

SY 2022-23 Continuous Education Plan (CEP)

LEA Name: Goodwill Excel Center PCS
LEA Head of School Name: Catherine Meloy
LEA Type: High School
Date Generated: 08/22/2022

Background and Purpose

The Office of the State Superintendent of Education (OSSE) required all local education agencies (LEAs) to develop **Continuous Education Plans (CEPs)** for the 2022-23 school year in order to communicate to OSSE and the public their plan for supporting **situational preparedness, student and staff well-being** and **accelerated learning**. For LEAs receiving Elementary and Secondary School Emergency Relief (ESSER) III-American Rescue Plan (ARP) funds, the CEPs also satisfy US Department of Education (USED) requirements for updating plans for a safe return to in-person instruction and continuity of services. LEAs receiving ESSER III-ARP funds must review and update (as necessary) their plan every six months, at a minimum, between the date of publication and Sept. 30, 2023. **The plan below has been approved as an update for these purposes.**

The CEP application is 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 situational preparedness, 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.

To inform the public of LEAs' responses, the CEPs will be publicly posted on OSSE's website and all LEAs and independent schools must share them directly with their families upon approval by OSSE. Additional questions pertaining to the implementation of these plans should be directed to the school and LEA.

Support Across Learning Environments

In the 2022-23 school year, there may be reasons that a group of students, a school or an LEA might need to transition from in-person learning to situational distance learning. Acknowledging this reality, OSSE is allowing LEAs to convert up to five days of their academic calendar to situational distance learning without needing to get approval from OSSE. The reasons for the transition to situational distance learning might vary greatly including but not limited to strains on a school's operational posture due to disease, inclement weather or other event and are ultimately up to each LEA's discretion. The following section is meant to engage and assess the LEA's ability to move to situational distance learning at any point in the school year. At a minimum, an LEA "ready" to transition to situational distance learning will have plans addressing the following listed provisions.

Q1. To be prepared for situational distance learning, the LEA has a plan for:

a. Provisions for learning

a. The provision of situational distance learning through either: (Select all applicable strategies below and complete only the questions associated with the selected options)

- 1. Provision of 1:1 learning devices.
- 2. Distribution of learning materials that are not digital, such as paper packets and other related learning materials.
- 3. Other

1. Provision of 1:1 learning devices

a1. As of the submission of this plan, the LEA has ___ learning devices.

226

a2. Distribution Strategy:

The devices are:

Other

a3. An accurate assessment of current student access to broadband internet/WIFI.

a4. Approximately ___% of our students have access to broadband internet/WIFI at their situational distance place of learning.

85%

a5. In the space below, please describe the LEA's plan to provide internet access to students who do not currently

have it in the event of the need to move to situational distance learning.

GEC enrolls students every eight weeks and during the orientation process, students are surveyed for their technology needs and current technology status (device and internet connectivity).

Approximately 85% of students have access to broadband internet/WIFI at their situational distance place of learning.

If GEC moves into a situational distance learning environment, GEC will provide hot spots to students (as needed) and also has a partnership with Comcast to provide eligible students access to the Comcast Essentials program.

a6. In the space below, please describe in detail the LEA's plan to distribute learning devices to students.

Since GEC distributes devices at the second week of every academic term, most students (who stated they need a device) will have a device. In the event of moving into a situational distance learning environment, GEC will have laptop deployment day(s) set up to deploy devices (tablets and hot spots) and connect students with the Comcast Essentials program

During deployment days, the GEC IT Team, School Leadership, and Academic Success Coaches provide streamlined deployment and training to ensure students can access their device and understand how to connect to the materials and classes needed.

GEC utilizes a Teams environment during non-situational learning environments, and therefore GEC students will be familiar with the platform and next steps.

2. Distribution of Non-Digital Materials

1. In the space below, please describe in detail the LEA's plan to distribute materials such as paper packets, manipulatives, or other supplies to students.

3. Other

Please describe, Other

b. Communication with Stakeholders

b. Communicating with all interested stakeholders, including:

i. Method for family engagement (including communication) during situational distance learning.

Describe the LEA's method for family engagement during situational distance learning in the space below.

