

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

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LEA Type: Middle School ; High School
Date Generated: 10/14/2020

Background and Purpose

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

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

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

¹Term used to describe situations in which students access instruction from a location outside of the physical school building, whether delivered synchronously or asynchronously; distance learning is synonymous with remote learning.

²These policies are intended to capture school academic and operational changes during the 2020-21 school year in response to COVID-19. If a charter LEA intends to make any major academic or operational shifts for future school years (2021-22 or beyond), please reach out to DC PCSB staff to discuss memorializing those changes in a charter amendment.

³Refer to health guidance for child care and schools, available here: <https://coronavirus.dc.gov/healthguidance>. Note that this guidance is subject to change due to the need to respond effectively to the COVID-19 pandemic. LEAs are responsible for incorporating additional public health guidance into their policies as such guidance is released.

School Recovery Operations Plan

1. Describe the LEA's plan to keep buildings clean, including:

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

Kingsman Academy will operate virtually for the first trimester of the 2020-2021 school year. The school will work with an outside vendor to regularly clean, disinfect, and sanitize surfaces, and materials per [District guidance on cleaning and disinfecting](#) and the [CDC's Reopening Guidance for Cleaning and Disinfecting Public Spaces, Workplaces, Businesses, Schools, and Homes](#).

The school will adhere to the following and monitor evolving guidance:

- An outside vendor specializing in deep cleaning will work with the school to clean, disinfect, and sanitize bathrooms, tables, class furniture, and chairs between uses throughout the day to ensure cleaning standards are met.
- **An** outside vendor specializing in deep cleaning will disinfect and sanitize surfaces, doorknobs, and objects that are frequently touched throughout the day **ensure** cleaning standards are met.
- **An** outside vendor cleaning specializing in deep cleaning will sanitize hallways floors, classroom floors, and windows weekly to ensure cleaning standards are met.
- **An outside vendor specializing in COVID -19 screening will thoroughly** clean and disinfect thermometers before and after each use per manufacturer's instructions to ensure cleaning standards are met.
- **For all cleaning, sanitizing, and disinfecting products, Kingsman Academy will follow the manufacturer's instructions for concentration, application method, contact time, and drying time before use by a student.**
- **The Operations Team will place signage in every classroom and in common areas reminding staff of cleaning protocols.**
- **An outside vendor specializing in deep cleaning will** implement a schedule for increased, routine cleaning, disinfection, and sanitization.
- **Use of shared objects (e.g., food services supplies, and equipment) will be limited and cleaned between use.**
- **Van and bus drivers will practice all safety actions and protocols.**
- The school will implement safe and correct storage for cleaning and disinfection products. The school will work with an **outside vendor specializing in deep cleaning** to ensure adherence to safe storage protocols and procedures.
- **Cleaning products will not be used near students. An outside vendor** specializing in deep cleaning will ensure that there is adequate ventilation when using these products to prevent inhaling toxic fumes.

Evaclean Protexus Disinfection and Sanitizing System

In the event of a positive COVID-19 case in the school community, the school will control spread by disinfecting all exposed materials and limit personnel from entering the contaminated area(s). No individual(s) will be allowed in the potentially contaminated area(s) directly following the identification of a known positive case. Once notified of a positive case, the school will wait up to 24 hours or longer to allow respiratory droplets to settle, before disinfecting. The outside vendor will provide touchless Evaclean Protexus Disinfection and Sanitizing System **clean the school building if/when an individual in the school community tests positive for COVID-19**. Through the use of electrostatic technology, the Protexus system disburses the appropriate amount of disinfectant and sanitizer that encapsulates and evenly coats all of your High-Touch Surfaces (HTS). After the incubation period, regular daily cleaning will resume.

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

Kingsman Academy will operate virtually for the first trimester of the 2020-2021 school year. In the event that campus is open for students, staff, or families to pick up supplies or technology:

- **Masks will be provided and required. Individuals will be screened by an outside vendor specializing in COVID -19 screening and protocols to ensure standards are met.**
- **Individuals in the facility will maintain a distance of six feet of separation between each other and have not more than the maximum number of individuals in a single room or engaging in an outdoor activity as prescribed by the Phase Guidance provided by DC Health and the Mayor's office.**
- **During all phases, the school will limit non-essential visitors. Students, families, and staff will be instructed to be aware of safety considerations during their travel to and from school, including using public transportation, individual cars, shared cars, and school-provided transportation services.**
- **Communal-use spaces (such as staff break rooms, cafeteria, and playgrounds) will be closed**
- **Maximize spacing of occupants in each space with a minimum of six feet distance.**
- **Limit occupants in any space based on the "Phase" per the DC Health requirement and monitor evolving guidance.**

