

## SY 2022-23 Continuous Education Plan (CEP)

**LEA Name: Kingsman Academy PCS**  
**LEA Head of School Name: Kennesha Kelly**  
**LEA Type: Middle School ; High School**  
**Date Generated: 08/22/2022**

### Background and Purpose

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

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

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

## Support Across Learning Environments

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

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

### **a. Provisions for learning**

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

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

### **1. Provision of 1:1 learning devices**

**a1. As of the submission of this plan, the LEA has \_\_\_ learning devices.**

### **a2. Distribution Strategy:**

**The devices are:**

**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.**

**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.

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

## **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**

Kingsman Academy is authorized under our charter agreement to offer virtual programming as a school that has been granted a competency-based waiver that allows for virtual programming. The operations plan for Kingsman Academy allows for virtual, hybrid, and on-site learning options for all students for 186 days or 1302 hours, days designated for post-secondary training for students to ensure post-secondary readiness and professional development for staff to ensure a healthy and safe learning environment.

### **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.**

To ensure that students and families can fully engage in continuous learning opportunities and stay informed on school operations regardless of the learning environment, Kingsman Academy will:

**Engage students and families through various methods of communication** The Student Support Services Team will communicate updates to families and students weekly using multiple methods, including phone calls, text messages, emails, social media, the school's website, and, when safe and appropriate, home visits. Using a third-party platform, KazooHR, teachers, and support staff will host virtual check-in meetings and feedback sessions more frequently for students and families requiring intensive engagement interventions.

**Solicit and incorporate student and family input** Families and students can complete an online help form to communicate concerns, ask questions, or provide feedback on distance learning design, assessments, instructions, and policies. To maintain open communication daily with all students and families, individualized family engagement opportunities are offered by the Student Support Services Team. Support staff maintain an assigned caseload of 6 to 15 families and serve as the centralized and primary point of contact for distance learning updates, feedback, policies, academic performance, and progress on goals. Through daily student check-ins, weekly family check-ins, and coordination of school resources, support staff collaboratively identify and address the needs

and concerns of all students and families. Fridays are designated for family and student outreach. Each Friday, families, and students receive updates on student progress, policies, resources, and support and can provide feedback and continuous learning opportunities. In morning community meetings, students can provide input and feedback to staff about continuous learning.

**Communicate about unanticipated closures and concerns.** Information, resources, and updates about unanticipated health and safety concerns or building access are shared by phone, on our school website, and across multiple social media platforms. Families receive additional information and updates through scheduled calls, emails, and texts. Share expectations and training for families. The Operations Team provides computers, hotspots, food, and supplies to students and families through building pick-up and home delivery. Students and families are offered group and one-on-one training on instructional technology and distance learning platforms. Training is held during daily office hours to ensure all students and families are able to access their school email accounts, the video conferencing platform, and their learning management system accounts. The school maintains a site that provides students and families with links to access distance learning tools and resources. A help desk and support hotline is established for students and families who need assistance with accessing distance learning technology.

**Facilitate introductions to new teachers and new peers** The school will offer daily Community Meetings to introduce new teachers and classmates at the beginning of the school year. Community Meetings will involve virtual team-building activities, introductions, and surveys on interests, learning preferences, and other data collection tools. Intervention Coordinators and teaching teams hold individual sessions with students during daily office hour periods and sessions with families through weekly family outreach events. All teachers and student support team members have the technology they need to facilitate introductions during distance learning, including computers, hotspots, internet access, and assistive learning devices. The school offers training to staff on strategies to engage new students, teachers, and families in distance learning. Evidence-based practices for engagement include restorative practices and positive behavior interventions and supports (PBIS). Teachers are given funds to purchase supplies and equipment to establish suitable distance learning environments and facilitate innovative engagement practices and strategies for all students.

