SY 2022-23 Continuous Education Plan (CEP)

LEA Name: Girls Global Academy PCS
LEA Head of School Name: Karen Venable-Croft
LEA Type: High School
Date Generated: 02/28/2023

Background and Purpose

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

The CEP application is closely aligned to OSSE's Guiding Principles for Continuous Education. These guiding principles are intended to help LEAs develop effective and equitable CEPs that support situational preparedness, student and staff well-being, and accelerated learning for all students, especially those with the most significant learning gaps and students typically furthest from opportunity.

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

Support Across Learning Environments

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

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

a. Provisions for learning

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

☑ 1. Provision of 1:1 learning devices.

☐ 2. Distribution of learning materials that are not digital, such as paper packets and other related learning materials.

☐ 3. Other

1. Provision of 1:1 learning devices

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

250

a2. Distribution Strategy:

The devices are:

Are distributed to all students at the beginning of the school year.

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

☑

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

95%

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

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

Approximately 5% of our students are in need of internet/WIFI. We will provide a hotspot for students who are in need of the internet at home.

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

Girls Global Academy is a one to one technology school. Each student is issued a Chromebook for our one-to-one technology program. The primary way for Chromebook distribution for students is on the first day of school where the students receive the Chromebook they will use for the duration of the duration of the time enrolled at the school. Each student Advisor will provide the support of logging on and navigating through the student portal. Additional technology support to include those needing access to high speed internet will be provided. Materials will be provided for the students to use for the duration of the time enrolled at the school.

- Software will be pre-loaded on Chromebooks for a virtual and on-campus learning
- School packages will be available for pick up or dropped off for families that are immunocompromised or high risk individuals

The school will monitor all issued computers using [Please see our technology policy](#)

2. Distribution of Non-Digital Materials

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

3. Other

Please describe, Other

b. Communication with Stakeholders

b. Communicating with all interested stakeholders, including:

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

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

Girls Global Academy will communicate with families during situational distance learning by checking on student and family wellbeing via our CARE team and about teaching and learning via our instructional staff. We will continue clearly and consistently communicating through multiple channels including text messages and emails and voice threads via Dean's List. We will continue to update our website, social media, events calendar, and weekly Look Ahead and disseminate it to families.   To meet the needs of our diverse

community, details on these topics will be available in both English and Spanish languages based on the home language surveys. GGA utilizes a language translation service for families that do not speak English and the 711 TTY based communication service. For any virtual meetings we utilize closed caption services for families that are in the hearing impaired/deaf community.

Girls Global Academy also has a comprehensive family engagement plan that includes significant details about how we will communicate and engage families in their students' education and when needed will shift our programming to zoom.

In order to monitor student progress and adjust supports, we will provide and train families access to PowerSchool where they can monitor in real time class attendance and participation and through 4 quarterly progress reports and 4 report cards throughout the year. In addition students will host two student-led family conferences at the beginning of the year and end of year where they share their progress, reflect on their goals and provide feedback to teachers and administrators. Each staff member keeps a communication log and calls for both proactive and responsive communications and is monitored by administration. Sessions will be recorded for playback for families who are unable to attend.

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

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

In the event of an unexpected closure or partial closure, we will communicate with families and students via email, text message via Deans List which includes robo calling, and our school website as far in advance as possible. Families with questions will be directed to the Manager of Operations who will receive calls via the school's main line, text messages and emails. Contact Information: Cynthia Pope, Manager of Operations, cpope@girlsglobalacademy.org, 202-600-4822.

Unexpected situational closures that may happen in order to maintain the health and safety of the school community will be communicated across all social media platforms, a banner on the homepage of the website, Google Classroom, the Student Portal and through direct outreach to families via email, text, and robocall through the Dean's List communication portal.

The Communication Process

1. The principal sends an email to school staff directly affected by the decision to move to virtual situational learning.
2. The principal records and sends an automated voice message to the families about the decision to move to virtual situational learning

3. The principal sends a follow-up email to the families and students with the details of virtual situational learning
4. The Manager of Operations and Director of Programs and Community Engagement (other staff as assigned) are designated to take phone calls from families who may have questions or concerns. These staff members will have the school protocol and FAQs on hand.
5. The principal conducts follow-up staff check in to review the virtual situational learning expectations. The director of operations will provide additional guidance pertaining to health and safety measures and answer questions.
6. The principal sends an email to all school families, staff, and students to provide an update on the situation.
7. A school staff member posts a brief update to the school website.
8. A school staff member posts an update to the school's social media platforms.

