2020-21 School Year LEA Continuous Education
& School Recovery Plans

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Background and Purpose

The District's response to the COVID-19 pandemic and the continued use of social distance measures to protect public health will require schools to be prepared to provide both in-person and distance learning for the 2020-21 school year. In preparation for this, the Office of the State Superintendent of Education (OSSE) and the District of Columbia Public Charter School Board (DC PCSB) asked LEAs to develop Continuous Education and School Recovery Plans for the 2020-21 school year.

OSSE required all LEAs in the District of Columbia that serve students in grades K-12 to submit continuous education plans in order to waive the requirement that a school year include a minimum of 180 instructional days at 6 hours per day as prescribed in 5-A DCMR §2100.3. DC PCSB required all public charter school LEAs to submit continuous education plans to capture school academic and operational changes during the 2020-21 school year in response to COVID-19. These plans must meet certain baseline requirements—namely, completion, clarity, alignment with applicable laws and policies delineated throughout this application, and for public charter schools, alignment with their approved charters. In addition, all plans must align with public health guidelines. **The plan below has been approved for these purposes.**

This plan is intended to provide the public with information on how the LEA has prepared for the 2020-21 school year in light of the COVID-19 pandemic. LEAs have the flexibility to design continuous education and school recovery plans to best fit their individual or specific needs. LEAs may periodically update plans based on the evolving nature of the District's response to the pandemic. Additional questions pertaining to the implementation of these plans should be directed to the school and LEA.

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[1]Term used to describe situations in which students access instruction from a location outside of the physical school building, whether delivered synchronously or asynchronously; distance learning is synonymous with remote learning.
[2]These policies are intended to capture school academic and operational changes during the 2020-21 school year in response to COVID-19. If a charter LEA intends to make any major academic or operational shifts for future school years (2021-22 or beyond), please reach out to DC PCSB staff to discuss memorializing those changes in a charter amendment.
[3]Refer to health guidance for child care and schools, available here:https://coronavirus.dc.gov/healthguidance. Note that this guidance is subject to change due to the need to respond effectively to the COVID-19 pandemic. LEAs are responsible for incorporating additional public health guidance into their policies as such guidance is released.

School Recovery Operations Plan

1. **Describe the LEA's plan to keep buildings clean, including:**
   - **What is the cleaning schedule? For example, what happens weekly, daily, and multiple times per day?; and**
   - **How you will ensure buildings are clean if/when an individual in a school community tests positive for COVID-19 (e.g., work with an outside vendor specializing in deep cleaning or train in-house janitorial staff to ensure cleaning standards are met)?**

To help prevent the spread of COVID-19, GEC will regularly clean, disinfect, and sanitize surfaces in alignment with District guidance on cleaning and disinfecting and the CDC's Reopening Guidance for Cleaning and Disinfecting Public Spaces, Workplaces, Businesses, Schools, and Homes.

The custodian(s) assigned to GEC will use an environmentally friendly cleaner on surfaces that are dirty or have residue/buildup on an ongoing basis as part of their regular cleaning process. On surfaces that have been cleaned and/or on high 'touch point' areas, the custodians will use EPA-approved neutral disinfectant and follow the established procedure for its usage. A checklist of areas and minimum frequencies has been established. The cleaning schedule will include the following considerations:

1. At the start of each eight week term, GEC custodial staff will be provided with a list of each room used and the number of desks, layouts, and schedule for the room usage to help identify specific cleaning times.
2. GEC custodial staff will clean and disinfect high touch areas multiple times a day. These high touch areas include GEC entrance and guard desk, upstairs staff lounge (temperature checking room), all door handles and knobs, hallway surfaces including tabletops and counters, and the main staircase and rails.
3. GEC has one main communal area in its space at the bottom of the stairs leading to the main part of the building. The GEC custodial staff will clean this area at minimum during the following times:Start of the day, lunchtime, end of the day. In addition tables in communal areas will have hand sanitizer available for students to use. The front office area will also be cleaned at these same times.
4. Should a student or staff member exhibit COVID like symptoms and be asked to stay home, the Manager of Student Support will immediatly instruct the Custodian to clean the area where the student or staff member was in prior to the student or staff member's departure.
5. GEC custodial staff will clean and disinfect classroom desks, door handles, and teacher desks at the following times: Start of the day, lunchtime, end of the day. Classrooms will also be cleaned between all classes using the staff cleaning protocols. GEC custodial staff will perform thorough end of day cleaning routines in all used areas, offices, and communal spaces, including but not limited to:

   - Vacuuming
   - Desk and chair wipe down
   - Door handle wipe down
   - Ensure all student desks are put back in place per the classroom layout plans
   - Refill any sanitation stations in offices/classrooms as needed
   - Refill any hand sanitizer dispensers as need

GEC staff will be responsible for daily cleaning protocols for their workspace throughout the day. This is to help ensure high frequency areas are kept clean. Each private office and classroom will be provided sanitizing wipes and clean microfiber cloth to use for periodic wipe downs throughout the school day. Additional responsibilities and the schedule for cleaning include the following:

   - Between classes and/or after any students are in the classroom or office space all GEC staff are required to use the provided wipes to wipe down all surfaces (desks) and chairs (teachers can add these to their entry and

exit procedures), door handles and knobs.
- If laptops or computers are used in the classroom or office by students, GEC teachers are responsible for providing wipes to students to wipe down the keyboards and screens.
- If any shared materials, equipment, or supplies are used in a classroom or office space by students and/or staff, it is the staff member's responsibility to ensure all items are wiped down using the provided wipes between uses.

In the event of a confirmed COVID-19 case in a student or staff member, GEC <u>will immediately</u> close the room(s) the COVID-19 positive individual was in once all students in that group have exited the school and follow cleaning, disinfection and sanitization guidance from the CDC:

- If **seven days or fewer** have passed since the person who is Covid-19 positive used the facility, GEC will follow these steps:

1. Close off areas used by the person who is sick.
2. Wait up to 24 hours after the last time the sick person was in the building before cleaning or disinfecting to allow respiratory droplets to settle.
3. Call in an external vendor to come into GEC to clean and disinfect all areas used by the person who is sick, such as classrooms, bathrooms, and common areas.

- If **more than seven days** have passed since the person who is sick used the facility, an outside vendor will not be brought in; however, additional cleaning and disinfection will take place before individuals enter back in the building by the GEC custodial staff.

2. **Describe physical changes to the environment to ensure or promote social distancing.**

Overall, the guiding principal of GEC's physical social distancing protocols will be that individuals should maintain a distance of six feet of separation between one another. All space at GEC will be configured to support this physical distancing. In addition, based on the current information from the DC government no more than 12 individuals (including a teacher) may be in one class or activity at a time.

Actions to be taken:

1. Based on the six feet social distance protocol, ensure signage is created to communicate the following maximum number of people that can be present in any classroom at any given time. Maximum occupancy per room will be based on the square footage of each room and DC health guidance that no more than 12 people should be present in a classroom.

Classroom Number	Social Distance Occupancy Cap
1	8
2	8
3	6
4	6
5	10
6	10
7	10
8- Computer Lab	11
9	12
10	12
11	10

12	12

2. Based on measurements, identify clear space delineations, create markings and post relevant signs on the walls, floors, and countertops to enforce the social distancing expectations in classrooms.

3. Move tables and chairs to support needed spacing and store excess furniture in a designated storage area and/or classroom that will not be used.

Following is a checklist of additional spaces where measurments will be taken and and signage created to communicate social distancing of six feet expectation and number of people allowed in a space

1. Security Desk area
2. Hallway tables outside of the coaches office
3. Hallway tables outside Computer Lab
4. Communal space at the bottom of the stairs
5. Coaches Offices
6. Hallway outside teacher's lounge
7. College and Career Readiness Office
8. Board Room
9. Teacher's Lounge
10. Data Manager Office
11. Special Populatinos Office
12. Manager of Student Support Office
13. Lead Teachers' Office
14. Director's Office

In addition to the above changes, acrylic shields will be placed in front office desks to include the Security Officer, Office Manager, and Administrative Coordinator's desk.

Student Travel to and from School

- Students will be encouraged to maintain at least six (6) feet of distance and to wear a face covering when traveling, and to avoid congregating in large groups at intersections and transit stops.
- When entering and exiting the building at the main entrance, signage will be placed on the floor outside of the school (six feet apart) for students to wait in the event a line is needed for temperature checks. This process will be monitored by the Security Guard and Manager of Student Support.

Meals on Site

The Goodwill Excel Center does not provide meals on site and does not have a cafeteria. Students do, however, bring their lunch on campus and when they do they will be instructed to adhere to the following:

- Student must wash their hands before and after eating and will be asked not to share utencils, cups and plates
- Students will be permitted to sit at marked tables and chairs to eat, but must adhere to social distancing signage and rules.
- After students are finished eating at a designated marked area, the custodial staff will clean and sanitize the area.
- Students will be permitted and encouraged to eat in designated classrooms as well given the very limited seating in hallways where students were previously permittd to eat.