**Ensure Informal Routine Feedback** Access to a school information parent portal enables parents to be connected to their student's academic performance, engagement, and teachers 24 hours a day. This feature keeps parents involved and actively participating in their student's education. The information available to parents in the parent portal includes attendance records, assessments, grades, calendar updates, a message board for policy and promotion updates, and basic student and family contact information. Kingsman Academy partners with LanguageLine to provide on-demand and onsite language interpretation and document translation services.

## **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 a confirmed or suspected coronavirus (COVID-19), exposure to COVID-19, or any other exclusionary criteria in DC Health and OSSE guidance, we will use the following methods, resources, and timeline.

**Student and Family Notification Kingsman Academy** proactively engage staff, students, and families, through various methods of communication. In the event of a confirmed or suspected coronavirus (COVID-19), exposure to COVID-19, or any other exclusionary criteria in DC Health and OSSE guidance, the Student Support Services Team will communicate to families and students using multiple methods, including phone calls, text messages, emails, robocalls, social media, the school's website, and, when safe and appropriate, home visits. Using a third-party platform, KazooHR, teachers, and support staff may host virtual check-in meetings and feedback sessions to identify and meet the individual needs of all students and families requiring intensive support and interventions.

**Staff Notification** Kingsman Academy proactively engages staff through various methods of communication. In the event of a confirmed or suspected coronavirus (COVID-19), exposure to COVID-19, or any other exclusionary criteria in DC Health and OSSE guidance, the Director of Operations will communicate to staff using multiple methods, including phone calls, text messages, emails, robocalls, social media, and the school's website. Using a third-party platform, KazooHR supervisors may host virtual check-in meetings and feedback sessions to identify and meet the individual needs of all staff requiring intensive support and interventions.

**Information Distribution** Information, resources, and updates about confirmed or suspected coronavirus (COVID-19), exposure to COVID-19, or any other exclusionary criteria in DC Health and OSSE guidance or building access may be shared by phone, on our school website, and across multiple social media platforms. Families may receive additional information and updates through scheduled calls, emails, one-to-one sessions, and texts.

**Material Dissemination** In the event of a confirmed or suspected coronavirus (COVID-19), exposure to COVID-19, or any other exclusionary criteria in DC Health and OSSE guidance, Kingsman Academy is committed to uninterrupted learning for all students. Each student will receive their own materials for the academic year. Materials include, but not limited to a Chromebook, hotspot, learning materials, supplies, books, and any equipment required for virtual learning. Materials will not be shared between students or groups. All materials will be sanitized prior to assigning to a student for the duration of its use. Materials and equipment will be available to the student during designated times each week. For students who are unable to travel to school, the materials and equipment will be delivered to the student's residence. The student and family will sign an agreement to take care of the materials and follow behavior policies. School materials that may be used by others (e.g. Chromebook, equipment, supplies, books) will be returned by the student at the completion of the school year. The same process will be repeated for checking in materials. Students are provided with sterilized containers to hold their supplies and personal belongings. In the event that materials are shared between individuals, a thorough sanitation process will take place between users. All materials will be sanitized prior to assigning to a student for the duration of its use. In the event a student may need to borrow materials, the school will provide recently sanitized equipment.

**Support, Feedback, and Outreach** Families and students can complete an online help form to communicate concerns, ask questions, or provide feedback on learning design and policies. To maintain open communication daily with all students and families, individualized family engagement opportunities are offered by the Student Support Services Team.

**Resources, Partnerships, and Supports** The Integrated Comprehensive Services Team (ICS Team) is specifically designed to connect students and families with the services, resources, and opportunities they need to be successful in virtual, hybrid, and in-person learning environments. In the event of a confirmed or suspected coronavirus (COVID-19), exposure to COVID-19, or any other exclusionary criteria in DC Health and OSSE guidance, the ICS Team works to make sure all families have access to resources, including but not limited to food, housing, childcare, healthcare, safety, transportation, and health care treatment. ICS social workers provide individual outreach to students experiencing homelessness to ensure support, resources, and services are provided to access learning platforms and wrap-around services and supports.

