

**Washington Yu Ying Public Charter School
2019-2020 Annual Report**



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Vincent Baxter, Board Chair

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I. School Description

A. Mission & Vision Statements

Mission Statement

Washington Yu Ying strives to inspire and prepare young people to create a better world by challenging them to reach their full potential in a nurturing Chinese and English educational environment

Vision Statement

To create an enthusiastic and diverse community of learners who are grounded in intercultural understanding and respect, and who are confident in their abilities to read, write and think in both Chinese and English.



B. School Program

Summary of Curriculum Design

Washington Yu Ying PCS is an IB World Mandarin/English dual language immersion school. The IB Primary Years Programme, for students aged 3 to 12, focuses on the development of the whole child as an inquirer, both in the classroom and in the world outside. The IB Primary Years Programme frames the curriculum design and the instructional approach of the school community. As an IB World School, we are expected to adhere to the following standards:

- Share the mission and commitment of the IB to quality international education
- Play an active and supporting role in the worldwide community of IB schools
- Share knowledge and experience in the development of the IB programme
- Commit to the professional development of teachers and administrators

IB PYP Programme Features-

- Encourages international-mindedness in IB students
- Encourages a positive attitude to learning by engaging students in inquiries and developing their awareness of the process of learning so that they become lifelong learners.
- Reflects real life by encouraging learning beyond traditional subjects with meaningful, in-depth inquiries into real issues
- Emphasizes through the Learner Profile the development of the whole student- physically, intellectually, emotionally, and ethically

The most significant and distinctive feature of the IB Primary Years Programme is the six transdisciplinary themes. These themes are about issues that have meaning for, and are important to, all of us. The programme offers a balance between learning through the subject areas, and learning beyond them. The six themes of global significance create a transdisciplinary (across academic subjects) framework that allows students to “step up” beyond the confines of learning within the following subject areas: Who we are; Where we are in place and time; How we express ourselves; How the world works; How we organize ourselves; Sharing the planet. Each theme is addressed by all students each year, with the exception of PreK and K who address 4 of the themes. The themes provide the opportunity to incorporate local and global issues into the curriculum.

PYP Programme Benefits

The school stakeholders develop an understanding of the IB Learner Profile. The ten aspirational qualities of the learner profile inspire and motivate the work of teachers, students and the school, providing a statement of the aims and values of the IB and the definition of what it means to have “international-mindedness.” IB learners strive to be: Inquirers, Thinkers, Communicators, Risk-takers, Knowledgeable, Principled, Open-minded, Caring, Balanced, and Reflective.

Students are instructed in all learning in both Mandarin Chinese and English. Immersion is delivered through the PYP in an every other day format. Students switch classrooms and are instructed by a team of 2 teachers: one day all learning is taught within the transdisciplinary theme in English, and the next, all learning is taught within the transdisciplinary theme in Mandarin Chinese. Instruction is differentiated to accommodate learner diversity, and instructional specialists typically “push-in” to deliver services to students. They also provide consultation to teachers about students who receive special education, learning support or ELL services.

Students in the 21st century are faced with the challenge of learning about an interconnected world

where knowledge is constantly developing. The IB Primary Years Programme prepares students to be active participants in a lifelong journey of thinking, experiences, and learning.

Yu Ying students in the culminating grade of PYP, 5th grade, participate in The Exhibition. This bilingual group project has the students develop a course of research, presentation and action based on one of the UN Sustainable Goals. Students synthesize and apply learning of previous years and reflect upon their journey through the PYP, within the Exhibition.

Parent Involvement Efforts

PA Meetings

The Yu Ying PA met monthly at the school to actively support the school. The Yu Ying PA works closely with the school administration, is under the governance of the school but has an executive board that governs it. The PA fundraises for the school and hosts many community events such as: Yu Ying Fall Fest, School Gala, School Clean Up Weekends, Fuel Free Fridays, and Teacher Appreciation Week. The PA meetings were available digitally for those families who found it difficult to get away.

Monthly Coffees

Amy Quinn, Director of Teaching and Learning, with school leadership hosted monthly Administrative Coffees for Yu Ying parents. The coffees were a way for the school community to communicate with school administration in an intimate setting. During the Spring of 2020, the Admin Coffees became a weekly virtual forum. They were successful, encouraged open communication and allowed for parent voices to be heard on many topics. While the school functions in a virtual and/or hybrid model, the Admin Coffees will be included 2x per month in the 2020-2021 school year.

Parent Education Sessions

Kindred, a group that brings diverse groups of parents together to engage in open, honest dialogue in order to grow their empathy, deepen their racial consciousness, and develop a shared commitment to a school community that is a place where everyone can thrive, worked closely for the 2nd year with groups of parents. Multiple Parent Education Sessions were offered within the 2019-2020 school year, both in person and through webinars and live virtual sessions. The sessions focused on Social Skills, Assessment, and Early Literacy Development. These sessions were offered by the Yu Ying staff and curriculum team. In addition, staff facilitated goal-setting and parent conferences, which were three-way between students/parents/teachers. These conferences, held in the Fall and the Spring, were an opportunity for students to lead their parents through the learning in the classrooms and in a virtual setting.

Health and Wellness Committee

The Health and Wellness Committee sponsors The Annual Spring Fun Day, which aims to promote fitness and healthy snacking among the student body. Due to the pandemic, the Annual Spring Fun Day could not happen in the 2019-2020 school year. This committee is a joint venture with the Parent Association and the PE department, they were able to facilitate Fuel Free Fridays and Healthful Nutrition events in the Fall of 2019. In addition, the committee expanded to include a Garden Committee which sponsored Compost Work days, Cleanup and Planting days, all in the Fall of 2019.

Chinese Cultural Committee

At Yu Ying, staff incorporate Chinese culture into the daily curriculum and encourage parents and students to learn and try Chinese culture at home as well. In the 2019-2020 school year, Yu Ying staff

planned, promoted, and implemented Chinese cultural activities in the classrooms as well as school wide activities. School wide activities included; Moon Festival Mooncake Sales, Chinese New Year Fair, Chinese New Year Performance, Chinese New Year celebrations, Chinese Speaking Show, Chinese Writing Show, and Chinese Book Fairs. A comprehensive resource list of learning materials is organized into a google site that is consistently updated and made available to parents. Parents were invited to be guest speakers in the classrooms to talk about Chinese culture, to speak about content within their expertise, to participate in the Chinese New Year Family Portrait, or to volunteer for the Chinese New Year Fair, or the Chinese Book Fair.

Daily Volunteers

Yu Ying has a variety of parents who volunteer on a daily basis. They completed tasks such as helping in PreK through Grade 1 classrooms and in the library, reading to students for Read Ins, participating in school events, joining in on playground activities, library maintenance and working in the multiple gardens. In the Spring of 2020, our parent volunteers continued to support the schools efforts by sharing great virtual opportunities and supporting virtual whole school events.

Field Trips (School and REEF)

Yu Ying parents participate in attending school field trips regularly. They help lower the adult to student ratio and provide appreciated assistance. Yu Ying students benefit from the rich resources available in the DC Metro area. Typically, each grade level takes at least 3 field trips in each school year during the school day and another 3 during their after school program (REEF). During the Spring of 2020, the school had to suspend physical field trips for all students. However, each Friday, the Education Administration developed and implemented a full day virtual field trip for each grade level based on a school wide theme, Friday School Inquiries. These were an opportunity for our students to benefit from the variety of activities and resources available to them online and gain from introduction to areas of interest they may not have known prior.

Spelling Bee

For the sixth year, Yu Ying sponsored a school spelling bee, open to students in grades 1-5. Approximately 80 students registered to participate in the bee and parents supported with study packets administered by the school. Judges from the Greater DC Spelling Bee Community were solicited by the Director of Teaching and Learning. Three Yu Ying 3rd-5th grade students went on to participate in the DC Cluster Spelling Bee. One Yu Ying student (a 3rd grader) was a finalist in the DC Cluster Spelling Bee and therefore went on to the DC Citywide Spelling Bee.

National Geographic Bee

For the second year, Yu Ying sponsored a Nat Geo Bee, open to students in grades 1-5. Approximately 30 students participated. A National Geographic employee volunteered to judge the students. The winner of the Bee, a 5th grader, tested for and was selected, to participate in the National Geographic Bee held annually in DC.

Math Challenge

Yu Ying held math challenges for students in grades 2nd-5th in both the Fall of 2019 and the Spring of 2020. Over 100 students participated in each challenge. Students took the challenge individually, yet competed nationally both individually and on grade level teams representing Yu Ying. In every grade, Yu Ying had students whose score ranked them amongst the top students in their grade nationally.

Library

Yu Ying continued to select books to improve its library collections of home languages for support of family literacy. Parent volunteers worked to catalog, prepare books and shelve books throughout the school year. The library was consistently used by all grade levels coming for bilingual reading and bilingual book check-out. The 3rd-5th grade classes also came to the library for bilingual research and editing skills.

