

SY 2021-22 Continuous Education Plan (CEP)

LEA Name: Kingsman Academy PCS
LEA Head of School Name: Kennesha Kelly
LEA Type: Middle School;High School
Date Generated: 08/19/2021

Background and Purpose

The Office of the State Superintendent of Education (OSSE) asked all local education agencies (LEAs) to develop **Continuous Education Plans (CEPs)** for the 2021-22 school year in order to communicate a detailed explanation of their plans to provide both a full 6-hour day of in-person instruction for all students five days a week and to offer distance learning under limited circumstances, including to students with medical certifications; to accommodate staff or students needing to quarantine; and in response to changes in public health conditions. Additionally, LEAs will use the CEPs to communicate to OSSE and the public their plan for supporting a **Safe Reopening, Student and Staff Well-Being, and Accelerated Learning**. For LEAs receiving ESSER III-ARP funds, the CEPs also satisfy US Department of Education requirements for developing plans for a safe return to in-person instruction and continuity of services, as well as plans for the use of ESSER III-ARP funds. **The plan below has been approved for these purposes.**

The CEP application was 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 Safe Reopening, 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.

LEAs receiving ESSER III-ARP funds must update their plan every six months, at a minimum, between the date of publication and Sept. 30, 2023. LEAs not receiving ESSER III-ARP funds may choose to periodically update their plans based on the evolving nature of the District's response to the pandemic. Additional questions pertaining to the implementation of these plans should be directed to the school and LEA.

Application Questions

Safe Reopening

1.B: Support Across Learning Environments

1. For LEAs serving PK-12 grades: **Delivering Full-Time In-Person Learning: Describe the LEA's operational plan to offer five full days of in-person learning to all students, including:**

- a. Whether the LEA can accommodate all students in person five days per week in its current physical space, and, if not, the LEA's plan for securing additional space; while on school grounds, on school buses and while participating in any school-related activities, including physical education and sports; and
- b. Whether the LEA can accommodate all students in person five days per week with its current staffing levels, and, if not, the LEA's plan for securing additional staff; and
- c. The LEA's operational plan for providing time-limited distance learning in the following situations. Describe, in detail, student and staff schedules and the plan for distributing educational materials:
 - i. For students or staff excluded from school due to confirmed or suspected coronavirus (COVID-19), exposure to COVID-19, or any other exclusionary criteria in DC Health and OSSE guidance; and
 - ii. For closure of an entire campus due to an outbreak of COVID-19 or evolving public health conditions.

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. Our school calendar and the competency-based academic model overview are attached.

Physical Space Accommodations

The operations plan can be implemented in our current facilities.

Staffing Accommodations

The operations plan can be implemented using our current staff and anticipated hires.

Confirmed or Suspected Coronavirus Operational Plan

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 supports 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 supports 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 resident. 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 the 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.

Closure Due to Outbreak Operational Plan

In the event of an unexpected closure or partial closure, we use the following methods, resources, and timeline.

- **Student and Family Notification** Kingsman Academy proactively engages students and families through various methods of communication. In the event of a closure due to an outbreak, 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 supports and interventions.
- **Staff Notification** Kingsman Academy proactively engages staff through various methods of communication. In the event of a closure due to an outbreak, 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 supports and interventions.
- **Information Distribution** Information, resources, and updates about school closures due to an outbreak 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 closure due to an outbreak, 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 resident. 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 the virtual, hybrid, and in-person learning environments. In the event of a closure due to an outbreak, 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 homeless 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 an unexpected closure or partial closure, 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.

2. For LEAs serving PK-12 grades: Distance Learning for Students with Medical Certifications: Please share more about the LEA's plans to offer distance learning for students with medical certifications, including:

- **a. Who will deliver the LEA's distance learning program for students with medical certifications (select one):**

- The LEA itself
- Another District LEA (please select name)
- One of a consortium or partnership of District LEAs sharing staff and/or resources to deliver distance learning (please select name(s) of partner LEAs)

- **b. How the LEA will deliver its distance learning program (select one):**

- Centrally at the LEA level
- By campus/at the school level
- Both (please describe the LEA's approach)

- **c. District regulations require a 6-hour instructional day for all students. Describe the LEA's approach to ensuring that students participating in distance learning receive comparable instructional time and coursework as students attending school in person, with access to real-time, synchronous instruction and support from teachers.**

Kingsman Academy is committed to uninterrupted learning for all students regardless of their learning environment. Kingsman Academy personalizes instructional delivery depending on the students' identified needs and learning styles. Our virtual learning schedule for students with medical certifications mirrors that of the students who attend 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, Platocourseware and Edoptions Academy, and personalized reading and math intervention platforms. All students receive individualized and small group support from our 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

- For students with medical certifications, 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 resident. 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.

Instructional Hours

- 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 due to an acute outbreak or citywide declaration.
- 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.

- **d. Describe how the LEA will ensure that students with medical certifications have access to the technology necessary to actively participate in distance learning environments;**

For students with medical certifications, 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 resident. 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.

- **e. Describe how the LEA will continue to provide resources to families of students with medical certifications to support distance learning, including materials, set-up of effective spaces for learning and technology training for families; and**

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. 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 supports and can provide feedback continuous learning opportunities. In morning community meetings students can provide input and feedback to staff about continuous learning.

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 the virtual, hybrid, and in-person learning environments. In the event of a closure due to an outbreak, 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 homeless to ensure support, resources, and services are provided to access learning platforms and wrap-around services and supports.

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 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

- **f. Describe in detail the model for the distance learning program for students with medical certifications, including the instructional methods (e.g., student-guided instruction, etc.), and platforms (e.g., the product name if using a learning management system (LMS)), and materials (e.g., textbooks, teacher-generated resources, computer software, etc.) in the program.**

Learning Model Our competency-based academic program, Personalized Competency-based Education, is designed to meet the academic needs of all students. By design, 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 academic model 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.

