



Student Handbook 2022-2023

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如果您理解英语存在困难，可以向公立特许学校亲善卓越中心（The Goodwill Excel Center, Public Charter School）申请语言协助服务。这些语言协助服务免费提供。如果您需要关于口译或翻译服务的更多信息，请致电（202）839-3675或发送电子邮件至dawn.rhodes@goodwillexcelcenter.org，或致函公立特许学校亲善卓越中心（The Goodwill Excel Center, Public Charter School），地址：1776 G Street, NW, Washington DC, 20006

영어를 이해하는 데 어려움이 있는 경우 공립 차터 스쿨(Public Charter School)의 굿윌 엑셀 센터(Goodwill Excel Center)에서 제공하는 언어 도움 서비스를 요청하실 수 있습니다. 모든 언어 도움 서비스는 무료로 제공됩니다. 통역이나 번역 서비스에 대한 자세한 정보가 필요하시면 (202) 839-3675로 연락하시거나 dawn.rhodes@goodwillexcelcenter.org로 이메일을 보내주십시오. 또는 다음 주소로 우편을 보내주실 수 있습니다: Goodwill Excel Center, Public Charter School at 1776 G Street, NW, Washington DC, 20006

Nếu có khó khăn trong việc hiểu tiếng Anh, quý vị có thể yêu cầu dịch vụ hỗ trợ ngôn ngữ từ Trung tâm Goodwill Excel, Trường Công Đặc Cách. Các dịch vụ hỗ trợ ngôn ngữ này được cung cấp miễn phí. Nếu quý vị cần thêm thông tin về dịch vụ phiên dịch hoặc dịch thuật, vui lòng gọi (202) 839-3675 hoặc gửi email cho chúng tôi theo địa chỉ: dawn.rhodes@goodwillexcelcenter.org hoặc gửi thư đến Trung tâm Goodwill Excel, Trường Công Đặc Cách tại địa chỉ 1776 G Street, NW, Washington DC, 20006

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PART I: THE GOODWILL EXCEL CENTER MISSION, VISION, AND VALUES

A. MISSION

The mission of the Goodwill Excel Center is to transform adult lives through the power of achieving a high school diploma and accessing post-secondary education and careers in growing, sustainable local industries.

B. VISION

The vision of the Goodwill Excel Center is to build a community where people are empowered to improve their life and family through the achievement of academic and career goals.

C. OUR SERVICE VALUES: RISE

Respect – We treat everyone with respect, compassion and dignity, honoring their contributions and differences.

Integrity – We conduct our business with integrity, accountability and concern for the environment.

Service – We serve, empower and advocate for our clients and each other.

Excellence – We pursue a vision of excellence and continuous improvement to better the lives of those we serve.

PART II: NON-DISCRIMINATION

The Goodwill Excel Center, Public Charter School (GEC) is committed to a policy prohibiting discriminatory practices in all aspects of its policies, programs, practices, and operations. All applicants and students shall be treated equally without regard to race, age, color, religion, gender or expression of gender identity, national origin, political affiliation, disability, matriculation, personal appearance, sexual orientation, family responsibilities, familial status, veteran status, marital status, pregnancy, childbirth, genetic background, or any other legally protected characteristic.

In compliance with Title IX of the Education Amendments of 1972, The Goodwill Excel Center, Public Charter School (GEC) does not discriminate on the basis of sex (including pregnancy and gender identity) in the educational programs and activities which it operates, including employment, admissions, recruitment, referrals, and collective bargaining. If a student believes that he or she has been discriminated against in violation of Title IX, please reference GEC's

Grievance Procedures which are available in the Student Handbook and in GEC's administrative offices.

Pregnant students will be provided the same accommodations and supports as are provided to persons with short-term disabilities.

For more information about Title IX, please contact:

Executive Director

Chelsea Kirk

Chelsea.Kirk@goodwillexcelcenter.org

Phone: 202-309-6615

PART III: YOUR RESPONSIBILITIES AS A STUDENT

A. ATTENDANCE POLICY AND PROCEDURES

The Goodwill Excel Center offers classes in 8-week terms, which makes daily on-time attendance very important. Missing even one day of classroom instruction is like missing an entire week, making a student's path toward graduation longer. For this reason, the Goodwill Excel Center has structured policies around attendance in order to maximize student success in its accelerated program and to support students in meeting the goals of their classes. Additionally, GEC has provided multiple levels of interventions within these policies to allow for time to understand student barriers, create support plans, and provide re-engagement where possible.

In person instruction:

GEC's focus on attendance is critical for student success. Most classes are in-person classes. For in-person classes, the student must be physically present in the class to be marked as present.

Regular distance instruction:

We understand that there are many reasons why a student might not be able to attend in person classes for a time and we want to provide opportunities for the student to continue their educational journey with GEC at those times by providing LIMITED opportunities for synchronous distance instruction. Additionally, some classes (such as foreign language and art/music) are regularly taught at GEC in an asynchronous format. Students are limited in the number of distance instruction courses they can take. For synchronous distance classes, attendance will be taken and students will be required to have their camera turned on during class. Further details on regular distance instruction can be found in the Class Criteria Framework/Student Distance Policy.

Situational distance instruction:

In the virtual world of instruction, for any point in time where GEC determines it is necessary to shift to distance learning as the result of a health, safety or other emergency, GEC will operate on the Microsoft Teams for Education platform. GEC's goal for students permitted to access virtual instruction is to access synchronous instruction. However, GEC understands that students will access instruction both synchronously and asynchronously. Students need to work with their Academic Success Coach to schedule courses at times they know they can synchronously attend class. However, if a student cannot attend a synchronous class, the student will still be marked present for the class if the student contacts their Academic Success Coach and engages in one of the following:

- Attended office hours in person or in Teams
- Attended tutoring in person or in Teams
- Attended coaching session in person or in Teams
- Submitted completed classwork to teacher in person or in Teams
- Completed online assignments on Odysseyware for specific classes
- Attended SPED service provider session in person or in Teams
- Completed testing (iReady, SRI, assessment) with a staff member in person or approved on Teams
- Viewed asynchronous lesson on Teams and submitted classwork to the teacher in person or in Teams
- A form of engagement approved by Director, Lead Teacher, and/or Lead Academic Success Coach

The Academic Success Coach must have a log note to match the evidence above to mark the student present as opposed to absent or excused.

Absence: A student is considered absent from a class if they do not attend his/her scheduled class. An adult student is considered absent for the entire day if he/she misses 50% of their entire scheduled classes. An under-18 student is considered "absent" if they miss all their classes and is considered "partially present" if they are present for at least one but not all of their classes and is considered "present" if they are present for at least 60% of their classes. An absence will be "excused" if it is for one of the reasons listed below and the student follows the process below for having the absence found to be excused. During the first week of each term, a partial day absence will not count as an unexcused absence for the purpose of this policy if the reason for the partial day absence is a scheduling conflict

Absences will be excused for the following reasons:

- Student illness (COVID-19 or any public health concern and/or a doctor's note)
- Family member of a student illness (including COVID-19 or any public health concern)
- Student doctor's appointment
- Family member of a student doctor's appointment
- Death in the student's immediate family or close friend
- Observance of a religious holiday
- Absences to allow students to visit their parent or legal guardian who is in the military immediately before, during or after deployment

- Jury duty or attendance at court or an administrative hearing under a subpoena or as a party to the action
- Emergency or other circumstances approved by the Lead Academic Success Coach
- Confirmed positive COVID-19 case (and quarantine duration)
- Any period of time that CDC or DC Health guidelines recommend that a student isolate after having been a “close contact” of a person who has been diagnosed with COVID-19 (at the time of the release of this handbook the CDC recommends a person isolate if they were a close contact and are not fully vaccinated and boosted)

Getting Course Work After an Absence:

In the case of an absence from school (excused or unexcused), the Academic Success Coach will connect the student and teacher together to provide next steps for the coursework and assignments missed.

Process for Having an Absence Found to be Excused:

- A student will contact their Academic Success Coach as soon as possible to inform the Coach they will be missing school and/or a class and the reason
- For some absences to be excused, a student must bring a note or other documentation to their Academic Success Coach; if required, the note must be brought to the Academic Success Coach within five days of the student’s return to school
- Absences can only be excused by the student’s Academic Success Coach

Even if the absence is excused, the student will have missed work and class time that they will need to make up. This may delay their progress toward graduation if the work is not made up.

If a student knows he/she has a planned absence (such as a doctor’s appointment, family situation, legal appointment, or housing situation), the student should inform his/her Academic Success Coach as soon as possible to work out a plan with teacher and the coach. The Academic Success Coach will still determine if these absences are excused or unexcused per the guidelines above.

Attendance Outreach:

After two consecutive absences from a class, the students’ Academic Success Coach will reach out to determine any issue, barrier, or support needed and reconnect the student with the teacher.

After four unexcused absences (consecutive or non-consecutive) in a term, the students’ Academic Success Coach will determine if an attendance support plan is needed. This action is determined by the Academic Success Coach based on the students’ current communication as well as engagement and productivity in classes. The Academic Success Coach will go through an internal GEC checklist to determine the action needed. Based on that determination, the Academic Success Coach will complete one of the following:

- If a student is responsive to the coach, then the coach will determine if a formal attendance support plan is needed.

- If a student is not responsive to the coach after two days, then the student will be moved to the re-engaged list and have four days of creative outreach by the GEC staff.
- If the student does not respond after four days, then student is recommended for withdrawal if permitted due to age.

If the attendance support plan is created, then student will be monitored for 2 weeks (8 school days). While on an attendance support plan, if the student is not responsive to the attendance support and/or is not showing progress (meaning is unexcused for 3 of the 4 days in the first week of the plan), then an SST meeting will be scheduled for the student during the second week of the attendance support plan.

The SST meeting involves a coach scheduling a meeting with the student, Lead(s), and teacher(s) to create another layer of intervention and planning to support the student. The plan will involve moving forward with the second week of the attendance support plan.

If the student does not meet the attendance plan requirements and/or the SST plan requirements, a follow-up attendance plan meeting with the Academic Success Coach, the student, and the Lead Academic Success Coach is scheduled.

GEC's Levels of Attendance Support (tiered interventions and support) include:

- Attendance Support Plan
- Student Support Team Meetings (SST)
- Re-engagement
- Recommended for withdrawal

Attendance Support Plans:

Attendance support plans are individualized plans to support a student who is consecutively and/or consistently absent from class. If a student reaches three unexcused absences in a term, the student's Academic Success Coach will reach out to the student. The student must then meet with the Academic Success Coach within two school days of being contacted to create an attendance support plan. If the student is unavailable to meet during that time because of an excused absence, the meeting will take place as soon as possible via virtual platform.

The attendance support plan will be created by the Academic Success Coach, the student's teachers, and other relevant GEC staff. During the eight school days following creation of the plan, the Academic Success Coach will carefully track the student's attendance. If a student is on an attendance support plan, the plan will include a timeline for all missing work and assignments with specific deadlines. The plan will also include tutoring times, office hours, and next steps for makeup work and instruction. The students' Academic Success Coach will monitor the plan.

Additionally, the Academic Success Coach has the ability to determine if a student needs to be placed on an attendance plan. The Academic Success Coach will collaborate with the teacher(s) to determine the next steps for the student based on attendance and current productivity. The discretion allows for the Academic Success Coach to understand the root cause of the absences and evaluate the students' current academic engagement, productivity, and course schedule.