Webinars

The Intervention Team developed and hosted a webinar during the 2019-2020 school year for families of students receiving English Language Arts intervention support in class or in our Before and After School Intervention program. Families were surveyed for input on topics and best days and times for webinars, Webinar recordings and resources were shared with all intervention families regardless of whether they participated in the webinar or not.

Empower Speaker Series

As part of our mission to inspire and prepare young people, we are aware of the need to bring along parents and caregivers on the journey. Between 2018-2020 we started a speaker series aimed at sharing with our community inspiring leaders (authors, artists, motivational speakers, experts) who used current research, inspirations, and experiences. We were able to bring some amazing local, national and international leaders to spend time with not only our families, but also staff and faculty. We look forward to continuing this outreach and collaboration, as we are all lifelong learners and thinkers, adults included!

If we continue to be in a remote setting, we will offer events via webinar or zoom sessions. The feedback from those who have attended has been a resounding success.

II. School Performance

A. Performance and Progress

1. Describe the extent to which the school is meeting its mission, detailing programs and/or methodologies through which the school pursues its mission.

Yu Ying's mission is to inspire and prepare young people to create a better world by challenging them to reach their full potential in a nurturing Chinese/English educational environment.

To meet our mission, Yu Ying incorporates:

- 21st century learning skills, called Approaches to Learning in the PYP:
 - thinking
 - communication
 - research
 - self-management
 - social
- Researched best practices in inquiry based pedagogy
- Social-emotional and collaboration skills
- Learner attributes

to enhance the quality of the learning process. Within the IB PYP curriculum, 5th grade students at Yu Ying have completed the IB PYP Exhibition, the culminating global citizen project of the IB PYP. Yu

Ying continues to meet its mission each year as indicated through the matriculation of 100% of 5th grade students through completion of the Exhibition. Additionally, Yu Ying has established a variety of routines within both the English and Chinese classrooms.

These include:

Literacy Instruction:

All literacy instruction is informed by the Common Core State Standards for English Language Arts, the IB Language Scope and Sequence and the American Council for Teachers of Foreign Languages standards.

- English and Chinese literacy instruction uses a Balanced Literacy approach in grades PreK3 - 5. Literacy instruction includes shared reading and interactive read alouds, guided reading and book club groups, opportunities to read independently, and opportunities to dissect words for spelling (English) and strokes/radicals for an understanding of the patterns in words (Chinese). K-5th Grade English Teachers and 1st-5th Grade Chinese teachers use leveled readers for literacy instruction after assessing student's instructional reading level through Fountas and Pinnell running record tools (English) and Level Chinese running record tools (Chinese). Both Chinese and English teachers continue to use anchor texts aligned to the social studies and/or science concepts of the units of inquiry for shared reading mini lessons and interactive read-aloud times. Teachers in English and Chinese continued the use of anchor texts for interactive writing lessons as well.
- In grades 2-5 English classroom and grades 4-5 Chinese classroom, students participate in book clubs/literature circles. Teachers facilitate the structure of the discussion, while students ask questions and discuss the text from their perspective. Students use reading response journals and visible thinking routines to reflect on their questions and understandings throughout the process.
- In both English and Chinese, students develop their voice in writing through the genres of informational, persuasive and narrative, within the Writer's Workshop model. Students have an opportunity to explore the skills of writing through mini lessons with a focus on a writing skill. Students then apply these lessons in their own writing practice. Grades K-5 students focus their writing both on concepts within their unit of inquiry and on personal interest. Teachers confer with individuals to offer quality feedback as students are writing. This approach allows our teachers to provide a well-balanced literacy experience, while featuring small group and differentiated instruction to closely monitor and support appropriate literacy instruction.
- From Kindergarten on, students develop understanding through direct instruction of basic early literacy skills in English: phonemic awareness, and in both English and Chinese: phonics, sight word acquisition, fluency, and comprehension. Prior to Kindergarten, there is an intentional focus on a literacy rich environment, oral language development in Chinese, and early literacy skills in Chinese: phonemic awareness.

Mathematics:

Washington Yu Ying uses a math workshop inquiry approach including hands-on, exploratory introduction to a conceptual development of number sense, operations, and problem-solving. Such practices as Number Talks are used daily to help develop math communication skills. Daily math blocks include independent, small and large group involvement in math concepts using a variety of problem based tasks and real world application of knowledge for deep understanding. All math instruction is based on the DC Common Core math standards and the IB math Scope and Sequence and is organized to be taught in units of study taught in alignment with the science and social studies

curriculum.

Science and Social Studies:

All science instruction is based on the IB science Scope and Sequence and the Next Generation Science Standards. All social studies instruction is based on the IB social studies Scope and Sequence and the DC social studies standards. The PYP approach integrates Science and Social studies into transdisciplinary, guided inquiry units with a goal to answer in depth questions through structured research and facilitated exploration using a variety of investigative methods. Students are involved in asking the questions as well as presenting the results. In addition, students are encouraged to take action within their community (both local and global) based on their understanding.

Response to Intervention (RTI):

This approach is designed to reduce inappropriate referrals for special education placement and referrals including disproportionate representation of diverse populations. RTI is a tiered system which involves providing increasing levels of support for students who are identified as performing below benchmark.

- Features of RTI include:
 - Yearly universal screening for all students in both English and Chinese in Language Arts (3x) and Math (3x) to identify which students are progressing satisfactorily and which are in need of intervention and progress monitoring. Universal Screening Assessments are administered using NWEA Map for language and math instruction (grades K-5). Due to Covid, we were able to assess through only 2 cycles (Fall and Winter) in the 19-20 SY.
 - In class support is provided to students based on the data from universal screening and teacher recommendation. English and Chinese Language Interventionists work with students who are in need of intervention during English or Chinese Language Arts class. The Interventionists collaborate with the classroom teachers to target and design instruction for students according to their needs to help them achieve at grade level expectation.
 - Additional before or after school support for English and Chinese Language Arts and Math is provided for students who need more support than that which they receive in class. Small groups of students attend 4-5 times each week for student-specific, evidence-based instruction in English or Chinese Language Arts or Math.

Washington Yu Ying provides English Language Arts, Chinese Language Arts and Math Intervention support. Placement is generally based on data from both formative and summative assessments and standardized (universal screening) assessments. Push in support and Before and After School groups are considered to be a Tier II intervention as part of the RTI framework. There are three intervention cycles throughout the school year (Fall, Winter, Spring).

Intervention services for English Language Arts, Chinese Language Arts and math are provided by an intervention teacher with training in reading, speaking and/or math interventions during classes. In English Language Arts, the intervention teacher collaborates with the classroom teacher to create student-specific interventions to support individual and small groups of students in class. In Chinese Language Arts, students new to Yu Ying (grades K-2) are provided oral language support in order to catch up with their peers. In addition, students in grades 1-5 are given in class support to review language and concepts through the anchor texts or other Read Aloud reading materials for the Units

of Inquiry and development of oral language skills in order to authentically express themselves. These groups not only reinforced current language skills and subjects' concepts being introduced in the classrooms, but also provided students the opportunity to have small group instruction to build language proficiency on previously taught material. Additionally, math support is provided to students in grades 1-5 based on need.

To augment intervention services while adhering to Yu Ying's model of immersion, some students participate in Before or After School groups for English Language Arts, Chinese Language Arts or math. These intervention groups are small (between 2-6 students) and students are grouped by need. They are given additional instruction in their area of need at a before or after school ELA, CLA or math group 4-5 times a week. Research-based interventions are implemented by the ELA, CLA and math intervention teachers. Intervention group progress data is tracked by the intervention teacher and is maintained in individual student forms. Parents of students in before or after school intervention groups receive information on student progress through emails, meetings, and conferences and in progress reports. Students are exited from before and after school intervention groups when they meet grade level benchmarks and are deemed ready to exit by their general education teacher and the intervention teacher.

Our unique program offers several classes aimed at improving Chinese language acquisition, academic achievement in English and math, and promoting social skills through structured activities. These classes include daily sessions where students receive assistance with homework, academic skill development, and language based on teacher/parent feedback.

2. Describe the extent to which the school is meeting its goals and academic achievement expectations detailed in its charter.

Student Performance

Washington Yu Ying PCS continues to educate students in a nurturing Chinese and English educational model each year as our mission states. During the 2019-2020 school year, Yu Ying Prk3 through- 5th grade continued to engage in internal and external formative and summative assessments.

- Pk3 and Pk4 utilized monthly assessments developed for demonstration of growth in pre-literacy and early math skills, as well as areas within Approaches to Learning skills of fine motor development, organizational development, understanding of symbolic language, representational skills and listening skills.
- Students in K-5 used Literably to assess reading comprehension growth in English Language Arts.
- Students in 1-5 used Level Chinese to assess reading comprehension growth in Chinese Language Arts.
- Students in K-5 used Yu Ying normed writing exemplars to assess growth in writing in English Language Arts.
- Students in PreK 3-5 used formative pre-assessments and summative post-assessments in math, science and social studies to demonstrate growth in learning.