In the case of situational distance learning, GEC will engage families and students in the following ways:

- Town Halls hosted on Teams (all students have Teams accounts and logins that they are provided during orientation and set up before the first day of each term)
- Town Halls hosted on Zoom (for family members that might not be able to access Teams and/or need a different platform)
- Calls to students from Academic Success Coaches with next steps and check ins. Calls to the designated guardian for students who are minors with next steps and check ins.
- Teams chat messages from teachers and Academic Success Coaches.
- Letters from the School Director and Executive Director.
- Daily updates posted on the GEC Website.
- Daily updates posted on the GEC social media pages – Instagram and Facebook.
- Daily updates posted on the All School Teams Wall.
- Recordings of Town Halls and video messages posted to the website and social media.
- Text blasts and emails sent out by School Leadership to students using information in the Student Information System.
- Training videos on accessing the situational distance learning platform posted on school platforms and sent out.
- Hosting Q&A virtual sessions for students and families during the situational distance learning with School Leadership
- Office hours (virtual on Teams and/or by phone) with the IT Team on Teams for IT support and connectivity.

Many of GEC's students are over 18 years old and therefore do not have a parent or guardian listed. GEC will implement the following engagement strategies listed above with all GEC students, both under 18 years old and over 18 years old.

Every GEC student has an Academic Success Coach, who is the main point of contact and communication for the student. Students who are minors have a Youth Services Coach and that coach will be in contact with both students and families on their caseload during this time period. Academic Success Coaches have a minimum of weekly contact with all their coaches. If the school shifts into situational distance learning, the contacts per week will increase for the coach to student.

Additionally, GEC utilizes the Microsoft Teams platform, and this is a critical connectivity and engagement point for students with key information and schedule updates. GEC will continue to use Teams in the event of situational distance learning.

ii. Means of communication to reach all students enrolled in a given school to alert them of a move to situational

distance learning in a timely manner.

Describe the LEA s communication plan to alert students, educators and families of a move to situational distance learning in a timely manner in the space below.

If GEC moves to a situational distance learning environment, the following is the communication plan to alert students of this shift in a timely manner:

- A letter will be sent out to all students via Teams, social media, and the school website from the Executive Director to all students stating the situational distance learning shift and the next steps.
- Town Hall(s) will be held by the School Leadership to overview the shift to situational distance learning and answer questions and provide clear next steps.
- Academic Success Coaches will check in with each student on their caseload to relay key information and determine device and connectivity needs.
- Teachers will relay critical class information in their current classes and ensure all students are connected to the Teams classroom for the synchronous virtual learning that will take place.
- Teachers will send out Teams calendar invites to all students in their classes.
- IT will prepare devices needed for immediate deployment to students who need a device or hotspot. Deployment day(s) will be scheduled and students will be alerted by their coach and school leadership.
- Blast text messages, calls, and emails will be sent out by the Office Manager to all students using PowerSchool Messenger to alert students of the next steps relayed.
- Immediate and daily updates will take place on the Teams All School Wall, GEC website, and social media.

As we move into next school year, the focus continues to be transparent and proactive communication. This will be important if there is a shift into a situational virtual learning environment. 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

c. Additional Considerations

i. Family training and support.

Describe the LEA's situational distance learning training and support for families in the space below.

In the event of situational distance learning, GEC will implement the following training and support next steps for families:

- Training videos prepared by the IT team for device connectivity and accessing the Microsoft Teams platform.
- Training videos prepared by GEC staff for accessing Teams classes, Teams Notebooks, and grades.
- Town Halls (virtual – both on Teams and Zoom) facilitated by the GEC Leadership Team to answer any questions and support connectivity.
- Office Hours with school leadership during the situational distance learning period – the scheduled office hours will be shared with families and will be an avenue to provide support and answer any questions.

ii. Teacher training on technology, tools, and remote instruction models before the school year.

Describe the training for teachers on the LEA's technology, tools, and remote instruction model in the space below.

At the start of the 2022-2023 School Year, GEC will have multiple training sessions for teachers on technology, tools, and potential remote instructional models. The following trainings will take place during the PD weeks (August 15th – August 29th), which is before the first day of school.

- Teams training – PDs on the Teams platforms and on Class Notebooks
- Synchronous virtual teaching training – PDs on engagement during synchronous virtual teaching
- PowerSchool training – PDs on PowerSchool set up and access
- Curriculum development – for both in person learning and synchronous virtual teaching to support teacher preparation for the school year
- Engaging students in multiple environments – for both in person learning and synchronous virtual teaching to support teacher preparation for the school year

iii. Articulation of clearly communicated student, teacher, and family situational distance learning expectations.

Describe the LEA's expectations in the space below.