**Continuous Instruction** To ensure continuous instruction in the event of a confirmed or suspected coronavirus (COVID-19), the school will use substitute teachers. The school works with a third-party vendor to provide coverage for all core classes, electives, and specialized learning interventions.

## **c. Additional Considerations**

### **i. Family training and support.**

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

**Family Learning and Technology Training** The Operations Team provides computers, hotspots, food, and supplies to students and families through building pick-up and home delivery. Students and families are offered group and one-on-one training on instructional technology and distance learning platforms. Training is held during daily office hours to ensure all students and families can access their school email accounts, the video conferencing platform, and their learning management system accounts. The school maintains a site that provides students and families with links to access distance learning tools and resources. A help desk and support hotline is established for students and families who need assistance with accessing distance learning technology. The school also hosts Wellness Thursdays. During that time, families can receive support with technology, meet with school staff, or receive supplies or medical support.

### **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 Learning and Technology Training** The Operations Team provides computers, hotspots, food, and supplies to staff through building pick-up and home delivery. We offer staff group and one-on-one training on instructional technology and distance learning

platforms. Training is held during daily office hours to ensure all staff can access their school email accounts, the video conferencing platform, and their learning management system accounts. The school maintains a site that provides staff with links to access distance learning tools and resources. A help desk and support hotline is established for staff who need assistance with accessing distance learning technology.

Kingsman Academy is working on reviewing and revising professional development and training in light of lessons learned during the pandemic. Kingman Academy's approach is as follows:

- Training and development on self-care best practices
- Flexible scheduling opportunities
- Staff wellness events
- Training and support for all staff in both creating and delivering coursework regardless of a student's learning environment
- Engaging all teachers and student support team members in a series of training with a focus on using distance learning technology, best practices for remote teaching and learning
- Personalized training and support on implementing the school's personalized education framework
- Expanding technology office hours for teachers and student support team members to receive small-group or one-on-one support for using distance learning technology
- In collaboration with Marzano Academies, the school will offer regular coaching sessions for teachers to receive small-group or one-on-one support for creating and delivering remote coursework
- Increasing opportunities for team members to receive feedback and ensure continuous improvement in the execution of our school model

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

#### **Describe the LEA's expectations in the space below.**

Kingsman Academy is committed to uninterrupted learning for all students regardless of their learning environment. Students are expected to engage in personalized learning opportunities, and activities from 8:30 am to 3:30 pm. Kingsman Academy personalizes instructional delivery depending on the student's identified needs and learning styles. Our virtual learning schedule mimics our on-site learning options with the following anticipated modification, students unable to attend synchronous remote classes may have any time anywhere access to our learning management system, Empower Learning, credit recovery platforms, Plato Courseware, and Edoptions Academy, and personalized reading and math intervention platforms. All students receive individualized and small group support from tutors, special education teachers, and content teachers.

Kingsman Academy is authorized under our charter agreement to offer virtual programming as a school that has been granted a competency-based waiver that allows for virtual programming. By design, Kingsman Academy Public I Kingsman Academy serves students who are at-risk of dropping out of high school because they are over-age and under-credited (OA-UC), have attendance problems, or have behavioral or emotional challenges. The instructional delivery plan for students with medical certifications is aligned to our competency-based academic program and a robust multi-tiered system of supports (MTSS) program. This comprehensive approach to instructional delivery and individualized interventions allows the school to respond to the identified needs of our targeted population regardless of whether the student is experiencing instruction remotely or on-site.