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

Kingsman Academy will operate virtually for the first trimester of the 2020-2021 school year. Prior to reopening after any prolonged shutdown, the school will:

- **Engage with an outside HVAC vendor specializing in COVID - 19 facilities maintenance to ensure the systems operate properly and increase circulation of outdoor air as much as possible.**
- **Windows and doors will be opened where possible to maximize air quality for occupants while considering safety and health risks such as risk of falling, outdoor air quality triggering asthma symptoms, building fire safety, and security.**
- **Flush all water systems to clear out stagnant water and replace it with fresh water.**

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

Refer to health guidance for childcare and schools, available here: <https://coronavirus.dc.gov/healthguidance>.

Kingsman Academy will operate virtually for the first trimester of the 2020-2021 school year and the school building will be closed. In the event that staff, students, or families visit the school during a scheduled appointment to pick up supplies, resources of technology, Kingsman Academy will follow [public health guidance](#) to prevent the spread of COVID-19 and response to exposure of students and staff to the virus:

- All students, families, and staff, will be provided instructions for entering and exiting the school during scheduled times to pick up educational materials, meal boxes, technology, or supplies.
- Families, staff, or students entering the building will be provided an appointment window to avoid congregating in large groups.
- Masks will be provided and required for all individuals. Hand sanitizers stations will be available to all individuals.
- Individuals will be screened at entry point by an outside vendor specializing in COVID -19 screening and protocols to ensure standards are met.
- A vendor specializing in COVID -19 screening and protocols, provides individuals participating in health screenings with all required PPE, including gloves and a face covering aligned to public health guidance.
- For all personnel who interact with external visitors, the school will provide a barrier made of flexible plastic.
- Students, families, and staff will be instructed to be aware of safety considerations during their travel to and from school, including using public transportation, individual cars, shared cars, and school-provided transportation services.
- Individuals in the facility will maintain a distance of six feet of separation between each other and have not more than the maximum number of individuals in a single room or engaging in an outdoor activity as prescribed by the Phase Guidance provided by DC Health and the Mayor's office.
- Mark direction lines and six-foot separation standing spots on the exterior pavement and post procedures for health screening check-point.
- Students, families, and staff are advised to check their own temperatures prior to arriving at school each day. Students, staff, and families will have their temperature taken at the door upon arrival by an outside vendor specializing in COVID-19 screening.
- Kingsman Academy will follow [public health guidance](#) to prevent the spread of COVID-19 and response to the exposure of students and staff to the virus.
- As part of the student enrollment process, the enrollment team will confirm that all student vaccinations are up to date prior to fully enrolling a student. If it is determined that a student has been unable to get vaccines, the enrollment team will coordinate with the student support team and school nurse (if assigned) to support the student in getting an up-to-date screening.
- All school staff will wear cloth face coverings at all times when in the building, and when outside of the building when in close proximity to students and families. If an adult has a medical condition that prevents them from wearing a face covering, they must have documentation on file from a medical provider that they are not able to do so. We will work with all staff during onboarding to ensure that accommodations are met.
- Students, staff, visitors, and families are required to wear cloth face coverings at all times while moving through designated areas of the school building.
- The school will prioritize personal (hand) and school-wide hygiene practices that prevent and contain the spread of disease, including COVID-19

School-wide Hygiene

The school will work with an outside vendor specializing in COVID -19 preparedness to ensure that the following environment will occur to maintain a healthy environment:

- Health screen materials are properly cleaned, adequate supplies (e.g., soap, paper towels, hand sanitizer, tissue) are readily available in every bathroom and classroom throughout the day,
- Electronic devices (e.g. computers, smartphones, Chromebook) will be assigned to an individual and available for pick-up during scheduled appointments.
- The school will provide recently sanitized equipment, increase air circulation only where safe and

possible and ensure ventilation systems are operating properly, install no-touch fixtures where possible (e.g., automatic faucets and toilets, touchless foot door openers, touchless trash cans, touchless hand sanitizer dispensers)

- Drinking fountains will not be used other than to refill individual bottles.
- Regular hand sanitizing will be enforced
- Handwashing strategies will be posted and will include washing with soap and water for at least 20 seconds, especially after going to the bathroom, before eating, and after blowing your nose, coughing, or sneezing. If soap and water are not available and hands are not visibly dirty, use an alcohol-based hand sanitizer that contains at least the recommended percent alcohol.
- Make hand cleaning supplies readily available throughout the building.
- All visitors will be encouraged to sanitize their hands when both entering and exiting the school building

Kingsman Academy will follow public health guidance to prevent the spread of COVID-19 and response to exposure of students and staff to the virus.