Hand Hygiene

When staff and/or students are on campus hand washing will be reinforcing frequently. Signage will be posted encouraging frequent hand washing and its value. Guidance will be focused on informing all individuals of the importance of washing hands with soap and water for 20 seconds, especially after using the restroom; before eating; after blowing your nose, coughing, or sneezing. All classrooms will have alcohol-based hand sanitizer that contains at least 60 percent alcohol for use as well. All individuals will be asked to either wash their hands or use hand

sanitizier when entering and exiting rooms.

Designated areas for individuals with COVID-19 like symptoms

Staff or students exhibiting COVID-19 symptoms at entry when daily screening questions and temperature checking are administered will be asked to go home immediately. Should an individual need to wait for a ride to go home, the student will wait in either a vacant child development center room or empty office on the top level. Once the individual leaves the building, the Security Guard or Manager of Student Support will ask the custodian to sanitize the area the student or staff member was waiting in.

3. **What have you done to ensure adequacy of ventilation at the school?**

The Goodwill Excel Center is located at 1776 G Street, NW, DC. The school is a tenant in a building owned by the World Bank. The leadership team engages formally every other week on plans to to ensure the building is adequately set up to prevent the spread of COVID. Since the building closure in March, The World Bank has operated the HVAC and water systems in the building in a similar manner to when the buildings are occupied. In doing this they were able to maintain a consistent temperature and humidity level that is required for optimum indoor air quality levels. In July, they replaced the air and water filters on the equipment of the entire building. They regularly use a third-party vendor to test the indoor air quality, water quality, and effectiveness of the custodial cleaning throughout the building. The latest inspection was performed at the end of June and the results indicated an excellent indoor air quality in the building and the HVAC systems are operating as designed. The results from the water testing showed that the water was within the suggested guidelines and the custodial vendor is providing a high standard of cleaning. The building is operating efficiently and effectively and conforms to the latest industry guidelines. Filters will be changed on a monthly basis. The school's leased space also has a dedicated air fan that is connected to an outside airshaft that continuosuly brings fresh air into the space.

4. **Outline the LEA's plan for 2020-21 school year school operations to ensure all students have safe access to instruction, either in person or at home. Describe, in detail,student and staff schedules, arrival/dismissal procedures,plan for distributing educational materials, plan to oversee before/after care and extracurricular activities, plan to providemeals, and plan to provide personal protective equipment (PPE). Be sure to follow the public health guidance.**
   Refer to health guidance for childcare and schools, available here: https://coronavirus.dc.gov/healthguidance.

The Goodwill Excel Center's charter exempts the school from providing school meals and, as such, there is no school meal plan needed. Additionally, as a high school serving primarily adult students, there are no before and after care programming or extracurricular activities.

Staff Entry Procedures

All GEC staff will enter through the main entrance daily and will be instructed to participate in daily health screening protocols that include the following:

   1. Prior to starting work, all staff will take their temperature with a provided infrared thermometer located in the upstairs staff lounge and conduct a five question self-assessment:
      ◦ Are you currently experiencing any of the following COVID-19 symptoms – fever (temperature of 100.4°F or higher), chills, cough, shortness of breath or difficult breathing, fatigue, muscle or body

aches, headache, diarrhea congestion, nausea or vomiting sore throat or new loss of taste/smell?
- ○ Have you tested positive for OR been diagnosed with COVID-19?
- ○ Have you been requested to self-isolate/quarantine by a medical professional or local health department official?
- ○ Have you had close contact (within six feet for 15 minutes or more) with anyone who has been diagnosed with COVID-19?
- ○ Have you had close contact (within six feet for 15 minutes or more) with anyone who is currently waiting to receive Covid-19 test results?

2. If the staff member's temperature is below 100.4°F and she/he answers "no" to all of the posted COVID-19 health screening questions, the staff member may proceed to work.
3. If the staff member's temperature is equal to or above 100.4°F, *or* if the staff member answers "yes" to any of the health screening questions, the staff member will be asked to go home.
4. The staff member will be allowed to return to work when they have a temperature of less than 100.4°F for at least **72 consecutive hours (three full days)** *without* the use of fever reducing medication and any respiratory symptoms they may have had improved, and it has been ten days since the onset of symptoms (whichever is longer). A staff member may return to work earlier if a doctor:
    1. Confirms the cause of the staff member's fever or other symptoms are not related to COVID-19 **and**
    2. Provides written notification releasing the staff member to return to work.

Student Entry Procedures

All students will be required to participate in a health screening when entering the building as well. The following procedure outlines school practices and requirements once students have arrived at school. However, students are requested to check their temperatures and general health for signs of coronavirus *before* **coming to school and to** *remain* **at home if they are sick.**

1. Enter through the front door only (even if a student's approved entry point is approved to be through the elevator). Social distancing markings will be noted outside the front door for students to wait should the front area have more people than social distancing protocols will allow.
2. Wear a non-medical face covering or face mask when entering the school. Students should bring their own face covering and if one is forgotten or needed on a specific day, one will be provided by the school.
3. Prior to engaging in any school activity, all students will have their temperature taken with a GEC provided infrared thermometer at the Security Desk by the Security Guard and conduct a five question self-assessment (same questions as provided to staff). It is preferred that the student ask themselves the questions below **before** coming to school and remain at home if they answer "yes" to any of the questions.
4. When the Security Guard is taking a student's temperature all communications between him/her and the student are private. To support the temperature check and health screen flow, the Manager of Student Support Services will also assist with the process. The Security guard will alert the Manager of Student Support Services of students who do not pass the screening protocols and ask them to move to a safe and private area to discuss next steps. Next, the School Director will be alerted.
5. If the student's temperature is below 100.4°F and she/he answers "no" to all of the posted COVID-19 Health Screening questions, the student may proceed to their first school activity.
6. If the student's temperature is equal to or above 100.4°F, *or* if the student answered "yes" to any of the health screening questions, the Security Guard will notify the School Director and/or Manager of Student Support immediately.
7. The student will be asked to leave the premises by the School Director or Manager of Student Support when they do not pass the health screening. The School Director or Manager of Student Support will give or email the student two flyers: "Instructions for students who feel sick with flu or COVID-19 symptoms" and the CDC publication "10 Things You Can Do to Manage Your COVID-19 Symptoms at Home."
8. The student will be allowed to return to school when they have a temperature of less than 100.4°F for at least 72 consecutive hours (three full days) *without* the use of fever reducing medication and any respiratory symptoms they may have had improved, and at least ten days have passed since the onset of symptoms, whichever is later. A student may return to school earlier if a doctor:
    a. Confirms the cause of the associate's fever or other symptoms are not related to COVID-19 **and**
    b. Provides written notification releasing the student to return to school which the student must provide

to their coach to log into PowerSchool and then also confirm with the School Director

Visitor Entry Procedures

Visitors will be kept at a minimum. For those that must come on the premise, they will be instructed to follow the same protocols as staff.

Plan to provide for appropriate PPE

The following protocols will be implemented with regards to the use of non-medical face coverings or "face masks" at GEC. (Note: for the purposes of this plan non-medical cloth health coverings will be referred to as "face masks")

1. All staff, visitors, and students must wear face masks that cover the nose and mouth at all times (except when eating or drinking) while in the school building.
2. If a student has a medical condition that prevents them from wearing a face mask, they must have documentation on file from a medical provider that they are not able to do so and consult with the School Director and Manager of Student Support.
3. Masks will be made available in the front office for students, visitors, or staff members that do not bring or have a mask.
4. Staff may wear face coverings with clear plastic windows, or briefly remove their face coverings, when interacting with students with disabilities identified as having hearing or vision impairments, who require clear speech or lip-reading to access instruction

In addition to face mask, GEC will provide gloves for staff and students although they will not be required.

The Security Guard or Manager of Student Support will be the primary individuals conducting daily health screenings, including temperature checks. All PPE needed for staff performaing physcial temperature checks will be provided by GEC. When conducting temperature checks with non-contact thermometers, the following procedures will be followed by the person taking the temperature. Temperature checks can be done utilizing protection provided by an acrylic shield on the Security Desk or by wearing a mask and a face shield.

