



DISTRICT OF COLUMBIA

OFFICE OF THE STATE SUPERINTENDENT OF

EDUCATION

Coronavirus (COVID-19) Distance Learning Implementation Plan & School Calendars Waiver

In response to coronavirus (COVID-19), DC Public Schools and DC public charter schools have closed school buildings and moved to distance learning. The purpose of this document is to obtain LEA distance learning implementation plans used during school closures during the 2019-20 school year. In addition, an LEA may seek a waiver of the requirement that a school year shall include a minimum of 180 instructional days, at 6 hours per day as prescribed in 5-A DCMR §2100.3.^{1,2}

LEA distance learning implementation plans and 180 instructional day waivers must be completed and sent to OSSE's deputy chief of staff, Justin Tooley at Justin.Tooley@dc.gov by May 4, 2020 and will be reviewed on a rolling basis.

Part I: Distance Learning Implementation Plan

To support student instruction during this period, many LEAs and schools have worked to ensure educational continuity through distance learning. LEAs should submit a plan describing their efforts, if any, to provide distance learning during this period. Plans should respond to each of the questions posed below.

Instructions for Public Charter LEAs

Public charter LEAs have already submitted responses to questions 1-9 to the PCSB. If the information submitted has not changed, please indicate by checking the box below. OSSE will obtain this information from the PCSB on your behalf. If the information has changed, please update it with the most up-to-date information in your submission. Public charter LEAs are expected to respond to the remaining questions.

Responses to questions 1-9 have not changed; please use responses submitted to PCSB.

Instructional Continuity

1. Please describe your plan for ensuring students will be able to access your educational programming for core content classes in the event of a long-term school closure. In your description, please explain, in detail, the methods for delivering instruction to students in their homes (e.g., online, paper materials, etc.).

¹ 5-A DCMR 2100.3. Unless otherwise approved by OSSE, a school year for attendance purposes shall include a minimum of one hundred eighty (180) regular instructional days and the following requirements: (a) An instructional day shall be at least six (6) hours in length for students, including time allotted for lunch periods, recess, and class breaks; (b) The six (6)-hour minimum instructional day requirement shall not apply to an evening school program, prekindergarten program, or kindergarten program.

² 5-A DCMR §2100.3 does not apply to Pre-K 3 and Pre-K 4 and adult programs. LEAs serving only these grades do not need to apply for a 180-day waiver.

2. If your plan depends on the widespread distribution of materials (e.g., delivering work packets, Chromebooks, or other resources to be used at home), please describe how you will distribute those. Please also describe how you plan to maintain active communication with families during a long-term closure.
3. If your plan depends on students having internet access to complete work, please describe how you will identify and accommodate students who do not have access to the internet at home.
4. Please describe how you will train and support teachers and other school staff in both creating and delivering remote coursework in the event of a long-term closure. Please also describe how you will train and support families delivering remote coursework.

Monitoring Student Participation & Progress

5. Please describe, at a high level, the types of assignments students will complete, how you will ensure that coursework is aligned to your educational program, and how coursework will be tailored to students' needs (including students with disabilities and English learners). Finally, please explain how you will assess student learning.
6. Please elaborate on how you are assessing student participation in distance learning.
 - a) Please describe, in detail, the touchpoints you are using to assess student participation and how you are tracking this information.
 - b) Please also explain how you are tracking students who, to date, have not engaged with distance learning, and describe any interventions you are using to reengage those students.
7. Describe how you are measuring student learning during this time. Please describe, in detail, the methods of assessment you are using (e.g. exit tickets, teacher-designed quizzes, etc.) to see that students are making academic progress through distance learning and how you are providing that information back to students and families.

Supporting Special Populations

8. Please elaborate on the following areas of support for students/families with limited English proficiency:
 - a) How you are providing language assistance, in English and/or the home language, to English learners during distance learning. Please describe, in detail, how you are giving students access to academic content and language instruction across the four language domains of reading, writing, listening, and speaking that is aligned to their levels of English proficiency.
 - b) What steps you are taking to ensure that non-English speaking family members can access content to support their students' learning?
9. Please elaborate on the following areas of support for students/families with disabilities:
 - a) How you are implementing student IEPs and 504 plans, including for students with intensive levels of support and/or service hours. In your response, please distinguish between specialized instruction and related services?
 - b) How you are maintaining IDEA timelines in collaboration with families and documenting delivered services?