**Instructional Materials** Kingsman Academy is committed to uninterrupted learning for all students. Each student will receive their own materials for the academic year. Materials include, but not limited to a Chromebook, hotspot, learning materials, supplies, books, and any equipment required for virtual learning. Materials will not be shared between students or groups. All materials will be sanitized prior to assigning to a student for the duration of its use. Materials and equipment will be available to the student during designated times each week. For students who are unable to travel to school, the materials and equipment will be delivered to the student's residence. The student and family will sign an agreement to take care of the materials and follow behavior policies. School materials that may be used by others (e.g. Chromebook, equipment, supplies, books) will be returned by the student at the completion of the school year. The same process will be repeated for checking in materials. Students are provided with sterilized containers to hold their supplies and personal belongings. In the event that materials are shared between individuals, a thorough sanitation process will take place between users. All materials will be sanitized prior to assigning to a student for the duration of its use. In the event a student may need to borrow materials, the school will provide recently sanitized equipment.

**Learning Management System** Kingsman Academy uses Google Hangouts for live stream instruction and Empower Learning, an anytime-anywhere learning management system (LMS) aligned to the Marzano Personalized Competency-based Education (PCBE)

framework and our competency-based academic program. With G Suite for Education integration, Empower Learning offers a robust platform designed to help our academics team meet the individual academic and engagement needs of all learners in a virtual environment. Within the Empower Learning platform, students are able to access specifically designed course content and personalized instructional resources remotely, submit assignments, take assessments, communicate with teachers, and access performance reports. The LMS facilitates student voice and choice and self-paced instructional modules. Through the LMS, students receive daily direct instruction through live, face-to-face instruction and engage in course content through customized course playlists, skills-based playlists, activities, tasks, quizzes, and independent projects. Students have multiple avenues to demonstrate content proficiency. The Empower Learning management system allows general and education special education teachers to develop course content collaboratively, design course playlists based on IEP goals, IEP accommodations, and IEP modification, and share grade books to monitor engagement and mastery of individualized skills.

**Credit Recovery** Students requiring intensive credit recovery support have access to over 300 online courses through Edmentum Plato Coursework and online courses and live-stream instruction sessions through Edmentum Edoptions Academy. Curriculum Resources Aligned to our competency-based academic program, Kingsman Academy has adopted The Critical Concepts, a set of standards developed by Marzano Research and aligned to Common Core Standards and Next Generation Science Standards. This set of unpacked standards provides a focused set of measurement topics for each grade level and forms the basis for measurement topics, a set of competencies to be covered in each course. The proprietary curriculum resources cover three general categories of knowledge as part of the content students all students must master: (1) traditional academic content; (2) cognitive skills; and (3) metacognitive skills. Within our learning management system, teachers align instructional resources to course competencies. Kingsman Academy has adopted personalized competency-based best practices for identifying resources and instructional material aligned to measurement topics and proficiency scales.

#### **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.**

Students are expected to engage in personalized learning opportunities and activities from 8:30 am to 3:30 pm. The school designates additional days throughout the year for extended learning opportunities, assessments, office hours, independent learning time (ILT), support services, and post-secondary training, placement, and development. This approach to student and staff schedules allows for uninterrupted learning for students when health and safety guidance changes or when the school facility is closed to staff and students. To best address the learning needs of our students and families, the school will offer both remote synchronous instruction and remote asynchronous instruction opportunities in all core content and elective courses.

**Attendance Metrics** To assess student participation in distance learning, Kingsman Academy takes attendance on a daily basis, counting students as present if they join their virtual classes, log into the learning management system to work on lessons in their personalized playlists, or log into an interventions or credit recovery platform to complete personalized lessons. Our learning management system (LMS) and student engagement platforms will be used to evaluate how students are progressing through competency-based learning courses and monitors student progress in meeting daily remote learning engagement expectations in real-time.

**Attendance Interventions** To track students who have not engaged in distance learning, Kingsman Academy's support points of contact are reaching out to students and families through multiple methods of communication, including neighborhood and home visits where appropriate and safe. In addition, Kingsman Academy has created incentives to participate in distance learning using the preexisting PBIS program and software. To eliminate barriers to participation, Kingsman Academy has provided all students with computers, hotspots, food, and supplies through building pick-up and home delivery.