Website

Girls Global Academy website at all times will be the location for general information about the school as well as specific details on the program offerings, staff, and typical school operations details. This information will be available to families **24 hours, 7 days a week.**

Official communication

The leadership point of contact will send an email notification that Girls Global Academy is in situational learning protocol. This communication will take place as soon as the school learns that the school needs to move to virtual situational learning.

c. Additional Considerations

i. Family training and support.

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

Training & Support

During orientation, and at regular intervals across the year, Girls Global Academy will provide virtual and in-person training to support families. These trainings will include, but are not limited to:

- Troubleshooting devices at home
- Accessing GGA's distance learning platform and materials
- Navigating the LMS (Google Classroom and Dean's List)
- Virtual training on PowerSchool
- Optimal home-learning set up
- Virtual Access to SEL, SPED, and Related Services
- Virtual Help desk support
- Virtual Norms and Expectations for families

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

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

Staff and Students Situation Learning

Staff and students will practice the situational learning protocol during in person instruction in order to be prepared for whole school situational learning if the need arises. Skills will be practiced during the first month of school in multiple spaces such as advisory and in the classroom. If situational learning occurs prior to the start of the school year and virtual instruction must be provided from day one, then students and families will be sent instructions via Dean's List.

Google Classroom will serve as the virtual learning instructional learning platform.

- Staff will learn: What is Google Classroom; Creating & Customizing Your Class; Getting Familiar with Google Classroom, Stream; Classwork; People; Grades; Tips & Tricks; Additional Resources
- Students will learn how to navigate Google classroom by practicing with their instructors and by having access to both video and print resources for review.

PowerSchool will serve as the Student Information System.

- Staff will learn: Taking Attendance, Entering grades,
- Students will learn: Viewing their schedule, Assessing grades

Dean's List

- Staff will learn: how to communicate with large groups of students and families, how to send automated messages
- Students will learn: how to interact with received communication from Deans List

Zoom - Wednesday Community Meeting

- Students and staff will learn how to access our zoom space for our weekly whole school community meeting.

Other:

Other education technology tools like TextWrite, Reading Plus, Explain Everything are online programs and resources that we use

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

Describe the LEA's expectations in the space below.

Student Virtual Expectations Matrix

Expectations for Students

- Students are expected to login to each class on time.
- Students are expected to login and make themselves visible by turning on their cameras.
- Use GGA approved virtual backgrounds during virtual sessions that require video
- Students are active participants in their learning.
- Complete all assigned work and post assignment Google Classroom
- Use email for positive interactions
- Follow expectations of virtual engagement outlined on the PBIS eMatrix
- Accommodations and Modifications can be made through student support services as needed to be sure all students have access and feel empowered

Sisterhood

- Wear your uniform shirt to virtual class Monday-Friday
- Use the raise your hand feature
- Be present and actively engaged by taking notes, responding to questions and listening to your peers and teacher.
- Support each other during group assignments and in designated meeting rooms by listening, giving feedback and contributing ideas.
- Mute your microphone when you enter the virtual space and remain on mute unless you are speaking.

Scholarship

- Volunteer to be a virtual helper to your teacher by welcoming others or giving directions.
- Email your teachers when you have questions or don't understand a topic or an assignment.
- Always citing sources of pictures & information used

- Review your work for errors before submitting. Proofread more than once to improve the quality of your work.
- Submit only your original thoughtful and creative work
- Submit work that reflects your best effort. Seek teachers or adults to give feedback on your work in order to work towards a more improved, finished product.
- Reflect on the work you have done by asking yourself what you did, how you did it, and why you did it.