Teaching teams, program directors, administrators, and support staff work together to identify barriers to academic engagement and coordinate supports for students and families. General education and special education teachers provide direct instruction in small groups. Teaching teams personalize activities and tasks and create virtual lessons aligned with cognitive and metacognitive skills. Teachers use external instructional resources in managing students working on different concepts simultaneously through Empower Learning, our learning management system. Teachers also identify subscription-based sites for students who need additional supports. Students can

track progress and status on all academic, cognitive, and metacognitive measurement topics through Empower Learning. Because Kingsman Academy uses standards-referenced reporting, administrators can monitor instructional time and provide interventions to students.

Because our academic framework is aligned to a competency-based framework. The following practices are in place to identify and provide individualized academic intervention to students:

- 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

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 remotely access specifically designed course content, personalized instructional resources, 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 PCBE best practices for identifying resources and instructional material aligned to measurement topics and proficiency scales

Student and Staff Well-Being

2.A: Whole Child Supports

3. Describe the LEA's plan for supporting students' social-emotional, mental and behavioral health needs

during continuous learning and school recovery, including:

- **a. How the LEA will provide opportunities for social-emotional learning, relationship building and mental health awareness for all students;**
- **b. How the LEA will screen and refer students for mental and behavioral health needs, whether the LEA will employ a universal screening approach, and how it will be implemented if so; and**
- **c. How the LEA will provide direct mental and behavioral health services for students in need.**

At Kingsman Academy, we serve the whole student. Kingsman Academy works with experts to identify universal screeners and diagnostic assessments (ACEs, Casey Life Skills, Ohio Scales, etc) to identify, assess, and support social-emotional learning needs through our MTSS process. Service Delivery Teams review data, work to problem individual student challenges, monitor our early warning systems, and create personalized intervention and learning plans for each student. The school also expanded course offerings of health and wellness courses, seminars, and supports. In addition to courses and support services, all students now have free access to Talkspace. Kingsman Academy partners with Talkspace to provide students with mental health supports needs anytime, anywhere. The school posts social-emotional, mental, and behavioral health-related announcements, resources, events on our school website, social media, our school newsletter, and within our school information system.

The Integrated Comprehensive Services Team is responsible for connecting students 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 during continuous learning and school recovery.

Referral Process Students, staff, and families can submit a referral or request support for social-emotional, mental, and, 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 are also on-site to provide walk-in individual and group behavior health counseling sessions to students and families.

Interventions and Supports Kingsman Academy offers a robust Positive Behavior Interventions and Supports (PBIS) online software systems. Students receive school-wide recognition, points, and rewards for meeting virtual learning expectations, demonstrating mastering of skills, and upholding our school's five promises. A dedicated team of behavior interventionists, intervention specialists, social workers, and program directors work to provide targeted behavior interventions and supports to all students. In weekly meetings teachers, special education case managers, and related service providers collaborate to provide tiered behavioral and academic support to students. The School Support Services team also monitors learning engagement activities to ensure that students are actively engaged in learning opportunities. Support staff check-in with students via phone calls, Google Hangouts, email, and other engagement platforms. In addition to school-based clinical service providers, Kingsman Academy partners with Hillcrest Children Center to provide school counseling, psychological and social services, and social and emotional supports to our school community.

Intensive social-emotional learning skill development

- Students master metacognitive skills in addition to traditional content knowledge.
- Metacognitive skills are taught across the curriculum and help students self-assess, learn executive control over their actions, perform mental and physical actions, and become more self-aware.
- Learning progressions describe steps students and teachers need to take to eventually reach a metacognitive learning target.
- Related service providers, behavior support staff, and teachers work collaboratively to teach and assess skills to improve social-emotional learning outcomes.
- To facilitate student agency teachers create and use standard operating procedures (SOPs) and integrate student voice and choice in the teaching and learning process.

4. Describe the LEA’s proactive approach to behavior and discipline that accounts for the challenge of transitioning from distance learning back to the school building, as well as how the LEA will use positive, relevant and developmentally appropriate discipline practices, including possibly using a trauma-informed and/or restorative justice framework for discipline.

The Discipline Policies and Procedures of Kingsman Academy serve as a guideline to promote positive school culture in a safe, supportive learning environment as students transition back into the school building. Kingsman Academy will engage with experts to support student transition back into the school building. School rules and policies are enforced through a tiered framework of positive behavior supports, restorative justice practices, and consistent consequences for disruptive conduct. This evidence-based approach to discipline management offers a continuum of interventions that foster self-discipline, personal accountability, and pro-social behavior. Expected behaviors for students who are learning remotely are similar to those for the physical school community. The primary objective of the Kingsman Academy Code of Conduct is to ensure progressive and developmentally appropriate responses to each discipline infraction.

In the event that students violate the Code of Conduct, faculty and staff members will engage cooperatively with students and families to address and solve behavioral concerns. Violations of the Code of Conduct may, however, also result in consequences. Kingsman Academy has a progressive discipline policy whereby consequences and interventions escalate as behaviors recur or increase in severity. All disciplinary issues are handled on a case-by-case basis and determination of the level of an infraction and the appropriate consequence is at the sole discretion of the Kingsman Academy faculty and staff members. The following, however, provides general guidance to progressive discipline infraction levels and tiered interventions. A student engaging in Level 4 (Aggressive or Unlawful Behavior) or Level 5 (Violent and Unlawful Behavior) may result in a student being excluded from a virtual class and assigned to a one-on-one virtual learning support environment to receive intensive behavior supports, clinical or therapeutic behavior support or other restorative supports in accordance with our code of conduct. Intervention coordinators will notify families through their preferred method of communication of the intervention plans in place to help students learn the skills to meet the learning expectations.