If the student has less than four unexcused absences during the eight-day period, then the student will no longer be subject to the plan. Students under 18 who do not meet the requirements of the plan will remain on the plan. However, if the student remains consistently and consecutively absent on the plan, the coach will first determine if any classes need to be removed. Depending on the number of classes a student has, classes will be removed to support attendance and focus the student on outcomes in a smaller course load. If the student is still showing consistent consecutive absences on the attendance support plan and after the maximum number of courses have been removed from the students' schedule (meaning the student now only has one course remaining), then the student will be recommended for withdrawal (age permitting).

Un-Enrollment from the Goodwill Excel Center for Attendance:

- 1) *Students 18 years and older:* If the student does not meet with the Academic Success Coach within two school days of being contacted to create an attendance support plan, then the student will be contacted for a student support meeting (SST meeting) for another level of intervention. If the student is not able to be reached, the student will go on the re-engaged student list. If a student with an attendance support plan has four or more unexcused absences within the eight-day improvement period, the student will have courses removed from his/her schedule. If the consecutive, consistent absences remain, the student will be recommended for a final re-engagement effort and then withdrawal and un-enrollment
- 2) *Students 17 years and younger:* If a student has twenty (20) consecutive full-day unexcused absences, he/she will be unenrolled.

Any student who is unenrolled and wishes to re-enroll will be allowed to re-enroll at the next term if space is available once all those on the wait list have been accepted. Students will reapply on the GEC website.

Students with an IEP or 504 plan:

For any student 17 years and younger with an IEP or 504 plan, the Manager of Special Education and the Special Education Case Manager will be part of the Student Support Team meeting (SST). The Manager of Special Education and the Special Education Case Manager will continue to be consulted to determine what accommodations, if any, will be given to the student before unenrolling the student if:

- 1) The student has not contacted their Academic Success Coach within two days to set up an attendance support plan; or
- 2) After having an attendance support plan put in place, the student has four or more unexcused absences; or

After being on the re-engaged student list, there is still no contact or re-engagement.

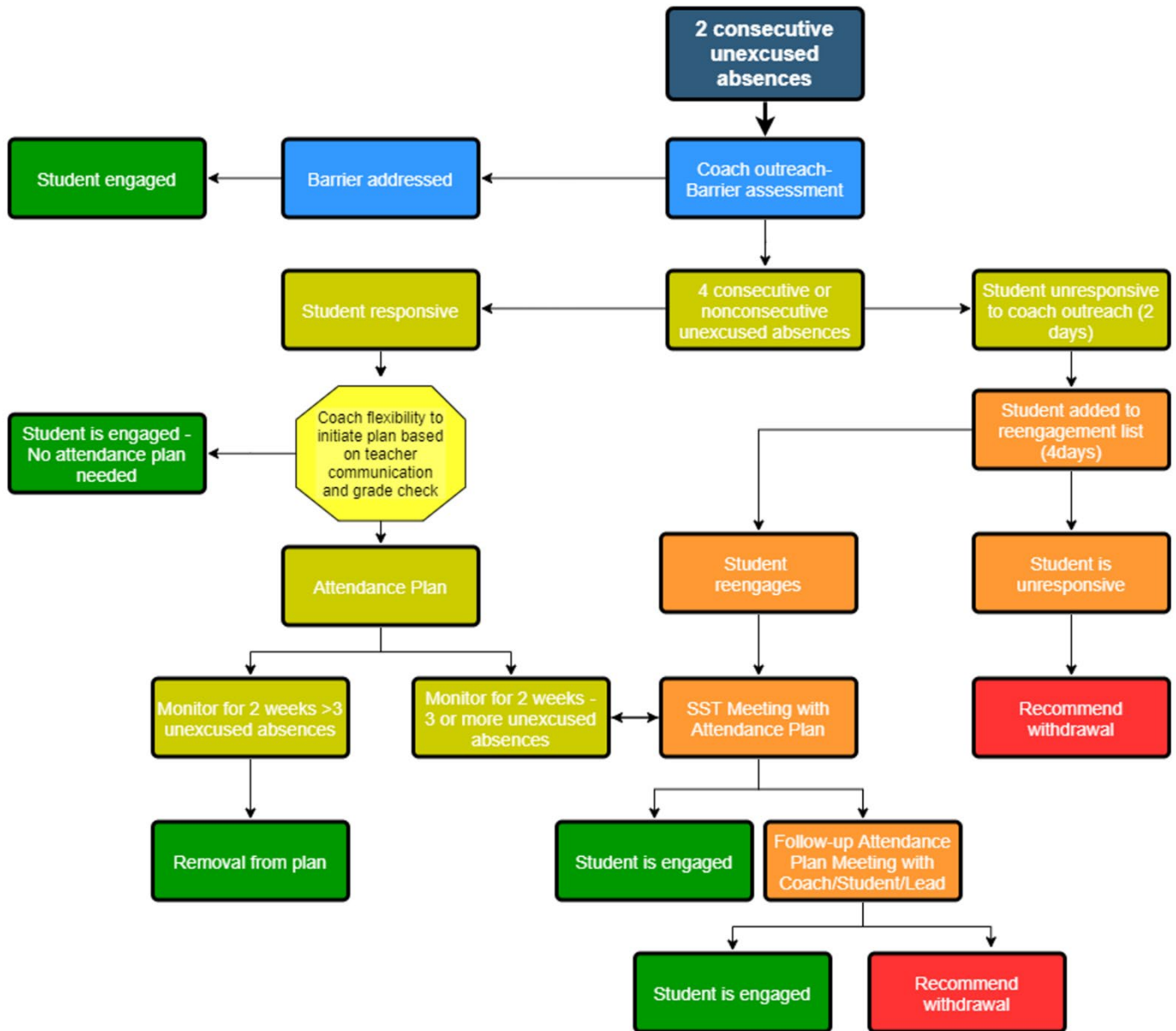
Childcare Accountability:

Any student under the age of 18 who has been awarded a childcare spot in the Childcare Development Center will lose their spot, and will be placed at the end of any waitlist, if either:

- 1) The student has not contacted their academic success coach within two days to set up an attendance support plan; or

- 2) After having an attendance support plan put in place, the student has four or more unexcused absences.

GEC Attendance Support and Policy Flow Chart
(Students ages 18+)



Student Support Team for Students Under 18:

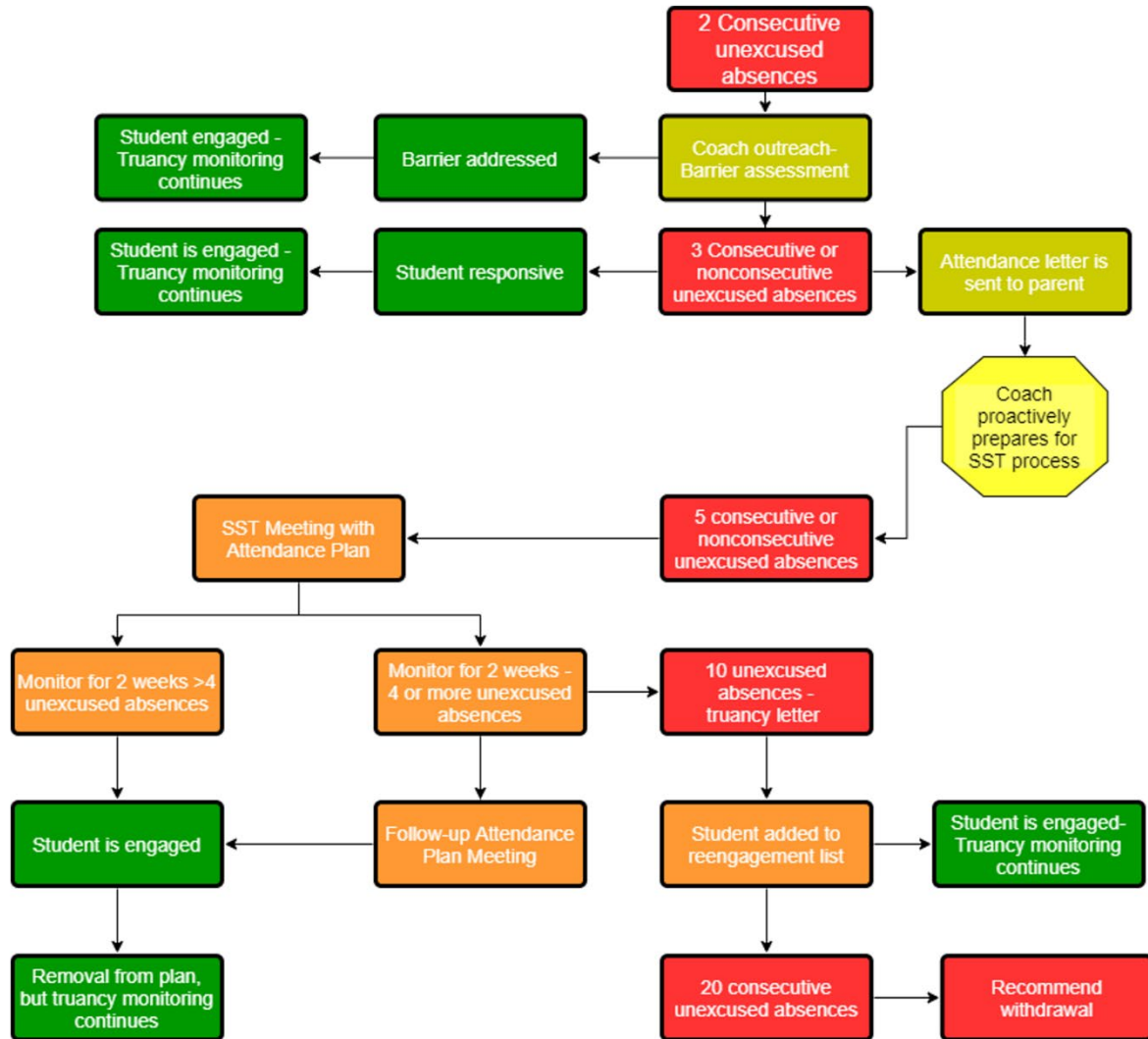
For all students under 18, a student support team will conduct the following attendance interventions based on the number of unexcused absences the student has for the entire year:

- 2 days of unexcused absence – Youth Services Coach will reach out to student
- 3 days of unexcused absence – Youth Services Coach will reach out to student via phone call, text message, Teams call, Teams chat and/or email to discuss the students' attendance, understand any attendance barriers, and develop interventions and re-engagement for the student
 - An attendance letter is sent to the student about their attendance and any plans made to support the student.
 - The Youth Services Coach will anticipate coordinating a Student Support Team (SST) Meeting for a student at 5 days of unexceed absences.¹
 - If a SST meeting is scheduled at this point, an attendance support plan will be created and signed by all relevant GEC staff members and the parent/guardian of the student will be informed.
 -
- 5 days of unexcused absence – Youth Services Coach schedules the SST meeting with the students' team to create an attendance support plan for the student. The attendance support plan is signed by all relevant GEC staff members and the parent/guardian of the student will be informed
 - Student Support Team includes: Youth Services Coach, Lead Academic Success Coach, Manager of Student Support Services, and when necessary the Manager of Special Education and the Special Education Case Manager
 - Youth Services Coach will send a certified letter home and conduct a home visit to schedule a re-engagement meeting.
- 10 days of unexcused absence – Youth Services Coach will send the official truancy letter to the home and to the truancy courts (OSSE).
- Continued on-going outreach from the Youth Services Coach to the student and re-engagement efforts by the Manager of Student Support Services.
- 20 consecutive days of unexcused absence (all documented) – Youth Services Coach is recommended for withdrawal and then approved for withdrawal by the Lead Academic Success Coach.