Service

- Treat community members with respect by actively listening and being present and engaged
- Work collaboratively with supervisors and community members by brainstorming and sharing ideas

Safety

- Make yourself visible by turning on your camera (attendance is taken in this way)
- Choose a distraction free space
- Keep your login information and passwords private
- Avoid and report inappropriate sites and unsafe use
- Utilize chat features for instructional/classroom related purposes only.
- Use kind words text etiquette (i.e., ALL CAPS, bold, Italics, sarcasm/jokes, etc.). Can be misinterpreted in a digital space

Staff Virtual Expectations Matrix

Sisterhood

- Be appropriately dressed and groomed
- Be present and in a space that is conducive to teaching and leading
- Support students by making them feel comfortable with the virtual environment

Scholarship

- Create engaging lesson plans that are inclusionary and appropriate for online learning
- Introduce new content and follow the curriculum map and unit plans
- Keep up with student grades on a weekly basis
- Provide feedback to students via their work, 1-1 or group sessions in break out rooms
- Collaborate with team members that work with special populations in order to appropriately service those students
- Provide accommodations and modification; scaffold and differentiate as necessary for online learning for all students

Service

- Treat community members with respect by actively listening and being present and engaged
- Work collaboratively with supervisors and community members by brainstorming and sharing ideas

Safety

- Keep your camera on at all times, ensure that student backgrounds look like they are in a safe space
- Remember to have a non-cluttered screen sharing space; and ensure that nothing being shared is confidential (i.e., open emails)
- Use Go Guardian to monitor use of inappropriate sites by students

- Ensure chat features are used for instructional/classroom related purposes
- Remind students about use of kind words text etiquette (i.e., ALL CAPS, bold, Italics, sarcasm/jokes, etc.). Can be misinterpreted in a digital space.

GGA Family Virtual Norms

GGA Family Norms

- Be prepared
- Be present
- Enter the Zoom room with your mic muted
- Turn your video on during the synchronous sessions
- Think about what you post in the chat prior to hitting the submit button
- Need to step away? Post 'BRB' in the chat box
- Listen with Open Mind
- Communicate respectfully
- Use supportive language even in disagreement
- Assume positive intentions
- Honor the set agenda

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

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

We will maintain the same school hours for virtual and on campus learning. For virtual instruction, teachers will provide direct instruction for a portion of the class and then provide individual and small group support. Students will continue to use E-hallpass.

Schedule

Class Period	Start Time	End Time
Breakfast	7:45 AM	8:10 AM
Period 1	8:15 AM	8:30 AM
Period 2	8:33 AM	9:25 AM
Period 3	9:28 AM	10:20 AM
Lunch	10:23 AM	10:53 AM
Period 4	10:58 AM	11:50 AM
Period 5	11:53 AM	12:45 PM
Period 6	12:48 PM	1:40 PM

| Period 7 | 1:43 PM | 2:35 PM |
| Period 8 | 2:38 PM | 3:30 PM |

GGA Virtual Norms

- Students will be on time for each class and start on camera to be present
- Staff are engaging students to keep them active participants in their learning
- 35 minutes of instruction and 15 minutes of individual work
- Virtual Help room is the main room for students who are having technical issues

GGA Logistics of who does what for attendance

1. Each day staff take attendance by 15 minutes into the period
2. After 2nd period attendance, Ms. Pope makes our daily attendance phone call directly to families
3. If a student was earlier present, but is now absent - each period of the day Ms. Pope use Dean's List call multiplier to text families with a standard message
4. If a student is not coming on camera for attendance - the teacher reiterates our norm that students need to show their face - aligned with our pillars of sisterhood and safety
5. If a student arrives to class but leaves the classroom early. Then the teacher has a one-on-one conversation with the student about the issue to reiterate the expectations and talk about the assignment that was missed
6. Weekly - the student support services team reviews the attendance report to identify the students needing extra support and sees if their interventions worked for the previous week
7. Weekly - the operations team will be sending home official attendance letters according to our attendance policy

Synchronous learning and Engagement

Virtual Classroom links posted in the Student Portal. Students follow the regular bell schedule for the day. Logon to the virtual Google Classroom using the link provided by the teacher. Teacher's conduct class synchronously

Attendance

Students attend virtually their regularly scheduled classes. The student's advisory teacher will be the primary contact for students and families. Attendance is taken daily every period within the first 10 minutes of advisory and content classes.

GGA will follow our existing Attendance Policy with the following adjustments:

- In the event of school in a virtual setting, attendance requirements still apply.
- The schedule of classes does not change and therefore there is not a change in expectation for seat time.

- Students will be required to login and be present in the virtual classroom via our Google Classroom learning management system (LMS).
- To ensure attendance, students may be required to be on camera using their Chromebooks webcam, unless excused by a specific students' action plan.