Tier 1 - Positive Behavior Supports	Tier 2 - Restorative Practices and Therapeutic Supports	Tier 3 - Administrative Disciplinary Actions Student-teacher behavior conference
Student-teacher behavior conference Positive reinforcement Individualized replacement skills lesson, assignment, and assessment Family outreach Behavior reflection Development of individual behavior contract Loss of privileges Peer to peer mentoring Attendance intervention plan Class attendance contract	Peer court Peer mediation Individualized incentive plan Virtual group/individual counseling Virtual community/volunteer service requirements Mentoring program Restorative approaches Individualized academic support Peer mentoring Attendance conference	Parent-Administrator conference Academic failure Multi-Disciplinary (MDT) meeting Involuntary withdrawal from class Referral to a community-based support organization Student-Administrator restorative conference Referral to a community organization Alternative Virtual Learning Community

<p>Afterschool support</p> <p>Peer-to-Peer instruction</p> <p>Personalized learning planning</p> <p>Student-teacher academic conference</p> <p>Learning style inventory</p> <p>Skills-based baseline assessment</p>	<p>Restorative approaches</p> <p>Responsibility conference</p> <p>Behavior coaching</p> <p>Guidance counselor referral</p> <p>Behavior assessment Virtual home-visit</p>	
---	--	--

Kingsman Academy partners with Restorative DC, Marzano Academies, and Collaborative Proactive Solutions to proactively approach behavior and discipline that accounts for the challenge of transitioning from distance learning back to the school building. A student with missing and/or incomplete coursework due to disciplinary action will have an opportunity to continue coursework through ILT, office hours, or one-to-one support with a teacher or support staff members. Plans to make up missed content will be outlined in the student's personalized learning and intervention plans. Plans are created in collaboration with behavior support staff, content teachers, special education teachers, special education coordinators, clinicians, students, and families.

5. For LEAs serving PK-12 grades: Describe how the LEA will ensure access to nutritious food for all qualifying students regardless of their learning environment, either through meal service managed by the school and/or through referral to community resources.

Kingsman Academy contracts with Preferred Meals to ensure access to nutritious food for all qualifying students regardless of their learning environment:

- For students who access our school through virtual learning, meals will be available for pick up each Thursday from 2:30 pm to 5:30 pm. Meals will be delivered for students unable to visit the school building.
- For a single student who is self-quarantining due to a potential exposure outside of the school, meals will be delivered for students.
- In the advent that a cohort(s) of students will need to learn remotely due to temporary quarantine restrictions, meals will be delivered for students.
- In the advent our entire campus is unable to operate an on-site educational program for a finite period of time, meals will be made available to all families at designated times and locations. A meal delivery option will be available to all families.

2.B: Educator Wellness

6. Describe the LEA’s plan for supporting teacher and staff social-emotional and mental health needs during continuous learning and school recovery, including:

- **a. Applicable professional development opportunities in the areas of trauma-informed practices, including grief and loss, to support educators’ own social-emotional and mental health; and**
- **b. How the LEA might offer access to mental health supports for staff internally or through established partnerships with community organizations.**

Kingsman Academy has implemented several initiatives to support teacher and staff social-emotional and mental health needs during continuous learning and school recovery:

- Training and development on self-care best practices
- Full-time mental health provider for staff
- Flexible scheduling opportunities
- Weekly staff wellness events
- Trauma-informed care development
- Training and support for all staff in both creating and delivering coursework regardless of a students' 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

Sample school partners with the following organizations to review and revise professional development and training:

- Free access to Forward, offers anytime, anywhere preventative health care support and mental health services
- Marzano Academies provides individual training and coaching to staff on personalized competency-based education
- Insperity (PEO) provides continuing education courses, tuition reimbursement, and employee assistance programs
- Free access to Talkspace, Headspace

2.C: Family Engagement

7. Describe how the LEA will communicate with families about safe reopening, student well-being and accelerated learning, including:

- **a. How the LEA will solicit and incorporate student/family feedback on these plans, both before the school year starts and consistently as the school year progresses;**
- **b. How the LEA will communicate its CEP to families, specifically its approach to safe reopening, ensuring student well-being, addressing interrupted instruction, and accelerating learning, including how the LEA will reach families who speak a language other than English; and**
- **c. How and when the LEA will communicate with families their student's status and progress with learning as informed by LEA-selected assessments.**

To ensure that students and families can fully engage in continuous learning opportunities and stay informed on school operations regardless of 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 supports and can provide feedback 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 family 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 classmates 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.

2.D: Attendance and Re-Engagement

8. Describe the LEA's approach to re-engaging students who were consistently less engaged with distance learning in the 2020-21 school year, including how the LEA is identifying these students and conducting individualized outreach to students and families to reengage them in learning in the 2021-22 school year.

Kingsman Academy offers multiple methods of instructional delivery to meet the demands of our learners and support the needs of our targeted population. All courses are offered on campus in small classes in a supportive therapeutic environment, online through virtual learning opportunities, through community-based instruction facilitated by school teachers and support staff, or through blended learning practices. All students are provided Chromebooks and hotspots with unlimited internet access to engage with instructional resources and learning systems. Kingsman Academy offers door-to-door transportation services to students.

Kingsman Academy has adopted the Marzano PCBE instructional delivery best practices. Aligned to the PCBE framework, Empower Learning, our robust learning management system (LMS), enables the school to offer anytime, anywhere personalized learning. Through the LMS teachers work collaboratively to create online classrooms, develop personalized learning plans for students in the form of course playlists, group and monitor students based on need, establish learning expectations, promote peer-to-peer collaboration, manage student work, and monitor pacing.

Recognizing the need to identify and proactively address barriers to school engagement, Kingsman Academy offers a menu of services to increase student engagement. Our school model focuses on school culture, academics, and supportive services. Below is a description of some of the evidence-based practices and services currently offered by our school:

- **Small Class Sizes:** All students benefit from small class sizes and a small student-to-teacher ratio. Most classes have twelve or fewer students.
- **Integrated Comprehensive Services:** A dedicated team is assigned to support all challenges, including housing difficulties, physical or mental health issues, transportation, and student engagement. We also have a food pantry and clothing bank at the school where students and family members can get food, clothing, and personal care items for free.
- **An Advisory Model:** All students receive personalized support and individualized outreach from a teacher and support staff.

For our advisory model, Kingsman Academy has adopted EL Education core practices for Crew. Each student is assigned to a crew with one or more crew leaders. Crews meet throughout the week to build school culture and increase student engagement.

- **Individualized Instruction and Additional Resources for All Students:** All students at Kingsman Academy are assigned to a targeted academic program designed to address their unique needs. Each student has an individualized learning plan that outlines goals knowledge, skills, and credits needed to graduate. Additional resources are available to all students including credit recovery and targeted and extended learning.
- **Specifically Designed Programs to Increase Student Engagement:** Students are offered a diverse range of engaging classes, clubs, and activities during and after school.