In the event of situational distance learning, the following are the expectations that will be communicated to the students, teachers, and families:

- Instruction will take place on Microsoft Teams utilizing synchronous virtual instruction.
- Calendar invites will be sent out to students and students will access their class by viewing their calendar during their regularly scheduled class and click “join.”
- During synchronous virtual learning, student engagement is expected just as in person learning.
- During synchronous virtual learning, students will maintain their same school day schedule.
- After the class periods, teachers will post the recorded video and instructions for accessing the material in the Class Notebook and any assignments.
- GEC will continue Friday tutoring days during the situational distance learning period and will incorporate extended tutoring hours on Teams.
- If a student cannot attend class at the regularly scheduled time, the same attendance policy follows as outlined in the Student Handbook:
 - The student must contact their Academic Success Coach for next steps.
 - The Academic Success Coach will determine if the absence is excused or unexcused.
 - GEC understands during a situational distance learning environment, GEC students will have many competing priorities at home, and therefore communication is critical and having multiple access points to the classes, lessons, and materials is key.

iv. Established schedule and expectations for a situational distance learning day, including how attendance and engagement will be measured.

Describe the LEA's schedule and expectations for a situational distance learning day, including how attendance and engagement will be measured, in the space below.

In the event of situational distance learning, the following is the schedule for situational distance learning:

- GEC will maintain the same school day schedule that aligns to the current term schedule.
- GEC will shift all classes to Microsoft Teams for synchronous virtual learning.

In the event of situational distance learning, the following are the expectations for situational distance learning:

- Student attendance is required during situational distance learning. Students must join Teams classes to receive positive attendance for the day. Teachers will take attendance based off of their signed in rosters for the class.
- Academic success coaches will outreach to students who were absent from classes to support next steps and determine the reason for the absence.
- GEC will follow the outlined expectations for attendance in the Student Handbook.
- Excused absences will be upheld and learning material will be provided to students with

excused absences.

- Teachers will incorporate added office hours and tutoring sessions for students in the virtual environment.

Student and Staff Well-Being

Beyond 2022-23 Health and Safety Plans, OSSE is not asking LEAs to submit further plans for student and staff well-being in SY22-23. This does not discount the pandemic's impact on the physical, social-emotional, mental and behavioral well-being of those in the community. LEAs should continue to pursue strategies to promote the health of students, staff and families, and OSSE stands ready with support and technical assistance. To learn more about how LEAs should promote student and staff well-being, see [OSSE's 2022-23 Guiding Principles for Continuous Education](#) .

If the LEA is interested in additional technical assistance from OSSE, please select the checkbox below.

- The LEA is interested in receiving additional technical assistance related to student and staff well-being.

2022-23 Health and Safety Plans

LEAs should have a publicly accessible health and safety plan outlining its approach to help prevent and respond to reduce the risk of COVID-19 transmission among students, staff and visitors in the 2022-2023 school year. If helpful, as of the release of the current continuous education plan survey, current DC Health guidance for schools can be found [here](#) .

Q2. In the space below, please provide the exact URL where the LEA's current health and safety plan can be found. The plan should take applicable DC Health guidance into consideration and describe how the LEA will reduce the risk of transmission of the COVID-19 virus in its facilities.

<https://www.goodwillexcelcenter.org/alerts/goodwill-excel-center-covid-19-health-and-safety-plan/>

Accelerated Learning

Employing Intentional Strategies for Accelerating Learning

Q3. 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

- i. Adjusted class/block/bell schedules ; ii. After-school programming ; iii. Longer school day ; iv. Longer school year ; v. Summer programming

b. Instructional Changes

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

c. Staffing and Related Support

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

d. Any Other, Please Describe

Long-term substitute teacher use (staffing support)

During the 2020-21 school year GEC employed a long-term substitute to teach classes in teacher absences and have on site when needed. 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. GEC has planned to maintain the budget for one long-term substitute at each facility (two facilities) for next school year as well. Additionally, during 2021-22 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 and support in case a team member was out sick. We plan to continue this approach in the 2022-23 school year across both facilities 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.

Additionally, having long-term subs placed at GEC supports any gaps from vacancies. GEC has budgeted for long-term subs and has also contracted for daily substitute teachers as needed.

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 Scheduling:

Adjusted class/block/bell schedules

GEC will utilize the flexible scheduling approach, which is part of its model, to support students during the 2022-23 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 30th – October 19th
- Term 2: October 24th – December 15th
- Term 3: January 9th – March 1st
- Term 4: March 8th – May 4th
- Term 5: May 15th – July 6th

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 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 (Term 5) in July 2023 ends on July 6th. GEC will provide "engagement opportunities" during the months of July and August leading up to the first day of school on August 30th, 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.

Instructional Changes:

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 curriculum purchase

GEC will continue to utilize the Common Core and Next Generation Science Standards in our established competency-based instruction model. This model, that was found effective during the 2021-22 school year, allowed instructors to create materials and resources aligned to curriculum maps designed by Lead Instructors. Adaptations will continue to be made in accordance with individual student data from pre-test and post-test assessments. This will maximize accelerated learning opportunities because teachers are able to maintain the scope and sequence and current materials for each class.