- Students and staff at high-risk for contracting or experiencing severe illness due to COVID-19 will be cleared by their medical provider before participating in on-site pick-ups. Contactless delivery will be made available if supplies, materials, or resources are needed.
- To ensure a clear and efficient process for communication, the school has identified the Director of Operations as the internal COVID-19 point of contact (POC). This person is responsible for ensuring the below steps are followed in the event of a confirmed case of COVID-19.
- The school will follow DC Health procedures for reporting a communicable disease

Materials for In-person Instruction

All materials will be sanitized prior to assigning to a student for the duration of its use. For students learning remotely, the materials will be available to the student during designated times each week. For students who are unable to travel to school, the materials 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 will be used by others (e.g. Chromebook, equipment, books) will be returned by the student at the completion of the school year. The same process will be repeated for checking in materials. Materials will not be shared between students or groups. Each student will receive their own 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 that a student may need to borrow materials, the school will provide recently sanitized equipment.

Staff and student schedules

Kingsman Academy will meet the needs of family and staff regardless of whether the student is experiencing instruction remotely or on-site. Staff are expected to work daily from 7:30 am to 4 pm Monday - Friday. Students are expected to engage in personalized learning opportunities and activities from 8:30 am to 3:30 pm Monday - Thursday. Fridays are designed for assessments, office hours, independent learning time (ILT), and support services. 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. **The school may host "Community Meet-ups" in public outdoor spaces following public health guidelines to respond to the identified needs of students and families. "Community Meet-ups" provide an opportunity for small groups of 3 to 5 students to participate in social distant activities following public health guidelines in an outdoor space or sanitary environment.**

- **Remote Synchronous Instruction** Students will receive daily direct instruction from content teachers and special education teachers four days a week through synchronous learning and one day a week through asynchronous learning. Students will have access to both content teachers and special education

teachers during scheduled live, face-to-face instruction, independent learning time (ILT), and daily office hours.

- **Remote Asynchronous Instruction** Students unable to attend synchronous remote classes will have anytime anywhere access to our learning management system, credit recovery platforms, reading and math intervention platforms, and will receive individualized and small group support from our special education teachers, and content teachers during independent learning time (ILT) and daily office hours.

Instructional Hours The school will offer day school students remote synchronous instruction Mondays to Thursdays for at least 3 hours a day. The school will offer remote asynchronous instruction daily for 1 hour a day for students requiring office hours or ILT. For students requiring a more flexible scheduling option, evening remote synchronous instruction course may be offered Mondays to Thursdays for 3 hours a day. The school will offer evening remote asynchronous for 1 hour a day for office hours and ILT. The school offers opportunities for remote asynchronous on Fridays and Saturdays for up to 6 hours a day for students requiring a more flexible scheduling option. Aligned to our competency-based academic program, all students have anytime anywhere access to our LMS, credit recovery platforms, and intervention software. Teachers will be available outside of scheduled hours to assist students requiring more flexible and engagement opportunities as needed.

Dismissal and arrival procedures

Students, families, and staff will be instructed to be aware of safety considerations during their travel to and from school, including using public transportation, individual cars, shared cars, and school-provided transportation services.

Students, families, and staff who walk to school will be instructed to wear masks and practice measures for minimizing exposure on their commute with the following tactics where possible:

- Maintain six feet of distance between others on the sidewalk as much as possible avoiding most congested routes if an alternative route is reasonable and safe.
- Stand back from gathering points such as intersections, where reasonable and safe, to avoid congregating in large groups.
- Avoid touching unnecessary surfaces and objects.
- When surfaces and objects are touched, such as crosswalk buttons, use hand sanitizer with at least the recommended percent alcohol.

Students, families, and staff who rely on public transportation to get to school will be instructed to wear masks and take proactive measures for minimizing exposure on their commute with the following tactics where possible:

- Maintain six feet of distance between others on the sidewalk and train platforms avoiding most congested routes if reasonable and safe.
- Stand back from gathering points such as intersections to avoid congregating in large groups.
- Familiarize and stay current with transit system procedures for the safety of passengers. Keep up-to-date on DC Metro services.
- Avoid touching unnecessary surfaces and objects.
- When surfaces and objects are touched use hand sanitizer with at least the recommended percent alcohol.
- Use hand sanitizer after leaving the transit system.
- For the remaining distance, students will be instructed to follow the above regarding walking to school.