Referral to Judicial System for Truancy of Students Under 18: If a student who is under 18 has ten unexcused absences during the school year, the Goodwill Excel Center will send the student's parent(s) information about the compulsory attendance requirements for minor students, and report the student to the Office of the State Superintendent of Education. Students under age 18 with 15 full-day unexcused absences during the school year will be referred to Court Social Services and the Office of the Attorney General Juvenile Section.

¹ If the Youth Services Coach determines an SST meeting is needed at the 3 days of unexcused absences, the Youth Services Coach can schedule this meeting. Additionally, an SST meeting can be coordinated for the under 18 year old student at any time to support the student.

GEC Attendance Support and Policy Flow Chart
(For students 17 and younger)



B. INCLEMENT WEATHER POLICY

In the event of inclement weather, the Goodwill Excel Center will follow the District of Columbia Public Schools closing or delayed opening decision. In addition, up-to-date information on emergency closing decisions will be on the Office Manager's voicemail at (202)-839-3675 and the Goodwill Excel Center twitter account [@goodwillexceldc](https://twitter.com/goodwillexceldc). Information will also be shared on local TV and radio stations.

C. LIFE SAFETY PROCEDURES

In case of emergency, Students should exercise caution and put their safety first. If an emergency arises when Students are at the School, Students should follow these guidelines.

Fire Emergency

Students should be aware of potential fire hazards and proper handling procedures. Students should become familiar with the site's designated rally location and site's fire extinguishers. Students are not required to use fire extinguishers. Fire extinguishers should only be used if the Student is properly trained and can safely use it without increasing the risk of harm to him/herself or other students. In case of fire, students should calmly notify other students and other occupants of the School and evacuate in a rapid but orderly fashion. Everyone should assemble at the designated meeting area of the facility for an immediate roll call to account for all students and others who were in the School. No one shall be permitted to enter a damaged building until the School Director, or her/his designee, has given approval to re-enter.

Earthquake

In the event of an earthquake and/or structural failure, there will be little (if any) warning or time to react; however, students and others in the School should protect themselves by seeking shelter under the nearest table, desk or other rigid or solid structure. When tremors have stopped, everyone should immediately evacuate the building as described in the facility's evacuation maps posted throughout the building. Everyone should assemble at the designated meeting area of the facility for an immediate roll call to account for all students and others who were in the School. No one shall be permitted to enter a damaged building until the School Director or her/his designee has given approval to re-enter.

Tornado

In the event of a tornado, Students will be instructed to proceed to the nearest shelter in place location where they will sit on the ground facing a wall. The School Director or her/his designee will notify students when they can leave the shelter in place location and will provide instructions as to whether to remain in the School or to evacuate the School.

Power Outage

In the event of a power outage, there may be sufficient daylight to begin/maintain some activities. The building will remain open for business until a decision to close is made by the School Director or her/his designee. Flashlights should be made available for use if needed. For power outages after the end of the school hours, the School Director or her/his designee will

determine if the power outage is of significant duration and determine the best course of action for students reporting the next school day.

Flood

In the event of heavy rains and/or an imminent flood of the School, the School Director or her/his designee will inform students to evacuate and move to higher ground.

Bomb Threat

If a student receives a call threatening a bomb or other violence at the School, he or she should immediately notify the nearest school staff. The School Director, or her/his designee, will determine whether the facility's evacuation procedure should go into effect.

Suspicious Package

Students are not to handle suspicious packages and should immediately notify the nearest school staff of any suspicious packages.

Lockdown Procedure

In the event that a lockdown is ordered, students will be given instructions on how to proceed by School staff. Students must remain in the location they are instructed by School staff to be in until the lockdown has been terminated. Students should remain calm and quiet during a lockdown.

Active Shooter

In the event of an active shooter the students should practice Run, Hide, and Fight. The students should run to the nearest emergency exit and get as far away from the building as possible and alert the proper authorities. In the event a student cannot run they should hide. While hiding a student should silence their cell phone, try to remain out of sight and if possible, barricade themselves in the area they are hiding in. In the event the student has to fight, they should fight unfairly with the intent to harm the shooter. The student should utilize anything they can as a weapon, such as a fire extinguisher.

Shelter in Place

In the unlikely event that students are required to remain at the School for an extended period of time, a supply of essential items may be available. These items may include fountain water, light snacks, flashlights, batteries, blankets and first aid kits.

Emergencies During Non-Business Hours

If an emergency occurs when the School is closed, Students should follow the same procedures as described in the School's Inclement Weather Policy. Students who are subscribed to the School's automated text and e-mail notification system will be contacted with instructions. Students should call (202)-839-3675 for up-to-date information on emergency closing plans and/or alternate operating plans.

A complete Emergency Preparedness Plan is available in the Office Manager's office.

D. COMMUNICABLE DISEASES

The Goodwill Excel Center will not discriminate against any student based on the individual having a communicable disease. Students shall not be denied access to the School solely because they have a communicable disease, although Goodwill Excel Center reserves the right to exclude a person with a communicable disease from the School where medically necessary to do so.

Goodwill Excel Center's decisions involving persons who have communicable diseases shall be based on guidance or orders from relevant authorities (including CDC, DC Health, DC Mayor's Office and OSSE), current and well-informed medical judgments concerning the disease, the risks of transmitting the illness to others, the symptoms and special circumstances of each person who has a communicable disease, and a careful weighing of the identified risks and the available alternative for responding to a student with a communicable disease.

Students should not return to school until 24 hours after the end of a fever or vomiting. During a public health emergency, including the Covid-19 public health emergency, more stringent requirements for returning to school after certain illnesses or symptoms may be put in place.

E. CODE OF CONDUCT AND DISCIPLINE POLICY

The Goodwill Excel Center strives to be a place where all students can learn within a safe environment. The intent of the Code of Conduct is to ensure students remain focused on growth and learning. The Code seeks to provide fair and reasonable rules and procedures to ensure students do not engage in conduct that in any way harms others or interferes with the education of other Goodwill Excel Center students. Students enrolled in the Goodwill Excel Center can expect to receive prevention and intervention support aimed at preventing behavior-based disruptions while at school.

Student Behavior Expectations

A culture of respect is critical to the success of The Goodwill Excel Center. Students must demonstrate respect through appropriate actions, words, tone, and body language. All expected behavior is focused on preparing students for success in life and careers. Unacceptable behavior includes any behavior that harms another person or infringes on another student's ability to learn. This Code of Conduct applies to conduct on or adjacent to school property or that is directed to students or staff of the school. After enrolling in The Goodwill Excel Center, students are provided a copy of this policy and given examples of ways each infraction can be prevented, along with expectations around intervention, largely led by the Academic Success Coaches and Manager of Student Support Services.

To ensure expectations are clear for all students, below is a list of conduct violations -- classified by severity of the offense into five tiers -- along with the possible responses for each violation.

Tier 1 Behaviors

- Arriving to class late.
- Failing to attend class and/or loitering in the hallways or outside of GEC, during class time.
- Not returning to class after a fire drill or other safety drill.
- Failing to possess GEC issued student identification.
- Loitering or littering (including cigarette butts) on the sidewalks adjacent to the building or in the common areas of the building.

- Smoking cigarettes, e-cigarettes, cigars, or other tobacco-based products inside or within 50 feet of the building.
- Disruptive cellphone use during instructional time.
- Wearing clothing that reveals private body parts, underwear, midriff, see through clothing, or pieces of clothing that are extremely short.
- Gambling by playing cards, shooting dice or otherwise making bets.
- Violation of computer use policy for which no other response is specified in this policy.
- Arguing with GEC staff, demonstrating defiant behavior, or exhibiting non-compliance with GEC staff.
- Failure to comply with GEC required health and safety policies.
- Inappropriate dancing, and/or sexually suggestive movement.
- Using sexually suggestive language, especially in a threatening or disruptive manner.
- Using profanity in a disruptive manner.
- Violation of GEC's Non-Solicitation Policy.

Tier 1 Responses

1 st Offense Response	2 nd Offense Response	3 rd Offense Response
<ul style="list-style-type: none"> • Student disciplinary write-up • Verbal re-direction/coaching session 	<ul style="list-style-type: none"> • Student disciplinary write-up • Placement on a behavior modification plan • Mandatory mediation meeting 	<ul style="list-style-type: none"> • Placement on a behavior modification plan • Mandatory mediation meeting • Short term (1-5 days) suspension if behavior is a safety threat

Tier 2 Behaviors

- Loud, boisterous behavior, including peer-to-peer arguing, and language, and tones that disrupt GEC or patrons of area retail stores and restaurants.
- Being under influence of drugs (including marijuana) or alcohol.
- Off campus use of marijuana or other illicit drugs or alcohol that results in student emitting odor that is distracting to peers or GEC staff.

Tier 2 Responses

1 st Offense Response	2 nd Offense Response	3 rd Offense Response
<ul style="list-style-type: none"> • Student disciplinary write-up • Verbal re-direction /coaching session • Small group session • Leave campus to "air out" 	<ul style="list-style-type: none"> • Student disciplinary write-up • Placement on a behavior modification plan • Mandatory mediation meeting • Small group session • Leave campus to "air out" 	<ul style="list-style-type: none"> • Placement on a behavior modification plan • Mandatory mediation meeting • Short term (1-5 days) suspension if behavior is a safety threat • Leave campus to "air out"

Tier 3 Behaviors

- Committing academic dishonesty by copying from a peer, duplicating a peer's work and submitting it as one's own work, cutting and pasting Internet-based content, and submitting it as one's own and/or printing Internet content and submitting as one's own.
- Engaging in sexual activity, including the exposure and contact of private body parts.
- Stealing and/or attempting to steal from GEC as a school, GEC staff, and/or GEC peers, items valued at less than \$100.

Tier 3 Responses

1 st Offense Response	2 nd Offense Response	3 rd Offense Response
<ul style="list-style-type: none">• Student disciplinary write-up• Mandatory tutoring• Small group session• Academic probation• Community service• Short term (1-5 days) suspension• Failure of class (academic dishonesty)	<ul style="list-style-type: none">• Student disciplinary write-up• Placement on a behavior modification plan• Mandatory mediation meeting• Small group session• Academic probation• Community service• Failure of class (academic dishonesty)• Short term (1-5 days) suspension• Long term suspension/expulsion	<ul style="list-style-type: none">• Short term (1-5 days) suspension• Long term suspension/expulsion• Failure of class (academic dishonesty)

Tier 4 Behaviors

- The use of technology to access sexually and/or violently explicit content, to post inappropriate or unauthorized pictures, and/or post threats, embarrassing, or hurtful images of GEC peers.
- Engaging in sexual harassment by proposing or soliciting sexual favors, sex-based responses, or reactions especially in a way that is offensive, obscene and/or hurtful.
- Bullying or otherwise making threats; physically, or verbally intimidating a GEC staff member and/or peer.
- Stealing and/or attempting to steal from GEC as a school, GEC staff, and/or GEC peers, items values at \$100 or greater.
- Creating, or falsifying communications, records, or documents, including phone records, text.
- Committing false alarms.
- Fighting or otherwise engaging in violence; causing physical harm to another person.
- Malicious destruction of property causing less than \$1,000 damage.
- Possession, use, sale or exchange of a dangerous weapon such as a knife or box cutter.
- Possession or use of drug paraphernalia or a drug that is illegal under Federal law (including marijuana) in or within 500 feet of GEC. (*Note:* see Tier 5 for more serious

drug offenses.) **Note: any materials confiscated by GEC under this provision will be turned over to the police.**

- Suspended for a tier 1-4 infraction two times or more.