- c) What steps you are taking to determine whether, and to what extent, compensatory services will be offered once school resumes?
- d) What steps you are taking to ensure that family members with disabilities (e.g. a guardian with visual impairment) can access content to support their students' learning?

10. If schools are closed due to coronavirus (COVID-19) and offering any educational opportunity including distance learning, the LEA must ensure that students with disabilities have equal access to such opportunities. OSSE issued [guidance](#) related to IDEA Part B and the provision of FAPE during COVID-19 on March 12, 2020. OSSE also released an [FAQ document](#) on this topic on March 25, 2020. The LEA should review that guidance document in its entirety and provide the following assurances:

- Students with disabilities have equal access to distance learning opportunities as possible and described in the guidance above and issued by US Department of Education;
- When school resumes, the LEA will convene 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; and
- The delivery of distance learning and any waiver of instructional days does not exempt the LEA of compensatory education responsibilities to students with disabilities as assured in the second bullet point above.

The LEA assures to the statements above.

Student Grades

11. Describe how the LEA will make student promotion decisions for this school year. Be sure to describe how student work before the emergency will be used in making decisions as well as work completed through distance learning.

- **Promotion decisions and extended learning program eligibility will be made at the end of the school year after 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.
 - **March 24, 2020 - June 12, 2020:** Kingsman Academy offers personalized distance learning opportunities.
 - **June 12, 2020:** The first round of grade-level promotion decisions will be made based on student work completed by the end of trimester 3. A student must demonstrate mastery of end-of-course standards by June 12, 2020 to receive course credit. Students with incomplete and/or missing assignments or students who require intensive academic support may be eligible to enroll in ELP.
 - **June 15, 2020 – September 4, 2020:** We will offer an extended learning program (ELP) for students requiring additional time to demonstrate mastery of course content. Students enrolled in ELP will have access to personalized assignments, specialized learning resources and assessments through the school’s learning management system and online learning platforms.
 - **September 4, 2020:** The final round of grade-level promotion decisions will be made based on student work completed by the end of ELP. A student must demonstrate mastery of end-of-course standards by September 4, 2020 to receive course credit. For students with incomplete and/or missing assignments or students who require intensive academic support as of September 4, 2020, Kingsman Academy will use maximum flexibility in allowing students to complete assignments and demonstrate mastery of work assigned throughout the 2020 - 2021 school year.

	Marking Period	Start Date	Start Date
Trimester 1	Marking Period 1	September 3	October 15
	Marking Period 2	October 16	December 4
Trimester 2	Marking Period 3	December 5	January 31
	Marking Period 4	February 3	March 20
Trimester 3	Marking Period 5	March 23	May 11
	Marking Period 6	May 12	June 12
Extended Learning Program (ELP)	Marking Period 7	June 15	July 24
	Marking Period 8	July 27	September 4