While our 18-19 PARCC math scores in grades 3-5 are above the city average, in SY 19-20 helping students to improve their mathematics understanding and to apply the mathematics conceptually is a

continued instructional focus. Staff worked on better analysis of student understanding through MAP assessment scores and Yu Ying was able to implement intervention groups for students needing greater challenges mathematically.

In the 2019-2020 school year, Yu Ying students in K-5th grades took the NWEA Measure of Academic Progress (MAP) assessment in Reading and Math in October and January. Students took the assessments two times during the year; in the Fall, Winter. As a nationally normed, adaptive-style assessment, we continue to believe the NWEA MAP assessments help us better target interventions for struggling students.

PK3 and PK4 students took the *Brigance Inventory of Early Development III Standardized* assessment in early childhood literacy and mathematics in the Fall of the 2019-2020 school year. 90% of PK students were within normal limits or above expectations in both mathematics and literacy. Yu Ying monitors the 5% of the PreK 4 students not within normal limits, and within which areas, as they move from PreK 4 to K in order to ensure we are preparing students for success.

School Progress

During the school year of 2019-2020, Yu Ying was awarded full accreditation by the Middle States Association for Secondary and Elementary Schools after a year of self-study and a 4 day accreditation visit in the early summer of 2019.

Washington Yu Ying furthered the updated ('enhanced') International Baccalaureate Primary Years Program (IB PYP) framework development of achievement of a rigorous, inquiry-based program in both Chinese and English. Yu Ying brought student agency to the center of student learning, and continued to utilize Project Zero Visible Thinking Routines and Youcubed Conceptual Math Mapping to embed critical thinking into our teaching and learning practices. The IB PYP Approaches to Learning, with the intentional development of social/emotional, communication, research, thinking and self-management skills throughout student learning was highlighted in 2019-2020. Team Leads were introduced in the 2019-2020 school year, with a focus on instructional leadership. Opportunities to focus on data and problem solving to enhance Yu Ying's instructional culture were included in weekly teacher reflections. Teachers participated in several 'thought and feedback' experiences, including staff PD days, team full day PD, and staff surveys, which provided opportunities for staff to consistently reflect on creating a high level inquiry learning environment across the school. Students participated in several 'learning and classroom engagement' surveys, which provided opportunities for staff to reflect on student perspective.

Teachers and students continued to use reflective techniques in the social learning sphere, aligned with Collaborative and Proactive Solutions (CPS) through Lives in the Balance- Dr. Ross Greene's model, Conscious Discipline, and Restorative Justice practices to maintain a supportive social and emotional learning atmosphere and a supportive academic environment. A cohort of teaching staff joined together as a cohort in the Transcend's Study of Practice for Mental Health. This helped to identify areas in need of further growth across the Yu Ying community, and areas of strength. Continued growth in meeting student social-emotional needs was evidenced by the continued low

percentage of out of school suspension incidents at Yu Ying in the 2019-2020 school year.

Each teaching team, along with the PYP Curriculum Coordinators and the Chinese Language Coordinator, met 2x weekly during the school week to plan, develop and implement math, English Language Arts, Chinese Language Arts and Science/Social Studies units of inquiry, as well as 1x monthly with the RTI Coordinator for intervention needs. Each teaching team met weekly after school to further and fine tune plans. Each teaching team and Educational Administration met 2x in the year for a full day of facilitated planning as well. The varieties of ways in which the teams met with support administrators allowed for greater collaboration and greater team development of the curriculum across the school. In addition, the staff met with the Curriculum Coordinators to look closely at the scope and sequence across subjects and within each unit of inquiry for both vertical and horizontal alignment.

A cohort of instructional staff participated in the Citybridge Equity By Design project. This year-long endeavor helped the cohort to consider how to support the school in development of educational design with equity at the forefront. The cohort, after shadow days and empathy interviews with students and teachers, developed pilot projects to implement to ensure that educational practices have equity and access to learning for marginalized students at the core. The aim of the cohort was to institutionalize practices that help all students feel seen, heard and known at Yu Ying. Outcomes from some of the pilot project indicated growth in student perception of belonging.

The staff, under the guidance of the curriculum administration team, continue to develop a rigorous inquiry pedagogy curriculum, with student agency and belonging at the core, based on the DC Common Core standards, the Next Generation Science Standards and the IB Scope and Sequences, but organized and paced with transdisciplinary and real-world references and experiences. Students in all grades were involved in action projects as well as their more 'academic' pursuits.

Lessons Learned and Actions Taken

Teacher Growth and Development

In the 2019-2020 school year, Yu Ying continued its performance evaluation focus on both the Instructional and the Planning component of the Danielson Framework. This drove the focus of PD sessions within inquiry learning experiences development, planning and implementation as well as the formal evaluation process. Teacher observations were conducted using the instructional and the planning strand comprehensively as a basis for constructive feedback. Teachers developed goals through competencies within the instruction and/or the planning strands and self evaluated on their progress in the beginning and middle of the school year. Teachers received feedback on their performance through observations, both in written form and through conversations. Each teacher participated in a beginning of the year conversation to establish their goals, as well as a mid-year conversation to discuss progress. Teachers self-assessed their achievement of goals and their aspirations for the coming year during an end of the year conversation, which included a final performance evaluation for the school year. Despite the switch to virtual learning, due to quarantine in the Spring, all staff participated in these evaluation conversations.

Yu Ying fully implemented the performance management plan with documentation of observations,

individual development of goals and team development of goals, teacher performance ratings based on the Danielson Framework rubric and evidenced with observations and feedback, and beginning, mid-year and end-of-year 1 to 1 meetings between supervisors and staff. The performance management calendar was rolled out in August of the 19-20 school year.

Quality inquiry based conceptual instruction with strong components of social-emotional skills development that uses analysis of student data effectively to inform teaching practices and strategies is where we will continue to develop further focus in the following school years.

Education Policies

We continue to work on the process of systematization of all education policies in order to effectively evaluate our educational program annually. This process began in the 14-15 school year and is an ongoing process that will continually be modified to meet the needs of the educational framework as Yu Ying continues to grow.

Chinese Language Lessons Learned

The realignment of Chinese Language Arts teaching with English Language Arts teaching on a continuum of language acquisition for each strand of reading, writing, oral language and visual language had been implemented more fully in the 19-20 school year.

Between 2017 and 2019, the Chinese Language Coordinator and the Director of Teaching and Learning developed an oral language matrix based on the ACTFL standards for oral language development and the IB language standards. This matrix was piloted by the Kindergarten teachers for use as an oral language development continuum in the 18-19 school year. In the 19-20 school year, all preK and K teachers participated in a professional development session to norm the standards in the continuum. All PreK and K teachers had started to use this continuum to gather data and will continue to use it as an assessment tool to further analyze our students Chinese Mandarin language acquisition and to norm language levels and expectations of development in the coming years.

After full implementation of Chinese language guided reading for grades 1-5 in the 18-19 school year with provisional benchmark reading levels for each grade, the school had consistent Chinese reading instruction at appropriate levels of growth. In the 19-20 school year, the school continued to use the leveled reading assessment tool to analyze student data of reading progress and had determined the benchmark reading level for each grade. The school will continue to monitor student reading progress and revisit benchmarks accordingly in the coming years.

In the 19-20 school year, after all Chinese staff in grades K-5 implemented interactive writing mini-lessons, staff began to implement conferencing and small group structures in the writing block. Full implementation of writers workshop practices was the final stage of alignment with the English language arts scope and sequence for writing development. Over the years 2019-2021, the staff will analyze student writing through a norming of writing protocol in order to develop normed exemplars of Chinese language writing for each grade level.

Presenting Nation-Wide and Community Engagement

Yu Ying served and engaged the Chinese Immersion language community by providing support for teachers to present with the Chinese Early Language and Immersion Network (CELIN), the American Council on Teaching Foreign Languages (ACTFL) conference, and the National Chinese Language Conference (NCLC). Staff presented on a variety of topics related to Chinese Immersion practices and including inquiry based pedagogy, early childhood practices, social-emotional learning and

cultures of thinking.

In addition, Yu Ying staff have been involved in a wide variety of presentations about instructional best practices that align with our IB inquiry framework. This includes presentations about inquiry, creativity, concept based thinking, the PYP, language immersion, maker spaces, and thinking strategies at forums inclusive of George Washington University, New York University, DC Project Zero events, and regional and national workshop venues throughout the year. Four Yu Ying staff were participants in the DC Science Assessment analysis conducted by OSSE and 1 staff member was an elementary representative on the OSSE Science and Math boards for instructional development. Six Yu Ying staff are trained IB workshop facilitators, authorization site visitors and consultants, 1 more staff member is in training. Yu Ying continues to participate in the DC Environmental Literacy Cadre, continuing a commitment to sustainability education within its framework, and in the OSSE DC School Gardens movement.