To assess student engagement, 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 in to an intervention 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.

Engagement 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.

- Support Staff will contact absent students and families by email, text, and phone to determine the reason for absence and determine what’s needed to ensure future attendance.
- Students who meet the definition of chronically absent will be reported to child and family services, as required by law
- Support staff will be assigned cohorts of students for interventions based on the following MTSS engagement cohorts

Accelerated Learning

3.A: Set Clear Goals and High Expectations for All Students

9. How did the LEA adjust its approach to standards, curriculum, instruction, and assessments due to the pandemic in the 2020-21 school year? Please select all that apply:

- Taught fewer standards than in a typical school year / not able to teach all the standards
- Taught a narrowed or prioritized set of standards relative to a typical school year
- Did not adjust standards / Taught the same standards as a typical year
- Adjusted curricular scope
- Adjusted curricular sequence
- Did not adjust curriculum / followed same curricular scope and sequence as a typical year
- Adjusted types of assessments administered
- Adjusted assessment administration schedule and/or frequency
- Adjusted use of assessment data for planning instruction

10. Describe the LEA’s approach to assessing the extent of interrupted instruction in the upcoming 2021-22

school year, including:

- **a. For which content areas do your schools plan to administer non-state summative assessments in the 2021-22 school year?**

- English language arts (ELA)
- Math
- Science
- English language proficiency

- **b. Which assessment tools the LEA will use to measure student learning and interrupted instruction throughout the 2021-22 school year for all grade levels, including details on the content areas and grade levels for which each will be used. This list of assessment tools may include, but is not limited to, diagnostic, screener, interim, benchmark, end-of-course and end-of-year assessments;**

The school's policy for identifying and administering assessments during SY 2021-22 is aligned to our assessment, data collection, and progress monitoring process outlined in our approved competency-based academic application submitted to DC PCSB. Aligned to our competency-based academic program and best practices for assessing alternative populations, a single assessment is never be used to determine a student's performance level, promotion status, or final grade. Using an evidence-based approach to measuring student learning, measuring proficiency and learning loss as outlined in our competency-based learning application, avoids problems associated with over-testing and relying heavily on a single assessment to determine mastery, identifying areas of concern, present levels of performance, and interventions needed to close gaps. In order to close achievement gaps for our targeted population, students must know their status and growth expectations on specific measurement topics and competencies. This information allows students to clearly know what they need to learn to improve and advance. Teachers have similar information to know how to personalize instruction to make sure students progress through content at an individualized pace.

The school uses a variety of assessment tools to monitor student growth and achievement, including Scantron, GAIN, and STAR. Data is used to monitor progress and performance levels.

- **c. A calendar or timeline showing when the LEA intends to administer each local assessment during the school year (please provide estimated date ranges if the calendar is not yet set);**

The school's timeline for administering assessments during the school year is outlined in our approved competency-based academic application submitted to DC PCSB. Kingsman Academy will use six-week data cycles to measure and monitor student proficiency, growth, and progress on course measurement topics. This schedule allows the school to regularly report student progress and demonstration of proficiency and course completion, to enforce credit-earning policies, to adhere to graduation and promotion timelines, to provide consistency in grading and reporting for DC PCSB competency-based application accountability and reporting requirements

- **d. Whether you set goals for performance on non-state summative assessments, and, if so, for each assessment, content area, and grade level:**
 - i. Whether these goals are set by the assessment provider or are determined by the LEA; and**

ii. How you set and track on these goals over time and, in particular, this year (2021-22) if you are introducing new approaches, including whether there are any new procedures or processes you are using and whether there are differences across schools, specific groups of students, content areas and/or grades; and

Performance goals on non-state summative assessments are outlined in the school's approved competency-based application attached.

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 virtually and used to create personalized learning plans for students that outline progress, pacing, proficiency, and individualized growth targets. 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.

Measurement Topics Each course is aligned to a set of measurement topics. All courses have clearly defined measurement topics or competencies that students must master to advance to the next course or academic functional level. Measurement topics allow teachers to know which topics need to be covered in each subject area and across each grade level. Teachers can keep track of how students are performing topic by topic.

Proficiency Scales In our competency-based academic program, every measurement topic has an accompanying proficiency scale that identifies the progression of learning targets students must master to pass a course. The proficiency scales offer clear guidelines on what students must know and how teachers will determine mastery of the learning targets in a course. These proficiency scales ensure alignment of curriculum, instruction, assessment, and feedback while serving as a framework for high-quality classroom assessment. Scales are developed with an increasing level of rigor from a score of 0.0 to 4.0 with 3.0 being the required level of proficiency to progress.

Kingsman Academy adopted Marzano Research's proprietary tool that presents proficiency scales aligned to each measurement topic across the entire core curriculum. The tool displays learning progression and articulates levels of knowledge and skills across all grade levels and courses.

- **e. How the LEA will use this non-state summative assessment data to monitor student progress and adjust instruction across learning environments throughout the 2021-22 school year, including whether and how this approach differs across schools, specific groups of students, content areas and/or grades; and**

Aligned to our competency-based academic program and proposed Alternative Accountability Framework (AAF) goals, 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. Kingsman Academy will adhere to data and progress monitoring requirements as outlined in our approved competency-based academic application and indicators outlined in our proposed AAF goals. The school will engage in a school-wide data analysis of student performance to confirm content instruction is providing equitable results for student learning and growth.

- **f. For LEAs with students attending non-public special education schools: Please describe how you are collaborating with the non-public school to assess the extent of interrupted instruction for students.**

Special education coordinators are assigned to students attending non-public. Coordinators meet with non-public support teams at the end of each marking period to discuss student progress, problem solve challenges, and coordinate interventions, support, and services to non-public students and their families.

3.B: Employing Intentional Strategies for Accelerating Learning

11. Describe the LEA's overall approach to addressing interrupted instruction and the need to accelerate learning for students in the coming 2021-22 school year, including how it will collect, analyze and use data from multiple sources to inform instruction.

