool to guide its instruction and monitor the growth of students progressing towards outlined goals. EL students with a disability will have a Special Education Case Manager to support their academic needs and accessing the general education curriculum. The Special Education Case Manager will work with the EL Team to determine any extra supports or interventions needed.

GEC will use multiple data points to establish and monitor language goals. GEC will use SRI lexile (reading) scores and iReady (math) scores to track and monitor student growth. All GEC students take these two assessments when they first enter GEC, which informs the baseline goals. Additionally, GEC will utilize the English Language Learning Plan tools to track and monitor reading, writing, listening, and speaking goals. GEC will use WIDA's ELD standards to guide progress monitoring and goal development. GEC has five, eight week terms each year. Each academic term (every eight weeks), GEC will review EL student data and academic progress to

determine programming for the next academic term.

Language Objectives: GEC will have explicit language objectives in lessons that include English learners with and without disabilities. The teachers will consult and collaborate with the SPED team to determine classroom and test accommodations that may be needed for English learners with disabilities.

Technological resources for EL Students: GEC will offer technological content resources that offer academic content resources that engage students in activities to learn content such as language and literacy skills. For example, GEC instructors might include a tutorial on a new math skill (I-Ready), or technological reading resources that reads and communicates to the student about the content.

GEC will offer technological productivity resources that offer to help students plan, document, organize, and analyze content. The following tools support academic content for students in person and engaging in distance learning: Microsoft Teams, Book creator, and See Saw. GEC will offer technological communication resources that students can use to communicate, collaborate, network, or share information. These tools support academic content areas. For example, students can utilize Nearpod and Flip grid to support their learning and understanding of the content.

Effective Use of Funds in the 2021-22 School Year

19. LEAs receiving ESSER III-ARP funds only: Describe the extent to which and how ESSER III-ARP funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent OSSE and DC Health [guidance](#) on reopening schools, in order to continuously and safely open and operate schools for in-person learning.

N/A

20. LEAs receiving ESSER III-ARP funds only: Describe how the LEA will use at least 20 percent of its [allocation](#) for evidence-based interventions⁶ to address the academic impact of lost instructional time, such as such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year. Your description should include the planned approach for using at least 20 percent of your total ESSER III-ARP allocation, even if you do not plan to spend all the funds in the 2021-22 school year.

N/A

21. LEAs receiving ESSER III-ARP funds only: Describe how the LEA will spend its remaining ESSER III-ARP funds consistent with the allowable uses⁷ of the funding.

N/A

22. LEAs receiving ESSER III-ARP funds only: Describe how the LEA will ensure that the interventions it implements to address the academic impact of lost instructional time will respond to the academic, social, emotional and mental health needs of students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care and migrant students.

N/A

SY 2021-22 Continuous Learning Plan Assurance Statement

The LEA attests to the following statements regarding delivery of instruction:

- The LEA grounds instruction in the District of Columbia's approved state academic standards (and/or the LEA's approved standards) in English language arts, math, and science across grades K-12.
- The LEA attests to completing the ELA curriculum materials survey coinciding with the submission of the CEP.

The LEA attests to the following statement regarding 2021-22 school year attendance:

- The LEA assures that it will collect and report daily attendance through the LEA's student information system (SIS) consistent with OSSE's regulations and policies for 2021-22.

The LEA attests to the following statement regarding graduation and promotion for 2021-22:

- The LEA assures that it will abide by the statewide graduation requirements enumerated in 5A DCMR § 220310 and/or in accordance with its charter agreement - if applicable.

The LEA attests to the following statements regarding serving students with disabilities, including students in non-public special education school settings (please check all boxes):

- Students with disabilities have equitable access to distance and in-person learning opportunities as possible in accordance with the guidance above and issued by the US Department of Education.
- LEAs will ensure timely completion of IDEA procedures, including but not limited to initial and reevaluation for eligibility and IEP development and revision, in both distance and in-person learning models.
- LEAs will ensure that school professionals delivering IEP services to the student regularly communicate with families throughout any periods of distance learning. Consistent and clear communication encourages parent and student participation in distance learning, in-person learning, recovery service delivery, and other educational opportunities.
- LEAs will ensure recovery planning and implementation includes identification of strategies, systems and protocols to support implementation of all elements of recovery plans, as well as addresses overdue initial and reevaluations for eligibility, IEP revisions and all other IDEA-prescribed timelines delayed due to school closures.
- LEAs will ensure recovery planning and implementation includes strategies to assess students with disabilities, formally or informally, to determine a baseline measurement for recovery service delivery, as well as strategies to address any identified student regression and loss of educational benefit. These strategies will take into consideration and seek to address the achievement gap of students with disabilities in comparison to their non-disabled peers prior to loss of services due to school closure.
- During the 2021-22 school year, the LEA will conduct school-wide and student-level recovery planning and implementation efforts to address student loss of educational benefit for students with disabilities. The LEA's recovery planning and implementation will include convening IEP teams, as appropriate, to review the impact of interrupted instruction for students with disabilities.

The LEA attests to the following statements regarding serving English learners (please check all boxes):

- The LEA will ensure that English learner students are identified in a timely manner as required by state policies and guidance identified above.
- The LEA will develop a plan for ensuring continuity of its English learner program and services to all English learner students across both distance and in-person learning environments,
- The LEA will monitor implementation to ensure that English learner services and access to grade-level content classes are advancing English learners' language and academic goals.

The LEA attests to the following statement regarding technology:

- The LEA will ensure that, to the extent its distance learning program uses technology, each student will have access to a device and internet connectivity sufficient to fully participate in the school's learning program.

The LEA attests to the following statements regarding family, stakeholder and public engagement (please check all boxes):

- The LEA has given the public an opportunity to provide input in the development of the CEP and engaged in meaningful consultation with a broad group of stakeholders. Specifically, the LEA has engaged in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff and their unions; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migrant students, children who are incarcerated, and other underserved students.
- The LEA has taken comments of the above-named groups into account in the development of the CEP.
- The LEA will ensure translation of family-facing documents into the major non-English language(s) spoken by families served by the LEA, consistent with DC Code §2-1931, et seq
- The LEA will provide, upon request by a parent who is an individual with a disability, an alternative format of the plan accessible to that parent.
- The LEA will ensure publication, in a conspicuous place on its website, of the following resources by the beginning of school during the 2021-22 school year and provide families awareness of:
 - An accessible, family-facing description of their continuous education plan and health and safety plan for the 2021-22 school year, in an understandable and uniform format; and
 - Contact information of key points of contact including technical support, language access, school administrators, faculty and staff.
- The LEA, if receiving ESSER III-ARP funds, will ensure publication on its web site, by June 24, 2021, their CEP from last school year (2020-21), if not already posted.
- The LEA, if receiving ESSER III-ARP funds, will update the 2021-22 school year CEP every six months, at a minimum, between the date of publication and Sept. 30, 2023.

The LEA attests to the following statement regarding locally administered assessments:

- The LEA ensures that the information reported herein is accurate to the best of its knowledge, and the LEA will ensure that it will administer assessments equitably to all students and will communicate the results of locally administered assessments to students' families.