Yu Ying students participated in many local and potentially national academic events including; Junior League of Washington's Poetry Contest, the Citywide Spelling Bee, National Geographic Bee, DC Elementary STEM Fair, Poetry for Peace National Contest, and the Noetic National Math Challenge. We continue to seek out greater opportunities for all of our students to participate in.

Yu Ying students, staff and parents continued to participate in Chinese cultural events and celebrations throughout school and the DC Metro area. This school year, along with keeping some traditional cultural events at Yu Ying such as Chinese New Year performances and celebrations, the Chinese Cultural Committee organized successful Mid-Autumn Festival Mooncake sales, Chinese New Year Fairs, and extended our traditional Yu Ying Chinese Speaking Show in the virtual learning settings to offer more opportunities for our students to speak Chinese.

Collaborations Around the US and China

Yu Ying is engaged in a number of educational collaborations around the US and China. The US collaborations include: Asia Society's Chinese Early Language Immersion Network (CELIN), IB MidAtlantic, IB Americas, the University of Maryland, George Mason University, George Washington University, and New York University in training and retaining English teachers and Chinese immersion teachers as well as Chinese language learning research. The Chinese collaborations include: Day Star Academy in Beijing and Xin Qing Hua International School in Shanghai.

Washington Yu Ying PCS acknowledges that DC PCSB's review and publication of this annual report does not imply concurrence or disagreement with the content herein.

B. Unique Accomplishments & Media

Yu Ying received a one-year, \$125,624.87 grant from the Office of the State Superintendent of Education (OSSE) to increase literacy achievement for students who read below grade level, particularly students of color and low-income students, and prevent these two subgroups from falling further behind their peers. The project, titled the Literacy Achievement Program is part of English Language Arts intervention and includes differentiated push-in reading support as well as before and after school reading groups targeted to each student's specific reading needs. Yu Ying also received a \$15,910.85 ESEA grant from OSSE for teacher PD and an \$75,933.72 IDEA grant from OSSE to support students with special needs. Yu Ying received a \$507,683.28 SOAR Facilities grant from OSSE to increase the total number of high-quality seats by building or renovating a second facility. In June 2020, Yu Ying received a DC Small Business Recovery Grant of \$5,140.65, which we used

towards staff salaries to help combat the financial effects of COVID-19.

Fully accredited by Middle States Association of Secondary-Elementary Schools in October of 2019.

Ranked #1 2020 Best Public Charter Elementary School in DC by Niche

Rated 9/10 on GreatSchools.net

<https://www.greatschools.org/washington-dc/washington/618-Washington-Yu-Ying-PCS/#Reviews>

Accepted as a member of the Diverse Charter Schools Coalition - a network of 57 members dedicated to creating excellent, inclusive, and equitable schools for all children.

www.diversecharters.org

2019-2020 Fourth grade team was chosen as Mid-Atlantic Association of IB World Schools PYP Distance Learning Stars! They were recognized for their facilitation of challenging units of inquiry about topics such as government and race and equity, and for continuing to build strong relationships with their students during distance learning.

Yu Ying students participated in the DC Youth Orchestra's Spring 2020 Concert: Together at Home

<https://www.youtube.com/watch?v=w2csTf12lgk>

ED Maquita Alexander profiled in "Identity and Charter School Leadership: Profiles of Leaders of Color Engaging Families"

<https://www.publiccharters.org/our-work/publications/profiles-leaders-color-engaging-families>

C. List of Donors, Pro Bono Services & In-Kind Giving

A Confident Kitchen	Artist & Craftsman Supply	Capitol Hill Arts Workshop
Adam Hellman	ArtJamz	Captain Cookie and the Milkman
Adam Jones and Xiaohong Zhang	Aspen Street Cakes	Cara Stern
Adam Namm and Mei Huang	Audrey d'Assignies and Andrew Stanoch	Carlos Bustamante
Adam Voiland	Autumn Jackson	Carol Paik and Matthew Batista
Aileen Sevier/Early Mountain Vineyards	B&O Railroad Museum	Carolee Inskeep
Alexander King	Barbeque Exchange	Chadwick Canedy and Bona Yoon
Alice and Edward Jou	barre3	Charles and Kimberly Haggart
Alicia Brooks	Barrett and Shane Karr	Charles and Nikki Shedrick
Alicia Robinson-Morgan	Be With Me The Children's Playseum	Charles Donalies and Heidi Kotzia
Allen Saslaw and Jenny Splitter	Benjamin Hass and Erin Collins	Cheesemonster Studio LLC
Alliance Francaise de Washington DC	BETA Academy	Cheri Harrington
Amanda Bilodeau	Beth Yurasko	Chiachu Liang
Amanda Ingram	Bill and Janine Donnelly	Chris and Lindsey Moore
Amelia Otovo	Bluebird Sky Yoga	Chris Chambers and Wai-Ling Mu
Ana Isabel Martinez Chamorro	Bluejacket	Chris McLeod
Andrea Jacobs Cohen	Bolana Capitol Enterprises, Inc	Chris Swallow
Andrew and Courtney Fraser	Boomerang Pirate Ship	Christopher and Caitlin Clark
Andrew Mayock	Bradley Comar and Angela Seid Comar	Chungyi Lee
Anissa Najm	Brian Lounsbury and Lisa Holley	Cindy Cao
Anna Ortiz	Brian Nelson	Circle Yoga Cooperative
Annie Schleicher and Matthew Fabian	Brigid Maher	Clyde's Restaurant Group
Arena Stage	Bruce & Abbey Berg	Compost Cab
Argo Hyman Bouchereau	Busy Bees Chevy Chase	Confucius Institute
Arlene Stein	Capitol Document Solutions	Cosabeth Bullock
		Cotton & Reed
		Cynthia Woerner

Damian and Ashley Coleman	Flagstar Football	Jan and Lois Mares
Dan Banks	Free State	Jason and Sandra Nelson
Daniel Wong and Yvonne Lee	Gaelle Kolb	JB Kelly and Jennifer Epperson
Danielle Davidowitz	Gather Round Family Chef Service	Jeannie Chen
Darren Riley	George Burke	Jean-Paul and Sandra George
David and Mallory Corlette	Gina Schoenberg	Jennifer McLeod Petrini
David Boggs and Ran Xu	Gisselle Alvarez	Jerry Levine
David Hoagland	Go Ape	Jessica and Nick Lin-Powers
David Talbot and Laurelle Lo	Green Hat Gin	Jevon Walton
DC International School	Greg Erdman and Kathleen Eder	Jianhua Zhong and Xinqian Qiu
Deborah Medalia	Gundlach Bundsch Wine Company	Jing Li
Dianne Bauman	Haley Arends	Jitesh Kerai
Dianne Sanidad	Hannah Sommers	Johanna Martinsson
Dominique Johnson	Headfirst Summer Camps	John and Elizabeth Daggett
Dominique Taylor	Heather Whitford	John Walker
Dorothy and Daniel McCuaig	Hela Medical Spa	Jon & Jennifer Rosenwasser
Earth Treks	Home Run Baseball Camp	Jon and Kate Vogel
EK4Kids	Hong Shi and Ariel Rubin	Jose Rivera and Tania Alfonso
Elaine and Mike Qualter	Hook Hall	Jose Sousa
Elaine Rensberger	HoopEd	Joshua Rogin and Bridget Ehart
Elena Gasol Ramos	Jack Metzler and Shelley Finlayson	Joyce Woods
Emily Gasoi	Jacob Berg and Rebecca Plummer	Julie Wampler
Emily Yu	Jacquelyn Desmond	Justin Tan
Emma Teaches Art	Jade Huang	Katherine Benton
Erik Heitfeld and Lan Zhao	Jamal Watts	Katherine Clemons
Evan Vucci	James and Beth McMahon	Katherine Wolf
Eversheds Sutherland	James Dunlop	Katherine Yen
Ewell Smith and Andrea Kavanagh	James Madison's Montpelier	Katherlene Milner
Excel Pilates DC	James Monroe's Highland	Kathryn Jennings
Extraordinaire Cuisine	Jamila Frone	Kelly Andrews
FirstTouch Soccer	Jan and Jon Fetter-Degges	Kelly Yee