- **Wash hands** with soap and water for 20 seconds. If soap and water are not available, use a hand sanitizer with at least 60 percent alcohol.
- **Put on** disposable gloves.
- **Stand behind the acrylic shield at the Security desk**, to protect the staff member's eyes, nose, and mouth from respiratory droplets if the person being screened sneezes, coughs, or talks. If the temperature is not being taken behind the shield, a face shield must be put on and worn along with a mask.
- **Make a visual inspection** of the individual for signs of illness, which include flushed cheeks, rapid breathing (without recent physical activity), fatigue, or extreme fussiness.
- Check the temperature, reaching around the partition or through the window.
    - Always make sure your face stays behind the barrier during the temperature check
- **Once completed, remove gloves** , w**ash hands** with soap and water for 20 seconds or use a hand sanitizer with at least 60 percent alcohol.
- **Clean the thermometer with an alcohol wipe.**

Student and Staff Schedules

The Goodwill Excel Center's class schedule changes at the beginning of each five-week term and cannot be determined until the week prior to each term begins. At minimum, the first two terms of SY 20-21 will be virtual with required math and reading assessments to be scheduled and taken onsite in small groups of 12. Starting in term two, students will be invited to sign up to come onsite for tutoring support. By the beginning of week six of term two (week of November 30th), the School Director will facilitate a decision making process to determine if some classes will resume onsite in term two which begins on January 11, 2021 and which teachers will be assigned to those in person classes. This decision will be based on the most relevant health guidance available. The classes that will be prioritized and offered on site are Computer Applications and Math and Reading Lab classes and all remaining classes will continue to be offered virtually. At the end of each term Academic Success Coaches will determine the

class needs of students and their availability and ability to come to the school buiding prior to scheduling students in any in person class offered. All normal operating procedures for scheduling students in classes will continue in the virtual environment.

GEC plan for distributing educational and technology devices

GEC is committed to ensuring students have access to education materials and online classes. With term one in SY 20-21 scheduled to be all virtual, the following actions will be put into place to distribute education and technology devices.

- Weekly student work pick up on site at GEC one day/week
  - Students who prefer paper-based work, will have the opportunity to pick up their work weekly.
  - Lead Teachers and other team members will be on site during work pick up days to provide instruction and support with direction in how to complete and submit work.
- Weekly student work drop off on site at GEC
  - Students who pick up work will have the opportunity to turn it in weekly to GEC when they pick up new assignments.
  - Students can also turn in paper-based work by taking a photo and sending the photo directly to the teacher via email or to their Academic Success Coach via text or email (to then send to the teacher).
- Weekly student device deployment and device/IT support on site and virtually
  - Based on need assessed by Academic Success Coaches during the intake process before each term, students will be connected with available laptops and/or hot spots.
  - Students assigned a hot spot or computer will be able to pick up the device on the same days as paper work is distributed.
  - IT support schedules will be created to support students with GEC devices and connectivity by GEC's IT manager.
- Weekly student work mailing
  - For students who cannot come to GEC and prefer to have paper-based work, their paper work will be mailed out weekly.
  - All mailed out work will have a pre-addressed and pre-stamped envelope for work to be returned (work can also be returned and submitted via taking a picture and sending it via text or email to the teacher or Coach).

GEC plan for ensuring all students have access to safe instruction

GEC is committed to ensuring all students have safe access to instruction based on their unique and individual circumstances. For students at high risk for contracting or experiencing severe illness due to COVID-19 are recommended to consult with their medical provider before attending in-person activities. This includes, but not limited to:

- People Age 65 years and older
- Other medical conditions that pose a concern
- Chronic Lung Disease
- Moderate to Severe Asthma
- Serious heart conditions
- Immunocompromised conditions
- Severe obesity (>40 BMI)
- Diabetes
- Chronic kidney disease
- Liver Disease

If a student is concerned about their ability to come to school onsite at GEC due to any of the above high-risk conditions for themselves or individuals they live with, they should have a conversation with the School Director, Coach, and Lead Academic Success Coach to be assigned virtual classes and to determine how onsite testing accommodations can be met.

Instructional Delivery Plan

5. **Describe how the LEA will deliver instruction in order to achievecontinuous learning during the 2020-21 school year.**
   - **Identify the instructional methods(e.g., 100 percent synchronous instruction, student-guided instruction, etc.),and platforms (e.g., the product name if using a learning management system (LMS)),and materials (e.g., textbooks, teacher-generated resources, computer software, etc.) your schools will use during the 2020-21 school year to ensure rigor across settings;**
   - **Explain the total instructional hours per day for the typical student participating in your distance learning program. Provide a breakdown of anticipated hours spent in a synchronous learning environment (learning that happens in real time with the student and teacher together) and asynchronous learningenvironment (independent learning that takes place without real-time input from the teacher);**
   - **Describe the training and professional development for school staff to support the effective implementation of this instructional plan; and**
   - **Describe the manner in which the LEA will ensure the plan is routinely monitored and adjusted, as needed, to address the needs of every student in the LEA across learning environments.**

Instructional methods, platforms, and materials for SY 20-21

GEC is committed to delivering high rigor instruction that provides for continuous learning in SY 2020-21 in whatever platform the learning takes place, virtual, hybrid or in person. All of the instructional delivery methods are focused on providing course content to students while providing the opportunity for schedule structure and maximum flexibility for our adult students.

Given that GEC is a competency-based education program, assessments (both formative and summative) carry the largest weight in all classes. For classes taught virtually, assessments in Non-Math Lab and Reading Foundation classes will be given virtually via the Microsoft Education platform in online classrooms during identified assessment windows. Required SRI (Scholastic Reading Inventory) and iReady math assessments in the Math Lab and Reading Foundation classes will be scheduled on-site for students, in cohorts of 11 students each, during "post-testing assessment windows" each term.

GEC will continue to focus on ensuring the following are the pillars of our instructional and assessment plan as we elevate our virtual platform:

- Schedule for accommodations and modifications during assessment windows
- Schedule for assessment windows identified at the start of the term
- Focus on rigor in our courses and alignment to assessments

The following is a list of instructional delivery methods and corresponding platforms that will be utilized through our planned delivery phases. Term one will be all virtual. By week six of term one, school leadership will determine if and what classes will be held in the building in term two.

- Online synchronous instruction via Microsoft Education
  - Teachers will teach scheduled classes to students
  - Students will be present in class at the scheduled class time
  - Teachers will record the lesson and post the lesson at the end of each day
  - Teachers will post all student assignments on the Microsoft Education platform
  - All GEC students will have GEC email accounts to access classwork, schedule, and online classrooms in Microsoft Education
  - All GEC students will have PowerSchool accounts to access their schedules and grades
- Online asynchronous instruction via Microsoft Education

- Students will have access to teacher posted lessons and supplemental learning resources
- Students will be able to turn in complete classwork for teacher feedback ion the Microsoft Education platform
- Online asynchronous instruction via Odysseyware platform
  - GEC offers the following classes via a self-guided online class to all students: Art Appreciation, Music Appreciation, and World Language I and II
  - Tutoring and support sessions will be scheduled for students needed extra support with these classes via virtual classrooms and one on one scheduling
- Classwork assignments created by GEC teachers that follow GEC's approved curriculum
  - Assignments will be available online through our virtual platforms (daily)
  - Assignments will be available for pick up on site if needed (weekly)
  - Assignments will be mailed out as needed (weekly) with pre-addressed and stamped envelopes for return
  - Classwork assignments can be turned in online through our virtual platform and can also be turned during weekly classwork drop off dates on site
- Online tutoring sessions, support sessions, and teacher office hours
  - Each term, a schedule will be created that identifies the tutoring sessions, support sessions, and teacher office hours for all classes
  - Students will have access to these sessions virtually via Microsoft Education
  - Typically, based on the GEC model, sessions will take place on Friday's as no formal instruction is delivered on Fridays.
- Students in Reading Foundations classes will be provided a "Reading Foundations skills binder" and books for class to support reading skills and lessons via pick up on site or mailing.
  - All materials from the binder will be posted on Microsoft Education online classrooms
- Students in Math Lab classes will be provided a "Math Lab Toolkit Binder" to support math skills and lessons
  - Students in Math Lab classes will pick up the binder on site or one will be mailed if requested.
  - All materials from the binder will also be posted on Microsoft Education online classrooms

Synchronous and Asynchronous learning for SY 20-21

GEC's pillars are founded on flexible scheduling for students based on their competing life responsibilities. In SY 2020-21, this central scheduling pillar will not shift. Students will be scheduled each term by their coach based on the following considerations:

- Current course progression based on SRI and iReady entry testing
- Transcript analysis
- Schedule availability provided by the student

As with our pre-COVID/distance learning instructional hours, students take classes based on the number of classes they can take each term. Classes at GEC range from 60 minutes to 120 minutes. GEC students will take classes depending on their availability and ability as is part of GEC's flexible scheduling model. Given the unique context of virtual learning, GEC's Academic Successes Coaches are working with each individual student to determine the best schedule for the term based on availability and other responsibilities.