Additionally, GEC will continue to utilize curriculum supports that were helpful in previous school years. GEC has purchased a license with the following technology curriculum supports:

- Nearpod
- Flocabulary

New intervention program or support

During the 2021-22 school year GEC continued to utilize the Student Support Teams (SST) process for students under 18 that demonstrated attendance and engagement concerns. In SY 2021-22, 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 2022-23 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 Manager 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 a minimum of 90 minutes of daily planning time Monday-Thursday (instructional days) and much more time on Fridays (non-instructional days, tutoring and meeting days). This time is utilized to co-plan with other team members, plan for the day/week ahead, grade, and prepare materials. In the case of any situational distance learning, this time will be used 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.

GEC uses the practice of the *Triad of Communication*, in which a 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 continued to be important in the SY 2021-22 and will continue during the 2022-23 school year and we will incorporate both in-person and virtual communication as all students have access to Microsoft Teams and an individual Teams login.

Additionally, staff will be in constant communication, as already is the foundation of the GEC model, to determine any extra planning needs for the 2022-23 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 from SY 2021-22. External instructional professional development sessions and trainings have also been budgeted based on feedback from the 2021-22 Insight Survey. Lead Teachers and Teachers will also utilize OSSE PD's focused on accelerated learning during the 2022-23 school year.

GEC has a summer professional development calendar for instructional staff that begins August 15th and extends to the first day of classes on August 30th. 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.

Additionally, GEC utilized Professional Learning Communities (PLCs) for instructors, which supports their own professional development and the accelerated learning needs of students.

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.

Staffing and Related Support:

Additional staffing

GEC's enrollment goal is 485 students for the LEA across two facilities. Additionally, GEC is fully opening its second facility (approved by PCSB).

As a result, we are hiring additional staff and have planned to have a long-term substitute on staff for the year at both facilities and substitutes as needed incorporated into our budget. Additionally, GEC is hiring the following new staff positions to support the student expansion and two facilities:

- Office Manager (new position due to new facility)
- Student Services Support Specialist (new position due to new facility)
- Instructional positions (added due to need for student support)
- College and Career Readiness Specialist (new position added to further support seniors and alumni)

Additionally, GEC is working to fill current vacancies from last SY or new vacancies due to staff departures. All of 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, Stepping Stones, and a sign language interpreter vendor 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 some of our career pathway classes on a need-by-need basis. 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 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

GEC is always looking for additional community partners to support student and staff needs and will continue to do so in the 2022-23 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 SY 2020-21, GEC purchased over 250 student tablets (mix of laptops and tablets) and 50 hot spots. For the SY 2021-22, GEC purchased an additional 200 tablets and 50 hot spots . For SY 2022-23, GEC has budgeted the additional purchase of 100 student laptops. Additionally, with the addition of a new, fully operating facility, GEC has increased its number of student learning devices in the schools as well (computer lab computers, student on site learning devices, and student tablets).

The foundation of GEC's device inventory 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.

GEC is a Microsoft Teams environment to support student communication and curriculum collection. Teams has been critical to streamlined communication and material distribution.

New software purchase

In school year 2020-21 GEC purchased licenses for Microsoft Teams for Education. GEC will maintain this contract for the 22-23 school year. In addition, GEC utilizes Nearpod, Edulastic, AES, , 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.

Q4. Describe the LEA's plan to ensure that students who require initial or reevaluation for special education service eligibility receive timely assessments and final eligibility determinations as required by IDEA and local special education requirements.

Identify:

i. Any barriers that the LEA has in meeting these requirements

GEC will continue to follow IDEA timelines related to initial and reevaluation to ensure eligibility to receive timely assessments and final eligibility determinations. The team will ensure that all students with an IEP will have diagnostic evaluations at the beginning of every term to gather data on the student's progress or lack thereof. The Manager of Special Education will ensure that all timelines are adhered to and tracked and monitored through an electronic database. In the next sub-questions, outlined are the initial evaluation timeline, reevaluation timelines, and any barriers that may arise and how GEC plans to address these barriers. Additionally, outlined below is GEC's plan for communication with families to ensure completion of the evaluation requirement.