Tier 4 Responses

1 st Offense Response	2 nd Offense Response	3 rd Offense Response
<ul style="list-style-type: none"> • Student disciplinary write-up • Community service • Short term (1-5 days) suspension 	<ul style="list-style-type: none"> • Student disciplinary write-up • Placement on a behavior modification plan • Require cellphone to be "checked," with Academic Success Coach each day • Mandatory mediation meeting • Community service • Short term (1-5 days) suspension • Long term suspension/expulsion 	<ul style="list-style-type: none"> • Short term (1-5 days) suspension • Long term suspension/expulsion

Tier 5 Behaviors

Hitting or otherwise assaulting a GEC staff member, or threatening serious bodily harm to a GEC staff member, or:

Any conduct that is a felony under Washington D.C. or Federal law, such as:

- Felony assault (such as assault with a dangerous weapon, assault with intent to cause serious bodily harm, or assault while committing another crime).
- Robbery (theft of something from a person's immediate actual possession).
- Possession of a firearm; possession of a switchblade (spring loaded) knife; possession of a knife that is longer than three inches with intent to use the knife unlawfully against another person. **Note: any materials confiscated by GEC under this provision will be turned over to the police.**
- Manufacturing, sale or possession with intent to distribute of a schedule I, II or III controlled substance (not including simple possession of 8 ounces or less of marijuana). **Note: any materials confiscated by GEC under this provision will be turned over to the police.**
- Malicious destruction of property causing more than \$1,000 damage.
- Bomb threat.

Tier 5 Responses

1 st Offense Response
Expulsion

Discipline Process

The student is written up by the teacher (if the incident occurred in class) or an Academic Success Coach, or non-instructional staff member (if the incident did not occur in class) and the write-up goes to the Manager, Student Support.

After class (if it is a Tier 1 incident that occurred in class) or after the incident (in all other cases), the Manager, Student Support meets with the student, and, if available, the student's Academic Success Coach. During this meeting, the student is to complete a "First Person Narrative" which is an opportunity for the student to tell what happened, in writing, from their perspective.

The student follows the remainder of their daily schedule unless a suspension is issued before the end of the school day. If a suspension is issued and the student is 18 or older, the student will leave GEC immediately. If a suspension is issued and the student is under 18, the student will not be permitted to leave GEC until the end of the student's regular class schedule or until the student is picked up by his/her parent or guardian. For all students under 18, the Coach will seek and facilitate involvement of the student's parent or guardian in response to the incident resulting in a disciplinary action.

The teacher (or other staff) is to complete a "First Person Narrative" no later than the beginning of the next business day.

The Manager, Student Support reviews both First Person Narratives and determines the appropriate discipline intervention based on the disciplinary protocol and past offenses with the goal of making the discipline individualized, fair, equitable, developmentally appropriate, proportionate to the severity of the student's offense and, where appropriate, restorative.

Law enforcement will be involved only if school personnel determine that student behavior cannot safely and appropriately be handled through other disciplinary action.

Following is a description of each discipline intervention.

Disciplinary Write Up and Verbal Re-direction/Coaching

Counseling by an Academic Success Coach is the initial step to mentor or modify conduct. The Coach will discuss the behavioral concern or conduct violation, affirm expectations regarding conduct, and communicate what the response will be if there is no improvement. Coaching will be documented in the student's file. Immediate resolution of the problem or issue is expected and coaches will follow-up with the student to ensure consistent success.

Behavior Modification Plan

The conduct violation and expectations will be communicated in writing to the student and the student will be provided with a written behavior modification plan. Immediate resolution of the problem or issue is expected.

Short Suspension (1-5 days)

The Manager, Student Support will investigate the conduct violation and adhere to the student discipline code of conduct. The Manager, Student Support will meet with the student to give the student notice of the charge and the information the school has to

believe the student engaged in the conduct. The student will be given an opportunity to present his/her side of the story and/or an explanation for his/her behavior verbally and through completing a "first person narrative." If, after receiving the student's statement, the Manager, Student Support determines that a suspension is warranted, the student will be told the timeframe for the suspension. A letter including the length and reason for the suspension will be given to the student (and parents of students under the age of 18). All students (and parents of students under the age of 18) receiving suspension will be afforded the opportunity to appeal (see process in next section). Immediate resolution of the problem or issue is expected upon a student's return. While suspended, students will be provided with work and access to teachers and coaches to assist them. Any school work that cannot be completed by the student during the suspension may be made up upon returning to school.

Suspensions may only be used to ensure safety or in response to the most serious offenses.

**Long Term
Suspension (6-10
days) or Expulsion**

Expulsion may be necessary when any of the above interventions are not successful in improving conduct or if a student commits a Tier 5 conduct violation, or multiple Tier 4 conduct violations. The Manager, Student Support should investigate the matter promptly (ordinarily within 3 days) and review the performance history and record of progressive discipline with the School Director. If the decision is made to move forward with expulsion, a hearing shall be scheduled promptly (and ordinarily to occur within 5 days of the decision to move forward with the hearing). Written notice must be provided to the student (or parents of students under the age of 18) at least 1-2 days before the expulsion hearing of the specific grounds for the expulsion, and the nature of the evidence supporting the expulsion. The decision maker at the hearing shall be impartial and shall only consider evidence presented at the hearing. The student shall be permitted to present evidence at the hearing. The decision shall be provided in writing to the student (or parents of students under the age of 18) promptly after the hearing (ordinarily within 2 days after the hearing). All students (and parents of students under the age of 18) receiving expulsion will be afforded the opportunity to appeal (see process in next section). While suspended, students will be provided with work and access to teachers and coaches to assist them. Any school work that cannot be completed by the student during the suspension may be made up upon returning to school. If a student who is under 18 or has an IEP is expelled, the Manager, Student Support will recommend alternative school placement.

When a staff member makes a recommendation for expulsion of a student, the School Director or Manager, Student Support may suspend the students until the conclusion of the investigation following the procedure for short suspensions outlined above. This

may occur if the School Director or designee believes that the students must be suspended immediately to prevent or substantially reduce the risk of:

- Interference with an educational function or school purposes; or
- A physical injury to themselves, other students, school employees, or visitors to the school.

Long-term suspensions and expulsions may only be used to ensure safety or in response to the most serious offenses. No student under age 18 may be suspended for more than 20 cumulative school days during an academic year unless (a) the President/CEO of GEC provides written justification to the student and parent describing why exceeding the 20 day limit is a more appropriate disciplinary action than alternative responses; or (b) the student's conduct necessitated an emergency removal and the President/CEO of GEC provides written justification for the emergency removal to the student and parent.

Discipline Appeal Process

Students (or parents if a student is under age 18) shall have 2 business days after being notified of a suspension or expulsion to contact the School Director to request a meeting to appeal a suspension or expulsion. The staff hearing the appeal shall, if feasible, be above, in the supervisory chain of the school, the person who made the suspension or expulsion decision. During the meeting, the student (or parents if a student is under age 18) shall have the right to review the summary of the conduct violations and present their case.

Discipline Process for Students with Disabilities

Students with disabilities that demonstrate conduct violations will immediately be referred to the Special Populations Coordinator, where intervention plans will be developed and implemented. Students with conduct violations that could be the direct results of their disabilities will be required to attend a mandatory intervention meeting with their instructors and their Academic Success Coach and the Special Populations Coordinator. In instances where students are over the age of 22, The Goodwill Excel Center will not need to continue to implement IEP (which does not serve students over age 22) goals for students who are expelled and will not need to contract services for students who are expelled.

For students under age 22 who have IEPs, a Manifestation Determination shall be made by the IEP team within 10 school days of the removal. School personnel may apply the relevant disciplinary procedures to students with disabilities in the same manner and for the same duration as the procedures that would be applied to students without disabilities, if:

- In the MANIFESTATION DETERMINATION review, the behavior that gave rise to the violation of the code of conduct is determined not to be a manifestation of the student's disability;
- SERVICES DURING PERIODS OF REMOVAL are provided to the student; and
- Notification of a CHANGE OF PLACEMENT is given to the student.

School personnel must provide the student removed to a disciplinary alternative education program with written notice of the school's obligation to provide the student with an opportunity to complete coursework required for graduation that: (a) includes information regarding all methods available for completing the coursework; and (b) states that the methods available for completing the coursework are available at no cost to the student.

School personnel may remove the student to an Interim Alternative Educational Setting without regard to whether the behavior is determined to be a manifestation of the student's disability, if there are SPECIAL CIRCUMSTANCES and the removal is for not more than 45 school days.

Return After Expulsion

An expulsion from GEC will ordinarily be for five terms, which is the equivalent of one full year. After five terms, a student can re-apply to GEC using the same process and subject to the same requirements as any other student. Before the first day of class, he/she will also be required to (1) submit a letter to the School Director explaining why he/she is ready to return to GEC; and (2) participate in a re-entry meeting with the student's Academic Success Coach, the Manager of Student Support, the School Director and the Executive Director.

F. BULLYING PREVENTION POLICY

The Goodwill Excel Center ("GEC") strives to be a place where all students can learn within a safe environment. Acts of bullying, harassment and intimidation are an attack on core GEC values. Thus, to facilitate our mission, GEC has established this comprehensive bullying prevention policy. This policy aims to protect the dignity and safety of the GEC community. GEC staff will promptly report and investigate all incidents of bullying and apply appropriate consequences to those who engage in bullying. **Absolutely no bullying will be tolerated.**

Definition of Bullying

Bullying means any severe, pervasive, or persistent act or conduct whether physical, electronic, or verbal that:

1. May be based on a student's actual or perceived race, color, ethnicity, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, intellectual ability, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an intra-family offense, place of residence or business, or any other distinguishing characteristic, or on a student's association with a person, or group with any person, with one or more of the actual or perceived foregoing characteristics; and
2. Can reasonably be predicted to:
 - a. Place the student in reasonable fear of physical harm to their person or property;
 - b. Cause a substantial detrimental effect on the student's physical or mental health;
 - c. Substantially interfere with the student's academic performance or attendance; or
 - d. Substantially interfere with the student's ability to participate in or benefit from the services, activities, or privileges provided by GEC.

Prohibition against Bullying and Retaliation

Acts of bullying, including cyberbullying, whether by a student, volunteers or staff, are prohibited:

1. On GEC grounds and immediately adjacent property,
2. At GEC sponsored or related events on and off GEC grounds,
3. On transportation provided or sponsored by GEC,
4. Using any electronic devices owned by GEC, or
5. Using any electronic devices not owned by GEC if the acts of bullying or cyberbullying -- such as messages on social media -- create a hostile environment at GEC for the victim or witnesses, infringe on their rights at GEC, or materially and substantially disrupt the orderly operation of GEC.

Retaliation against a student, volunteer or staff member who reports bullying, provides information about an act of bullying, or witnesses an act of bullying is also prohibited, and this will also result in a discipline action.

Reporting Incidents of Bullying or Retaliation

GEC expects all staff members and volunteers to report incidents of bullying or retaliation they witness or of which they are made aware. Staff members should immediately report all such incidents to the Manager, Student Support.

Students, parents, guardians, and community members are encouraged by GEC to report any incidents of bullying or retaliation that they witness or of which they are made aware. Bullying or retaliation should be reported to:

Lawrence Hopkins
Manager, Student Support Services
1776 G Street, NW
Washington DC, 20006
Lawrence.Hopkins@goodwillexcelcenter.org
(202)-934-0285

Reports of bullying or retaliation made by student, parents, guardians and community members may be anonymous.