Learning and Acceleration Overall Approach

To address interrupted instruction and the need to accelerate learning for students in the coming 2021-22 school year, Kingsman Academy adopted the evidence-based, student-centered Marzano Research personalized competency-based education (PCBE) framework, which allows us to respond more appropriately to the identified needs and concerns of our targeted student population—students who are over-age and under-credited, have attendance problems, or have behavioral or emotional challenges.

Kingsman Academy regularly engages key stakeholders and partners to help identify priorities and practices to improve, help more students complete high school, increase student engagement, and close academic achievement gaps. Based on needs assessments, strategic planning, school improvement planning, and the review of student performance data, Kingsman Academy has identified several priorities and practices to improve student high school completion rates, increase student engagement, and close gaps in academic achievement.

The PCBE framework guides rigorous instructional content and promotes academic growth and proficiency for all students. In this model, content is clearly defined and meaningful, focusing on fundamental and relevant knowledge and skills necessary to succeed in a global community. The framework facilitates high expectations for all students, and content and skills are sequenced appropriately and taught effectively. Across all content areas students have multiple opportunities to learn and show mastery within specific academic content. In addition, student's voice, choice, and pace allow them to take ownership of their learning and make informed decisions to improve their academic outcomes.

In planning for the instructional approach to be scaled across the school for maximum impact and sustainability, Kingsman Academy has adopted the seven Marzano Research design principles for our educational program:

- What content will be addressed?
- How will the learning environment support student agency?
- How will instruction support student learning?
- How will teachers measure student proficiency?
- How will scheduling accommodate student learning?
- How will reporting facilitate student learning?
- How do schools and districts transition to the PCBE system?

We identified the following PCBE tenets, priorities, and practices as critical to student and school success at Kingsman Academy:

- Measurement Topics and Proficiency Scales: Core and elective course content articulated as measurement topics with accompanying proficiency scales.
- Classroom Assessment: Classroom assessments track students' growth and determine their current status on each measurement topic.
- Reporting and Grading: A robust learning management system supports standards-referenced or competency-based instruction.
- Cognitive and Metacognitive Skills: Teachers receive coaching and support from national experts in direct instruction in cognitive and metacognitive skills.
- Blended Instruction: Teachers, instructional leaders, and Marzano coaches work together to design online instruction in such a way that any student can receive virtual instruction independently at any time.
- Vocabulary: Teachers, instructional leaders, and Marzano coaches work together to design a curriculum to support vocabulary terms across a range of academic tiers.
- Inspiration: Teachers, instructional leaders, and Marzano coaches provide activities and events that are designed to inspire students.
- Student Agency: Students develop and experience a sense of agency.
- Personal Projects: Personal projects provide opportunities for students to pursue goals of their own design and demonstrate cognitive and metacognitive skills.
- Cumulative Review: Teachers provide students with systematic opportunities to review and revise their understanding of critical content.
- Knowledge Maps: Teachers use knowledge maps as a framework for reading comprehension and coherence in writing.
- Collective Responsibility: Teachers operate from the perspective that every teacher has shared responsibility for every student.
- Instructional Model: Teachers follow an instructional model that is based on decades of research regarding effective instructional strategies in the traditional classroom. These strategies have been adapted and studied in the context of competency-based classrooms.

Data Driven-Instruction

Kingsman Academy adopted Marzano Research’s proprietary tool that presents proficiency scales aligned to each measurement topic across the entire core curriculum. The tool displays learning progression and articulates levels of knowledge and skills across all grade levels and courses. Our learning management system (LMS) evaluates how students are progressing through competency-based learning courses and tracks progress in real-time. Empower Learning was developed in collaboration with Marzano Research and aligned to the PCBE framework. The system houses student scores, PCBE instructional design tools, reporting, and analytics.

As a standards-referenced and competency-based LMS, Empower Learning provides a platform and solution for school leaders, instructional coaches, consultants, teachers, students, and families to transition from a traditional education system to a competency-based education system. The system serves as a virtual warehouse for all proprietary Marzano PCBE educational standards, curriculum, proficiency scales, and implementation guides and resources. The system also manages instructional delivery, scoring, assessments, and reporting.

The school has worked to develop and customize data systems to meet the annual reporting required to support the transition to a well-designed PCBE system. Systems include but are not limited to:

- Empower Learning: Competency-based learning management system that includes customized reporting on student academic performance, student tracking, academic, and engagement.
- QuickSchools: School information system (SIS) that includes custom reporting on student information, mobility tracking, student historical data, grade conversion calculations and reporting, course enrollment, program enrollment, assessment data collection, and reports.
- SEAtS: Student success platform that includes early warning systems customized to support our targeted population, big data predictive analysis, case management, compliance monitoring, student engagement tracking and analysis, non-traditional attendance tracking, KPI dashboards, customized reporting on student engagement, and compliance.

Aligned to our competency-based academic program and proposed Alternative Accountability Framework (AAF) goals, 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. Kingsman Academy will adhere to data and progress monitoring requirements as outlined in our approved competency-based academic application and indicators outlined in our proposed AAF goals. The school will engage in a school-wide data analysis of student performance to confirm content instruction is providing equitable results for student learning and growth.

12. 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

- Adjusted class/block/bell schedules
- After-school programming
- Longer school day
- Longer school year
- Summer 2021 programming
- Summer 2022 programming

- School break/holiday programming
- Weekend programming (e.g., Saturday school)

• **b. Instructional Changes**

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

• **c. Staffing and Related Supports**

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

• **d. Other**

N/A

- **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.**

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 Their party vendor to provide health and wellness support to students, staff, and families

Additional staffing Additional staff role to support staff mental health and well-being

13. Describe the LEA’s approach to reviewing and revising its staff professional learning plan to account for lessons learned during the pandemic and to build skills for staff to meet new and emerging student needs around safe reopening, well-being and accelerated learning.

Kingsman Academy is working to review and revise 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 students' 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

Sample school partners with the following organizations to review and revise professional development and training:

- Free access to Forward, offers anytime, anywhere preventative health care support and mental health services
- Marzano Academies provides individual training and coaching to staff on personalized competency-based education
- Insperity (PEO) provides continuing education courses, tuition reimbursement, and employee assistance programs
- Free access to Talkspace, Headspace

14. Describe how the LEA plans to extend effective practices introduced during distance learning to enhance students’ academic and/or social-emotional progress.