Kevin and Sarah Mooney	Maxwell Park	Pretty Angkor Nails
Kimberly Crusey	Meghan Murphy	Prince Michel Vineyard & Winery
Korn Ferry	Melissa Javier-Barry	Rachel Kimboko
Kory Alexander	Meredith Blunda	RDUTennis
Kristen and Matt Smith	Miao Zhang	Rebecca Yip
Kristen Peck	Michael and Alexandra Blasgen	Renewal Restaurant
Labyrinth Games and Puzzles	Michael and Ellen Beares	Richard Glass
LaToya Stubbs	Michael Dabbs	Rocklands Farm Winery
Lauren Cooper	Michael Maniscalco and Lucille Liem	RODA Movement
Leon Davidowitz	Michael Panetta	Rosalind Harris
Lewis Mottley	Michael Tseng	Rosalyn E. Hairston
Lindsay Jenkins	Michelle Larson	SafeSplash Swim School
Lisa Hobbs	Mohammed Yshaw	Salsa With Silvia
Lisa Marflak	Molly Lothamer	Sandhya Harris
Little Beast Café & Bistro	Moreland's Tavern	Sara Bakker
Little Coco's	Natalie Barbieri	Sarah Arneson
Liza and Keefer Douglas	Natalie Skidmore	Sarah Harris
Lucas and Lindsay Zarwell	National Building Museum	Sarah Perkins
Mad Science of Washington	Ned and Jennifer Cabot	Sarah Preis
Madhuri Grewal	No Scribbles Studio	Sarah Tseng
Madison Jackson	Nusta Spa	Scott and Linette Kilbourn
Manisha Modi	One Eight Distilling	Sean and Courtney Whittington
Maquita Alexander	Pahel Brunis	Shadowlands Laser Tag
Marc Meisnere and Ramona Godbole	Pamela Brown	Shakespeare Theatre Company
Marc Weiner	Pamela Young	Shamik and Adrienne Trivedi
Marci Edwards	Pangloss Cellars	Shannon Guzman
Marguerite Duane	Parker and Jessica Curry	Shannon O'Farrell
Mark Davidowitz	Paula H. Behnken	Shardana Sailing Charters, Inc.
Mary Shaffner	Pedro and Tequia Delgado	Shefferman Orthodontics
Matthew and Erin Hutson	PG Pool	Silver Lake Technology
		Siyao Sun

Solid State Books	and Planning Commission	Ver te
Stacy White	Think Food Group	Veronica Jimenez
Stephanie Cramer	Thomas and Chanda Hallewell	Victor Barcelona and Amy Holloway
Stephanie Wee	Three Little Birds Sewing Co	Vincent Baxter
Stephen and Wheilin Hwang	TIE	Wardman Wines
Steven Seelig	Timnit Goitom	Wendy Huntington Rueda
Su Zhang	Tom McSorley	Wouhib Worku and Saba Yohanne
Susan Collins	Tom Metcalf	Wulamu Zuoerguli
Susie Hadeed Photography	Trinette Smith	Xiaoyu Wang
Taryn Morrissey	Tzu-I Amy Lee	Yavar Moghimi and Ann Schlegelmilch
Ted Sickley/National Geographic	Una LaMarche	Youshea Berry Rollins
The Adventure Park at Sandy Springs	United Way of the National Capital Area	Yunshuo Jia
The Lab DC LLC	UnitedHealth Group	Zekes Coffee
The LINE DC	Urban Adventure Squad	
The Maryland-National Capital Park	Valarie Dock	

III. Data Report

SY 2018-19 Annual Report Campus Data Report

Source	Data Point
PCSB	LEA Name: Washington Yu Ying PCS
PCSB	Campus Name: Washington Yu Ying PCS
PCSB	Grades served: PK3 - 5
PCSB	Overall Audited Enrollment: 569

Enrollment by grade level according to OSSE's Audited Enrollment Report

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	64	78	80	80	71	68	67	61	0
Grade	7	8	9	10	11	12	Altern-a tive	Adult	SPED*
Student Count	0	0	0	0	0	0	0	0	0

**Note: This field is only filled in for St. Coletta Special Education PCS as it is the only charter LEA that exclusively serves students with disabilities.*

Faculty and Staff Data Points

School	Teacher Attrition Rate: 12.30
School	Number of Teachers: 65 <i>"Teacher" is defined as any adult responsible for the instruction of students at least 50% of the time, including, but not limited to, lead teachers, teacher residents, special education teachers, and teacher fellows.</i>
School	Teacher Salary 1. Average: \$60,802.56 2. Range -- Minimum: \$31,930.08 Maximum: \$78,545.04
School Executive Compensation	Salaries (including bonuses) of the five most highly-compensated individuals in the organization, if over \$100,000, for SY18-19. 1. Maquita Alexander: \$164,191.76 2. Cheri Harrington: \$143,150 3. Amy Quinn: \$113,000

Student Data Points

<i>School</i>	Total number of instructional days: 117
<i>PCSB</i>	Suspension Rate: 0.0%
<i>PCSB</i>	Expulsion Rate: 0.0%
<i>PCSB</i>	Instructional Time Lost to Out-of-School Suspension Rate: 0.0%
<i>PCSB</i>	In-Seat Attendance: 94.6%
<i>PCSB</i>	Average Daily Attendance: The SRA requires annual reports to include a school's average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. (No action necessary.)
<i>PCSB</i>	Midyear Withdrawals: 1.2% (7 students)
<i>PCSB</i>	Midyear Entries: 0.0% (0 students)
<i>PCSB</i>	Promotion Rate: 99.6%
<i>PCSB</i>	College Acceptance Rates: Not Applicable
<i>PCSB</i>	College Admission Test Scores: Not Applicable
<i>PCSB</i>	Graduation Rates: Not Applicable

Appendix A: Staff Roster for 2019-20

Last Name	First Name	Title Assigned By LEA	Highest Level of Education	Highest Degree-Award Institution	Highest Degree Field/Major
Alvarez	Gisselle	English Teaching Fellow	MASTER'S	Johns Hopkins University	Masters in Elementary Education
Asfaw	Sarah	Lead Childcare Provider	MASTER'S	Master's in Finance	Southern New Hampshire University
Braisted	Kathryn	Lead English Teacher	MASTER'S	American University	Masters Certificate, Nutrition Education
Benton	Katherine	Chinese Teaching Fellow	MASTER'S	Middlebury Institute of International Studies	Master of Arts in Teaching a Foreign Language
Dong	Feng	Lead Chinese Teacher	MASTER'S	University of Minnesota, Twin Cities	Curriculum And Instruction
Wulamu	Zuoerguli	Chinese Teaching Fellow	BACHELOR'S	Xinjiang Normal University	Education
Bodner	Nicole	Sabbatical Lead Teacher	MASTER'S	Hunter College	Elementary Education
Chen	Hannah	English Language Learning Teacher	MASTER'S	Brooklyn College	Elementary Education
Chen	Tuz-Ling	Lead Chinese Teacher	MASTER'S	National Changhua University of Education & Strayer University	Education & Administration Education
Crandall	Jillian	Performing Arts Teacher	MASTER'S	University of Maryland, College Park	Elementary Education
Fang	Aini	Lead Chinese Teacher	MASTER'S	The University of San Diego	Education
Fall	Ely	PE Teacher	MASTER'S	Relay Graduate School of Education	
Gallagher	Margaret	Lead English Teacher	MASTER'S	Boston University	Art Education

Hagaman	Mary-Elizabeth	Special Education Teacher	MASTER'S	Catholic University of America	Teaching of Individuals in Early Childhood Special Education
Harris	Sarah	IB PYP Coordinator/Assistant Principal	MASTER'S	University of Surrey Roehampton, U.K.	Children'S Literature
Harvin-Conner	Malcolm Rollyns	Lead English Teacher	MASTER's	Johns Hopkins University	Elementary Education
Holley	Lisa	Teacher, Special Education	MASTER'S	American University	Special Education
Huse	Elizabeth	Library Associate	BACHELOR'S	Montclair State University	Family And Child Studies/Education
Ingram	Amanda	Lead English Teacher	MASTER'S	George Mason University	Curriculum And Instruction
Jia	Yunshuo	Lead Chinese Teacher	MASTER'S	Kanazawa Seiryō University	Management Science
Li	Shuo	Lead Chinese Teacher	MASTER'S	New York University	Teaching Foreign Language 7-12
Li	Yurong	Chinese Resource Teacher	MASTER'S	Montessori Primary Education LOYOLA UNIVERSITY	Education
Liang	Chiachu	Lead Chinese Teacher	MASTER'S	St.Johns University, Ny	Early Childhood Education
Liang	Haoping	Leach Childcare Provider	BACHELOR'S	Capital University of Business and Economics	Economics
Liao	Yu	Chinese Teaching Fellow	BACHELOR'S	Lanzhou College of Chemical Industry	Economic Management And Major In Inorganic Technology
Mao	Peipei	Lead Chinese Teacher	MASTER'S	Michigan State University	Teaching And Curriculum
Mendelson	Olivia	English Teaching Fellow	MASTER'S	University of Michigan	History of Art
Milner	Katherlene	REEF instructional Leader	MASTER'S	Fort Valley State University	Master of Science Counselor