- **Promotion decisions based on student work completed before the emergency and through distance learning are aligned to our previously established trimester system,** credit earning and grade calculation policies. Our trimester system divides the academic year into three sessions: fall, winter, and spring. Each trimester is approximately 12-13 weeks long. The trimester schedule offers varying course lengths.
 - **One-Trimester Courses** Typically, elective classes are 1 trimester, or 12 weeks, with 0.50 credit earning potential. There are 2 marking periods in a 1-trimester course. Each marking period is 50% of the final grade. Students passing a 1-trimester course before the emergency and through distance learning will receive 0.50 credits.
 - **Two-Trimester Courses** Typically, core classes are 2 trimesters, or 24 weeks or 4 marking periods, with 1.00 credit earning potential. Each marking period is 25% of the final grade. Students passing a 2-trimester course before the emergency or through March 20, will receive partial credit for coursework completed through trimester 2. Students will have an opportunity to earn the remaining credits through June 12, 2020 and/or ELP without penalty. (Note: Some elective classes that meet less frequently are 12 weeks spread out over 2 trimesters; students enrolled in these classes are eligible for 0.50 credits over the 2 trimesters.)
 - **Three-Trimester Courses** Some special classes such as advisory, integrated arts, or credit recovery classes are offered over 3 trimesters, or 36 weeks or 6 marking periods, with 1.5 credit earning potential. Each marking period is 16.67% of the final grade. Students passing a 3-trimester course before the emergency or March 20, will receive partial credit for coursework completed through trimester 2. Students will have an opportunity to earn the remaining credits through June 12, 2020 and/or ELP without penalty.
 - **Extended Learning Program** ELP provides an opportunity for students requiring extended time beyond trimester 3 or June 12, to submit incomplete assignments and earn course credits without grade penalty.

Marking Period Percentages of Final Grade				
	1 Trimester Course	2 Trimester Course	3 Trimester Course	Extended Learning Program (ELP)
Number of Marking Periods in Trimester	2	4	6	8
Each Marking Period Percentage of Final Grade	50.00%	25.00%	16.67%	12.50%
Total	100%	100%	100%	100%

- **Students who do not complete course content during the emergency will not be penalized** and will be granted additional time to complete coursework.
 - A student with missing and/or incomplete coursework on September 4, 2020 will receive an “incomplete” or “I” for their assigned courses. Students will have an opportunity to continue coursework through the academic year.
 - If a student withdraws from Kingsman Academy after September 4, 2020, the student will receive a final grade with partial credits earned through the emergency. If the student withdraws before completing courses, the student will receive a “W” (i.e., withdrawn) for their courses assigned through distance learning.

- **If a student fails to meet the end-of-course standards required to receive credits** by September 4, 2020 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;
 - A final grade of 59% or below; or
 - Other factors associated with academic failure
 - 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 classrooms 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.

12. Describe how the LEA has communicated or will communicate grading policies and promotion decisions to families and on what timeline.

- **Access to 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.
- **Information, resources and updates are shared by phone, on our school website, and across multiple social media platforms.** Families receive additional information and updates on policies and promotions decisions through scheduled calls, emails and texts. Families can also complete an online help form to communicate concerns, ask questions, or provide feedback on distance learning design and policies. Additional changes to grading policies and graduation updates will be updated on our school website on May 15, 2020.
- **Individualized family engagement** is offered by Support Points of Contact (POCs) to maintain open communication daily with all students and families. Support POCs are assigned a case load of 6 to 15 families and serve as the centralized and primary point of contact for distance learning updates, policies, academic performance and progress toward promotion goals. Through daily student check-ins, weekly family check-ins, and coordination of school resources, the Support POC identifies and addresses needs and concerns of all students. From March 24, 2020, through June 12, 2020, Fridays are designated for family and student outreach. Each Friday parents receive updates on student progress, policies, resources and supports.
- **Report cards will be shared with families** at the end of the school year. 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 promotion decisions, next steps and supports.
- **Individualized graduation plans (IGPS)** are provided to all students currently under graduation review. Students meet with support staff to develop personalized “next step” plans. Plans outline student course completion goals, academic progress updates, credit analysis, and personalized postsecondary readiness goals. Students with IEPs work with special education staff on post-secondary transition plans.

13. For LEAs with high schools: Describe the policy used to award credits required for graduation.

- **Students receive Carnegie unit credits for completed courses.** The number of credits available is dependent on the length of the course. Students will receive course credit if they successfully complete a course with a passing grade. Students must earn a passing grade of 60% or higher (i.e., a “D-” letter grade or higher) to earn credit for that class.

Supporting Students After the Emergency

The purpose of this section is to inform city-wide planning for recovery. OSSE understands that LEAs may be in the planning phase when examining these questions. LEAs should outline their preliminary thoughts to these questions.

14. How is your LEA planning to support students who missed learning time following the extended closure (e.g., summer school or planning for next school year)?