The number of instructional hours students receive in a day per term will range depending on the number of classes the student has on his or her schedule. Class lengths range from 60 minutes to two hours (classes can be 60 minutes, 90 minutes, or 120 minutes). Most students take 3 classes or 4 classes per day, which could add up to 5 hours of instructional time or more depending on the class length. Again, the students' Academic Success Coach guides them in their scheduling selections and carries out conversations around graduation planning based on term schedules. Additionally, teachers and SPED case managers will provide feedback around course progression and scheduling.

The following courses are only asynchronous and are self-guided and paced at the students' own time management (target timelines and goals are provided to the student). This is the case in online only mode or a fully in person mode. These classes can be added to the students' schedule based on the graduation plan and progression of the

student.

- Art appreciation
- Music appreciation
- World Language I and II
- Microsoft Office Certification (CCR Career Pathway)

The goal of virtual classes is to re-frame the synchronous learning using best practices learned in SY 2019-20 distance learning. We plan to utilize the following framework for synchronous instruction, but also know it will shift depending on the class length and class objectives for the day.

- Direct, synchronous instruction - ~30 minutes (recorded)
- Guided practice and collaborative learning (can use break out rooms) - ~30 minutes or more
- Independent practice with teacher feedback (can use break out rooms and one on one feedback conferencing schedule) - ~30 minutes or more

The goals of our virtual courses for both synchronous and asynchronous learning are to:

- Maintain rigor in all courses
- Engage students through multiple modalities, virtual tools, and virtual resources such as, but not limited to the following:
  - Microsoft Education resources
  - Nearpod
  - Edulastic
  - iReady toolkit
  - SRI resources
  - Readworks
  - Newsela

The following table outlines the key elements of synchronous and asynchronous learning in GEC's virtual learning platform:

Synchronous learning key elements	Asynchronous learning key elements
- Direct, live instruction - Guided practice with teacher facilitation - Collaborative learning opportunities with peers and classmates - Teacher touchpoints and feedback with the students - Teacher observation and feedback during independent practice "In class" worktime with active teacher feedback - Teacher and student conferencing on student work and assignments - Prepare students for formative and summative assessments - Determine student skill gaps and areas in need of support through observations, class lessons, and assessments - Provide supplemental resources and tools to all students – post on Microsoft Teams classroom - Utilize break out rooms in Microsoft Teams to encourage peer collaboration and learning	- Self-guided learning through watching recorded lesson(s) for the day (posted on virtual classroom page) - Review of all posted assignments and materials for the day - Supplemental materials and resources posted by the teacher - Scheduling an appointment time with the teacher to review work – tutoring and office hours for each class/teacher - Teacher provides feedback to the student on work through scheduled time or during Friday tutoring - Identify a time for student conferencing and feedback - Create opportunities for collaborative learning opportunities - Goal of having student attend some of the synchronous learning to join in on the direct, live instruction where he/she can - Prepare students for formative and summative

	assessments
	• Determine student skill gaps and areas in need of support through assignment review, tutoring, and assessments

Training & Professional Development Plan

The following outlines the training and professional development plan for school staff to support the effective implementation of the instructional plan outlined above. The list of PDs and training below is still currently being developed and will be developed throughout the beginning of August as it will be rolled out to GEC staff when all staff return on August 17. The first day of GEC's SY 2020-21 is on September 1. GEC staff will engage in all-staff trainings and also team PDs and trainings.

All-staff trainings and PDs: (will include the following and potentially more)

- Understanding Your Virtual Classroom: Microsoft Education Student Onboarding
- Preparing Your Virtual Classroom: Microsoft Education Staff Training and Set Up
- PowerSchool Training and Onboarding for Staff
- Engaging the Virtual Learner: Best practices in virtual instruction and student engagement
- Attendance Policy and Implementation: SY 2020-21 Attendance Policy Training
- Creating Community in Your Virtual Classroom: Inclusivity, Approachability, and Empathy
- Leading Through Data: Using Data to Drive Action
- Roster Narratives: Knowing Your Roster Story – the who, the what, and the how
- Online Professional Presence: Netiquette Norms
- Trauma Informed Virtual Spaces: Creating Safe Spaces in the Virtual World
- Intentional Collaboration: Carving out time for staff collaboration

Individual team trainings and PDs: (will include the following and potentially more)

- Planning with the End in Sight: Creating Curriculum with College and Career Focuses and Skills in Mind
- Co-Teacher Best Practices: Elevating Co-Teaching in the Virtual Space
- Intervention Planning: Identification, Communication, Follow-Up
- Purposeful Planning: Identifying Supports Needed for Your Students
- Managing Your Virtual Classroom: Best Practices in Virtual Classroom Management
- Virtual Instructional Tools: Resource Overview and Setup
- Feedback Delivery: See, Hear, Value
- Progress Monitoring: SPED Tracker and Tracking Best Practices
- Collaborative Community: Who to Collaborate With and When

Approach to monitoring continuous quality improvement

GEC will maintain a data driven approach to drive reflection and action through various avenues. While classes remain virtual, the following meetings will be scheduled to review data trackers on key school metrics and performance indicators, student progress, student access to educational materials, student engagement, and overall support needs of staff and students. These meetings will take place utilizing the Microsoft Teams platform.

- Daily Leadership Team meetings
- Daily and/or weekly team meetings (Instruction, Coach, Enrollment, Sped, Student Support meetings)
- Weekly focus student meetings
- Weekly data tracker (created internally to measure PCSB goals and productivity and engagement of student)

- Weekly collaborative team meetings focused on students in need of intervention and support
- Weekly one on ones with team members

Assessment and Promotion Policy

A. Assessment

6a. Describe the LEA's policy for identifying and administering assessments during the 2020-21 school year, including:

- **Which formative assessment(s) the LEA will use to measure student learning (and learning loss) at the start of the 2020-21 school year?**

i-Ready-Curriculum Associates ; Reading Inventory (RI)

6b. Describe the LEA's policy for identifying and administering assessments during SY 2020-21, including:

- **How the LEA will plan to assess students who either do not attend school regularly in person, or who participate exclusively in distance learning. Describe the specific modalities you plan to use to ensure every student is assessed (e.g., at-home diagnostic assessments, online proctoring, physically in the building). Describe if modalities differ by grade bands; and**
- **When the LEA intends to administer these assessments during the school year, specifying for each assessment.**

Assessing students who do not attend school regularly in person or are exclusively in distance learning- timing and modalities

GEC does not formally organize students into grades and thus the assessment types do not vary by grade, but are course specific. GEC students take the iReady assessment and the SRI assessment when they first enter GEC during orientation as a placement test (baseline score). Then, if the student is placed in Reading Foundations or Math Lab classes, the student takes these assessments at the end of the academic term to measure growth. GEC will have an assessment schedule created for each term that has assessment windows and cohorts. The goal is for all iReady and SRI assessments to be taken on site in cohorts of 11 students. However, if a student is not able to come to GEC for these assessments, alternative assessment plans will be made.

GEC plans to administer assessments through identified assessment windows. For students who are taking courses virtually (all students in T1), GEC will issue all core course assessments virtually (with the exception of Math Lab and Reading Foundations assessments that require the iReady and SRI assessments to be delivered in person). To do this, instructors will pre-plan the assessment dates and provide students enough time to know their assessment date. Virtual exams will be proctored by teachers. To ensure every student is assessed in core content classes (excludes Math Lab or Reading Foundations), the following modalities will be used:

- Proactive communication around assessment windows
- Assessment tools on virtual learning platforms (such as Edulastic)
- Online proctoring in Microsoft Education platform
- Small group break out rooms for accommodations or modifications on assessments proctored by a teacher on Microsoft Education platform
- Proctored on site assessment where needed
- Student coming into the building to pick up an assessment during a work pick up day for review and instruction (details around timeline and proctoring)
- Identifying dates and times that work for the student to take the exams if the scheduled time does not work for the students' schedule
- Individualized assessment needs based on each student

Students in Math Lab and Reading Foundations classes required to take iReady and SRI post-tests, students will be

asked to come into GEC to take their assessment in a cohort with a teacher proctoring the exam. Right now, these exams are not going to be issued virtually. However, if a student is unable to come to GEC for this assessment, an alternative plan will be made in collaboration with iReady and SRI to best support the student and assessment platform.

B. Promotion and Graduation

7. **Describe if/how student grading and promotion policies will be altered in light of distance learning. If the LEA is not changing its grading and promotion policy to accommodate distance learning, the LEA may provide a link to the policy or describe the existing policy.**

Grading and promotion policies will not be altered in light of distance learning. GEC is a competency-based school model and students are scheduled based on an analysis of entry placement test scores (iReady and SRI) and transcript. As such, each student is on their own customized graduation timeline. At the end and start of the term, GEC students meet with their Academic Success Coaches to review their graduation plan, discuss their schedule availability for the upcoming term, and review courses he or she can and needs to take in the next term. Once the master schedule is generated, GEC Coaches work with the student to review their schedule and determine any shifts or changes needed and the impact on his or her graduation plan.