					Education
Morrow	Gabriella	Special Education Teacher	MASTER'S	Catholic University of America	Special Education
Mullins	Philip	Duty/Classroom Aide	HIGH SCHOOL		
Peck	Kristen	Lead English Teacher	BACHELOR'S	Catholic University of America	Early Childhood Education
Rose	Colleen	Reading Specialist	MASTER'S	Lesley University	Education
Santana	Ida	Duty Aide	ASSOCIATE'S	University of District of Columbia	Education
Shi	Jiayu	Chinese Teaching Fellow	MASTER'S	George Washington University	Elementary Education
Song	Zenan	Sabbatical Lead Teacher	MASTER'S	University of Maryland College Park	Curriculum And Instruction
Song	Yu	Lead Chinese Teacher	MASTER'S	Teachers College, Columbia University	Applied Linguistics
Sun	Siyao	Chinese Teaching Fellow	MASTER'S	Shenyang Normal University	Master in Ancient Chinese Literature
Xian	Na	Lead Chinese Teacher	BACHELOR'S	Chongqing University of Technology	Management
Yang	Lijin	Chinese Language Coordinator	MASTER'S	University of San Francisco	International And Multicultural Education
Wang	Xiaoyu	Chinese Teaching Fellow	MASTER'S	Tianjin Normal University	International Chinese Education
Xu	Yiqing	Special Education Teacher	MASTER'S	George Washington University	Early Childhood Special Education
Zhang	Qianyi	Lead Chinese Teacher	MASTER'S	George Mason University	Education
Zhang	Su	Classroom Aide	BACHELOR'S	Hebei Normal	Education

				University	
Zhang	Wenjiao	HR Generalist	MASTER'S	Strayer University	Master of Science in Human Resource Management
Zhang	Yuhan	Chinese Teaching Fellow	MASTER'S	George Mason University	Management
Zhong	Jianhua	Lead Chinese Teacher	MASTER'S	University of Maryland, College Park	Second Language Education
Zimmerman	Paula	Garden Arts Teacher	BACHELOR'S	Parsons School of Design	Illustration And Art Education
Zou	Chunyuan	Chinese Classroom Teacher	MASTER'S	University of Maryland	M.Ed. Curriculum and Instruction, World Language Education with Certificate
Alexander	Maquita	Executive Director	MASTER'S	Virginia Commonwealth University	Elementary Education
Alfaro	Elmer	Facilities Manager	BACHELOR'S	Colegio Leon Ziguena	Administration
D'assignies	Audrey	HR Manager	BACHELOR'S	American University of Paris	International Affairs
Harrington	Cheri	Chief Operating Officer	MASTER'S	University of Massachusetts	Public Policy & Administration
James	Stephanie	Learning Support Coordinator	MASTER'S	Trinity University	Educational Administration
Jones	Tynill	School Counselor / Social Worker	MASTER'S	Columbia University	Social Work
Lyons	Egypt	Business Associate	BACHELOR'S	University of District of Columbia	Applied Science, Psychology
Nelson	Brian	Technology or IT system administrator	BACHELOR'S	Frostburg State University	English
Nuri	Yawo	REEF Program Manager	BACHELOR'S	University of Massachusetts	Economics

Olin	Jennifer	Data Specialist	MASTER'S	Humphrey School of Public Affairs At The University of Minnesota	Public Policy
Perkins	Sarah	Project Development & Grants Coordinator	MASTER'S	University of Pennsylvania / University of North Carolina - Chapel Hill	East Asian Studies / Maternal and Child Health
Quinn	Amy	Director of Teaching and Learning	MASTER'S	University of Kansas	MS Ed in Curriculum and Instruction
Schleicher	Anne	Director of Operations	BACHELOR'S	University of Pittsburgh	Philosophy
Yurasko	Elizabeth	Business Associate	BACHELOR'S	University of Arizona	Geosciences
Harris	Maureen	Executive Assistant	MASTER'S	Temple University	Education
Davenport	Diana	Occupational Therapists	MASTER'S		
Thomas	Darius	Speech-language Pathologists	MASTER'S	Howard University	Communication Sciences And Disorders
Balcom	Sung	Lead English Teacher	MASTER'S	University of Southern California	M.A. In Childhood Education
Ying	Qingdai	Lead Chinese Teacher	MASTER'S	University of Florida	Early Childhood and Teaching
Hills	Jenny	Lead English Teacher	MASTER'S	George Washington Graduate School	Elementary Education
Howard	Caroline	Lead English Teacher	BACHELOR'S	Miami University	Early Childhood Education
Shores Gubartalla	Jayme	Special Education Teacher	MASTER'S	American University	Elementary Education
Lam	Kit	Lead Chinese Teacher	MASTER'S	The Hong Kong Institute of Education	Educational Counseling
Yang	Saisai	Chinese	MASTER'S	Guangxi Normal	Developmental And Educational

		Teaching Fellow		University	Psychology
Rosenberg	Rebecca	IB PYP Coordinator/Assistant Principal	MASTER'S	University of Wisconsin - Madison	Curriculum And Instruction
Muck	Allison	Lead English Teacher	MASTER'S	Canisius College	Childhood Education
Prather	Jada	Physical Education and Wellness Teacher	BACHELOR'S	New York Institute of Technology	Fine Art
Yuan	Liu	Chinese Teaching Fellow	MASTER'S	George Washington University	Education And Human Development
Brickhouse	Joan	Classroom Aide	ASSOCIATE'S	Community College of Baltimore County	Education
Clarkin Evans	Moir	RTI Coordinator	MASTER'S	Cambridge College	Education
You	Shan	Lead Chinese Teacher	BACHELOR'S	Sichuan University Jincheng College	English
De	Bi	Lead Chinese Teacher	MASTER'S	George Washington University	Elementary Education
Brown	Rachel	Lead English Teacher	MASTER'S	Relay Graduate School of Education	Elementary and Special Education
Geohaghan	Ashley	ELL Teacher	MASTER'S	London Metropolitan University	TESOL
Chang	Cao	Chinese Teaching Fellow	MASTER'S	University of Rochester Warner School of Education	Human Development
Huang	Lihua	Chinese Teaching Fellow	MASTER'S	George Mason University	Early Childhood Education
Ampedu	Laurencia	Lead Childcare Provider	BACHELOR'S	University of Cape Coast	Psychology

Liu	Yimeng	Chinese	MASTER'S	New York	TESOL
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		Teaching Fellow		University	
Ng	Annie	Lead English Teacher	MASTER'S	Harvard University	Language and Literacy
Sun	Teng	Lead Chinese Teacher	MASTER'S	George Mason University	Early Childhood Education
Zhang	Miao	Lead Chinese Teacher	MASTER'S	University of Georgia	Education
Li	Mengjiao	Special Education Teacher	MASTER'S	John Hopkins University	Special Education
Yuan	Weijing	Assistant Childcare Provider	ASSOCIATE'S	Qingdao Chemical Engineering Institute	English
Jenkins	Kendra (Rochelle)	Lead English Teacher	MASTER'S	American University	Early Childhood Education
Li	Hui	Chinese Teaching Fellow	MASTER'S	George Washington University	Curriculum And Instruction
Li	Jing	Chinese Classroom Aide	BACHELOR'S	San Hao Technical School	Lab Management
Robinson	Gabrielle	English Teaching Fellow	MASTER'S	John Hopkins University	Elementary Education
Curtis	Andrea	Assistant Childcare Provider	HIGH SCHOOL		
McNulty	Bill	Clinical Social Worker	MASTER'S		

Appendix B: Board Roster for 2019-20

***District Resident (P) parent representative**

Vincent Baxter (P)*

Chair

Deputy Chief, Family Engagement, District of Columbia Public Schools

PCPSB Parent Complaint liaison

Kelly Yee

Vice Chair

Management Consultant, BCS Incorporated

Committee Member

Robert Anderson*

Assistant General Counsel, Office of the United States Trade Representative

Committee Member

Sarabeth Berman*

Vice President of Public Affairs, Teach for All

Secretary

Liza Douglas*

National Executive Lead, American Heart Association

Committee Member

Amy Lee

PAC Consulting

Treasurer

Jevon Walton

Principal, The Philanx Group

Committee Member

Jose C. Sousa (P)*

Chief Administrative Officer, Urban Alliance

Committee Member

Kelly Yee

Management Consultant, BCS Incorporated

Committee Member

Daren Riley

Partner, Riley Trade Law PLLC

Committee Member

Wendy Rueda*

Consultant, N4 Solutions

Committee Member

Appendix C: Financial Statement for 2019-20

Balance Sheet

Balance Sheet		6/30/20
Assets		Current
Current Assets		
	Cash	12,256,161
	Accounts Receivable	114,480
	Other Current Assets	85,016
	Intercompany Transfers	
	Total Current Assets	12,455,657
Noncurrent Assets		
	Facilities, Net	14,439,627
	Operating Fixed Assets, Net	169,597
	Total Noncurrent Assets	14,609,224
Total Assets		27,064,881
Liabilities and Equity		Current
Current Liabilities		
	Accounts Payable	151,510
	Other Current Liabilities	558,059
	Accrued Salaries and Benefits	368,255
	Total Current Liabilities	1,077,824
Equity		
	Unrestricted Net Assets	14,353,306
	Net Income	970,078
	Temporarily Restricted Net Assets	37,977
	Total Equity	15,361,361
Long-Term Liabilities		
	Senior Debt	10,826,117
	Other Long-Term Liabilities	40,845
	Total Long-Term Liabilities	10,625,696
Total Liabilities and Equity		27,064,881