A student, volunteer or employee who promptly and in good faith reports an incident of, or information about, bullying in compliance with this policy shall be immune, in accordance with District of Columbia law, from a cause of action for damages arising from the making of such report.

Investigating Incidents of Bullying

The Manager, Student Support is responsible for investigating reports of bullying. An investigation of an incident will be initiated promptly after the Manager, Student Support receives a report of bullying and will ordinarily conclude no later than 30 days after the receipt of such a report. As part of the investigation the Manager, Student Support may interview involved or relevant parties including alleged victims, bullies, witnesses, staff, parents or guardians.

The Manager of Student Support will provide confidentiality as far as possible to relevant parties as part of the investigation, and inform all relevant parties that retaliation for reporting acts of bullying is prohibited.

The Manager, Student Support is charged with making determinations as to whether a reported incident constitutes a case of bullying. These determinations will be made in consideration of the totality of the circumstances surrounding the incident.

Sanctions

GEC recognizes that for sanctions to be an effective component of a bullying prevention plan, they must be applied consistently, fairly, and equitably. To this end, GEC shall ensure that staff follow these guidelines as closely as possible, while allowing for flexibility to adapt sanctions to individual contexts. Furthermore, to ensure equitability in applying sanctions, measures will be applied on a graduated basis determined by the nature of the offense, the disciplinary history of the student involved, and the age and developmental status of the student involved. Responses to incidents of bullying or retaliation will be consistent with GEC's Code of Conduct and Discipline Policy and may include:

- Verbal Re-direction
- Behavior Modification Plan
- Short Suspension
- Expulsion

Appeals

Parties dissatisfied by the outcome of a bullying investigation may appeal the determination of the Manager, Student Support. This appeal should be submitted no later than 30 days after the initial determination. Upon receipt of an appeal, the School Director must conduct a secondary investigation within 30 days of the receipt of an appeal. This 30 days may be extended by up to an additional 15 days if the School Director sets forth in writing the reasons why more time is needed to investigate. Additionally, upon the receipt of an appeal, the School Director must inform the party making the submission of their ability to seek additional redress under the DC Human Rights Act.

Plan for Publicizing this Policy

This Policy will be a part of the GEC Student Handbook that is provided to all students each year and is posted on GEC's website. GEC will establish a culture of respect and safety. As part of this commitment, GEC will incorporate bullying prevention messages and efforts in various aspects of its operations that serve students.

Staff Training

Information on this policy shall be incorporated into the training of all new staff. Refresher training on this policy shall be provided to staff as determined by the School Director.

G. STUDENT ON STUDENT SEXUAL HARM PREVENTION POLICY

The Goodwill Excel Center strives to be a place where all students can learn within a safe environment. The intent of this Student on Student Sexual Harm Prevention Policy is to prevent student on student sexual harassment, sexual assault and dating violence, and to establish procedures for responses to allegations of those incidents.

Applicability

This Policy applies to incidents of Dating Violence, Sexual Harassment and Sexual Assault (all as defined below) by a GEC student against another GEC student that occur:

6. On GEC grounds and immediately adjacent property,
7. At GEC sponsored or related events on and off GEC grounds, including field trips,
8. On transportation provided or sponsored by GEC,
9. Using any electronic devices owned by GEC, or
10. If the acts create a hostile environment at GEC for the victim, infringe on his or her rights at GEC, or materially and substantially disrupt the orderly operation of GEC.

Prohibited Acts

It is prohibited for any GEC student to commit any of the following against another GEC student:

1. **“Dating Violence”** which is defined as abusive or coercive behavior where a dating partner uses threats of, or actually uses, physical, emotional, economic, technological, or sexual abuse to exert power or control over a current or former dating partner (who is a GEC student).
2. **“Sexual Harassment”** which is defined as any unwelcome or uninvited sexual advances, requests for sexual favors, sexually motivated physical conduct, stalking, or other verbal or physical conduct of a sexual nature that can be reasonably predicted to: (a) place the victim in reasonable fear of physical harm to his or her person; (b) cause a substantial detrimental effect to the victim’s physical or mental health; (c) substantially interfere with the victim’s academic performance or attendance at school; or (d) substantially interfere with the victim’s ability to participate in, or benefit from, the services, activities, or privileges provided by a school.
3. **“Sexual Assault”** which is defined as engaging in a sexual act or sexual contact with a person: (a) by force or threat; (b) after rendering the person unconscious; or (c) where the other person does not consent or is incapable of understanding or declining the sexual act or sexual contact.

Throughout this Policy, Dating Violence, Sexual Harassment and Sexual Assault are collectively referred to as “Sexual Harm”

Reporting Allegations of Student on Student Sexual Harm

Anyone – including students, parents and Staff – with information that a student may have been the victim of Sexual Harm that is covered by this policy and that was caused by another GEC student should report the incident to:

Manager, Student Support Services
Lawrence Hopkins
Lawrence.Hopkins@goodwillexcelcenter.org
Office Phone: (202)-934-0285

Or:

Executive Director
Chelsea Kirk
Chelsea.Kirk@goodwillexcelcenter.org
Office Phone: 202-839-3652
Cell Phone: 202-309-6615

Abuse or neglect of anyone under the age of 18 can be reported by anyone to the DC Child and Family Services Agency by calling the CFSA hotline: **(202) 671-7233**.

GEC's Response to Allegations of Student on Student Sexual Harm

Upon receiving information that a student may have been the victim of Sexual Harm that is covered by this policy and that was caused by another GEC student, GEC will take the following steps:

1. If an act causing Sexual Harm is in process, take reasonable steps to interrupt or stop the act of Sexual Harm and prevent its recurrence.
2. Report the Sexual Harm to the police if there is reason to believe that a criminal act has occurred.
3. Provide information to complainant(s) regarding the investigatory process.
4. Take reasonable steps to protect the safety of complainants, if necessary, during the investigation, which steps may include: a change to one or more students' schedules; a short-term suspension; additional security screenings; notifying staff of situations so they can be alert to potential additional harm.
5. Protect the confidentiality of complainants. If a complainant requests that his/her identity not be revealed to the accused as part of the investigation, the Manager, Student Support will explain to the complainant (a) that the inability to reveal his/her name to the accused may limit the scope of the investigation and prevent the school from issuing any sanctions against the accused; and (b) GEC prohibits retaliation by the accused against the complainant. If the complainant still insists that his/her name not be revealed to the accused, GEC will honor that request even if that prevents the accused from being sanctioned.
6. Refer complainants to services and advocacy organizations.
7. Take prompt and appropriate action to investigate whether the acts occurred, as follows:
 - a. The investigation shall ordinarily be conducted by the Manager, Student Support in accordance with the timeline and procedures of GEC's Grievance Procedures, which are found in GEC's Student Handbook.
 - b. In the event that the Manager, Student Support decides that a hearing will be a part of the determination, the complainant and the accused will have the same opportunities to be present at and have others present during the hearing, including the opportunity to be accompanied to the hearing by an advisor or advocate of their choice.
 - c. The standard for the determination by the Manager, Student Support shall be whether the conduct "more likely than not" happened.

- d. GEC will provide contemporaneous notification, in writing, to both the complainant and the accused, of: (i) the result of any grievance that arises from an allegation of a student-on-student act of sexual harassment, sexual assault, or dating violence; (ii) the school's procedures for the complainant and/or the accused to appeal the result; (iii) any change to the result; and (iv) when such results become final.
8. If, after completing his investigation and any hearing, the Manager, Student Support, determines that disciplinary action is appropriate, he shall follow the disciplinary process and implement the appropriate sanction in accordance with GEC's Code of Conduct and Discipline Policy, which is found in GEC's Student Handbook.
9. As part of the investigation process, the Manager, Student Support will determine whether it would be appropriate to refer the accused student for counseling and intervention strategies, which, for minor students, may include reporting such incidents to the Child and Family Services Agency if the minor student's behavior indicates that he or she may be the victim of child sexual abuse or child abuse.

Student on Student Sexual Harm Prevention and Response Training

GEC shall train all Staff at the time of hiring and at least annually thereafter on the following, utilizing evidence-based standards and developed in consultation with community based sexual violence or abuse experts:

(a) identifying, responding to, and reporting student-on-student acts of sexual harassment, sexual assault, or dating violence, including any mandatory reporting requirements under District or federal law which may be triggered by such incidents; (b) communicating universal prevention techniques to students that increase their ability to set and communicate about appropriate boundaries, respect boundaries set by others, and build safe and positive relationships; and (c) receiving reports and disclosures from students regarding student-on-student acts of sexual harassment, sexual assault, or dating violence in a supportive, appropriate, and trauma-informed manner.

Each person appointed by GEC to conduct an investigation of student on student Sexual Harm shall receive annual training on issues related to student-on-student acts of sexual harassment, sexual assault, or dating violence and how to conduct an investigation that protects the safety of complainants and promotes accountability.

GEC shall provide information annually to parents/guardians of minor students on recognizing the warning signs of student-on student acts of sexual harassment, sexual assault, and dating violence, as well as effective, age appropriate methods for parents/guardians of minor students to discussing such topics with students.

Resources

Appendix A contains a list of resources, services, and information for students and families affected by student-on-student acts of sexual harassment, sexual assault, or dating violence, including school-based supports.

PART IV: YOUR RIGHTS AS A STUDENT

A. SPECIAL EDUCATION

A student (or the parents of a minor student) who has been diagnosed with a disability, or who has had a IEP/504 Plan in the past, or who believes they may have a disability and would like to be evaluated for special education services should discuss the matter with their Academic Success Coach or contact the Manager, Special Education and Specialized Instruction. GEC currently has the following systems in place in order to proactively screen, identify, evaluate, and serve students suspected of having a disability.

1) Public Awareness and Universal Screening

Adult students and parents of minor students are notified regarding how to access the special education evaluation process if they are concerned that the student may have a disability through:

- School handbook
- Information provided at parent/teacher conferences
- By the Manager, Special Education and Specialized Instruction and Coaches

Staff are trained through annual professional development training sessions, and other trainings and written materials, to recognize when a student may have a disability and how to access the evaluation process.

GEC uses the following universal screening processes to determine which students should be referred for a special education evaluation:

- Observations in a variety of settings
- Multi-tiered problem solving approach
- Parent/family interviews
- Review of attendance, grades, and/or scores of universal norm-referenced assessments

2) Identification

Identification of a student with a disability involves:

- A process for parents of minor students and staff to request evaluations
- A process that ensures that a student is evaluated in all areas of concern
- Evaluations that are conducted by qualified trained professionals

3) Evaluation

A group of qualified GEC professionals meets following a referral to review:

- Existing data (such as educational, behavioral, attendance and health)
- Any information provided by the parent of a minor student

- Pre-referral interventions and strategies
- Current classroom-based assessments, and
- Observations by teachers and related service providers

A set of procedures and assessments are used to determine whether a student has a disability and, if so, the nature and extent of special education and related services that the student needs. GEC's procedures allow it to make eligibility determinations within 60 days.

GEC has procedures in place to ensure that a student is re-evaluated in a timely and appropriate manner.

4) Serving the Student

Once a student has been identified with a disability, his/her IEP or 504 Plan is implemented and revised as required. GEC uses qualified professionals to implement IEP/504 Plan services. GEC has procedures to conduct ongoing IEP/504 Plan progress monitoring and to determine the appropriateness of the IEP/504 Plan services. In each case, GEC strives to determine the appropriate settings for services within the least restrictive environment.

B. GRIEVANCE PROCEDURES

It is the policy of the Goodwill Excel Center that all employees, students, parents, and visitors have the right to voice their complaints or grievances about matters pertaining to its programs and activities. Accordingly, the following grievance procedure should be employed to ensure that complaints receive full consideration.