Kingsman Academy plans to extend the following evidence-based practices to improve school culture, academics, and supports to address the social-emotional needs of all students:

- Smaller class sizes: Classes taught by teachers and behavior support staff for students requiring intensive behavior support services
- Flexible student groupings: Students are offered flexible grouping options based on social-emotional needs, engagement needs, and academic goals
- Specifically-designed programs: The Bridging the Gap is one of four different high school programs offered at Kingsman Academy to meet the needs of students requiring specialized support services
- Flexible learning environment: Learning expeditions where students complete their academic work at different locations

throughout the District of Columbia

- Community-based instruction: Real-world learning that helps students see the meaning of their education and the possibilities for life beyond high school
- School-wide Positive Behavior Interventions and Supports (PBIS): Proactive and effective behavioral support individualized for all students
- Restorative Practices: Improves community culture, builds relationship skills, promotes accountability, evidence-based alternative to suspensions

15. For LEAs serving students in grades 9-12: Describe how the LEA will adjust its approaches to credit attainment, recovery and support for postsecondary transitions to ensure all students are on track to graduate.

Kingsman Academy will adhere to the grading and promotion policy outlined in our approved competency-based application submitted to the DC PCSB.

Competency-based Grading Policy Students' grades should accurately reflect achievement levels. Kingsman Academy uses a standards-referenced approach to grading. The goal of a standards-referenced approach is to clearly communicate to students and parents what is expected of the students and how to help them be successful. Grading focuses on measuring students' proficiency on a specific set of outcomes. These outcomes are shared with students at the outset of the course, along with a proficiency scale that explains what students need to know and do in order to be proficient.

Students are assessed on a 4.0 proficiency scale that sets clear expectations for student learning. To receive credit for a class, a student must show an understanding of all of the foundational skills taught in a class. Students will demonstrate mastery through assessments, classwork, projects, and course participation.

Once a letter grade has been determined from proficiency scores a grade point average can be calculated for honor roll, athletics eligibility, and high school transcript purposes. Some non-negotiables for grading and reporting in the competency-based framework include the following:

- Academic grades or scores are separated from grades or scores for other areas, including cognitive skills, metacognitive skills, behavior, effort, and work habits;
- Scores must be included for each measurement topic covered in a course;
- Scores should indicate the student's initial status and current status;
- A simple conversion chart to translate proficiency scale scores to letter grades is needed to support the school in transition from a traditional grading system to a competency-based learning model

Promotion decisions and extended learning program eligibility will be made at the end of the school year after a review of a student's academic performance. Promotion is defined as the movement of students to a higher grade level. Students must demonstrate mastery of the course content to move on to the next level.

Students who do not complete course content during remote learning will not be penalized and will be granted additional time to complete coursework.

A student with missing and/or incomplete coursework will receive an "incomplete" or "I" for their assigned courses. Students will have an opportunity to continue coursework throughout the academic year. If the student withdraws before completing courses, the student will receive a "W" (i.e., withdrawn) for their courses assigned through distance learning.

Credit Recovery If a student fails to meet the end-of-course standards required to receive credits the school will determine eligibility for enrollment in credit recovery. Credit recovery is "a course of study and assessments, the successful completion of which enables a student who has previously taken and failed a high school subject course to earn credit for that course." Students are eligible to enroll in credit recovery course if they failed to meet the end-of-course standards required to receive credits due to:

- Inability to master course content;
- Other factors associated with academic failure
- A final grade of 59% or below

The decision to enroll a student in Credit Recovery will be made based on the student's needs and performance, both academically and behaviorally. Students are encouraged to meet with a school administrator to review credit recovery expectations. The multi-tiered system of support (MTSS) team tracks academic progress to identify students in need of credit recovery. Various approaches

are used to identify students, including regularly scheduled reviews of student transcripts, teacher referrals, and routine monitoring of data.

Credit recovery may be offered in a variety of settings including small classroom settings, online, learning platforms, or a blended learning environment. Credit recovery may be offered at various times, before, during, and after school hours, summer months, or specifically designed instructional programs.

Students will receive course credit if they successfully complete a course with a passing grade.

The school does not waive any graduation requirements for the 2021-2022 school year.

Post-Secondary Transitions Personalized college and career counseling is available to all students. Individualized counseling and career development support are offered by our school counselor and a third-party vendor, Beyond12. Beyond12 offers a technology platform and coaches to provide students with the academic, social, and emotional support they need to succeed in higher education and in life. Additionally, the school's competency-based academic program offers personalized college, career, and life readiness courses to all students. The college, career, and life readiness courses outline the skills, knowledge, and tasks all students must mastery for post-secondary transition. In addition, all students complete a college and career inventory. The inventory results are used to create individualized postsecondary goals for students and guide school-wide opportunities, courses, events, and resources offered throughout the academic year. Special education case managers work directly with students, staff, and families to meet post-secondary transitions goals outlined in each student's IEP.

3.C: Special Populations

Students with Disabilities

LEAs must include students with disabilities in the general application of these guiding principles. After doing so, LEAs are additionally responsible for reviewing and conducting the following activities to ensure the continued provision of a free appropriate public education (FAPE) to students with disabilities. OSSE encourages LEAs to conduct individualized review of student data to identify appropriate accelerated learning instructional approaches. LEAs should also consider whether or not a student's individualized education program (IEP) is designed to support accelerated learning and should engage families in information sharing regarding the LEA's plan for the delivery of accelerated learning, IEP services designed to support accelerated learning, and the delivery of FAPE.