One of the main barriers at GEC is its unique model. GEC enrolls students five (5) times each school year in which students matriculate from other LEAs in state and out of state with expiring or expired IEPs. Additionally, one of the other barriers is the students' attendance in school.

ii. The LEA's plan to address those barriers

The plan to address the above barrier of the unique GEC model and the enrollment cycle is:

- Immediately understand if an eligibility report is insufficient
- GEC will assume the student remains eligible under IEA
- GEC will request the student's records from the previous LEA within five (5) days of enrollment
- GEC will implement comparable services immediately with similar or equal services as best as possible
- An evaluation will be conducted if necessary, and a new IEP will be developed within 60 days
- GEC will communicate with the parents or adult students about the evaluation or reevaluation process

The plan to address student attendance concerns is:

- Utilize the attendance policy in the GEC student handbook
- The student's SPED Case Manager will collaborate with the Academic Success Coach to develop an attendance support plan
- Determine if a student support team meeting (SST) is needed to address attendance concerns and create a plan
- Collaborate with the students' teachers to support attendance concerns

iii. The LEA's plan for communication with families to ensure completion of evaluation requirements.

GEC has a plan in place to communicate with families to ensure completion of the evaluation requirements:

Initial Evaluation

- Communication letters will be drafted and sent to parents/adult students about any data that warrants a potential initial evaluation.
- The team will gather consent to evaluate the signature within 30 days of referral. Once the consent has been collected, the school psychologist will begin the evaluation process.
- This information will be uploaded in EasyIEP (SEDS) for documentation.
- Once the evaluation process is complete, presuming the student is eligible, an IEP will be implemented within 60 days.

Reevaluation

- The reevaluation process is similar to the initial, except the team will begin early enough in the school year, at least 90 days from the due date, to ensure enough time if an assessment is warranted.
- The team will gather consent to evaluate the signature within 30 days of referral. Once the consent has been collected, the school psychologist will begin the evaluation process.
- This information will be uploaded in EasyIEP (SEDS) for documentation.
- Once the evaluation process is complete, presuming the student remains eligible, an IEP will be updated with the new information before the deadline.
- The Manager of Special Education will oversee this process to ensure timelines are being adhered to utilize electronic calendars and notifications.

Q5. Describe the LEA's plan to ensure IEP teams make individualized decisions (whether and to what extent) for students with disabilities who are eligible for special education services under IDEA, who have compensatory services necessary to mitigate the impact of periods of school closure or distance instruction in the 2020-21 or 2021-22 school year.

The Goodwill Excel Center will communicate at the beginning of the 2022-2023 school year to the IEP teams based upon data comparison of students from 2020-21 or 2021-22 school year if there is a disparity that has resulted in the student loss of skills. The GEC will hold individual data meetings to analyze the information from informal/formal assessments and classwork results from data platforms such as (iReady, SRI, Goalbook etc.). In addition, GEC will communicate and invite the parents/adult students to an IEP meeting to discuss and share the data points from which the decision for possible compensatory services was derived. The parents/adults will have input and be

in collaboration regarding the details of compensatory services.

a. Identify how and when the LEA will communicate IEP team decisions regarding eligibility for compensatory education to families, and how the LEA plans to ensure the delivery of these services to students.

As stated above, the LEA will hold individual data meetings to analyze information from informal/formal assessments and classwork results from data platforms to determine student learning needs, interventions, and supports. GEC will communicate to the students' IEP team to schedule an IEP meeting and discuss the data, review, and next steps around the students' goals. The special education case manager, will contact the students' IEP team via phone call and email to set up the IEP meeting.

CEP Assurance Statements

Assurance Statement for Continuous Education Plans (CEPs) :

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 the following statement regarding 2022-23 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 2022-23.

The LEA attests to the following statement regarding graduation and promotion for 2022-23

- The LEA assures that it will abide by the statewide graduation requirements enumerated in 5A DCMR § 2203 and/or in accordance with its charter agreement - if applicable.

The LEA attests to the following statement 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 situational 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 situational 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 situational distance learning. Consistent and clear communication encourages parent and student participation in situational distance learning, in-person learning, recovery service delivery, and other educational opportunities.
- 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.

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 situational 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 (please check all boxes):

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

The LEA attests to the following statement 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 revision 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 2022-23 school year and provide families awareness of:
 - An accessible, family-facing description of their continuous education plan for the 2022-23 school year, in an understandable and uniform format; and
 - An accessible, family-facing description of their health and safety plan for the 2022-23 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.

- Submission of the 2022-23 school year CEP is considered a six-month update of the LEA's 2021-22 CEP, consistent with requirements asked of LEAs receiving ESSER III-ARP funds. The LEA will update the 2022-23 school year CEP every six months, at a minimum, between the date of publication and Sept. 30, 2023.

Health and Safety Assurance

Assurance Statement for Health and Safety Plans :

- The LEA ensures that it will adopt any required measures from applicable DC Health and OSSE COVID-19 guidance to help respond to and reduce the risk of COVID-19 transmission among students, staff, families and the community.