Students, families, and staff who are dropped off at school or who drive will be instructed to wear masks upon exiting the vehicle and to take proactive measures for minimizing exposure on their commute with the following tactics where possible:

- Maintain six feet of distance between others on the sidewalk as they walk up to the school building.
- Use hand sanitizer with recommended percent alcohol after leaving the vehicle.

All students, families, and staff, will be provided instructions for entering and exiting the school. The school consults with a vendor specializing in COVID preparedness, students, families, and staff on the details of entering and exiting

plan following public health guidelines.

- The school consults with a vendor specializing in COVID preparedness to identify entry and exit points that avoid cross-traffic at building access points
- Students will adhere to stagger arrival and dismissal times to reduce peak student traffic in and out
- Designated entry points and exit points will be used to avoid long lines and to keep students apart from one another ensuring safety and security of all entry and exit points used
- A vendor specializing in COVID preparedness will provide health screening at each entry point
- School administering in consultation with a vendor specializing in COVID preparedness will assign entry and exit points to students by their group
- A vendor specialized in COVID preparedness supports the school in providing mark direction lines and six-foot separation standing spots on the exterior pavement and post procedures for health screening check-point ahead
- Shelter accommodations are in place to protect students in line from the elements
- The school works with our security contractor and vendor specializing in COVID preparedness to evaluate the safety of outdoor line related to safety and security threats

Extracurricular activities

The school will not engage in on-site extracurricular activities, on-site before care services, or on-site aftercare services. Extracurricular activities will be held outside, weather permitting and students will maintain proper distancing using visual cues. No interactive activities will be permitted. The school may host "Community Meet-ups" in public outdoor spaces following public health guidelines. "Community Meet-ups" provide an opportunity for small groups of 3 to 5 students to participate in social distant activities following public health guidelines in an outdoor space or sanitary environment. To the extent possible, students will be grouped with the same students and support staff. A vendor will conduct health screenings for students and staff prior to each "Community Meet-Up" and outline how students and staff will maintain social distancing. If extracurricular activities are offered on-site, the school will engage a vendor who provides extracurricular activities, the vendor will provide the school with a contract that outlines how students and staff will maintain social distancing and a sanitary environment. The vendor will also conduct health screenings prior to each activity. To the extent possible, students will be grouped with the same students they were grouped with during the school day. At a minimum, face coverings should be available for every individual participating in extracurricular activities. Students, families, and staff will be instructed to be aware of safety considerations during their travel to and from school. For transport vehicles that are provided by the school, drivers and riders will practice all safety actions and protocols as indicated for other staff. Students will sit at least six feet distance, wear masks, and use hand sanitizer upon entry and exit of the vehicle.

Students and staff at high-risk for contracting or experiencing severe illness due to COVID-19 will be cleared by their medical provider before participating in extracurricular activities. Consideration will also be made for live-in family members of students or staff at high-risk. Risk factors include:

- Chronic Lung Disease
- Moderate to Severe Asthma
- Serious heart conditions
- Immunocompromised conditions
- Severe obesity (>40 Body Mass Index)
- Diabetes
- Chronic kidney disease, and/or Liver Disease
- People 65 years and older
- Any child, parent, or staff member who has a medical condition not on this list, but is still concerned about their safety

The school has canceled activities or events where students are likely to be in very close proximity.

Meals both during virtual and in-person instruction

For students learning remotely, food boxes with meals for the week are prepared and boxed by a vendor and will be available to the student during designated times each week. For students who are unable to travel to school, the food boxes will be delivered to the student's resident. The vendor provides pre-packaged lunches, breakfast meals, and snacks, including plasticware, napkins, and seasonings, reheating instructions. All meals individually packaged.

The school does not offer in-person instruction. In the event that in-person instruction is offered, a vendor provides pre-packaged lunches, breakfast meals, and snacks, including plasticware, napkins, and seasonings. All meals individually packaged. Students will eat meals in their assigned classroom spaces.

- Distribution, eating, and waste collection will occur with six feet separation coordinated with one-way traffic arrows and queue lines marked on the floor of the classroom where possible
- Students will wash hands before and after eating and may not share food, utensils, cups, or plates.
- Staff will wash hands before and after preparing food
- Tables and chairs will be cleaned and sanitized before and after the meal by a vendor specializing in COVID -19 preparedness

Instructional Delivery Plan

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

By design, Kingsman Academy Public Charter School ("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 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. Kingsman Academy will offer virtual instruction for the first trimester of the academic school year.

Instructional Methods 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.

- **Remote Synchronous Instruction** Students will receive daily direct instruction from content teachers and special education teachers four days a week through synchronous learning and one day a week through asynchronous learning. Students will have access to both content teachers and special education teachers during scheduled live, face-to-face instruction, independent learning time (ILT), and daily office

hours.