GEC students will have the opportunity to engage in virtual graduation planning meetings every term with their Academic Success Coach. These will be logged in PowerSchool and the student will also have access to a copy. The Registrar will also review these graduation plans.

GEC students are identified as a "senior" when they have completed all) of their core content classes (or only have 1 core class left and are enrolled in Senior Seminar. Every term GEC Academic Success Coaches and the Registrar and Data Manager facilitate Rising Senior Meetings where students are identified as being a senior and/or on track to be a senior based on graduation plans and current grades. These meetings will continue via the Microsoft Teams platform in the virtual world.

8. **Public Charter High Schools Only: If a high school in your charter LEA has any school specific graduation requirements (i.e., courses, projects, or presentations) that exceed the requirements in 5-A DCMR §2203 and are outlined in your school's charter that you plan to waive for SY 2020-21, describe those waived requirements.**

The Goodwill Excel Center does not plan to waive any existing graduation requirements already outlined in GEC's charter with the DC Public Charter School Board.

9. **OSSE has issued guidance on the collection of student attendance for SY 2020-21. Describe the LEA's policy for student attendance through distance learning. In your response, be sure to identify whether the LEA is using Option A and/or Option B. The LEA should respond to the questions associated with each response. In crafting your response, note the following:**
   - **Schools are expected to implement their normal, in-person attendance policies and procedures when students are on school grounds**
   - **LEAs that serve students that are not compulsory age (pre-K 3, pre-K 4, and Adult) are not required to abide by the above attendance policy. However, they should describe their attendance expectations and policies for students.**

   ☐ Option A: The LEA is using a learning management system (LMS) for distance learning.

      ◦ How is the student's presence authenticated daily using the LMS?
      ◦ What constitutes sufficient engagement in the LMS for the student to be marked present?

☐   Option B: The LEA is not using a learning management system (LMS) for distance learning.

- ○ What is the complete listing of acceptable methods for making one-on-one contact with the student authenticate a student's presence?
- ○ What is the procedure the LEA will use to make one-on-one contact with the student to authenticate a student's presence?
- ○ What constitutes evidence of education engagement daily for the student to be marked present?

GEC will be using Option B to track, monitor, and input attendance for distance learning. GEC will be using PowerSchool to input daily attendance. Teachers will input daily attendance for both in-person classes (when we get to that phase) and virtual classes. GEC's Microsoft Education platform will be able to capture attendance, but all attendance will be entered and inputted into PowerSchool.

GEC will recognize the following methods for one-on-one contact with the student to authenticate a student's presence:

The complete listing of acceptable methods for making one-on-one contact with the student to authenticate a student's presence includes:

- Attending synchronous lesson for scheduled class
- Submitting work on Microsoft Teams for a course
- Call, text, or email with the Academic Success Coach to determine excused vs. excused absence from a synchronous class or engaged asynchronously in the class for that day
    - ○ If the teacher receives a call, text, or email from the student after the class period (and after attendance has been submitted for that class), the teacher will then communicate with the Coach to determine the attendance for that class based on the following: excused absence, unexcused absence, engaged (but not synchronously present)
- If a member of the GEC team makes one-one-one contact with the student throughout the day and that student has not been in class, that team member will reach out to the Coach to determine next steps for attendance (as listed below).

The following procedures will be implemented to make one-on-one contact with student to authenticate a student's presence:

If a student misses (synchronous) class, the following next steps are in place for the student:

1. Contact the teacher
    a. Teacher contacts coach to let coach know he/she has been in touch with student
    b. Teacher uses Teams Messages to contact the coach
2. Contact the coach
    a. Coach can mark the student "engaged" due to connecting about the class
    b. Coach can mark the student "unexcused" if missed class is due to an unexcused absence
    c. Coach can mark the student "excused" if missed class is due to an approved excused absence
    d. Coach enters log note where appropriate
    e. *If any other staff member hears from a student during the day (front office, LTeam) all staff must reach out to coach on Teams Messenger
3. Determine a plan to make up missed work (access materials)
    a. Make sure teacher and coach are aware of the plan
4. Turn in completed work at due date
    a. Teacher updates gradebook

GEC will use the above outlined procedure to make one-one-one contact with a student should he or she not be engaged synchronously in his or her learning in the class period for the day. Additionally GEC will take the following next steps:

10. How will the LEA collect, verify, enter, and store supporting data (based on its selection[s] above) to ensure

- After all morning classes (by 12pm) and after the majority of afternoon classes (by 3:30pm) an attendance report will be run to begin making one on one contact outreach to students who missed synchronous classes. These reports will be sent to GEC staff to begin outreach using the following methods to students:
  - Call
  - Text
  - Email
  - Microsoft Teams Message
  - Coaching Session (virtually on Teams)
  - Student Support Session (virtually onTeams)
  - Tutoring hour (virtually on Teams)
  - Office Hour (virtually on Teams)
  - Remind App
  - School Messenger

The following list of evidence of education engagement will be considered acceptable to mark a student present for the day:

Students will be able to earn an "engaged" mark in attendance (if he or she was marked absent in the synchronous class) by the coach, based on one of the following (which is evidence of daily student education engagement):

- Watches the recorded lessons for the day and submits an assignment on the LMS
- Submits assignments to the LMS on that day
- Makes outreach to the teacher with a plan for work and next steps
- Attends a coaches' coaching session that day and connects with the coach and the teacher to make next steps for missed work
- Attends a teachers' office hour or tutoring session that day and makes plan with the coach and teacher for missed work

A student might have an excused absence for the day or from the class, and the Academic Success Coach will be the one to denote this in PowerSchool. Additionally, after discussion and review, the student might have an unexcused absence for the day, and the Academic Success Coach will be the one to denote this in PowerSchool as well. Academic Success Coaches will enter a student log note with relevant information in the one on one contact that determines engaged or excused or unexcused. Additionally, if any Leadership Team Member or the Administrative Coordinator has information, they will work with the Academic Success Coach to take next steps and ensure the proper attendance marker is in PowerSchool with a follow-up log note.

All GEC teams will work collaboratively to support student attendance. However, we will remain consistent in that teachers will enter attendance at the end of each class period for synchronous learning. All attendance adjustments (for the student after the class has ended) will be made by the coach based on evidence of engagement in the class or not.

For a student to be marked present for the day, the student must attend or be marked as engaged in 50% of his or her classes. Each student at GEC takes a different number of classes based on his or her own schedule and availability. As such, the GEC attendance policy outlines the above and sets forth the next steps for attendance plans and the progression steps for a possible withdrawal. Every step of the way there is an opportunity for re-engagement, intervention, and student support to keep the student on track in the current term and engaged.

that the official attendance records of students are accurate? What student-level data specifically would be furnished to OSSE in the event of an audit of attendance records?

GEC will collect, verify, enter, and store supporting data based on the above plan using PowerSchool. GEC will have the following in place:

- Student log notes in PowerSchool (from school staff) with attendance codes and notes

- Teacher notes in PowerSchool (in gradebooks on PowerTeacher)
- SPED Case Manager log notes in PowerSchool and in SEDS
- Uploaded student attachments (in PowerSchool) where needed for excused absences or other relevant attendance information

Additionally, GEC will be using Microsoft Teams as our LMS for next school year in the virtual world. The LMS will hold all student assignments and have all student uploaded work. Teachers will be teaching synchronous instruction in Teams classrooms. Teachers will enter grades in gradebooks in PowerSchool.

Whole Student Support

A. Student Support

11. Describe the LEA's plan for supporting students' social-emotional and mental health needs during continuous learning and school recovery. Also describe how, during your planning, the LEA will identify and provide academic intervention to students who have lost the most learning due to COVID-19.

GEC's guiding philosophy is to meet the student where he or she is. Students come to GEC for many reasons and have often been disengaged from education for some length of time. Thus, GEC's first step is to identify the students' skill gaps and needs through our orientation process and during the students' first academic term.

As a result, the very nature of GEC's model is naturally geared toward meeting students who have lost learning due to school disengagement. Given our unique model of 8-week terms, we can assess students' current skills and potential gaps or needs each term. We are then able to make student support plans to align to current student needs and schedule the student in classes that align with the need.