Income Statement

Washington Yu Ying

July 2019 through June 2020

Year-To-Date	
Income Statement	Actual
Revenue	
Total State and Local Revenue	10,555,818
Total Federal Revenue	255,357
Total Private Grants and Donations	99,917
Total Earned Fees	854,410
Total Donated Revenue	31,631
Total Revenue	11,797,133
Expenses	
Total Salaries	6,379,262
Total Benefits and Taxes	1,407,990
Total Staff-Related Costs	110,771
Total Rent	3,414
Total Occupancy Service	563,673
Total Direct Student Expense	719,696
Total Office & Business Expense	718,596
Total Donated Expense	4,425
Total Contingency	0
Total Expenses	9,907,827
Operating Income	1,889,307
Extraordinary Expenses	
Total Interest	456,532
Total Depreciation and Amortization	462,697
Net Income	970,078

Appendix D: Approved Budget for 2020-2021

Washington Yu Ying
FY21 Annual Budget

	Annual Budget
REVENUE	
Per Pupil Charter Payments - General Education	7,176,493
Per Pupil Charter Payments - Categorical Enhancements	1,547,754
Per Pupil Facilities Allowance	1,929,137
Federal Funding	95,000
Other Government Funding/Grants	195,526
Private Grants and Donations	79,629
Activity Fees	462,567
In-kind revenue	-
Other Income	163,157
TOTAL REVENUES	11,649,264
FUNCTIONAL EXPENSES	
<i>Personnel Salaries and Benefits</i>	
Principal/Executive Salary	574,774
Teachers Salaries	4,240,554
Special Education Salaries	524,927
Other Education Professionals Salaries	283,041
Business/Operations Salaries	708,767
Administrative/Other Staff Salaries	369,170
Employee Benefits and Payroll Taxes	1,700,838
Subtotal: Personnel Expense	8,402,071
<i>Direct Student Expense</i>	
Educational Supplies and Textbooks	171,000
Student Assessment Materials/Program Evaluation	30,176
Contracted Student Services	342,600
Food Service	70,000
Other Direct Student Expense	49,335
Subtotal: Direct Student Expense	663,111
<i>Occupancy Expenses</i>	
Rent	3,399
Depreciation (facilities only)	397,899
Interest (facilities only)	472,024
Building Maintenance and Repairs	152,400
Contracted Building Services	253,500
Other Occupancy Expenses	122,500
Subtotal: Occupancy Expenses	1,401,722
<i>General and Administrative Expenses</i>	
Office Supplies and Materials	61,376

	Office Equipment Rental and Maintenance	2,537
	Telephone/Telecommunications	33,150
	Legal, Accounting and Payroll Services	194,580
	Insurance	53,550
	Transportation	-
	Professional Development	50,000
	PCSB Administrative Fee	104,127
	Management Fee	-
	Interest Expense (non-facility)	2,153
	Depreciation and Amortization (non-facility)	121,681
	Other General Expense	442,076
	Subtotal: General Expenses	1,065,230
	<hr/> TOTAL EXPENSES	<hr/> 11,532,133
Operating		
Revenue/Expense		117,131
NET INCOME		<hr/> 117,131

Washington Yu Ying's Continuous Education and School Reopening Plan

Updated November 18, 2020

Please note: This document will be updated regularly
to reflect our response to COVID-19.



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Regular Cleaning Schedule

At the start of the COVID-19 pandemic, we developed and implemented a schedule for increased routine cleaning, disinfecting and sanitizing our building. We'll continue this schedule throughout school year 2020-21. Additionally, we added equipment to help better clean and filter the air. The following is an overview of our regular cleaning procedures.

- Yu Ying's janitorial day team will routinely clean and disinfect frequently touched surfaces. This includes objects and surfaces not typically cleaned daily such as doorknobs, light switches, classroom sink handles and countertops.
- Thermometers will be thoroughly cleaned and disinfected before and after each use according to the manufacturer's instructions.
- We'll follow the manufacturer's instructions for all cleaning, sanitizing and disinfecting products including concentration, application method, contact time and drying time before use. We'll also use Centers for Disease Control and Prevention (CDC) guidance for safe and correct application of disinfectants. Additionally, we'll communicate regularly with our janitorial team so we know they're following instructions.
- Our staff and janitorial team will safely and correctly store all cleaning and disinfecting products.
- We'll make sure there's adequate ventilation when using cleaning products to prevent students and staff from inhaling toxic fumes.
- We'll place signage in every classroom to help remind staff of cleaning protocols.
- We'll limit the use of shared objects such as gym or physical education equipment, art supplies, toys, and games.
- Toys that have been in children's mouths or soiled by bodily secretions will be immediately set aside. They'll be cleaned and sanitized by a staff member wearing gloves before being used again.
- PreK 3 and 4 students' mats or cots and bedding will be individually labeled and stored separately.
- Playground structures will be included as part of our routine cleaning.

Positive COVID-19 Case Cleaning Schedule

If someone in our community tests positive for COVID-19, we'll help control the spread by disinfecting all exposed materials and limiting staff from entering any contaminated areas. No

one will be allowed in potentially contaminated areas without gloves, masks and other personal protective equipment (PPE).

We'll ask our janitorial team to do a thorough cleaning and disinfecting of our building. Additionally, we'll place UV-C portable units in any contaminated areas for several hours to thoroughly clean the air.

Here's our specific deep cleaning plan:

1. We'll use a disinfectant to help remove germs, dirt and impurities from the following surfaces throughout the building. Disinfectant instructions will be followed to properly kill surface germs and lower the risk for spreading infection:
 - Administrative and staff areas including the reception desk, offices, faculty room, nurse room and conference rooms
 - Bookshelves and books
 - Entrance and classroom doors, both glass and solid wood
 - Bathrooms including tiled walls, partitions, floors, sinks, toilets and urinals
 - Storage cubbies
 - Student cubbies
 - Student desktops and other learning spaces
 - Tables and chairs
 - Teachers' desks
 - Walls up to six feet tall
 - Waste and recycling receptacles
 - Window sills that are cleared and reachable
2. We'll also lightly spray disinfectant on soft and hard to reach and/or packed surfaces in offices, storage spaces, classrooms, libraries, etc.
3. Surfaces will be wiped to remove residue after the disinfectant is sprayed and sits for the recommended amount of time.
4. Hard surface floors will be swept and mopped, while carpeted areas will be vacuumed after being sprayed.

Physical Distancing and Health and Safety Changes

The safety of our teachers, staff, students and families is our top priority. We'll all do our best to maintain six feet of distance from each other. However, there may be times when students need help or assistance – which means a staff member will have to get closer than six feet. There may be other times when people have to pass each other in close areas with less than six feet of distance such as a hallway or transition space.

We will not go over the maximum number of people in a single room or in any outdoor activity as recommended by [ReOpen DC guidelines](#). Finally, we'll limit non-essential visitors during all phases of reopening.

Use of Space

We'll do our best to keep everyone six feet apart by:

- Ensuring there's a minimum six feet of distance between desks, tables and other learning spaces.
- Limiting the number of people in a given space. For example:
 - No classroom will have more than nine students and one or two adults, with classroom capacity based on total square feet.
 - The front lobby will have no more than four people plus our receptionist.
 - If needed, we'll create a space for 12 people to be on each side of our multi-purpose room (MPR).
- Staggering and spacing individual work spaces.
 - Individual mats will be used during floor time for PreK 3 - kindergarten students. Each student will be assigned one mat, which will be six feet apart from any other mats.
 - Students will maintain six feet of distance when sitting across from each other at tables.
- Closing many of Yu Ying's communal spaces such as the MPR to group gatherings. Communal spaces that aren't closed will be cleaned and disinfected between use. These areas include:
 - Photocopiers, cutting boards, book rooms, etc.
 - The playground, balls and recess equipment
 - Staff refrigerators, microwaves, etc.
- Holding physical activities outside, weather permitting. We'll enforce proper social distancing with visual cues such as marking the ground where students should stand. We won't allow interactive activities including basketball, football or soccer.
- Installing physical barriers such as plastic flexible screens in some areas including bathroom sinks and urinals, the front reception desk, and the REEF reception desk.
- Designating an area with its own ventilation for any students or staff who have symptoms such as a fever or a cough until they can safely leave the building. This area will be separate from the routine health care area.
- Placing students head to toe and six feet apart during nap times.
- Reserving the north side of our building's stairwell for going upstairs, and the south side of the stairwell for going downstairs. The middle stairwell will be used for going up and down stairs, but only one person will be allowed on it at a time.
- Allowing only parents and guardians on campus for dropoff and pickup. Adults must park in the neighborhood, walk to campus and come in at their designated entrance. Everyone must wear a mask and limit their time on campus to 15 minutes or less.
- Not allowing parents or guardians inside our building unless they have an appointment.
- Dividing outdoor spaces into zones. Only 12 people will be in an outdoor zone at the same time. Yu Ying's master calendar will clearly outline which class can use a zone and when.