- **Remote Asynchronous Instruction** Students unable to attend synchronous remote classes will have anytime anywhere access to our learning management system, credit recovery platforms, reading and math intervention platforms, and will receive individualized and small group support from our special education teachers, and content teachers during independent learning time (ILT) and daily office hours.

Instructional Platforms 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. 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.

Instructional Materials 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. Best practices of selecting resources and instructional material include the following:

- External instructional resources to assist teachers in managing students working on different measurement topics simultaneously;
- Resources and instructional materials that provide a way for students to receive instruction and engage with content; and
- High-quality instructional resources and material to help students practice and deepen knowledge or apply content.

In the PCBE framework, the school decides the subjects and courses to be taught, provides measurement topics and corresponding proficiency scales, and outlines the scope and sequence of instruction. Teachers function as content experts, developing instructional plans with autonomy and accountability for learning outcomes. This approach fosters creativity and flexibility to engage students in learning and helps keep resources, assessments, and instructional material culturally relevant, interdisciplinary, and rigorous across the curriculum.

Instructional materials include, but are not limited to teacher-generated resources and intervention software programs such as One World Education, Mathspace, Achieve3000, IXL, and Edmentum Exact Paths.

Instructional Hours The school will offer day school students remote synchronous instruction Mondays to Thursdays for 3 hours a day. The school will offer remote asynchronous instruction daily for 1 hour a day for students requiring office hours or ILT. For students requiring a more flexible scheduling option, evening remote synchronous instruction course may be offered Mondays to Thursdays for 3 hours a day. The school will offer evening remote asynchronous for 1 hour a day for office hours and ILT. The school offers opportunities for remote

asynchronous on Fridays and Saturdays for up to 6 hours a day for students requiring a more flexible scheduling option. Aligned to our competency-based academic program, all students have anytime anywhere access to our LMS, credit recovery platforms, and intervention software. Teachers will be available outside of scheduled hours to assist students requiring more flexible and engagement opportunities as needed.

Training and Development To train and support teachers and other school staff in both creating and delivering remote coursework, Kingsman Academy will engage 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, and implementing the school's personalized education framework remotely. The school will offer regular 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 and will hold weekly virtual professional development sessions with team members to receive feedback and ensure continuous improvement in the execution of the Virtual School Plan.

On Fridays, both teachers and support staff receive professional development and are given time to collaborate and develop intervention support plans for students who show signs of disengagement. Future professional development will be planned based on the results of the analysis. If it is determined that some instructional strategies are more (or less) effective than others, these will be replicated, replacing the less effective strategies.

Progress Monitoring 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.**

On Fridays, both teachers and support staff receive professional development and are given time to collaborate and develop intervention support plans for students who show signs of disengagement.

Assessment and Promotion Policy

A. Assessment

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

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

Other (identify vendor)

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

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

assessment.

The school's policy for identifying and administering assessments during SY 2020-21 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 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.

Competency-based Academic Program Assessment Plan

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 score 0.0 to a 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.

Competency-based Academic Program Assessment Schedule

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.

B. Promotion and Graduation

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

provide a link to the policy or describe the existing policy.

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; and
- 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.

Competency-based Promotion Policy

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 credit 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 a specifically-designed instructional programs.
- **Students will receive course credit if they successfully** complete a course with a passing grade.

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

The school does not waive any graduation requirements for the 2020-2021 school year.

9. OSSE has issued [guidance on the collection of student attendance for SY 2020-21. Describe the LEA’s policy for student attendance through distance learning.](#) In your response, be sure to identify whether the LEA is using Option A and/or Option B. The LEA should respond to the questions associated with each response. In crafting your response, note the following:

- **Schools are expected to implement their normal, in-person attendance policies and procedures when students are on school grounds**
- **LEAs that serve students that are not compulsory age (pre-K 3, pre-K 4, and Adult) are not required to abide by the above attendance policy. However, they should describe their attendance expectations and policies for students.**

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

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

Attendance Metrics

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

Attendance Interventions

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

- **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:**

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

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

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

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

"Present Remote" student attendance is captured throughout the day through our LMS and other engagement platforms if a student participates in one or more of the assigned activities or completes daily assignments, assessments, check-ins, coursework, or tasks.

"Absent Remote": Student is not captured in any of the remote touchpoints AND does not meet remote asynchronous touchpoints or the student does not produce evidence that assignments are partially complete

The school will log all contacts with a student and family using our school information system and LMS. For students who are marked "absent", the school's in-person attendance policy with consequences will be followed for reporting requirements and attendance verification.