Girls Global Academy will use the daily method to collect attendance. Students' attendance in their Advisory period (taken by their teacher) becomes their initial attendance status for the day. Then, the authorized staff person functioning as an attendance coordinator, would review the attendance taken by teachers and make modifications if a student was late to school, left early, had an excuse note for an absence, etc. Teachers will take attendance in each class period, but the daily code is managed by the front office staff.

Girls Global Academy will make one to one contact with students daily to authenticate presence at school. Attendance is taken every period using PowerSchool. Each teacher takes attendance by marking students Present, Absent, Tardy. Verification of attendance is completed with a visual of the student, name verification, and student verbal indication of present. Student cameras are on during advisory and synchronous sessions. Morning calls go home for absent students. Attendance letters will be sent to families at 3-5, 6-9, 10-15, 16- 20, 21+ days of absence. Parents and students have access codes to login and view attendance.

CARE Services at a Glance

CARE Team Lunch Drop-ins

- CARE team members would have drop-in virtual spaces during designated lunch periods for students to join and check-in as needed
- Members of the team would break out into small groups or individual meetings as needed

Individual Counseling/BSS Services & Appointments

- Individual counseling and BSS services would continue at regularly scheduled times
- CARE Team members would share google meet and/zoom link information with their scheduled students
- Any student requesting an appointment outside of their regularly scheduled appointment time would need to do so through e-hall pass as normal

Groups

- Group counseling would continue at regularly scheduled times
- CARE Team members would share google meet and/zoom link information with their scheduled students

Student and Staff Well-Being

Beyond 2022-23 Health and Safety Plans, OSSE is not asking LEAs to submit further plans for student and staff

well-being in SY22-23. This does not discount the pandemic's impact on the physical, social-emotional, mental and behavioral well-being of those in the community. LEAs should continue to pursue strategies to promote the health of students, staff and families, and OSSE stands ready with support and technical assistance. To learn more about how LEAs should promote student and staff well-being, see **OSSE's 2022-23 Guiding Principles for Continuous Education** .

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

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

2022-23 Health and Safety Plans

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

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

https://girlsglobalacademy.org/wp-content/uploads/2022/07/Health_and_Safety-POLICY-UPDATES-22_23.docx-1.pdf

Accelerated Learning

Employing Intentional Strategies for Accelerating Learning

Q3. Describe how the LEA will maximize accelerated learning opportunities for students by indicating the specific strategies that the LEA plans to use (select all that apply).

a. Adjusted Scheduling

i. Adjusted class/block/bell schedules ; ii. After-school programming ; v. Summer programming ; vii. Weekend programming (e.g., Saturday school)

b. Instructional Changes

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

c. Staffing and Related Support

Additional staffing ; Additional vendor and/or community partner support

d. Any Other, Please Describe

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

Strategy 1: Structured Academic MTSS Process

- Monthly Kid talk by grade level teams with the MTSS Committee
- Six Times Per Year at Report Card & Progress Reports via MTSS Committee
- Individual Student Support

Girls Global Academy's academic response to intervention process is based on the understanding that learning loss has happened regardless of a student's readiness skills. All students will participate in supplemental programming to assess and develop their reading and numeracy skills.

Indicators of Success:

- Students will be assessed and assigned to MTSS Tier 1, 2 or 3 at each interim report and report card in trimesters 1, 2 and 3.
- Students receive individual and appropriate support reflective of MTSS tier, as outlined in the MTSS process plan. All students should move out of the MTSS Tier before the next report period. Ex: A student in Tier 2 at October Interim Report should have received support to move them into Tier 1 before November Report Card.
- All students will take the MAP Growth assessment every trimester. All students will show academic growth at their skill level in both reading, math and science in the second and third trimesters.
- All students will use Reading Plus and CK-12 as supplemental classroom materials throughout the year.

Strategy 2: Student as Advocates of Learning

- Attend Teacher Tutoring
- Participate in Peer Tutoring
- Tues, Thurs, Sat

Based on SY 21-22 data indicate that student self-efficacy, skills-development, overall grade point averages increase from student usage of tutoring in addition to increasing student to student engagement and the ability for students to try on different leadership identities.

Indicators of Success:

- GGA Support Saturdays to be attended by 50% of the identified student population in need of additional supports. Support Saturdays to take place weekly between October and May.