- Improved Early Warning Systems
- Adapt MTSS Practices for Virtual School Setting
- Deploy Extended Learning Program
- Offer Extended School Year (ESY)
- Expand Credit Recovery Course Offering
- Extend Credit Recovery Program Year-Round

15. Are you planning to use formative or diagnostic assessments to identify student learning gaps, particularly in reading and math, at the start of the 2020-21 school year? If yes, please select any that apply and describe how you are considering using these options.

- Achievement Network (ANet)
- Affirm
- Developmental Reading Assessment (DRA)
- DIBELS/Acadience Reading
- Great Minds
- i-Ready – Curriculum Associates
- NWEA-MAP
- Reading Inventory (RI)
- Renaissance Learning's STAR Reading/STAR Math
- Scholastic Reading/Math Inventory (SRI/SMI)
- Other Vendor Created Non-Summative Assessment (please specify)
- Other LEA- or School-Developed Non-Summative Assessment (please specify)
- Other Practice (please specify)

16. What steps will the LEA take to review policies, processes, and systems to improve the implementation of distance learning in the future?

- **Increase collaboration with subject matter experts and stakeholders on key elements of the distance learning policies, processes and systems**
 - Increase collaboration with national experts on personalized education, instructional delivery, recovery, special education compliance and assessments best practices
 - Engage subject matter experts in external evaluation of distance learning policies, processes and systems. Evaluation should include program effectiveness, staff development needs, student and families engagement, social-emotional learning practices and academic performance
 - Establish community partnerships to provide coordinated school-based health care and mental health services to students and families

- Increase collaboration with school leaders serving our targeted population
- **Centralize communications and crisis response**
 - Establish a workflow for crisis response and emergency preparedness
 - Pre-draft communications and social media posts for anticipated challenges, including but not limited to: (a) when positive cases are confirmed within the school community, (b) when a significant number of students or staff are found ill, and (c) when the school needs to close due to the illness
 - Consult with school and community health officials about actions the school will take to help ensure safety. Provide public health actions, mental health actions, and medical and guidance to help students and families cope with this health crisis
- **Develop a robust early warning system**
 - Proactively measure student progress on academic and engagement benchmarks in real-time
 - Monitor effectiveness of interventions and strategies in real-time
 - Identify at-risk students and develop effective intervention strategies.
 - Expand tools to review attendance, engagement, performance levels to proactively intervene where students are struggling or need supports
 - Determine key factors that help predict student attrition

Part II: School Calendar Waiver

District regulation 5-A DCMR §2100.3 requires that all schools shall include a minimum of one hundred eighty (180) regular instructional days of six hours each unless otherwise approved by OSSE. We know that schools may have challenges in meeting the requirements for 180 instructional days this school year.

The LEA must select **ONE** of the following options by highlighting the text and providing additional information as relevant (for options 2 and 3):

OPTION 1:

In the instance where an LEA believes that its distance learning is equivalent to the 6 hours of instruction per day requirement, select Option 1, by highlighting the text below.

The LEA **IS NOT** seeking a waiver from the 180 instructional days requirement in 5-A DCMR §2100.3. The LEA has provided distance learning during the public health emergency sufficient to meet the 180 days of 6 hours of instruction per day requirement with its distance learning plan, as described above.

OPTION 2:

In the instance where an LEA is providing 180 days of instruction, however, it needs a waiver from the requirement that it provide instruction equivalent to the 6 hours per day, select Option 2, by highlighting the text below and providing the additional information requested.

The LEA **IS** seeking a waiver of the 180 instructional days requirement in 5-A DCMR §2100.3. The LEA has provided distance learning during the public health emergency, for less than the 6 hours of minimum instruction for those days. The LEA seeks a waiver for that instructional time.

- Number of Instructional Days in 2019-20 school year Calendar: _____
- Number of Instructional Days Completed Before March 16, 2020: _____
- Number of Days of when Distance Learning was provided at less than 6 hours per day: _____
- Number of Days Requested to be Waived from 6 hours of learning: _____

OPTION 3:

In the instance where an LEA has provided some distance learning but also is not providing 180 days of instruction (for reasons such as substituting PD days for some instructional days during the transition to distance learning or changing the calendar to end the school year early), select Option 3 by highlighting the text below and providing the additional information requested.