Whole Student Support

A. Student Support

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

At Kingsman Academy, we serve the whole student. The Integrated Comprehensive Services Team is responsible for connecting students with the services, resources, and opportunities they need to be successful in a virtual learning environment, including food, housing, childcare, healthcare, safety, transportation, and treatment for mental health and substance abuse.

Targeted Behavior 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.

Paraprofessionals are responsible for collaborating with teachers, special education case managers, and related service providers to provide tiered behavioral and academic support to students virtually. Paraprofessionals also monitor virtual learning engagement activities to ensure that students are actively engaged in learning opportunities. Dedicated aides 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.

Weekly virtual check-in meetings are held to monitor behavior goals and make sure students have the resources and support to successfully engage in virtual learning opportunities.

Specifically-Designed Instruction and Related Services

Students receive a continuum of special education services through the IEP process and the MTSS program. Data from screeners, surveys, diagnostics, and virtual check-in meetings are to identify interventions and assess individual student needs. Special education coordinators, student support services staff, related service providers, special education teachers, and program directors, work with students to provide prescribed academic supports, behavior interventions, and clinical services.

Kingsman Academy **related service providers** provide support to students and their families through individual and small group counseling services, interventions to support learning, and crisis counseling virtually. Students have scheduled virtual check-ins or phone calls with their related service providers. Virtual check-ins take place via phone and Google Hangouts. Related service providers complete related service trackers required for special education compliance

Individualized Academic Engagement

Our competency-based academic program is designed to meet the academic needs of all students. 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. 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 who may have lost the most learning during COVID - 19.

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

B. Behavior

12. Describe the LEA's policy for monitoring student behavior during distance learning. All parts of the distance learning discipline policy must be compliant with applicable local and federal law (e.g., limits on total days excluded, restrictions on reasons a student may be excluded). Your policy must include:

- **A list of behaviors that could result in a student being excluded from distance learning (e.g., inappropriate conduct on virtual platforms);**
- **The manner in which the LEA will communicate with families of students who are excluded from distance learning; and**
- **The manner in which you will ensure that students who are excluded from distance learning have access to missed work.**

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

The Discipline Policies and Procedures of Kingsman Academy serve as a guideline to promote positive school culture in a safe, supportive learning environment. 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.

Level 4 (Aggressive or Unlawful), and Level 5 (Violent and Unlawful) Behaviors may include:

- **Excessive** Inappropriate language (obscene, seriously offensive, or Abusive language or gestures, threats)
- Unauthorized or inappropriate use of technology
- Bullying or harassment of students or staff (verbal or electronic)
- Distributing material or literature that is disrespectful, demeaning, humiliating, or damaging to students or staff, including posting material on the internet or sending material electronically
- Any behavior or other conduct that causes or attempts to cause severe physical injury, substantial disruption, or obstruction of any lawful mission, process, or function of the school

If a student is excluded from distance learning supports and interventions may include in a one-to-one virtual setting:

- **Tier 1 - Positive Behavior Supports**
- **Tier 2 - Restorative Practices and Therapeutic Supports**
- **Tier 3 - Administrative Disciplinary Actions may include:**

Tier 1 - Positive Behavior Supports	Tier 2 - Restorative Practices and Therapeutic Supports	Tier 3 - Administrative Disciplinary Actions
Student-teacher behavior conference	Peer court Peer mediation	Parent-Administrator conference Academic failure

Positive re-enforcement 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 Afterschool support Peer-to-Peer instruction Personalized learning planning Student-teacher academic conference Learning style inventory Skills-based baseline assessment	Individualized incentive plan Virtual group/individual counseling Virtual community/volunteer service requirements Mentoring program Restorative approaches Individualized academic support Peer mentoring Attendance conference Restorative approaches Responsibility conference Behavior coaching Guidance counselor referral Behavior assessment Virtual home-visit	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
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A student with missing and/or incomplete coursework due to disciplinary action will have an opportunity to continue coursework through in 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.