A grievance is a complaint to GEC about one of the following:

- (1) The educational environment or interpersonal conflicts;
- (2) Issues related to identification and placement of English Language Learners; or
- (3) Discrimination and harassment based upon race, color, national origin, sex, disability, age, religion, marital status, personal appearance, sexual orientation, gender identity or expression, familial status, family responsibilities, political affiliation, source of income, or otherwise.

1. Who May File a Grievance

The procedures set forth below may be used by grievants who are students or parents.

2. Other Remedies

The existence of this procedure does not bar grievants from also filing claims in other forums to the extent permitted by state or federal law.

3. Informal Grievance

Because many difficulties can be resolved by communicating a concern to someone, grievants are encouraged to discuss their concern or harassment complaint promptly and candidly with their Academic Success Coach.

If the Academic Success Coach cannot remedy the grievance, the student is encouraged to submit their grievance informally, in writing. When presented with an informal written grievance, the following procedure should be followed:

- The Academic Success Coach should schedule a mediation with the student and the alleged harasser or perpetrator (unless the Academic Success Coach determines that a mediation is likely to subject a victim of harassment to further harm).
- If the mediation is not successful, the student should come with their Academic Success Coach to the School Director for a grievance conference.

The grievant is not required to discuss his or her complaint with the alleged harasser or perpetrator in any manner or for any reason prior to initiating a formal grievance.

4. Formal Grievance

To file a formal grievance, within ninety (90) days of the harassment, discrimination, or complaint that is the subject of the grievance, a grievant shall file a written notice with the Manager, Student Support. The written notice shall identify the nature of the complaint, the date(s) of occurrence, and the desired result, and shall be signed and dated by the person filing the grievance. Contact information for the Manager, Student Support Services is:

Lawrence Hopkins
Manager, Student Support Services
1776 G Street, NW
Washington DC, 20006
Lawrence.Hopkins@goodwillexcelcenter.org(202)-934-0285

The Manager, Student Support Services will promptly initiate an adequate and impartial investigation of the grievance. Each formal complaint will be investigated, and will be decided after receiving information from the appropriate individuals. Investigations may include interviewing witnesses, obtaining documents, and allowing parties to present evidence.

All documentation related to the investigation and discussions held in this process are considered EXTREMELY CONFIDENTIAL and should not be revealed to or discussed by any participant with persons not directly involved with the complaint, with its investigation, or with the decision making process. This provision does not include discussions with governmental authorities.

Within thirty (30) days of receiving the written notice, the Manager, Student Support shall respond in writing to the grievant (the "Response"). The Response shall summarize the investigation, state whether the grievance has been found to have merit and, if so, state the appropriate resolution.

If, as a result of the investigation, harassment, or a valid grievance is established, appropriate corrective and remedial action shall be taken.

If the grievance is with the Manager, Student Support Services the grievant should direct their concerns to the School Director. If the grievance is with the School Director, the grievant should address their concerns with the Executive Director (Dr. Chelsea Kirk), and if after his/her

investigation and action, the grievant is still unsatisfied then the grievant should direct their concerns to the Chief Integration Officer who can be reached at:

Colleen Paletta
Chief Integration Officer
1140 3rd St, NE, Suite 350
Washington, D.C. 20002
Colleen.Paletta@dcgoodwill.org
(202) 715-2609

5. Appeals

If the grievant is not satisfied with the Response, the grievant may appeal in writing to the School Director within ten (10) business days of the date of the Response. The written appeal must contain all written documentation from the initial grievance and the grievant's reasons for not accepting the Response.

Within thirty (30) days after receiving the written appeal, the Executive Director will respond in writing to the appellant stating whether the appeal has been found to have merit and, if so, state the appropriate action to be taken.

The Executive Director can be reached at:

Executive Director
Chelsea Kirk
Chelsea.Kirk@goodwillexcelcenter.org
Phone: 202-309-6615

6. Prohibition Against Retaliation

The Goodwill Excel Center prohibits retaliation against any person who files a complaint in accordance with this policy, or any person who participates in proceedings related to this policy.

In addition, the Goodwill Excel Center prohibits any form of retaliation against any person who makes a good faith report or complaint about perceived acts of harassment, discrimination, or concern, or who cooperates in an investigation of harassment, discrimination, or a concern. Any person who is found to be engaging in any kind of retaliation will be subject to appropriate disciplinary action.

7. Miscellaneous

The Goodwill Excel Center may approve modification of the foregoing procedures in a particular case if the modification (a) is for good cause, and (b) does not violate due process rights or policies of the DC Public Charter School Board.

Grievants also have the right to file a complaint with the Office for Civil Rights by: (1) mailing the complaint to Director, District of Columbia Office, Office for Civil Rights (OCR), U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-1475; (2) faxing it to (202) 453-6021; or (3) filing it electronically at: www.ed.gov/ocr/complaintprocess.html. For more information, you can contact OCR at (202) 453-6020 (voice), (877) 521-2172 (TDD), or ocr.dc@ed.gov.

GEC's board member contact for purposes of this Grievance Policy is:

Catherine Meloy
Board Member
1140 3rd St, NE, Suite 350
Washington, D.C. 20002

Catherine.Meloy@dcgoodwill.org
(202) 715-2603

C. SAFEGUARDING OF STUDENT INFORMATION (FERPA) POLICY

Purpose: To clarify the restrictions on disclosure of students' education records under the Family and Educational Rights Privacy Act ("FERPA") for the Goodwill Excel Center, Public Charter School ("School") and its employees.

Policy: The School may not release personally identifiable information contained within student education records to a third party unless such release is expressly permitted under FERPA. A student's education records under FERPA include all records directly related to the student and which are maintained by a School. Records covered by FERPA therefore include, but are not limited to: grades, report cards, transcripts, attendance information, academic appeals, and records of any disciplinary proceedings. This list is not exhaustive and is provided only as an example of the wide range of information considered to be an "education record" under FERPA.

Definitions:

Eligible Student: A student 18 years of age or over. (Eligible Students have FERPA consent rights.)

Parent: A parent or legal guardian of a student at the School who is under the age of 18, or a legal guardian of a student at the School who is 18 years of age or over.

Procedures:

Annual Notification

The School will provide annual notification to Parents and Eligible Students of their rights under FERPA.

Disclosure

The School will protect the privacy of all student education records and will not disclose personally identifiable information within student education records to anyone other than the Parent or Eligible Student unless (1) the Parent or Eligible Student has provided prior written consent of such disclosure using a "Consent to Disclose Student Education Records" form available from the School Registrar or other authorization form approved by the School's General Counsel; (2) the information to be disclosed has been classified as "directory information" in the School's annual FERPA notification (described further below); or (3) the disclosure is permitted under one or more FERPA exceptions, some of which are

presented below, but must be specifically determined to apply in a particular circumstance by the School's administration before the disclosure occurs.

Consent to Disclose Student Education Records Form ("Consent Form")

Unless the requested records are not covered by FERPA, have been classified "directory information" in the annual FERPA notification, or another exception applies, a Parent, or Eligible Student must provide advance written permission to release the student's education records to an outside third-party. The Parent's or Eligible Student's permission must be given through completion of the Consent Form available from the School Registrar. No information may be released beyond the scope of the permission as indicated in the form.

Once completed, the signed Consent Form will be kept in the School's records. Parents or Eligible Students may revise their consent at any time during the year by completing a new form.

No form shall be effective for more than one academic year.

Directory Information

Allowable Information

The School may disclose student information that has been classified as "Directory Information" in its annual FERPA notification. Directory information refers to information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed.

Directory information includes, but is not limited to, the following student information:

1. Student name
2. Address and telephone number
3. E-mail address
4. Photograph
5. Date and place of birth
6. Grade level
7. Dates of attendance
8. Participation in officially recognized activities
9. Degrees, honors, and awards received

Directory information cannot include a student's Social Security number. A student's ID number or user ID can be considered directory information, but only if that identifier cannot be used to gain access to the student's education records without utilizing a password or personal identification number.

Annual FERPA Disclosure Regarding Directory Information and Opt Out Option

In order for the School to disclose directory information, it must first provide public notice in an annual FERPA notification to Parents and Eligible Students of the following:

1. The types of personally identifiable information that is designated as directory information;

2. A Parent's or Eligible Student's right to refuse the designation of any or all of those types of information about the student as directory information; and
3. The period of time within which a Parent or Eligible Student has to notify the School in writing that he or she does not want any or all of those types of information about the student designated as directory information.

The required annual FERPA notification can be provided within other informational documents sent by the School or as separate School correspondence.

Exceptions

Allowable Disclosures

There are several exceptions that permit the release of student education records under FERPA. The following are some common examples of parties who can receive disclosures without the student's written consent in a manner that does not violate FERPA:

1. A contractor, consultant or volunteer to whom the School has outsourced institutional services or functions, if the party is under the direct control of the School and has met the Third-Party Requirements described below.
2. Other schools, school districts or institutions of postsecondary education in which the student is seeking to enroll or to transfer credits.
3. Authorized representatives of the DC Public Charter School Board (PCSB), the District of Columbia Office of the State Superintendent of Education ("OSSE"), U.S. Department of Education ("DOE"), the U.S. Attorney General ("AG"), or the U.S. Comptroller General ("USCG") for audit, evaluation, or compliance activity with respect to Federal or state education programs.
4. Organizations conducting studies for, or on behalf of, PCSB, the School, or another governmental entity provided such organization has met the Third-Party Requirements described below.
5. Schools' accrediting agencies.
6. To appropriate parties, if necessary to protect the health or safety of a student or other individuals.
7. To comply with a judicial order or lawfully issued subpoena.

Responses to requests for student records can be made to the third-parties identified above.

Recordkeeping Requirements

Unless the disclosure is to a school official as defined in 34 CFR 99.31(a)(1), a record of any disclosure must be made in the students' education records, which describes: (1) the party or parties who received the students' records; and (2) the legitimate interests of the party or parties had in requesting and obtaining the information. In the event that the disclosure is to an authorized representative of the PCSB, School, OSSE, the DOE, AG, or USCG, the record of the disclosure may be made by class, school, or other appropriate grouping. (For example, if OSSE requested all student records from the School, a record could be made indicating that

the entire School's student records were provided, rather than placing a record in each student's file.)

Notification Requirements

If the School receives a judicial order or lawfully issued subpoena, there may be certain notification requirements it must make before disclosing the students' records. The Parent or Eligible Student may need to be notified of the order or subpoena in order to be given an opportunity to seek protective action. Upon receipt of any judicial order or subpoena (whether it requests student education records or not), immediately notify the School's General Counsel ((202) 719-1235).

Third-Party Requirements

If the School discloses student records that contain personally identifiable information to a contractor or consultant who is a school official as defined in 34 CFR 99.31(a)(1), the School and the contractor or consultant must enter into a written agreement that specifies that the contractor or consultant will not disclose the information to any other party without the prior consent of the Parent or Eligible Student.

If the School discloses student records that contain personally identifiable information to a research organization, a written agreement must be entered into. The agreement must specify the following:

1. The type of student records to be disclosed to the authorized representative;
2. The purpose for which the student records are being disclosed;
3. A requirement that the authorized representative must destroy any personally identifiable information when it is no longer needed for the purpose specified, and a time period in which the information will be destroyed; and
4. Policies and procedures to protect personally identifiable information within the students' records from re-disclosure and unauthorized use by the authorized representative.