- High Impact Tutoring to take place twice a week from 3:30 - 4:30 starting in October through the end of the school year.
- After-School Peer Tutoring to be attended by 50% of the identified student population in need of additional support.

Strategy 3: Families as Academic Stakeholders:

 • 24/7 Access to Student Grades • Family Engagement Opportunities

Our community of staff will solicit and incorporate student and family feedback on these plans by hosting focus groups, facilitating 1:1 conversations, and administering regular surveys. In order to monitor student progress and adjust supports, we will provide families access to PowerSchool where they can monitor in real time class attendance and participation and through 3 trimester progress reports and 3 report cards throughout the year.

Indicators of Success:

- Monthly Family Engagement Opportunities are attended by 25% of parents .
- 100% of parents are contacted and receive updates on student successes, goals and supports derived from MTSS implementations at interim and report card dates in all three trimesters.
- 75% of parents are actively reviewing updated grades on PowerSchool at any time during the school year.

Strategy 4: Teachers as Facilitators of Learning

- Lesson Planning
- Instructional Coaching & Feedback
- Data Informed Instruction

GGA opportunities for instructional staff to support students through clarification or acceleration of concepts, providing opportunities for individualized support for learning, and reviewing any misconceptions.

Indicators of Success:

- 100% of teachers will submit lesson plans on a weekly basis and receive subsequent instructional coaching based on rigorous instruction and facilitation of curriculum.
- 100% of teachers will participate in professional development on a monthly basis, where they will receive tools and strategies to increase the teaching and learning in their classroom.
- 100% of teachers will support students through clarification or acceleration of concepts, providing opportunities for individualized support for learning, and reviewing any misconceptions weekly during office hours - attended by all GGA students.
- 100% of teachers will use data to inform their instruction, as identified via goals created through instructional coaching on a weekly basis.

Strategy 5: Dedicated Time for Accelerated Learning

- College and Career connections
- Core Content Skill Development
- CK-12, Reading PLUS, Science Labs, SS Global Exploration

In addition to embedded strategies of accelerated learning, Girls Global Academy will implement specific times during the week to build academic skills via adaptive practice platforms and partnerships.

Indicators of Success:

- All students will have a Wednesday schedule that focuses on Math, Science, Reading and Social Studies - the core classes.
- Each class will focus on specific skills as identified by the partnering programs listed below:
  - Math: CK-12 Adaptive Practice, Khan-Academy Adaptive Practice
  - Reading: Reading PLUS Adaptive Practice
  - Science: Targeted Labs and CK-12 Adaptive Practice
  - Social Studies: Cultures from around the Globe

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

Identify:

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

The barriers to Girls Global Academy meeting these timeline requirements are psychologist availability, ability to complete in person testing if a student or school has to go virtual, and at times, parent engagement.

To ensure we can adhere to required evaluation timelines, Girls Global Special Education Leaders are mapping out the re-evaluations for the school year and scheduling Analyze Existing Data meetings that backwards plan from when the eligibility is due with room for rescheduling the eligibility and AED meeting, time for the parent to provide consent, contingency time in case we go virtual, and 45 days for the evaluations to be completed once consent is provided. The team maps this out around holidays, breaks, and state testing to ensure no interference. For initial evaluations, the team responds to requests within two days, schedules the analyzing existing data meeting, and works with the parent to obtain timely consent. Our evaluators have 45 days to complete evaluations so we can schedule the meeting for eligibility to be completed within 60 days. We work closely with families and evaluators to support scheduling, paperwork, and testing. In the event a student or the

school has to go virtual, Girls Global Academy will work to complete as much of the evaluation online as possible (checklists, zoom testing, etc.), offer opportunities for in person testing when safe for all parties, and/or completing testing as soon as possible based on student and evaluator in person availability.

ii. The LEA's plan to address those barriers

Our plan to address psychologist availability is that we have contracted with two psychologists' groups to ensure that we have options between the two to support completion of timely evaluations and capacity across our evaluators. To respond to distance learning and impact on testing, we are working to ensure anything completed virtually continues (checklists, parent interviews, teacher input, any testing that can be completed on zoom, etc.); that the student and evaluator have access to in person testing when it is safe for both parties to do so; and that testing resumes as soon as possible when the student returns to in person learning.