The LEA **IS** seeking a waiver of the 180 instructional days requirement in 5-A DCMR §2100.3. The LEA has provided distance learning during the public health emergency, for less than the 6 hours of minimum instruction for those days. **Additionally**, there are some days during the COVID-19 emergency for which the LEA did not or will not provide instruction, via in-person or distance learning. The LEA also seeks a waiver for that instructional time.

- Number of Instructional Days in 2019-20 school year Calendar: **182**
- Number of Instructional Days Completed Before March 16, 2020: **117**
- Number of Days of Distance Learning Provided: **58**
- Number of Days Requested to be Waived from 6 hours of learning: **58**
- Number of Days Requested to be Waived from providing instruction:
 - Indicate which calendar days being requested for waiver on which instruction was not provided: **June 15, 2020 - June 23, 2020**

By submitting this distance learning plan and signing below, LEA requests a waiver from the 180 instructional days requirement in 5-A DCMR §2100.3 for the days noted above, due to the COVID-19 pandemic.

LEA Name: Kingsman Academy Public Charter School

LEA Leader Name: Kennesha Kelly

LEA Leader Signature: 

Date: 05/04/2020

Instructional Contingency Plan for Long-Term Closure

Submitted to the District of Columbia Public Charter School Board on March 20, 2020

As part of the citywide efforts to prevent the spread of COVID-19 during the 2019–20 school year, Kingsman Academy Public Charter School has closed its building and transitioned to distance learning. The detailed instructional contingency plan is in the [Kingsman Academy Public Charter School Virtual School Plan](#). Key elements of the plan are summarized below.

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 are able to access their school email accounts, the 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.

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Instructional Contingency Plan for Long-Term Closure

- *Assign* each student to a team member responsible for monitoring the student's engagement in distance learning, identifying barriers to active participation, and serving as a liaison to the student's family.
- *Engage* the Integrated Comprehensive Services (ICS) Team to connect students and families 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 issues.
- *Engage* the Behavior Interventions Team to provide individualized behavior support through small group sessions, one-on-one check-in meetings, and social-emotional learning support.

To ensure students will be able to access educational programming for core content classes, Kingsman Academy will:

- *Utilize* a videoconferencing platform to facilitate live, face-to-face instruction.
- *Maintain* a schedule of real-time humanities, mathematics, and science classes on Mondays, Tuesdays, Wednesdays, and Thursdays, during which students receive daily direct instruction through live streaming and engage in course content through course playlists, skills-based playlists, activities, tasks, quizzes, and independent projects.
- *Continue* to utilize the school's learning management system for personalized instruction, enabling students to access specifically designed course content and instructional resources, submit assignments, take assessments, communicate with teachers and access performance reports.
- *Facilitate* collaboration between general education and special education teachers to ensure lesson plans and course content include the accommodations and modifications specified in students with disabilities' individualized education programs (IEPs).
- *Ensure* specialized instructional support is provided for all students with disabilities as provided for in their IEPs.
- *Assign* dedicated aides to participate in classes with students requiring dedicated aides, provide feedback to teachers and special education coordinators, and families.

To ensure coursework, assignments, and assessments are aligned to the educational program and tailored to students' needs, Kingsman Academy will:

- *Continue* to implement a personalized education framework designed to support the academic, cognitive, and metacognitive needs of all students, including students with disabilities.

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Instructional Contingency Plan for Long-Term Closure

- *Train* team members at the launch of the Virtual School Plan on how the school's personalized education framework is delivered in a virtual environment.
- *Provide* refresher training to all teachers on the school's learning management system at the launch of the Virtual School Plan.
- *Assess* students' mastery of content using learning matrices and the school's learning management system.
- *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 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 one-day training to launch the Virtual School Plan, with a focus on using distance learning technology, best practices, for remote teaching and learning, and implementing the school's personalized education framework remotely.
- *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.
- *Offer* regular coaching sessions for teachers to receive small-group or one-on-one support for creating and delivering remote coursework.
- *Hold* weekly virtual professional development sessions with team members to receive feedback and ensure continuous improvement in the execution of the Virtual School Plan.