GEC knows the importance of supporting the whole student in their academic journey. Both social-emotional and mental health supports are part of GEC's supportive culture and model and will be carried out both virtually and in-person. All staff will be prepared to deliver social-emotional supports in their realm (classrooms, support sessions, coaching sessions, and more). Our Academic Success Coaching team and our Manager of Student Support Services are the main positions for ensuring social-emotional and mental health needs of students are met. While virtual in term one services from Coaches and the Manager of Student Support Services will be offered via the following vehicles:

- Academic Success Coaching sessions virtually Monday, Wednesday, and Friday 2x/day (lunchtime and the end of the day)
    - These are opportunities for students to check-in with their coach and engage in coaching sessions and talk openly about any issues or concerns related to their academic journey and/or their personal life
- Academic Success Coach phone calls, texts, and email
    - Coaches are available to students through multiple modalities and can provide social-emotional and mental health support when a student is in need
    - The coach can also refer a student to the Manager of Student Support for further intervention
- Manager of Student Support re-engagement efforts for harder to reach students or students in crisis (via phone calls, texts, email, and support sessions)
- Manager of Student Support Focus Student Meetings (weekly)
- Weekly student support groups (virtual on Teams)
    - Facilitated by different team members
    - Schedule set and communicated to GEC community each week for each term
    - Topics identified weekly based on student needs. Examples from term 4 and 5 of groups offered included-- ENTER
- Teacher office hours and tutoring hours (weekly and virtual)
- Academic Success Coaching hours (3x/week, 2 times/day, weekly and virtual)
- Other support groups and platforms as determined through the term, such as:
    - Guest speakers

- ○ Panels – student and staff
- ○ Professional development sessions and trainings for students

Additionally, GEC will be providing all related services to students who have an IEP through contracted services. If there is a student who does not have an IEP, but needs additional support, the team will work to determine plans to support that student and connect the student to support resources outside of GEC.

B. Behavior

12. **Describe the LEA's policy for monitoring student behavior during distance learning. All parts of the distance learning discipline policy must be compliant with applicable local and federal law (e.g., limits on total days excluded, restrictions on reasons a student may be excluded). Your policy must include:**
    - **A list of behaviors that could result in a student being excluded from distance learning (e.g., inappropriate conduct on virtual platforms);**
    - **The manner in which the LEA will communicate with families of students who are excluded from distance learning; and**
    - **The manner in which you will ensure that students who are excluded from distance learning have access to missed work.**

    Schools are expected to implement their normal, in-person discipline policies and procedures when students are on school grounds. Per the [Student Fair Access to School Amendment Act of 2018](#), a suspension is defined as a student not being permitted on school grounds. An exclusion is defined as excluding the student from the school's educational program. Students who are not permitted to participate in synchronous learning must still be allowed to complete all assignments and access all educational materials.

GEC will be upholding the GEC Handbook and Student Code of Conduct both virtually and in person. The GEC Student Handbook outlines all expected behavior norms and conduct as well as the progressive discipline that will follow should any of the expected behaviors in the Student Code of Conduct be broken.

GEC uses the progressive discipline method and as such the following outline when a student could find themselves in jeopardy of being excluded from distance learning as a result of an infraction:

- 3rd Tier 1 Offense could result in a short-term suspension if behavior is a safety threat
- 3rd Tier 2 Offense could result in a short-term suspension if the behavior is a safety threat
- 2nd Tier 3 Offense could result in a short term or long-term suspension or even an expulsion
    - ○ 3rd Tier 3 Offense could result in a short term or long-term suspension or even an expulsion
- 2nd Tier 4 Offense could result in a short term or long-term suspension or even an expulsion
    - ○ 3rd Tier 4 Offense could result in a short term or long-term suspension or even an expulsion
- 1st Tier 5 Offense will result in an expulsion

All Tiers and offenses along with the possible progressive discipline options are listed in our Student Handbook.

GEC will continue to have strong communication with families of students who are under 18 in the case of a discipline infraction that requires a suspension or potential expulsion. GEC staff will communicate via phone, text, and/or email to the student and the students' family and request a meeting to discuss the infraction, outcome, and next steps. Additionally, GEC will carry out all investigations of any behavior infraction through outreach from the Manager of Student Support Services and the School Director. GEC will send a mailed letter out of any meeting outcome and also put all information in PowerSchool in the students' file and also send a text and/or email copy to the student and the students' family regarding all outcome of the meeting. The students' Academic Success Coach will be a part of the process and will be the point of contact, along with the Manager of Student Support Services, during this time.

If the student involved in any discipline issue is a student with an IEP, the student's IEP Team will be notified for any meeting and the Manager of Special Education and the student's case manager will work with the coach and the

Manager of Student Support Services the best communication plan and needs moving forward through the investigation and discipline process.

GEC will use the following methods to communicate with all people needed:

- Phone call
- Email
- Text
- Microsoft Teams
- Mail (certified letter)
- On site at GEC meeting if needed (following all social distance protocols)
- In person site visit if needed

If a student is excluded from distance learning due to a suspension, the student will still have access to any missed work. The student's Academic Success Coach will work with the Manager of Student Support Services to prepare all work from his or her classes for the days of suspension. The Coach will work with the student to determine the best way to deliver these materials and organize support sessions as needed. The Coach will also work with the students' teachers to ensure a re-engagement plan is made to make up all missed work and account for any extended time or support needed. If the student involved in any discipline issue is a student with an IEP or 504 plan, the student's case manager will also work wit the coach and the student to ensure support services are planned and carried out during this time.

Upon return from the time away from the distance learning world (due to a discipline issue as listed above), the student will take part in a re-entry meeting that might also include a mediation and this will be organized by the Manager of Student Support Services and include all relevant stakeholders as needed. All will be communicated about next steps, plans, and the timeline through the following methods:

- Phone call
- Email
- Text
- Microsoft Teams
- Mail (ceritifed letter)

All re-entry meetings will take place before a student can re-enter the class coming back from a discipline infraction. The meetings will take place virtually or on site at GEC depending on the need of the student and the decision of the student's team.

Special Populations

13. **Describe the LEA's plan to serve students with disabilities, including:**
    - **A description of how the LEA is maintaining IDEA timelines in collaboration with families and documenting delivered services;**
    - **The steps the LEA is taking to ensure that family members with disabilities (e.g., a guardian with visual impairment) can access content to support their students' learning; and**
    - **The manner in which LEA deliver related services for students in distance learning;**
    - **The manner in which the LEA will support parent training for students receiving related services through distance learning;**
    - **The manner in which LEAs will deliver recovery services to students with disabilities during the 2020-21 school year and how LEAs will communicate those services to families;**
    - **The steps LEAs will take to ensure that students with disabilities are assessed upon return to school to determine the nature and severity of the impact of learning loss on their receipt of educational benefit; and**

- **The steps LEAs will take to support the delivery of recovery services to students in the care of the District of Columbia and students experiencing homelessness.**

LEAs' obligations to serve the District's English Learners (ELs) are outlined in [U.S. Department of Education Fact Sheet](#), [District Municipal Regulations 5-E3101](#), [OSSE's state EL policies and procedures](#), and [DC PCSB EL Services Assurance Letter](#), and [OSSE's Serving English Learners During Distance Learning FAQ.](#)

The following describes how GEC is ensuring that IDEA timelines are maintained in collaboration with families and all services are documented:

- SPED Team is communicating with students via text message, email, and phone call to try and engage them in the evaluation, re-evaluation, or annual review process and aligned with IDEA
- SPED Team is documenting communication efforts in SEDS, PS, and on the GEC SPED Tracker
- SPED Team is communicating all upcoming timelines and deadlines to all students, family members, and IEP teams

If a family member of a student has a disability, the SPED Team will ensure they have the appropriate supports to relay key information to the family member and the students through the following avenues:

- GEC Website
- Mailed documentation
- FaceTime calls
- Zoom calls
- Team calls
- Phone calls
- Text message
- Emails
- For students or family members of a student with hearing impairment and the family member might also have a hearing impairment, our contracted sign language interpreter communicates the necessary information

GEC is delivering related services to students in distance learning through contracted related service providers. The following information outlines who the related service providers are, what processes are used, and how the related services are being contracted and monitored.

- Contract providers for the upcoming SY 2020-21 include:
    - MECCA
    - Mid-Atlantic
    - Tri-Lingual Communication Services
- All contracted providers are using HIPPA compliant platforms and working with the SPED Team and the students to provide all necessary information for students to connect to their services
- If there is a situation where a student needs on-site related services (during our total virtual learning phase), accommodations will be made to work with the contractor and the student for these services as needed
- Constant communication with all providers with our Manager of SPED
    - Weekly checkins
    - Scheduling for each week
    - Scheduling IEP meetings
    - Monthly communication calls about services rendered

GEC will provide parent training for students receiving related services virtually. . GEC will take many measures to ensure students and families are aware of the training schedule. The below describes the steps GEC will take to communicate and facilitate all training.