16. Describe the LEA's plan to serve students with disabilities, including students the LEA has placed in non-public special education schools and students participating in distance learning, including:

- a. The steps the LEA will take 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 and to update IEPs as appropriate to ensure supports designed to ensure access to accelerated learning;**
- b. At the campus and LEA level, how the LEA will evaluate the need for, determine or design appropriate services, schedule and deliver accelerated learning to students with disabilities, and how LEAs will communicate those instructional approaches to families;**
- c. How the LEA will ensure equitable access to educational opportunity across learning environments, including how the LEA will ensure that students receive equal access to interventions and least restrictive environment (LRE) continuum, and that accelerated or distance learning approaches are not used to place them in more restrictive environments;**
- d. How the LEA will continue to support parent training for students receiving related services through distance learning as needed; and**
- e. The steps the LEA is taking to ensure that family members with disabilities (e.g., a guardian with visual impairment) can access content to support their students' learning.**

Student Data Collection and 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 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. IEP progress is reviewed every six weeks and IEP meetings are held when amendments are required. Progress is track and updates are reflected in the student's IEP progress report. IEP progress reports are distributed to students, staff, and families every six weeks.

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 nondisabled peers. Specifically, the school's academic scope and sequence replaces 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. An academic program design model 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 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.

- Special education teachers and general education teachers use multiple service delivery models, including coteaching, co-planning, individualized supports, 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 supports (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 for students, including "push-in" and "pull-out" support for students with disabilities in the general education setting.
- 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
- 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 supports 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.
- Make accommodations and modifications required for students with disabilities to fully engage in learning

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 applicable 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

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.

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 all learning environments, 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.

17. For correctional facilities only: Describe the LEA/State Public Agency’s plan to serve students with disabilities in correctional facilities, including:

- **a. The steps the LEA/State Public Agency will take to ensure that students with disabilities in correctional facilities are assessed to determine the nature and extent of interrupted instruction on their receipt of educational benefit;**
- **b. How the LEA/State Public Agency will evaluate the need for, determine or design appropriate services, schedule and deliver accelerated learning to students with disabilities in correctional facilities, and how LEAs will communicate those instructional approaches to families;**
- **c. The steps the LEA/State Public Agency is taking to ensure that family members with disabilities (e.g., a guardian with visual impairment) can access content to support their students’ learning;**
- **d. The manner in which the LEA/State Public Agency will deliver accelerated learning to students with disabilities during the 2020-21 school year and how LEA/State Public Agency will communicate those instructional approaches to families;**
- **e. How the LEA/State Public Agency is maintaining Individuals with Disabilities Education Act (IDEA) timelines in collaboration with families and documenting delivered IEP services in correctional facilities; and**
- **f. The manner in which the LEA/State Public Agency delivers specialized instruction and related services for students across all settings.**

N/A

English Learners

18. For LEAs serving PK-12 grades: Describe the LEA’s plan to serve English learners, including students participating in distance learning, including:

- **a. The LEA’s approach to screening English learners across all grade levels, including a system for re-screening students screened provisionally during distance learning and providing parent notification; and**
- **b. The LEA’s English learner program plans to provide effective language development and academic instruction that will accelerate learning for English learners across all learning environments, including what data the LEA will use to establish and monitor language learning goals for accelerated learning and how the LEA will determine if the student is making progress towards those goals.**

Kingsman Academy has established and implements the following outlined U.S. Department of Education Fact Sheet, District Municipal Regulations 5-E3101, OSSE’s state EL policies and procedures, and DC PCSB EL Services Assurance Letter.

Screeners for English Learners

Kingsman Academy uses WIDA’s English language screener proficiency test to assess the four domains of listening, speaking, reading and writing. Any student who was screened using the Provisional Pre-K-12 English Learner Identification Procedure During Distance Learning during the 2020-21 school year and still has a status of Provisional-EL (PEL) or Provisional-Not EL (PNEL) must complete full screening using a state-approved screener. Within 30 days of stage 5 enrollment 4 at the start of the school year, or within two weeks of placement if not identified at the beginning of school, the School Support Services team will complete EL identification and notify parents that their child was identified as needing EL services.

Effective Development and Academic Instruction for English learners

Kingsman Academy uses the Assessing Comprehension and Communication in English State to State (ACCESS) test to place students in English language proficiency (ELP) levels. It is expected that at level 5, students are ready to meet state academic content standards with no language support services. ACCESS for ELLs 2.0™ measures language across the four domains: listening, speaking, reading, and writing, and across the following content areas: social and instructional English, language arts, math, science, and social studies. Personalized courses are specifically designed based on student needs and academic functioning levels students are accessed by ESL-certified teachers. ESL-certified teachers provide support using a pull-out, push-in, or inclusion approach. Once a student scores a composite level 5 or above in the annual ACCESS assessment they are no longer eligible for ESL services but will be monitored for a two-year period in case a re-evaluation is deemed necessary. Students are accessed annually.

To ensure students are able to reach the expected level, students receive a personalized learning and intervention plan that outlines specific supports, evidence-based interventions, individualized resources for instruction, needs assessment data, and data from screeners and diagnostics to drive support and instruction. The plan also outlines EL accommodations and modifications required, family and student input, growth targets, and goals in listening, speaking, reading, and writing. In our competency-based academic model, standards are organized to teach at a student's functioning level. This shift from traditional academic program scope and sequence design provides flexibility for EL students to access essential content and skills at an appropriate pace regardless of their academic background, disability, language needs, and learning needs.

To better serve English learners, Kingsman Academy's competency-based academic program allows the school to:

- Place students in courses and personalized intervention programs based on their needs, strengths, and interests;
- Focus the curriculum to adequately address language and content knowledge gaps at each phase of post-secondary readiness at an individualized pace;
- Create clear performance level descriptors in reading, listening, speaking, and writing along with a more realistic and comprehensive continuum of progress towards post-secondary readiness;
- Develop a continuum of supports and services to ensure progress towards post-secondary readiness at each performance level;
- Identify gaps in content knowledge so that teachers can efficiently outline a personalized learning plan to support student growth;
- Select culturally relevant and meaningful resources and develop performance tasks, projects, and activities to prepare students for post-secondary success at each functioning level

Kingsman Academy will use six-week data cycles to measure student proficiency, growth, and progress towards ACCESS growth targets. 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.

Effective Use of Funds in the 2021-22 School Year

19. LEAs receiving ESSER III-ARP funds only: Describe the extent to which and how ESSER III-ARP funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent OSSE and DC Health [guidance](#) on reopening schools, in order to continuously and safely open and operate schools for in-person learning.