Health and Safety Emergencies

The School may disclose student education records that contain personally identifiable information to appropriate parties, including parents of a student, in connection with an emergency, if necessary to protect the health or safety of students or other individuals as determined by the School's President & CEO, Chief Integration Officer or Executive Director, in consultation with the School's General Counsel. In disclosing student records, a determination must be made that there is a clear and significant threat to individuals' health or safety. If a disclosure is made due to a health or safety emergency, the School must record a description of the significant threat to students or other individuals that formed the basis for the disclosure, and the parties who received the information.

Other FERPA Requirements:

Right to Request Inspection of Student Records

Every Parent or Eligible Student shall be allowed to personally inspect copies of his or her records upon request. The School shall either provide copies of student records to

Parents and Eligible Students upon request, or make arrangements to allow for inspection of requested records within 45 days of when the request was received.

A reasonable fee for copies of student records may be charged, but not if imposition of a fee will prevent the Parent or Eligible Student from receiving copies of the records. No fee may be charged solely in order to search for or retrieve a student's education records.

Right to Request Amendments to Records and Hearings

If a Parent or Eligible Student believes that the education records maintained by the School relating to the student contains information that is inaccurate or misleading, he or she may ask the School Registrar, in writing, to have the records be amended. If, based on that written statement, the School decides not to amend the records as requested it must inform the Parent or Eligible Student of its decision and the right to a hearing. The hearing may be conducted by any School staff who was not involved in the initial decision not to accept the Parent's or Eligible Student's request to amend the relevant records.

In the event of a hearing, if the School staff who conducted the hearing decides that the information in question is inaccurate or misleading, it must direct relevant staff to amend the records accordingly and inform the Parent or Eligible Student of the amendment in writing. If, on the other hand, School staff decides that the information is not inaccurate or misleading, it must provide its decision in writing and inform the Parent or Eligible Student of the right to place a statement in the records commenting on the contested information. School staff's decision must be based solely on the evidence presented at the hearing, and must include a summary of the evidence and the reasons for the decision.

Reasonable Protection of Student Information

The School will permit School employees to obtain access to only those education records in which they have legitimate educational interests. The School will use physical and technological access controls for controlling access to education records.

Annual Notification of Rights under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("Eligible Students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 45 days after the day the Goodwill Excel Center, Public Charter School ("School") receives a request for access.

Parents or Eligible Students who wish to inspect their child's or their education records should submit to the School Registrar a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or Eligible Student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or Eligible Student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or Eligible Students who wish to ask the School to amend their child's or their education record should write the School Registrar, clearly identify the part of the record they want changed, and specify why it should be changed. If the School decides not to amend the record as requested by the parent or Eligible Student, the School will notify the parent or Eligible Student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or Eligible Student when notified of the right to a hearing.

3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official typically includes a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer, contractor, or consultant who, while not employed by the School, performs an institutional service or function for which the School would otherwise use its own employees and who is under the direct control of the School with respect to the use and maintenance of PII from education records, such as a business that provides a cloud hosting services for School data, an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the School discloses education records without consent to officials of another school or school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

The School may disclose appropriately designated "directory information" without written consent, unless you have advised the School to the contrary in accordance with School procedures. The primary purpose of directory information is to allow the School to include information from the student's education records in certain school publications.

Directory information, which is information that is generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's or Eligible Student's prior written consent. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965, as amended (ESEA) to provide military recruiters, upon request, with names, addresses and telephone listings of students unless Eligible Students or parents have advised the LEA that they do not want the student's information disclosed without their prior written consent.

If you do not want School to disclose any or all of the types of information designated below as directory information from the student's education records without your prior written consent, you must notify School in writing within the later of: (a) 14 days after the student's first day of class at the School; or (b) 14 days after the first day of the School year. The School has designated the following information as directory information:

1. Student name
2. Address and telephone number
3. E-mail address
4. Photograph
5. Date and place of birth
6. Grade level
7. Dates of attendance
8. Participation in officially recognized activities
9. Degrees, honors, and awards received

Directory information cannot include a student's Social Security number. A student's ID number or user ID can be considered directory information, but only if that identifier cannot be used to gain access to the student's education records without utilizing a password or personal identification number.

D. BUILDING ACCESSIBILITY

The following plan outlines how the Goodwill Excel Center will ensure the school is accessible to all guests and students:

The Goodwill Excel Center is located at 1776 G Street, NW, Washington DC. The school has two floors and the entrance to the school is on the ground level. All guests that enter the Goodwill Excel Center will enter through the main entrance on 18th street and will be greeted by a Security Guard. The Security Guard can open the door and assist any individual needing help entering. All students or guests, without disabilities or a physical limitation, that need to go to the classroom level of the school will walk down a flight of stairs.

For all enrolled students who have a physical disability or a physical limitation the following procedures will take place to enter the classroom level:

The Office Manager will provide the Security Guard at the G Street entrance a list of names of individuals who need to access the school via the elevator. Students with disabilities or a physical limitation will enter the building each day via this entrance after showing their student identification card to the Security Guard. Students will take the elevator to the school floor and will enter the school via doors outside of the elevator. The door can be opened with a code that all students will be told on orientation. An Academic Success Coach or Teacher will be available to assist individuals at the doors ensuring entrance during the opening of school hours. A staff member can assist any student needing assistance through these doors and up the elevator if needed.

For all guests who have a physical disability or limitation the following procedures will take place to enter the bottom floor:

The Office Manager (or other assigned staff member) will escort the guest to the Security Guard at the G Street entrance to access the school via the elevator. The Goodwill Excel Center staff member will escort the guest on the elevator to the school floor and will enter the school via doors accessible with a school code. A Goodwill Excel Center staff member will assist the guest in exiting the school via this same door and elevator.

E. SEXUAL ABUSE BY STAFF PREVENTION POLICY

The Goodwill Excel Center strives to be a place where all students can learn within a safe environment. The intent of this Sexual Abuse by Staff Prevention Policy is to prevent staff sexual abuse of students and establish procedures for responses to allegations of staff sexual abuse of students.

Applicability

Unless otherwise specified, the requirements of this policy apply to all staff members of GEC and all staff of any contractor who perform services for GEC that involve direct interaction with students (collectively "Staff"). Unless otherwise specified, the protections of this policy apply to all students of GEC, regardless of age (collectively "Students").

Prohibited Acts

Staff shall not engage in either of the following:

4. **“Student Sexual Abuse”**, which is defined as (a) engaging in any sexual act or sexual contact with a Student; (b) creating, possessing or transmitting a pornographic video or image of a Student; (c) sex trafficking of a Student or causing a Student to engage in a sexual act or sexual contact with anyone else.
5. **“Sexual Misconduct”**, which is defined as: any verbal, nonverbal, written or electronic communication, or any other act directed toward or with a Student that is designed to establish a sexual relationship with a Student, including: (a) a sexual invitation; (b) dating or soliciting a date; (c) engaging in sexual dialogue; (d) making sexually suggestive comments; (e) describing prior sexual encounters; or (f) physical exposure of a sexual or erotic nature.

Guidelines for Appropriate Interactions Between Students and Staff

1. Staff must never be involved in a romantic or sexual relationship with a Student, even if the Student is 18 or older.
2. Staff shall use good judgment when talking with Students to avoid topics, language or innuendo that could be construed as or lead to flirtation or sexual dialogue.
3. Staff shall use good judgment when touching Students to avoid touching that is or could be construed as romantic, flirtatious or sexual. Safe touching includes things like side hugs, pats on the shoulder or back, and high fives. Inappropriate touching includes things like massages, full frontal hugs, and touching stomach or leg. Staff need to be aware that everyone perceives touching differently such that touching that may be received as perfectly acceptable and innocent by one Student would be unwelcome and perceived as misconduct by a different Student.
4. Staff shall not use any email other than an official Microsoft Office GEC email account and GEC Teams to communicate with Students
5. Staff shall not utilize any other chat function other than Microsoft Teams for Education and Teams chats to communicate with students on a chat platform.
6. Staff shall not communicate with students by phone or text outside of the system established by GEC for such communications, which involves utilizing Microsoft Teams, GEC issued phones, and the Teams applications through Vonage software.
7. Staff shall not communicate with Students on any social media other than the posting of publicly visible posts on official GEC social media. The only exception to this rule is if: (a) the purpose of the message is to reengage a Student who is not responding to a phone call, text or email; (b) the message is limited to a request for the Student to contact the Staff; and (c) a screen shot of the message is uploaded to the Student's case file. All posts must still meet the other requirements of this section.
8. Staff shall not socialize with students outside GEC, shall not be at the house of a Student and shall not have a Student in the Staff's home, unless pre-approved in writing by the School Director.
9. Staff shall use good judgment in deciding whether to frequent businesses where Students are known to work or patronize. For example, Staff should generally not patronize a bar or club where a Student works or regularly patronizes.
10. Staff shall not sell goods or services to a Student or buy goods or services from a Student. Staff shall not perform non-academic services for Students for free (such as babysitting) or receive services from Students for free.

11. A Staff member shall not be alone in a room with a Student unless the room has a window (partially frosted glass is acceptable) or the door is open.
12. Staff shall not transport Students, unless pre-approved in writing by the School Director.
13. Staff shall not give gifts (anything of value) to an individual Student, unless pre-approved in writing by the School Director. Small, token gifts given to an entire class or group of students are permitted.

Reporting Allegations of Sexual Abuse by Staff

Anyone who believes that a Student has been the victim of Student Sexual Abuse by GEC Staff or Sexual Misconduct by GEC Staff should report the incident to:

Executive Director
Dr. Chelsea Kirk
Chelsea.Kirk@goodwillexcelcenter.org
Office Phone: 202-839-3652
Cell Phone: 202-309-6615

Or:

School Directors

Tom Pengelley
Tom.Pengelly@goodwillexcelcenter.org
202-760-5262

Abuse or neglect of anyone under the age of 18 may be reported by anyone to the DC Child and Family Services Agency by calling the CFSA hotline: **(202) 671-7233**.

GEC's Response to Allegations of Sexual Abuse by Staff

Any GEC Staff member who learns from any source about an allegation that another GEC Staff member has engaged in Sexual Misconduct or Student Sexual Abuse shall immediately notify their supervisor, and the report shall be re-reported up the chain of command to the School Director. The School Director shall notify the Executive Director who shall notify the Chief of Integration, the President & CEO and the General Counsel. The President & CEO shall notify the Chair of the Board of Directors as appropriate.

If the allegation is of abuse or neglect that is required by law to be reported to DC CFSA, the School Director shall, as soon as possible, report the matter to CFSA or ensure that the Staff who received the allegation has made a report to CFSA. All Staff who learned about the allegation shall prepare a first person narrative (unless the Staff only learned of the allegation from another GEC Staff who has provided a first person narrative).

The School Director shall prepare an initial report of the allegation. If an investigation by GEC proceeds, the accused GEC Staff member may be placed on administrative leave until the investigation is complete. If there is an investigation by CFSA and/or MPD, the School Director and the General Counsel shall be the point of contact for GEC in those investigations.

The President & CEO will make a determination, on a case by case basis, as to whether to notify the school community about any allegation of Sexual Misconduct or Student Sexual Abuse by a GEC Staff member and, if so, how such communication will be made, to whom, and what information it will contain. Any such communication shall seek to maintain the integrity of the investigation and protect the confidentiality of the accuser and accused in accordance with any applicable legal requirements.

Records of Allegations of Sexual Abuse by Staff

GEC shall maintain a record of any allegation against Staff of Sexual Misconduct, Student Sexual Abuse, child abuse, or the failure to report child abuse, as well as the outcome of any subsequent investigation. The record shall be maintained by GEC's General Counsel or the Chief of People and Culture for GEC (or its management company).