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 the preceding sections.

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Instructional Contingency Plan for Long-Term Closure

- *Hold* regular IEP meetings virtually.
- *Engage* vendors to provide related services and conduct assessments remotely.
- *Coordinate* with nonpublic schools, education advocates, and attorneys to ensure students enrolled in nonpublic schools receive specialized instruction, related services, and other supports as provided in their IEPs and in accordance with applicant law.
- *Convene* teams to amend students' IEPs, where required or appropriate.
- *Consult* regularly with special education counsel to ensure the Virtual School Plan is compliant with relevant special education laws and guidance issued in response to the novel coronavirus public health emergency.



Instructional Contingency Plan Update

Kingsman Academy Public Charter School
Submitted to the District of Columbia Public Charter School Board on April 8, 2020

In response to the COVID-19 pandemic, LEAs have been asked to implement Instructional Contingency Plans to ensure students have access to learning at home. Schools shared initial information about their plans with DC PCSB on March 17. The questions below ask LEAs to share an update about implementation of their plans, and to elaborate further on specific areas.

- 1) What adjustments, if any, have you made to your Instructional Contingency Plan since the initial March 17 submission to DC PCSB?

None

- 2) Please elaborate on how you are measuring student learning during this time. Please describe, in detail, the methods of assessment you are using (e.g. exit tickets, teacher designed quizzes, etc.) to see that students are making academic progress through distance learning.

To measure student learning during building closures, Kingsman Academy:

- *Continues to utilize the school's learning management system for personalized instruction, enabling students to access specifically designed course content and instructional resources, submit assignments, take assessments, communicate with teachers and access performance reports.*
 - *Assesses students' mastery of content using learning matrices and the school's learning management system.*
- 3) Please elaborate on how you are assessing student participation in distance learning. Please describe, in detail, the touchpoints you are using to assess student participation and how you are tracking this information.
 - Please also explain how you are tracking students who, to date, have not engaged with distance learning, and describe any interventions you are using to reengage those students.

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.

All Kingsman Academy students have been assigned a support point of contact. 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 participations, Kingsman Academy has provided all students with computers, hotspots, food, and supplies through building pick-up and home delivery.

- 4) Please elaborate on the following areas of support for students/families with disabilities:
- How you are implementing student IEPs and 504 plans, including for students with intensive levels of support and/or service hours. In your response, please distinguish between specialized instruction and related services.
 - How you are maintaining IDEA timelines in collaboration with families and documenting delivered services.
 - What steps you are taking to determine whether, and to what extent, compensatory services will be offered once school resumes.
 - What steps you are taking to ensure that family members with disabilities (e.g. a guardian with visual impairment) are able to access content to support their students' learning.

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, with plans to complete evaluations when the building reopens;*
- *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.*



- 5) Please elaborate on the following areas of support for students/families with limited English proficiency:
- How you are providing language assistance, in both English and/or the home language, to English learners during distance learning. Please describe, in detail, how you are giving students access to academic content and language instruction across the four language domains of reading, writing, listening, and speaking that is aligned to their levels of English proficiency.
 - What steps you are taking to ensure that non-English speaking family members are able to access content to support their students' learning.

N/A – Kingsman Academy does not have any students or families with limited English proficiency.

- 6) Broadly speaking, how is your school planning for in-person opportunities to make up for missed learning time following the extended closure (e.g. summer school)? If you have not yet made any decisions about make-up instructional time, what is your projected timeline for making decisions about this issue?
- If your school has already decided to offer in-person learning opportunities to make up for school closure, please elaborate on how and when such opportunities will be offered.

We are awaiting further guidance from the city before we make any decision regarding make-up instructional time, particularly for schools like ours that are providing live instruction, devices, and internet access for all students, along with specialized instruction and related services for students with disabilities.