Special Populations

13. Describe the LEA's plan to serve students with disabilities, including:

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

determine the nature and severity of the impact of learning loss on their receipt of educational benefit; and

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

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

Aligned to OSSE [guidance related to IDEA Part B and the provision of FAPE during COVID-19 to support students with disabilities during building closures, Kingsman Academy:](#)

- Provides specialized instruction and related services remotely;
- Ensures dedicated aides attend virtual classes with students and provide the support students need to participate fully in virtual school;
- Sets aside an hour each day where students with disabilities can connect one-on-one with special education teachers and dedicated aides;
- Holds IEP meetings and eligibility meetings remotely;
- Conducts the portions of evaluations that can be completed remotely and in line with public health guidelines hold one-to-one sessions onsite to complete evaluations
- Tracks service provision to determine, at the end of the year and in consultation with counsel, whether compensatory services will be required; and
- Provides additional supports upon request to support family members with disabilities who need the school's assistance to support their students' learning.
- Ensure all students are able to access their school email accounts, the video conferencing platform, and their learning management system accounts.
- Maintain a site that provides students and families with links to access distance learning tools and resources.
- Establish a help desk for students and families who need assistance with accessing distance learning technology.
- Make accommodations and modifications required for students with disabilities to fully engage in distance learning.

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.

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

- Integrate compliance with relevant special education laws into the design and execution of the Virtual School Plan, 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

14. Describe the LEA's plan to serve ELs, including:

IEPs and in accordance with applicant law.

- Convene teams to amend students' IEPs, where required or appropriate
- Consult regularly with special education counsel to ensure the Virtual School Plan is compliant with relevant special education laws and guidance issued in response to the novel coronavirus public health emergency.

Competency-based Academic Program and Special Education

- The competency-based learning system allows students to progress through content at their own pace with the right learning support and services. In a PCBE system:
- Special education teachers and general education teachers use multiple service delivery models, including co-teaching, 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 virtual 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.

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

Kingsman Academy has established and will implement 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](#):

- The school has selected a sound educational approach for providing English language development services through a meaningful language assistance program for its ELs.

- The school has an effective screening process to identify potential EL students
- Within 30 days of stage 5 enrollment at the start of the school year, or within two weeks of placement if not identified at the beginning of school, the school notifies parents of ELs that their child was identified as needing EL services.
- Notification is done in an understandable and uniform format and, to the extent practicable, in a language that the parent(s) or guardian(s) can understand.
- The program model assesses the student’s ongoing progress and achievement in English language proficiency and content areas in order to plan and modify instruction accordingly and promotes the student to different instructional levels within the EL program on the basis of growth in English language skills.
- The school provides its EL students with all necessary accommodations during instruction and on any statewide assessment. For students in “EL Monitoring,” the school ensures that they have access to certain accommodations as needed.
- The Individualized Learning Programs (IEPs) of ELs with disabilities are developed in collaboration with staff with specialized knowledge of language acquisition, and they address addresses the students’ language-related needs.
- The school ensures equity in Schools for ELs and Immigrant Youth
- The school provides the language assistance program with the necessary resources (e.g., instructional staffing, equipment, and materials).
- The school ensures its staff has the skills and capacity to provide services to ELs through efforts such as hiring staff with relevant experience working with ELs and providing professional development as needed.
- The school meaningfully engages parents and families of ELs and implements an effective plan of outreach to parents of ELs.
- The school provides translation and interpretation services for limited or non-English parents and guardians if needed and/or requested.
- The school assesses the English language proficiency of all ELs annually school, as required under Every Student Succeeds Act (ESSA), Section 3113(b)(2), via the ACCESS for ELLs 2.0
- The school ensures that ELs participate in other statewide content assessments when required.
- The school follows the state-approved exit criteria to determine if a student is no longer in need of language development services. Currently, a 5.0 overall composite score on the ACCESS for ELLs 2.0 assessment indicates English language proficiency and signals a student’s reclassification from EL to EL monitored.
- The school monitors students exited from EL status for four years to ensure that the student has not been prematurely exited, any academic deficits incurred have been remedied, and the student is meaningfully participating in the standard program comparable to their non-EL peers.
- The school re-tests or re-screens students in ”EL Monitored” status if monitoring suggests a persistent language need.
- The school periodically evaluates the success of its EL program and makes modifications as necessary.
- If a school is the recipient of a Title III grant under Every Student Succeeds Act (ESSA), it must provide a written report to OSSE detailing its program and the results of its evaluation.

Technology Policy

15. Describe the LEA’s policy for technology use during distance learning, including:

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

All students are issued a T-Mobile hotspot with unlimited internet and Chromebook for access platforms and intervention programs. Training for students, families, and staff is available daily through online classes, hotlines, office hours, chat rooms, collaborative planning, and peer coaching. Each Friday is reserved for professional development, coaching, exchange or technology for repair, virtual instructional planning, and student office hours for all teachers. All non-instructional staff provides family and student outreach and ongoing virtual learning PD and training sessions for students and families.