### **Student and Staff Well-Being**

**Beyond 2022-23 Health and Safety Plans, OSSE is not asking LEAs to submit further plans for student and staff well-being in SY22-23. This does not discount the pandemic's impact on the physical, social-emotional, mental and behavioral well-being of those in the community. LEAs should continue to pursue strategies to promote the health**

of students, staff and families, and OSSE stands ready with support and technical assistance. To learn more about how LEAs should promote student and staff well-being, see [OSSE's 2022-23 Guiding Principles for Continuous Education](#) .

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

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

### **2022-23 Health and Safety Plans**

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

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

<https://www.kingsmanacademy.org/public-information-link>

### **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**

iv. Longer school year ; v. Summer programming

##### **b. Instructional Changes**

High-impact tutoring ; New uses of staff planning time for accelerated learning ; New professional development for staff -accelerated learning

##### **c. Staffing and Related Support**

Additional staffing ; Additional vendor and/or community partner support

##### **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.**



**High-impact Tutoring** Third-party vendor, Tutor Partners to provide one-to-one and small group instruction in reading and mathematics to academics priority area students

**Longer School Year** Kingsman Academy implemented a year-round school calendar. The calendar allows for extended learning opportunities, extended assessment windows, and better alignment to our school model and academic calendar

**Summer 2021 Programming** Kingsman Academy implemented a year-round school calendar effective July 6, 2021. Students have extended opportunities to enroll in credit recovery and receive personalized supports and interventions.

**Summer 2022 Programming** Kingsman Academy implemented a year-round school calendar effective July 6, 2021. Students have extended opportunities to enroll in credit recovery and receive personalized supports and interventions.

**New uses of staff planning time for accelerated learning** Kingsman Academy built-in extended time for staffing development and training throughout the extended school year. Training options are personalized and self-paced for all staff.

**New professional development for staff on accelerated learning** Marzano Academies provides individual training and coaching to staff on personalized competency-based education.

**Additional vendor and/or community partner support** Third-party vendor to provide health and wellness support to students, staff, and families

**Additional staffing** Additional staff role in supporting staff mental health and well-being

**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**

To meet expectations of timely assessments and final eligibility determination, the school has identified the need to increase the number of related services providers and add additional school psychologists to support initial and revreevaluation for special education service eligibility. In addition, the influx in students with expired IEPs and eligibility will require additional support.

**ii. The LEA's plan to address those barriers**

The school has engaged third-party vendors to provide additional support in eligibility, evaluation, staff training, case management, and related service providers. The school has identified third-party providers available to offer virtual and in-home evaluation and related services. The school has purchased new software to manage the internal workflow of the IEP process, eligibility, real-time data review and collaboration, and robust reporting on special education services, assessments, progress monitoring, and evaluations.

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

**The School Support Team** ensures the completion of evaluations and provides updates on evaluation progress each week. Progress is tracked through our internal special education management systems, and updates are communicated to families. If families are disengaged or non-responsive, the school offers a variety of supports and services to keep families informed of the evaluation process and progress.

To proactively address barriers to family communication and engagement in the evaluation process, The Integrated Comprehensive Services Team is responsible for conducting home visits and connecting families with the services, resources, and opportunities they need to be successful in all learning environments, including food, housing, childcare, healthcare, safety, transportation, and treatment for mental health and substance abuse. Kingsman Academy implements evidence-based practices to support social-emotional, mental, and behavioral health needs.

**Referral Process** Students, staff, and families can submit a referral or request support for social-emotional, mental, and behavioral health needs through our school website, our school information portal, and our positive behavior support software platform. Staff, families, and students can also request support and services during scheduled check-in meetings with the school Student Support Services Team or every Thursday during Wellness Day each week. Mental health providers and psychologists are also on-site to support evaluations, and provide walk-in individual and group behavioral health counseling sessions to students and families.