- Communication will be sent out to parents via phone call, text message, email, and/or mail of all related services for their student to access
- Training will be provided on an as needed basis that includes via Microsoft Teams or Zoom:

- Schedule training dates before September 1st for families and parents who want to participate in the training
  - 1 training each academic term
  - Training will also be part of our new student orientation
  - Training will include an overview of services, access to services, and contract information
- Families will receive a calendar of training dates and important contact information
- On the school website, information about SPED services and contact information will be posted

Recovery services are critical for students with a disability during the 2020-21 school year. GEC will take many measures to communicate those services to the family and plan out the services needed.

- Recovery services will be provided after the following steps are taken by the SPED and Instruction Team upon return:
  - Informal and formal assessments (quizzes, tests, iReady, SRI)
  - Teacher observations and notes
  - Classroom assignments
  - Related service provider notes and observations
  - A comparison of the students' current year's progress with the previous school year's progress
  - Self-reflection of the student with the SPED Case Manager
- Recovery services will be communicated to the students and families through the following methods:
  - GEC compensatory services plan – SPED Team will walk through this form with each family and student
  - IEP conferences during the first academic term
  - SPED Team will communicate with the student and the family through all possible avenues of communication

As mentioned above in the previous question, students with disabilities will be assessed upon their return through the various ways:

- Reading Foundation and Math Lab assessments – SRI and iReady testing
- Formal comprehensive evaluations will be conducted to determine the severity of the regression of the students
- Formative and summative assessments
- Classroom observations and class assignments

These assessments will allow students with disabilities to make sure they are fully assessed upon their return and a plan of action is made to determine the nature and severity of the impact of learning loss for each individual student.

If a student who receives SPED services is homeless, GEC will work with student and their coach to determine housing supports and next steps to delivery recovery services. The following outlines the steps GEC will take and the support plans in place.

- The same plans as outlined above will take place for a student at GEC who is experiencing homelessness and in need of recovery services. Assessments (from the list in the question above) will be given to provide a better understanding of current skills.
- GEC has a homelessness liaison who works with all students who are experiencing homelessness to determine resource needs and housing support (disabled and non-disabled students are able to receive this service).
- If a SPED student is homeless and needs further support for connectivity and access, the SPED team will work with the student and the academic success coach to provide resources such as a Hotspot or Laptop.

14. Describe the LEA's plan to serve ELs, including:
- **A description of the EL program model and how it will maintain fidelity across in-person, distance learning and hybrid learning environments;**

- **The manner in which the LEA will set language goals across the four language domains of reading, writing, listening, and speaking to advance your EL students' English proficiency;**
- **The manner in which the LEA will provide language instruction in reading, writing, listening, and speaking to EL students during distance learning/hybrid learning environments by grade and by proficiency level; and**
- **The manner in which the LEA will provide EL students access to academic content by grade and proficiency level.**

At this GEC does not currently have EL students enrolled; however, if GEC enrolls an EL student this school year and during our first part of the year in the virtual distance learning time frame the following actions would take place:

- Assessing the English language learner's (ELL) dominant language
- An assessment of the student's proficiency language.
- Providing the student with a ELL Co-Teacher within the current class (inclusion model)
- Provide staff with provisional developments surrounding EL learners
- Provide support to the families of the English Language Learners

After assessing the EL student, the student's team will gather with the student/parent to develop goals that are suitable for the student to make gains and increase their English proficiency in the content. In addition, the team will set benchmarks in route to the overall objectives to gauge the student's progress.

GEC will be utilizing the virtual platform Microsoft Education to deliver instruction in distance learning. The teachers will utilize the group rooms to ensure that the co-teacher will be working with the EL students along with other non-disabled students to access the general education curriculum to the best extent possible. GEC has access to electronic apps and web0based software that reads to the students and encourage students to build their skills through repetition and practice on the software programs.

The teacher and co-teacher will plan appropriate content for the student that is specifically designed instruction to meet their needs. In addition, the student will have access to educational materials via our SharePoint drives and Microsoft Education forum. Each of the EL students will be providing their own educational space to receive the educational content. The material will be modified and scaffolded based upon the student's current proficiency level to meet their needs.

Technology Policy

15. **Describe the LEA's policy for technology use during distance learning, including:**
    - **Expectations for student access to devices and technical training;**
    - **The manner in which the LEA will assess student/family technology needs;**
    - **The supports that will be provided to students who do not have access to internet or devices due to circumstances beyond their control;**
    - **The plan for replacing/repairing devices;**
    - **Expectations for student access to internet and safeguarding personally identifiable information (PII);**
    - **What limitations, if any, you are putting on LEA device use at home (e.g., prohibiting social media, video games, etc.) and how you are enforcing them; and**
    - **If/how the school's technology policy differs by grade level.**

The Goodwill Excel Center is committed to the effective use of technology to both enhance the quality of student learning and the efficiency of school operations.

Expectations for Student Access to devices and technical training

In the terms where virtual instruction is delivered students will be given clear communication on how to log on to their online classrooms and access their online materials. GEC is committed to supporting all students in accessing technology and the training needed to use the technology. Students will complete a technology survey at multiple points to assess technology device and training needs. While instruction will be accessible via synchronous and asynchronous formats, we will also be mindful of students needing or wanting work provided in a paper-based format. GEC will use Microsoft Teams for Education as the primary platform and technical guides and staff will be available to provide support to students and families needing assistance.

Methods for assessing student and family technology needs

An electronic survey will be disseminated to all students to assess their technology needs at the beginning of each term. For those who do not fill out the survey, Academic Success Coaches will call every student in their caseload to ensure technology needs are captured and plans are put into place to support students. Assessing student and family technology needs will be ongoing activity that takes place during the scheduling process prior to each term as technolgy needs of students and families can change. Students have access and are assigned an Academic Success Coach that can help coordinate support at any given time during a term.

Supports for student who do not have access to internet or devices due to circumstances beyond their control

GEC is committed to equitable access to technology resources necessary for learning of all students. Students who do not have access to a computer device or internet can request a computer or hot spot from their Academic Success Coach. Once they pick up the device at GEC, they will be required to sign and submit a Student Technology Acceptable Use form. All computer devices issued to students will be imaged to ensure access to the Microsoft Education platform and all other platforms required for accessing GEC educatinoal materials and content. GEC is currently working with the Comcast Internet Essentials program to provide benefits and internet accessibility to students in need who are eligible. Additionally, GEC's IT manager and teachers will provide IT office hours on an ongoing basis to ensure new and recurring needs are addressed in a one-on-one capacity.

Replacing and repairing of devices

Students experiencing an issue with a GEC-provided device should notify their Academic Succss Coach and, if possible, send a detailed email to support@goodwillexcelcenter.org. GEC IT staff will work with the student to diagnose the issue and will repair the device if possible. If a repair is not possible, GEC IT staff will deploy a new device to the student from a supply of spare devices. To ensure GEC leadership has a pulse on the overall technical needs of students utilizing GEC issued devices, a weekly IT meeting will occur that addresses new needs and any contingency planning needed at that time.

Expectations for student access to internet and safeguarding PII

GEC maintains a computer use policy which governs how students should use the internet. This policy is included in the student handbook assigned to each student. In cases where a student does not have internet access at home, GEC will issue an available mobile hotspot to the student. Students are required to sign a form acknowledging that they must return the device to GEC and that they understand expectatiosn surrounding appropriate use of the device.

Restrictions and enforcement of restrictions on GEC issued devices to students

GEC laptops and mobile devices should be used solely for school-related work, such as academic assignments and job searching. Other uses are prohibited by our computer use policy, but we do not currently have an automated means of enforcing our policy. We do monitor bandwidth usage on mobile hotspots, and if we see a student with excessive usage, this will be reported to the coach, who will discuss it with the student to determine the reason.

<u>**Family Engagement Policy**</u>

16. **Describe the LEA's policy for partnering with families and communicating about continuous learning and school operations, including:**

- **How often families can anticipate hearing from the school, and through which methods of communication;**
- **How you are soliciting and incorporating student/family input early and repeatedly about continuous learning;**
- **How you will communicate about unanticipated facility closures and the health/safety of the school community;**
- **How you will share expectations and training for family participation in their student's learning, including trainings for technology;**
- **How you will facilitate introductions to new teachers and classmates at the beginning of the school year;**
- **How the LEA will ensure that students and families are given routine feedback on their work both formally (e.g., report cards and progress reports) and informally (e.g., graded work and comments).**

Freqency and Methods of Communication to Students and Families

Families and students (given that the majority of GEC students are adults, the communication goes directly to them) can anticipate hearing from the school at least at the start of the term and the end of the term with updates if not ore.