To ensure that students can fully engage in distance learning, Kingsman Academy will:

- Communicate regularly with students and families using multiple methods, including phone calls, text messages, emails, social media, the school's website, and, when safe **and appropriate, home visits.**
- **Provide the technology students need to engage in distance learning, including computers, hotspots, internet access, and assistive learning devices.**
- **Ensure all teachers and student support team members have the technology they need to provide distance learning, including computers, hotspots, internet access, and assistive learning devices.**
- **Give teachers funds to purchase supplies and equipment to establish suitable distance learning environments.**
- **Deploy the Operations Team to provide computers, hotspots, food, and supplies to students and families, including through building pick-up and home delivery.**
- **Offer group and one-on-one training for students and families on instructional technology and distance learning platforms.**
- **Ensure all students can access their school email accounts, videoconferencing platform, and their learning management system accounts.**
- **Maintain a site that provides students and families with links to access distance learning tools and resources.**
- **Establish a help desk for students and families who need assistance with accessing distance learning technology.**
- **Make accommodations and modifications required for students with disabilities to fully engage in distance learning.**

The school works with an outside IT vendor to outline expectations for student access to the internet and safeguarding personally identifiable information (PII).

In collaboration with our IT vendor:

- We have enabled SafeSearch for Google search queries to filter explicit content.
- We have enabled Restricted Mode on platforms such as Youtube to screen out potentially mature content.
- We have enabled the "Advanced Protection Program" on Chromebooks to safeguard users of Google.
- We have enabled Data Leak Protection (DLP) rules and detectors, including PII data.
- We have the ability to login remotely to Chromebooks.
- We have the ability to update and disable devices.

We have a web and content filtering policy on all Chromebook devices. **The school technology policy is the same school-wide. The school does not place limitations on at-home devices.**

Family Engagement Policy

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

- **How often families can anticipate hearing from the school, and through which methods of communication;**
- **How you are soliciting and incorporating student/family input early and repeatedly about continuous**

learning;

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

To ensure that students and families can fully engage in continuous learning opportunities and stay informed on school operations, 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 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 Formal Routine Feedback Report cards, IEP progress reports, attendance reports, and discipline

reports, and assessment results will be shared with families at the end of each trimester. Any student in danger of receiving an unsatisfactory grade for a particular grading period will be given a progress report and personalized intervention plan to advise families about promotion decisions, next steps, and supports.

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, grades, calendar updates, a message board for policy and promotion updates, and basic student and family contact information.

SY 2020-21 Continuous Learning Plan Assurance Statement

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

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

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

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

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

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

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

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

- Students with disabilities have equitable access to distance learning opportunities as possible in accordance with the guidance above and issued by the US Department of Education.
- LEAs will ensure timely completion of IDEA procedures; including but not limited to initial and reevaluation for eligibility and IEP development and revision, in both distance and in-person learning models.
- LEAs will ensure that school professionals delivering IEP services to the student regularly communicate with families throughout the distance learning period. Consistent and clear communication encourages parent and student participation in distance learning and other educational opportunities.
- LEAs will ensure recovery planning and implementation includes identification of strategies to address overdue initial and reevaluations for eligibility, IEP revisions, and all other IDEA prescribed timelines delayed due to school closures.
- LEAs will ensure recovery planning and implementation includes strategies to assess students with disabilities, formally or informally, to determine a base-line measurement for recovery service delivery. These strategies will take into consideration and seek to address the achievement gap of students with disabilities in comparison to their non-disabled peers prior to loss of services due to school closure.
- During the 2020-21 school year, the LEA will conduct school-wide and student-level recovery planning and implementation efforts to address student loss of services. The LEA's recovery planning and implementation will include convening IEP teams, as appropriate, to review the impact of the lapse in services for students with disabilities including making an individualized determination as to whether or not compensatory education services are needed.

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

- The LEA will ensure that EL students are identified in a timely manner as required by state policies and guidance identified in item 14.
- The LEA will develop a plan for delivering its EL program and services to all EL students across both distance learning and in-person learning environments.
- The LEA will monitor implementation to ensure that EL services and access to grade-level content classes are advancing ELs' language and academic goals.

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

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

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

- The LEA will ensure the translation of family-facing documents into the major languages spoken consistent with D.C. Code §2-1931, et seq.
- The LEA will ensure publication, in a conspicuous place on its website, of the following resources by the beginning of school during SY 2020-21 and provide families awareness of:
 - An accessible, family-facing description of their continuous education plan; and
 - Contact information of key points of contact including technical support, language access, school administrators, faculty, and staff.

LEA Name: Kingsman Academy Public Charter School

LEA Leader Name: Kennesha Kelly

Date: 10-14-2020 01:10 PM