**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.**

**Revamped Student Data Collection Systems and Increased IEP Progress Monitoring** All students will undergo an initial placement process to determine their current level of academic functioning. The school will analyze historical academic records and use a variety of tools to assess student needs including, but not limited to, learning style inventories, diagnostics, behavior screeners and risk assessments, career inventories, IEP data review, and goals development. Data will be collected and used to create personalized learning and intervention plans for students that outline progress, pacing, proficiency, and individualized growth targets. The data collection and review process allows special education case managers to collect data and monitor the progress for students with disabilities. The competency-based academic framework allows for a wide range of approaches and opportunities to assess mastery of content. Assessments take many forms, including presentations, portfolios, performance-based assessments, demonstrations, projects, individualized assignments, and tests, but all tasks, assignments, and instructional resources must be aligned to content outlined in a proficiency scale. Assessment data is used to inform a student's present level of performance in the IEP. The service delivery team (SDT) meets weekly to review student data, determine goals, establish intervention plans, and outline a timeline for progress monitoring. IEPs are updated to reflect a student's progress of goal mastery and the effectiveness of evidence-based interventions.

**Increased Frequency of IEP Progress Monitoring and MTSS Data Review** Data is reviewed every six weeks, and IEP meetings are held when amendments are required. Progress is tracked, and updates are reflected in the student's IEP progress report. IEP progress reports are distributed to students, staff, and families every six weeks.

**Improved Aligned of Academic Model to Special Education Service Delivery** The academic framework ensures that the implementation of accelerated and distance learning strategies do not result in the segregation of students with disabilities from their non-disabled peers. Specifically, the school's academic scope and sequence replace the traditional age-and grade-level course sequence with academic functional levels (AFLs), a set of six readiness levels aligned to our mission to provide an individualized and rigorous education in a supportive environment to prepare scholars for post-secondary success and responsible citizenship. Our academic program design model is adopted from the National Reporting Systems (NRS) to increase accountability for schools serving students with significant gaps in age- and grade-level content knowledge; AFLs aligned to grade-level bands articulate a progression of essential skills and core competencies a student is expected to know and apply at each phase of post-secondary readiness. Kingsman Academy organizes the Marzano Critical Concepts in all subject areas into six EFLs. Measurement topics outline the skills that can be expected from a student functioning at that level.

**Kingsman Academy is committed to individualizing academic engagement for all students, including students with disabilities.** Our school model framework connects key features of personalized learning with individualized interventions necessary to fully implement an inclusive learning environment for all students regardless of their age, engagement challenges, disabilities, or risk status. Our academic framework is aligned to the following Marzano personalized education principles. When designing our personalized learning plans for all students, including students with disabilities, we consider the following design questions:

- Students move on to the next level within a subject area only after they have demonstrated proficiency at the current level
- Students have extended time to master course competencies
- Students have multiple opportunities and ways to learn specific content
- Students have multiple opportunities and ways to demonstrate proficiency with specific content
- Development of student agency is a central focus in addition to proficiency with academic content
- Students have choice in the teaching and learning process

- Students have voice in the teaching and learning process

**Students with Disabilities Plan** Kingsman Academy will take the following steps to ensure that students with disabilities are assessed upon return to school to determine the nature and extent of interrupted instruction on their receipt of educational benefit. The school will update IEPs as appropriate to ensure supports design to ensure access to accelerated learning for all students, including students with disabilities.