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

In our engagement of families about the process and timelines we provide details in our handbook including how to request special education support and evaluations.   We post information in frequently visited and accessible areas in the building for our parents about access to special education evaluations and services. We host family orientation events and we share information about who and how to contact members of the special education team and related service providers. When we are scheduling meetings and engaging parents in the process we reach out to families via phone, email, text, and our school messenger; we work with families to schedule meetings at mutually agreed upon dates and times and share paperwork in advance of meetings and send families reminders on the meetings; we flexibly work with families on meeting virtually or in person and on sharing documents for the process and signatures/consent virtually, in person, or through their child's school folder. Additionally, we ensure the parents understand the process and documents to ensure they know what everything is, how to engage, and the importance of their engagement throughout the process. If a student needs to be virtual, we communicate with the parent the impact on testing and any impact on timeline. We also ensure all teachers know how to refer parents to our special education coordinators when they have questions about evaluations or special education programming.

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

Girls Global Academy has been reviewing student data from the 2020-21 and 2021-2022 school

years to determine if compensatory education is necessary to mitigate the impact of school closure and distance learning. Girls Global Academy created an accelerated learning plan to address the impact of the pandemic on progress for all students and implemented responsive programming in the 21-22 school year. For students with IEPs, in the spring of 2022, Girls Global Academy began data analysis and IEP team reviews and decisions, including parent communication, for compensatory education. For each student that could qualify for compensatory education, we completed a compensatory worksheet that reviewed what was provided to students aligned to their IEP during distance learning, the impact of distance learning or attendance on what was accessed, the progress that was made, and any regression that occurred. This review included all academic and related service areas on each student's IEPs. We began providing compensatory education during the summer of 2022 in specialized instruction and all related service areas. This summer we are repeating our process of data analysis, worksheets, and team meetings, and determining fall compensatory education needs.

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

Girls Global Academy has already been communicating compensatory education to families. We have a letter explaining what it is, the process for decisions, and that parents can request a meeting regarding their child's progress, IEP, or compensatory education at any time and we have met with parents in IEP meetings to walk through the compensatory education worksheet and determine needs. This process continues as we monitor data and determine which students continue to need compensatory education.

We are providing services for compensatory education through a summer program that provides specialized instruction and related services; through extra services offered during the school year for specialized instruction and related services; and though tutoring (both at school and outside of school hours).

CEP Assurance Statements

Assurance Statement for Continuous Education Plans (CEPs) :

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

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

The LEA attests to the following statement regarding 2022-23 school year attendance:

☑ The LEA assures that it will collect and report daily attendance through the LEA's student information system (SIS) consistent with OSSE's regulations and policies for 2022-23.

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

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

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

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

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

☑ LEAs will ensure that school professionals delivering IEP services to the student regularly communicate with families throughout any periods of situational distance learning. Consistent and clear communication encourages parent and student participation in situational distance learning, in-person learning, recovery service delivery, and other educational opportunities.

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

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

☑ The LEA will ensure that English learner students are identified in a timely manner as required by state policies and guidance identified above.

☑ The LEA will develop a plan for ensuring continuity of its English learner program and services to all English learner students across both situational distance and in-person learning environments.

☑ The LEA will monitor implementation to ensure that English learner services and access to grade-level content classes are advancing English learners language and academic goals.

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

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

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

☑ The LEA has given the public an opportunity to provide input in the development of the CEP and engaged in meaningful consultation with a broad group of stakeholders. Specifically, the LEA has engaged in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff and their unions; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migrant students, children who are incarcerated, and other underserved students.

☐   The LEA has taken comments of the above-named groups into account in the revision of the CEP.

☑   The LEA will ensure translation of family-facing documents into the major non-English language(s) spoken by families served by the LEA, consistent with DC Code §2-1931, et seq.

☑   The LEA will provide, upon request by a parent who is an individual with a disability, an alternative format of the plan accessible to that parent.

☑   The LEA will ensure publication, in a conspicuous place on its website, of the following resources by the beginning of school during the 2022-23 school year and provide families awareness of:

- An accessible, family-facing description of their continuous education plan for the 2022-23 school year, in an understandable and uniform format; and
- An accessible, family-facing description of their health and safety plan for the 2022-23 school year, in an understandable and uniform format; and
- Contact information of key points of contact including technical support, language access, school administrators, faculty and staff.

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

Health and Safety Assurance

Assurance Statement for Health and Safety Plans :

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