Staff Background Checks

All Staff shall be subject to background checks that comply with the requirements of Section 103 of Washington D.C.'s School Safety Omnibus Amendment Act of 2018 (the "Act"). Contractors who provide Staff to GEC shall be required by contract with GEC to conduct the background check required by the Act on those Staff.

No person shall be permitted to be a Staff member of GEC if the person has been convicted of, or has pleaded nolo contendere to, is on probation before judgment or placement of a case on the stet docket because of, or has been found not guilty by reason of insanity for any sexual offenses involving a minor.

No person shall be permitted to be a Staff member of GEC if the background check of the person has revealed information that would cause a reasonable person to determine that the person poses a risk of committing Sexual Misconduct or Student Sexual Abuse against any student at GEC.

Reference Checks

Federal and Washington D.C. law prohibit an employee of GEC from assisting an employee, contractor or agent of a school or child development facility in obtaining a new job involving direct interaction with minors if the employee knows or has probable cause to believe that such employee, contractor or agent has engaged in sexual misconduct or sexual abuse regarding a child or student in violation of Federal or Washington D.C. law.

To implement these legal requirements, any employee of GEC (or its management company) who receives a request for employment verification or a reference for a current or former Staff of GEC shall direct the request to the Chief of People and Culture for GEC (or its management company). The Chief of People and Culture and the General Counsel are the only individuals who are authorized by GEC to respond to a request for employment verification or reference for a current or former Staff of GEC. Any other employee of GEC (or its management company) who responds to a request for employment verification or reference for a current or former Staff of GEC shall be subject to discipline.

Abuse Prevention and Response Training

GEC shall train all Staff at the time of hiring and at least annually thereafter on the following:

(a) recognizing and reporting sexual misconduct, student sexual abuse, and child abuse; (b) receiving disclosures of sexual misconduct, student sexual abuse, and child abuse in a supportive, appropriate, and trauma-informed manner; (c) prevention, warning signs, and effects of sexual misconduct, student sexual abuse, and child abuse; (d) communicating with students and parents regarding reporting and preventing sexual misconduct, student sexual abuse, and child abuse.

GEC shall provide training and information during iExcel and annually to Students and parents/guardians of minor Students on the following:

(a) recognizing and reporting sexual misconduct, student sexual abuse, and child abuse; (b) receiving disclosures of sexual misconduct, student sexual abuse, and child abuse in a supportive, appropriate, and trauma-informed manner; (c) prevention, warning signs, and effects of sexual misconduct, student sexual abuse, and child abuse; (d) effective, developmentally-appropriate methods for discussing sexual misconduct, student sexual abuse, and child abuse; and (e) school and community resources available to assist with the prevention of, and response to, sexual misconduct, student sexual abuse, and child abuse.

Resources

Appendix A contains a list of resources, services, and information for Students and families affected by Student Sexual Abuse, including school-based supports and links to programs that can provide evidence-based treatment options.

PART V: OTHER POLICIES AND PROCEDURES

A. COMPUTER, INTERNET, AND ACCEPTABLE USE POLICY

Computer, Network Access and Internet Usage

GEC provides computers, internet access, software account access, and other resources to students to be used for educational and related purposes.

Desktop and laptop computers and any related equipment (i.e. headsets, mice, etc.) are to be used solely within classrooms and other designated learning spaces of GEC and should NEVER be removed from the premises, for any reason.

Students may never use GEC IT resources to engage in any activity that is against GEC policy; violates local, state, or federal laws; is unethical; or violates any of GEC's RISE values, including but not limited to:

- Viewing or listening to any material that could be considered pornographic or that explicitly inspires, or encourages violence or other illegal behavior
- Engaging in any form of business activity, including on-line shopping
- Engaging in any form of illegal activity, including but not limited to, online gambling, file sharing, or hacking

- Using the computer to engage in any form of harassment
- Installing or downloading any software or files of any kind, unless specifically instructed to do so by your Instructor
- Changing any settings on the computer, unless specifically instructed by your Instructor
- Eating and drinking while using the computer equipment

Personal use of GEC's IT resources is strictly prohibited. Computers may be used for school work and assignments on the distance learning platforms (Google, Zoom, and other online platforms), searching for jobs or submitting job applications, researching colleges and submitting college applications, and/or creating resumes, letters and other employment-related documents. Any documents created should be saved to a USB/flash drive and/or cloud based sites such as Google Docs or Microsoft Office 365; nothing should be saved on the Desktop or the C: drive of the computer.

GEC Students should have no expectation of privacy with regard to any of their activity on GEC computer equipment or information systems or any information stored on that equipment or those systems. All activity is subject to monitoring and review by GEC staff members and IT Department.

Changing computer settings or connecting network devices such as wireless access points, network hubs or personal computers in the GEC network environment is strictly prohibited without prior authorization from the IT Department and GEC Instructor.

Students must always use extreme caution when opening e-mail attachments or clicking on links in emails received from unknown senders as they may contain viruses or other types of malicious software.

Surveillance

GEC has the right to videotape students anywhere on GEC property, other than in bathrooms, and to use the video to investigate any incident.

Computer Security Incident Reporting

Students must immediately report any potential security incidents to the Manager of Student Support Services.

Violations

Violation of any aspect of this policy is grounds for disciplinary action, in accordance with the GEC discipline policy.

B. OPEN BOARD MEETINGS POLICY

The meetings of GEC's board are open in accordance with Washington D.C.'s Open Meeting's Act. Information about the meetings can be found on GEC's website: goodwillexcelcenter.org. One meeting each year of the GEC board includes a time that is open for students, parents or other members of community to make comments directly to the GEC board.

C. NON-SOLICITATION POLICY

In order to avoid distractions and to keep students and staff from feeling pressured to do things they do not want to do, no student of GEC may do any of the following on GEC grounds or immediately adjacent property:

- Sell any goods or services (including fundraisers);
- Request donations of money for a charitable cause;
- Ask students or staff to loan or give the student money;
- Ask a student or staff to babysit (paid or free); and
- Distribute literature (for a place of worship, concert, club, etc) without permission of the School Director.

Appendix A

Resources, Services, and Information for Students and Families Affected by Sexual Abuse

For school based supports, students should talk to their Academic Success Coach, the Lead Academic Success Coach, the Manager of Student Support Services, the Manager of Special Populations, or the School Director.

Metropolitan Police Department

Unit	Contact Information
Sexual Assault Unit	(202) 727-3700
Youth and Preventive Services Division Investigates cases involving minors	(202) 576-6768

Liaison Units for the Metropolitan Police Department

Unit	Contact Information
Gay and Lesbian Liaison Unit This unit will call you back once you page them.	(877) 495-5995 (Pager)
Latino Liaison Unit	(202) 673-4445

National Resources for Sexual Assault Victims

Resource	Contact Information
RAINN National number to reach counselor anywhere in the country. https://rainn.org/get-help	(800) 656-HOPE (4673)
National Sexual Violence Resource Center Provides information about sexual violence	(877) 739-3895
1in6 Support Line Online Chat Services: www.1in6.org	https://1in6.org/helpline/

Resource	Contact Information
Available to male-identified survivors of sexual violence	
National Sexual Assault Online Hotline: Available to anyone affected by sexual violence in any way	https://online.hotline.org
National Domestic Violence Hotline: For people struggling with intimate partner violence or unhealthy relationships www.thehotline.org	(800) 799-SAFE (7233)
Love is respect: Specific for youth – www.loveisrespect.org	(866) 311-9474
The Trevor Project: Specific for LGBTQ youth and young adults www.thetrevorproject.org	(866) 488-7386

Local Resources for Sexual Assault Victims

Resource	Contact Information
Child and Family Services Agency Report suspect child abuse in DC	(202) 671-SAFE
DC Rape Crisis Center	(202) 333-RAPE (7273)
Network for Victim Recovery of DC (NVRDC) Provides free, holistic, and comprehensive case management and legal services to victims of all types of crime regardless of income.	(202) 742-1727
Men Can Stop Rape Outreach and education and prevention work with men and boys.	(202) 265-6530
Safe Shores DC Children's Advocacy Center	(202) 645-3200

Mental Health Resources

Program	Contact Information
ChAMPS (Children and Adolescent Mobile and Psychiatric Services) https://www.catholiccharitiesdc.org/champs/ ChAMPs (Adults)	Child and Youth: (202) 481-1440 Adults: (202) 673-9300 Access Help Line: 1 (888) 793 – 4537
National Suicide Prevention Lifeline: Anyone struggling with suicidal thoughts, self harm, depression www.suicidepreventionlifeline.org	(800) 273-TALK (8255)
MBI - Mental and Behavioral Health www.mbihs.com	 (202) 388-9202
SMILE Therapy Services LLC www.smiletherapyservices.com	 (240) 324-6524
Department of Behavioral Health www.dbh.dc.gov	 (202) 673-2200 Email: dbh@dc.gov

Financial Assistance

Program	Contact Information
Crime Victims Compensation Program	(202) 879-4216
Ayuda, Inc. Assists Spanish-speaking victims who are seeking crime victim compensation	 (202) 387-2870

Deaf and Hard of Hearing Resources for Sexual Assault (TTY Number)

Resources	Contact Information
Metropolitan Police Department Deaf and Hard of Hearing Liaison Unit	(202) 671-2864 email: dhhu2002@yahoo.com
DAWN (Deaf Abuse Women's Network) 24-hour TTY Hotline, confidential, advocate available	(800) 290-DAWN (3296)

Additional educational resources can be found on the following websites:

<https://mpdc.dc.gov/page/sexual-assault-resources>
<https://www.nsvrc.org/saam>

GEC Community Partners

Resources	Contact Information
HER Resiliency – community of women for women to build connection and learn new coping strategies. Designed for women ages 18 to 25 www.herresiliencycenter.org	Stefanie Bloom stefanie@herdc.org or 202-643-9848 or speak to your Academic Success Coach
Moose Fit - Balance & Wellness www.moosefit.co	Matt Moosavian 614-205-7970 or info@moosefit.co
LIFT – DC - Financial Literacy and Coaching for parents or caregivers with a child between the ages of 0 – 8 years old www.whywelift.org/	Amaka Okonneh (704) 960 - 9839
Health Fresh Meals – Meal Prep Service www.healthyfreshmeals.com	(202) 851 – 4855 or contact@healthyfreshmeals.com
BB & R Wellness – Health and Wellness	Doro Koch and Tricia Koch

Resources	Contact Information
www.bbrconsulting.us	bluebirdsfly59@gmail.com triciareilly503@gmail.com
Martha's Table – Education, Food, Opportunity www.marthastable.org	Alexis Thomason (202) 878-8704 ext 2096 athomason@marthastable.org
Comcast – Internet Service www.internetessentials.com	Andre Fountain 410-497-0365 Andre_Fountain@comcast.com



Student Acknowledgement Form

I acknowledge that I have received a copy of the Goodwill Excel Center Student Handbook, which outlines policies, procedures, and guidelines related to enrollment of all students. I am aware that it is the responsibility of every student to read and be familiar with the contents of this Handbook. Further, I agree to comply with and abide by the policies, procedures and guidelines stated herein, as well as with any revisions made hereafter. I understand that I have an obligation to consult with my Academic Success Coach if any aspect of this Handbook is unclear.

Student's Signature: _____ Date: _____

Student's Printed Name: _____

Student's Updated Cellphone Number: _____

Student Under 18: Yes _____ No _____

If Student is Under 18, Guardian's Name (Printed): _____

Guardian's Cellphone/Telephone Number: _____

In Case of Emergency Contact: _____