- Students receive one-to-one and small group personalized instruction in reading and mathematics
- Special education teachers and general education teachers use multiple service delivery models, including coteaching, co-planning, individualized support, and blended learning supports.
- Lessons are differentiated to ensure the success of all students in the class. Teachers develop personalized playlists aligned to IEP goals, transition plans, and accommodations for students with learning disabilities.
- Data is disaggregated and monitored to ensure that all students are successful. Early warning systems are in place to track progress on IEP goals, mastery of course content, and pacing status.
- Special education teachers participate in tiered professional learning to support the development of all skills across content areas.
- The school uses a multi-tiered system of support (MTSS) to identify the needs of all students, especially students with learning disabilities and students requiring intensive social-emotional and behavioral interventions.
- Positive Behavior Intervention Support (PBIS) promotes prosocial behavior and supports the development of social-emotional learning skills. Students who continue to experience academic difficulty or miss assignments work collaboratively with their teaming team and support staff to develop a plan for academic success.
- In addition to direct program instruction required by the Individuals with Disabilities Education Act, special education teachers, case managers, related service providers, and teachers work collectively to identify and support the needs of students with disabilities
- Through the use of this flexible grouping model, teaching teams provide targeted services to any student who is in need.
- We engage the Integrated Comprehensive Services (ICS) Team to connect students and families with the services, resources, and opportunities they need to be successful in any learning environment, including food, housing, childcare, healthcare, safety, transportation, and treatment for mental health and substance abuse issues. An ICS social worker provides individual outreach to all students experiencing homelessness to ensure support, resources, and services are provided to access remote learning platforms and wrap-around services and supports

**Students with Disabilities Assessment Plan** Aligned to our competency-based academic program, the school will:

- Assess students' mastery of content using learning matrices and the school's learning management system to ensure students with disabilities are assessed upon return to school and determine the severity of learning loss
- Administer screeners, diagnostics, surveys, and interventions to ensure recovery services are provided
- Provide small-group and one-on-one instructional support
- Assign special education teachers and coordinators to ensure coursework, assignments, and assessments incorporate the accommodations and modifications identified in students with disabilities' IEPs.
- Employ specifically designed tools in the learning management system to allow teaching teams, service providers, program directors, and special education coordinators to deliver and monitor specialized supports in the virtual learning environment.
- Provide related services remotely using vendors trained in teletherapy.

**Less Restrictive Environment** Kingsman Academy will work with special education experts, families, and staff to problem solve challenges and provides specialized instruction and related services to ensure the least restrictive environment.

- All students have access to the core curriculum
- Teaching teams support students and provide supports, accommodations, and modifications. Teaching teams consist of dedicated aides, paraprofessionals, special education teachers, general education teachers, and clinicians.
- Students with disabilities can connect one-on-one with special education teachers, content teachers, service providers during independent learning time
- Students requiring intensive support are offered one-to-one sessions during independent learning time

**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.**

**Evaluation and Communication** Kingsman Academy will use six-week data cycles to measure student proficiency, growth, and progress on course measurement topics. Progress monitoring, goals setting, and weekly data and intervention meetings will take place

through the MTSS process. The school has developed a robust early warning system to proactively measure student progress on academic and engagement benchmarks in real-time and intervene where students are struggling or need support. At the end of each marking period, meetings are held with families to discuss student progress, interventions, support, and services.

- The School Support Team tracks service provision to determine, at the end of the year and in consultation with counsel, whether compensatory services will be required
- The Integrated Comprehensive Services team provides additional support upon request to support family members with disabilities who need the school's assistance to support their students' learning
- We ensure all students are able to access their school email accounts, the video conferencing platform, and their learning management system accounts.
- We maintain a site that provides students and families with links to access distance learning tools and resources.
- The school makes accommodations and modifications required for students with disabilities to engage in learning fully

To comply with the Individuals with Disabilities Education Act and Section 504, Kingsman Academy will:

- Continue to integrate compliance with relevant special education laws into the school design, as described in our approved competency-based application
- Hold regular IEP meetings virtually.
- Engage vendors to provide related services and conduct assessments remotely.
- Coordinate with nonpublic schools, education advocates, and attorneys to ensure students enrolled in nonpublic schools
- Receive specialized instruction, related services, and other supports as provided in their IEPs and in accordance with applicant law
- Convene teams to amend students' IEPs, where required or appropriate Consult regularly with special education counsel to ensure learning is compliant with relevant special education laws and guidance

### **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.