Kingsman Academy plans to reopen with a hybrid model to provide students with the choice to return to in-person learning, remain virtual or elect a combination of both. This requires Kingsman to track student data differently to ensure compliance with COVID-19 guidelines and other policies.

We plan to use part of the ESSER III funds to design and implement a custom Student Information System that better aligns with our school model, one that allows us to track student progress in real-time, monitor learning loss, and generate data and reports for teams to solve challenges. We plan to begin this process with our ESSER II funds and finish the implementation of the system with the ESSER III funds.

We envision the custom student information system (SIS) would have the functionality to track student cohorts, teacher

cohort assignments, schedule status (in-person, virtual, hybrid), and student and teacher schedules. With some students choosing to remain virtual while others opting to return to the building, we also plan to use the custom SIS to track different types of meal services for students, as only some students will be receiving meals in-person.

20. LEAs receiving ESSER III-ARP funds only: Describe how the LEA will use at least 20 percent of its [allocation](#) for evidence-based interventions⁶ to address the academic impact of lost instructional time, such as such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year. Your description should include the planned approach for using at least 20 percent of your total ESSER III-ARP allocation, even if you do not plan to spend all the funds in the 2021-22 school year.

Kingsman Academy plans to use at least 20% of our ESSER III funds to engage in evidence-based partnerships to provide supports to address learning loss. As a single-site LEA, our school with fewer opportunities to hire specialized staff, we envision these partnerships will allow our school to better support the academic needs of our students all year round. For example, working with a partner like the Leadership Institute would provide our students with extended summer enrichment opportunities to gain relevant skills aligned with our competency-based curriculum. We also plan to engage organizations that can support our students during the traditional school year.

These are only two examples of partners we hope to engage with ESSER III funds. Our school support team is working to establish a variety of partnerships with organizations that provide services aligned with our academic model and has experience working with our student population. Our goal is to embed these partners in our school community so our students feel comfortable working with them, which will drive engagement as our school re-opens.

21. LEAs receiving ESSER III-ARP funds only: Describe how the LEA will spend its remaining ESSER III-ARP funds consistent with the allowable uses⁷ of the funding.

We are planning to use ESSER III-ARP funds to develop a custom student information system (SIS) would have the functionality to track student cohorts, teacher cohort assignments, schedule status (in-person, virtual, hybrid), and student and teacher schedules. With some students choosing to remain virtual while others opting to return to the building, we also plan to use the custom SIS to track different types of meal services for students, as only some students will be receiving meals in-person. Additionally, COVID-19 has emphasized the importance of being consistently aware of students' well-being. Our custom SIS would have a health and wellness module to track metrics such as students' current health and wellness tiers, interventions, and health issues. This would help us better identify students at risk.

22. LEAs receiving ESSER III-ARP funds only: Describe how the LEA will ensure that the interventions it implements to address the academic impact of lost instructional time will respond to the academic, social, emotional and mental health needs of students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care and migrant students.

By design, Kingsman Academy has educated students who struggle in traditional school environments since its founding in 2015. Kingsman Academy specifically targets 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.

Kingsman Academy has made progress in areas of school culture, student engagement, and behavior interventions by adopting evidence-based practices and innovative programming. While traditional school structures often require students to learn at the same pace and in the same way; Kingsman Academy is intentionally different. Through innovative programming, strategic staffing, and a

student-centered approach to education, Kingsman Academy has delivered on its mission to provide an individualized and rigorous education in a supportive environment to prepare scholars for post-secondary success and responsible citizenship. Despite these and many other successes, Kingsman Academy continues to face challenges in achieving its mission with all students. For example, OA-UC students who enter Kingsman Academy are not graduating at comparable rates as their peers across the city who are not OA-UC. Closing the age-grade gap for these students requiring intensive academic support, learning recovery, and credit recovery in a traditional setting.

We recognize that one partner will not have the resources or expertise to support the various needs of our students. Instead, by using our ESSER III funds to partner with a variety of organizations that specialize in these areas, we can directly respond to the needs of our students and provide more opportunities to mitigate the impact of learning loss.

SY 2021-22 Continuous Learning Plan Assurance Statement

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 completing the ELA curriculum materials survey coinciding with the submission of the CEP.

The LEA attests to the following statement regarding 2021-22 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 2021-22.

The LEA attests to the following statement regarding graduation and promotion for 2021-22:

- The LEA assures that it will abide by the statewide graduation requirements enumerated in 5A DCMR § 220310 and/or in accordance with its charter agreement - if applicable.

The LEA attests to the following statements 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 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 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 distance learning. Consistent and clear communication encourages parent and student participation in distance learning, in-person learning, recovery service delivery, and other educational opportunities.
- LEAs will ensure recovery planning and implementation includes identification of strategies, systems and protocols to support implementation of all elements of recovery plans, as well as addresses overdue initial and reevaluations for eligibility, IEP revisions and all other IDEA-prescribed timelines delayed due to school closures.
- LEAs will ensure recovery planning and implementation includes strategies to assess students with disabilities, formally or informally, to determine a 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.
- During the 2021-22 school year, the LEA will conduct school-wide and student-level recovery planning and implementation efforts to address student loss of educational benefit for students with disabilities. The LEA's recovery planning and implementation will include convening IEP teams, as appropriate, to review the impact of interrupted instruction for students with disabilities.

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 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:

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

The LEA attests to the following statements regarding family, 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 development 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 2021-22 school year and provide families awareness of:
 - An accessible, family-facing description of their continuous education plan and health and safety plan for the 2021-22 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.
- The LEA, if receiving ESSER III-ARP funds, will ensure publication on its web site, by June 24, 2021, their CEP from last school year (2020-21), if not already posted.
- The LEA, if receiving ESSER III-ARP funds, will update the 2021-22 school year CEP every six months, at a minimum, between the date of publication and Sept. 30, 2023.

The LEA attests to the following statement regarding locally administered assessments:

- The LEA ensures that the information reported herein is accurate to the best of its knowledge, and the LEA will ensure that it will administer assessments equitably to all students and will communicate the results of locally administered assessments to students' families.