GEC will hold "Reopening Town Halls" for all students in August to share out important school year updates. Additionally, GEC will be sending out important letters with key school updates and dates. These letters and updates will be shared and communicated through the following methods:

- PowerSchool Messenger (Text Message and Voice Blast)
- Social Media (Facebook and Instagram)
- School Website
- Remind App
- Academic Success Coach Calls and Text Messages
- Front Office Calls

Whenever an important school update is made (i.e. important reopening plan announcement, important date, or such), a formal communication will be made and shared utilizing the methods of communication just described. Additionally, if GEC is in session, teachers will share important updates to students through their virtual classroom tools. Also, if GEC is in session, GEC team members will provide announcements to students in the virtual classrooms by going into the classrooms and providing support to the announcements and answering any questions.

Ensuring Student Input About Continuous Learning

GEC is taking many steps in soliciting and incorporating student and family input early and repeatedly about continuous learning. First, GEC will be holding a series of "Reopening Town Halls" in August to relay school reopening plans and solicit feedback through a survey to returning students. Additionally, students will receive a technology access survey to complete.

GEC is also soliciting feedback from new students during orientation sessions throughout August. During these orientation sessions, students will be able to provide feedback and submit the technology access survey.

Once all school staff returns on August 17, Academic Success Coaches will begin reaching out to students to discuss schedule availability, update contract information, and review technology access survey results. Additionally, the Academic Success Coaches will solicit feedback from students around questions and concerns.

GEC will hold future Town Halls as needed to deliver key messages and ensure student input about continuous learning as needed. GEC will also issue future surveys to solicit feedback from students throughout the reopening phases and each term.

Communication on unanticipated facility closures and health/safety

GEC will communicate about unanticipated facility closures and the health and safety of the school community in the following ways:

- Formal letter
- Other Formal Communication channels

If needed, a virtual Town Hall will take place to share more context to the formal letter and communication.

As mentioned before, these letters, formal communications, and updates will be shared and communicated through the following channels:

- PowerSchool Messenger (Text Message and Voice Blast)
- Social Media (Facebook and Instagram)
- School Website
- Remind App
- Academic Success Coach Calls and Text Messages
- Front Office Calls

Technology and student learning expectations training

The Goodwill Excel Center leadership team will develop and launch a series of returning and new student presentations virtually in the month of August to review contents of plans outlined in this document. These presentations will be delivered on Zoom through a password protected zoom link.

These Reopening Town Halls are taking place on the following dates and times:

- August 12th from 1-2pm (Last name A-I)
- August 13th from 1-2pm (Last name J-R)
- August 14th from 10-11am (Last name S-Z)

Formal communications and letters will be sent out to students around these dates and times. GEC Leadership Team members will call returning students to share the dates, times, and links for the town hall. Additionally a letter will be shared through the outlined methods of communication that explain the purpose and time of these town halls.

During these town halls, GEC staff will outline the plans for Term 1 and also issue two surveys for feedback and technology access. These surveys will be followed-up on by Academic Success Coaches during the scheduling timeline.

For new students enrolling in GEC for Term 1, iExcel orientation sessions will cover the same topics for all new students. These virtual iExcel orientation sessions will take place on Zoom through a password protected zoom link.

The virtual iExcel sessions will be taking place on the following dates and times:

- August 6th at 10:30am
- August 11th at 10:30am
- August 13th at 10:30am
- August 18th at 10:30am
- August 20th at 10:30am

During these virtual iExcel sessions, students will learn about GEC and the plans for Term 1. Students will then attend in-person testing sessions (in groups of 11) and then have a follow-up call by an Academic Success Coach for their new student intake.

The first day of the school year is September 1st. On August 27th, August 28th, and September 31st, GEC will roll out their "virtual schedule hand out." During the virtual schedule hand out, Academic Success Coaches will call their students on their caseloads and review their schedule, technology onboarding, and set up times for further technology trainings. Additionally, during this time, the student can adjust his or her schedule and raise any concerns.

During schedule handout, the student will be able to view his or her schedule on PowerSchool (and if the student

does not have his or her login credentials, they will be provided to him) and also be provided a one pager for how to login to Microsoft Educations (and PowerSchool). If the student is enrolled in any classes on Odysseyware, the student will also be provided these logins too. The student is able to sign up for IT support sessions with the Academic Success Coach and these will be held during the first week of September and ongoing throughout the term and thereafter.

GEC will hold a series of "Knowing Your Virtual Classroom" sessions for students to learn how to connect to their virtual classroom. These sessions will be facilitated by the GEC leadership team and the IT Manager. A formal schedule of these sessions will be shared out to students on all communication avenues.

Start of School Year Kick-off Presentations and Term by Term Orientations

GEC will facilitate introductions to new teachers to students and the GEC community in the following ways:

- Welcome back video with all GEC staff on social media and website
- Social media updates and introductions
- Formal letter with updates on new staff

In actual classes, each GEC teacher will provide a welcome sheet to introduce himself or herself along with the class syllabus.

GEC will facilitate introductions to classmates at the beginning of the school year through class-based introductions and welcomes.

Ensuring routine feedback on work with students

GEC utilizes PowerSchool and students (and families) have access to PowerSchool. On PowerSchool, a student can view his or her gradebook, schedule, and comments from a teacher. Gradebooks will be updated weekly by the teachers and therefore students can see weekly updates on progress.

Informally, teachers will provide regular feedback to students on classwork and assessments through conference times, tutoring times, or during identified times in classes. Students can reach out to their Academic Success Coach at any time to further connect with their teacher. Additionally, a student can set up more time with their teacher to engage in more tutoring or feedback.

At the end of each term, students will see a final grade on PowerSchool and teachers will provide final progress reports to students at the end of each term.

SY 2020-21 Continuous Learning Plan Assurance Statement

The LEA attests to the following statements regarding **delivery of instruction** (please check all boxes):

☑ The LEA grounds instruction in the District of Columbia's approved state academic standards (and/or the LEA's approved standards) in English language arts, math, and science across grades K-12.

The LEA attests to the following statement regarding **SY2020-21 attendance** (please check all boxes):

☑ The LEA assures that it will collect and report daily attendance through the LEA's student information system (SIS) consistent with OSSE's regulations and policies for SY 2020-21.

The LEA attests to the following statement regarding **graduation and promotion** for SY 2020-21 (please check all boxes):

> *In SY 2019-20, the Council provided relief to high school students including the graduating class of 2019 in response to the COVID-19 pandemic. The Council, through legislation, amended graduation requirements waiving the community service requirement as well as the Carnegie Unit seat time requirement. OSSE will seek this relief for the graduating class of 2021. However, course requirements will remain as outlined in existing regulations.*

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

The LEA attests to the following statements regarding serving **students with disabilities** (please check all boxes):

☑ Students with disabilities have equitable access to distance learning opportunities as possible in accordance with the guidance above and issued by the US Department of Education.

☑ LEAs will ensure timely completion of IDEA procedures; including but not limited to initial and reevaluation for eligibility and IEP development and revision, in both distance and in-person learning models.

☑ LEAs will ensure that school professionals delivering IEP services to the student regularly communicate with families throughout the distance learning period. Consistent and clear communication encourages parent and student participation in distance learning and other educational opportunities.

☑ LEAs will ensure recovery planning and implementation includes identification of strategies to address overdue initial and reevaluations for eligibility, IEP revisions, and all other IDEA prescribed timelines delayed due to school closures.

☑ LEAs will ensure recovery planning and implementation includes strategies to assess students with disabilities, formally or informally, to determine a base-line measurement for recovery service delivery. These strategies will take into consideration and seek to address the achievement gap of students with disabilities in comparison to their non-disabled peers prior to loss of services due to school closure.

☑ During the 2020-21 school year, the LEA will conduct school-wide and student-level recovery planning and implementation efforts to address student loss of services. The LEA's recovery planning and implementation will include convening IEP teams, as appropriate, to review the impact of the lapse in services for students with disabilities including making an individualized determination as to whether or not compensatory education services are needed.

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

☑ The LEA will ensure that EL students are identified in a timely manner as required by state policies and guidance identified in item 14.

☑ The LEA will develop a plan for delivering its EL program and services to all EL students across both distance learning and in-person learning environments.

☑ The LEA will monitor implementation to ensure that EL services and access to grade-level content classes are advancing ELs' language and academic goals.

The LEA attests to the following statement regarding **technology** (please check all boxes):

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

The LEA attests to the following statements regarding **family engagement** (please check all boxes):

☑ The LEA will ensure the translation of family-facing documents into the major languages spoken consistent with D.C. Code §2-1931, et seq.

☑ The LEA will ensure publication, in a conspicuous place on its website, of the following resources by the beginning of school during SY 2020-21 and provide families awareness of:

- An accessible, family-facing description of their continuous education plan; and
- Contact information of key points of contact including technical support, language access, school administrators, faculty, and staff.

LEA Name: Goodwill Excel Center Charter School

LEA Leader Name: Catherine Meloy

Date: 10-05-2020 10:23 AM