Use of Hallways

Maintaining six feet of distance between everyone in our building will be very important, especially in our relatively narrow hallways. To help, we'll:

- Place markers on the floor to show the traffic flow direction and to illustrate the six feet apart rule.

- Post wall art to remind students and staff about social distancing and wearing their masks.
- Monitor the hallways to make sure only a minimum number of people are in them at one time.
- Give students and staff extra time to get from one place to another to ease transitions.

Ventilation and Air Quality

Over the years, Yu Ying has made a lot of investments in our ventilation system:

- **We use hospital grade air filters.** While they cost more, these special filters reduce a variety of germs contaminants and help everyone breathe easier.
- **Our large classroom windows maximize exposure to daylight and open wide for great ventilation.**
- **We have a state-of-the-art HVAC system** to circulate fresh air through every classroom all day long.

Because of COVID-19, we wanted to do even more to enhance our building's air quality and ventilation. In June 2020, we engaged Setty – a highly regarded facilities consulting firm – to look at our building and make recommendations for further improving its air quality and cleanliness. Setty provided us with a thorough assessment. Based on their feedback, we:

- Purchased 10 portable UV-C units to thoroughly clean the air in any rooms a sick child or staff member were in.
- Bought air purifiers for each classroom.

Water System

Before we reopen after any long shutdown, we'll flush our water system so it's cleared of stagnant water and replaced with fresh water. This process also removes any metals such as lead that may have leached into the water over time – and helps minimize the risk for Legionnaires' disease and other diseases carried by water.

Our systems will be flushed following CDC "Guidance for Reopening Buildings After Prolonged Shutdown or Reduced Operation":

- Flush hot and cold water through all points of use such as sinks, drinking fountains, toilets urinals.
- Set the water heater to 140° F and flush each fixture with hot water until its maximum temperature is reached.
- Flush additional water using devices and fixtures according to the manufacturer's instructions.

Physical Distancing When Going To and From Yu Ying

Students, families and staff will need to keep safety considerations in mind when traveling to and from school, whether they're using public transportation, personal or shared cars, or school-provided transportation services.

Arrival and Dismissal

The process for arrival and dismissal is similar. For arrival, parents and guardians will enter campus through the west gate and walk behind the building to drop off their child in their class's specific zone. After leaving their child, parents and guardians will continue walking in one direction around the building and exit through the east gate.

At dismissal, students will be waiting in their class's specific zone. Parents and guardians will arrive through the west gate, walk behind the building and pick up their child from their zone. Families will leave through the east gate.

We'll have a staggered start and end time for school so students and families won't all arrive on campus at the same time. The times are assigned by the first letter of the student's last name.

Last Name of Oldest or Only Student	Arrival Time	Arrival Location	Dismissal Time	Dismissal Location
A - M	8:15 - 8:45 a.m.	Outside, in their class's specific zone	3:30 - 3:45 p.m.	Outside, in their class's specific zone
N - Z	8:45 - 9:15 a.m.	Outside, in their class's specific zone	3:45 - 4 p.m.	Outside, in their class's specific zone

Walking to Yu Ying

Students, families and staff who walk on to Yu Ying's campus must wear masks and practice other safety precautions during their commute. We recommend these measures, where possible:

- Maintain six feet of distance between others on the sidewalk. Avoid the most congested routes when it's reasonable and safe.
- When reasonable and safe, stand back from gathering points such as intersections to avoid large groups.
- Avoid touching unnecessary surfaces and objects.
- Use hand sanitizer when leaving your car and/or if you touch a surface or object such as a crosswalk button.

Taking Public Transportation to and from Yu Ying

Students, families and staff who use public transportation to get to school must wear masks and practice other safety precautions during their commute. We recommend these measures, where possible:

- Maintain six feet of distance between others on the sidewalk and train platforms. Avoid the most congested routes when it's reasonable and safe.
- Stand back from gathering points such as intersections to avoid large groups.

- Familiarize and stay current with transit system procedures for passenger safety. Regularly review service updates.
- Avoid touching unnecessary surfaces and objects.
- Use hand sanitizer when leaving the transit system and/or if you touch a surface or object such as a crosswalk button.
- Follow the "Walking to Yu Ying" guidelines when coming on to campus.

Driving to and from Yu Ying

Our carpool lane and nature center dropoff lane will be closed during blended learning. Parents and guardians will need to park in the neighborhood and walk their child on to campus. Please follow the "Walking to Yu Ying" guidelines.

Anyone who drives on to campus must also wear a mask and:

- Maintain six feet of distance between others.
- Use hand sanitizer after leaving the car.

Family Organized Buses

We recommend families do not use private buses to get their children to and from school. The carpool lane will not be open, and our staff will not be available to help with getting students on and off a bus.

Entering and Exiting Yu Ying's Campus

Students, families and staff will be told how to enter and exit our building. Our plan includes:

- Staggering arrival and dismissal times to minimize peak traffic.
- Asking families to complete a health screening every day before coming to school.
- Marking direction lines and six foot separation standing spots on the exterior pavement.
- Posting procedures for health screening checkpoints.
- Evaluating shelter accommodations to protect students in line from the elements such as sun and rain.
- Considering safety and security threats when establishing outdoor lines.
- Identifying building entry and exit points to avoid traffic, where possible.

Daily Health Screenings

Students, families and staff will be asked to complete health screening questions and a temperature check before entering our building.

Staff members will follow CDC safety recommendations if they must take a student's temperature. They'll use barriers and/or PPE to help minimize their exposure to anyone with symptoms. We'll encourage the use of non-contact thermometers.

Small Group Cohorts

For blended learning, students and staff will be organized into small group cohorts. We plan to:

- Group students and staff together each day instead of mixing groups of teachers and students, where possible.

- Not host any group activities or large student gatherings such as assemblies, or indoor physical education classes when six feet of distance isn't possible.
- Identify entry and exit points based on classroom groups and coordinate by group the use of hallways, bathrooms, playgrounds and other shared spaces.

Student Meals

For student meals, we'll use pre-packaged lunches including plasticware, napkins and seasonings, or serve meals on individual plates.

- Our student meals team will prepare food to be served in classrooms.
- Identified staff members will collect meals and distribute them to classrooms. We'll aim to keep the same staff delivering meals to the same classrooms each day.
- Students will eat meals in their classroom to avoid mixing in the MPR.
- Meal distribution, eating and waste collection will happen with six feet of distance between students. We'll mark one-way traffic arrows and queue lines on classroom floors, where possible.
- Students will wash their hands before and after eating, and may not share food, utensils, cups or plates.
- Staff will wash their hands before and after preparing food, and after helping children with their food.
- Students will sit in their assigned learning space when eating meals. When finished, students and teachers will wipe down desks.

Recess and Breaks

We'll maximize the amount of time students and staff are outside. We'll also continue to hold recess and/or outside playtime. Everyone will maintain six feet of distance when outside, and we'll stagger groups and divide our outdoor space as needed. Outdoor activities and learning will be scheduled on Yu Ying's master calendar.

Additionally, our teachers will get needed breaks throughout the day when they're on campus.

Postponing, Canceling or Eliminating On-Campus Activities

For safety reasons, we'll modify, cancel or eliminate some of our on-campus activities. We plan to:

- Cancel or modify classes where students will likely be in very close proximity.
- Cancel activities and events such as field trips, student assemblies, athletic events or practices, special performances, and school-wide in-person parent or guardian meetings.
- Eliminate non-essential travel for staff and teachers.
- Update our process for receiving mail and packages – only packages that are necessary will be delivered, and/or we'll combine orders to have fewer deliveries.
- Limit non-essential visitors – for example, visitors will not be allowed on campus unless they were asked to enter the building.
- Stagger activity times or locations by small cohort groups, where possible.

Immunizations and Enrollment

We want our students to stay healthy – and the pandemic has shown how important it is for children to be protected against contagious diseases. We'll ask families to make all necessary appointments and get their immunizations and flu shots.

Our enrollment process requires all students to be up to date on their vaccinations. [Click here](#) for immunization requirements by age. If a student hasn't received a vaccine, our Director of Enrollment will work with our support team and school nurse (if assigned) to help the child get a current screening.

Parents and guardians can email a student's completed medical and dental forms and immunization records to enrollment@washingtoneying.org.

Face Coverings

Yu Ying students, staff, contractors, visitors and other personnel must wear face coverings at all times both inside our building and outside when students and families are near. Children younger than age 2 will not be required to wear a face covering.

If someone has a medical condition preventing them from wearing a face covering, they must have documentation on file from a health care provider with this information. We'll work with staff members requiring accommodations before reopening. In some cases, on-campus school activities may be off limits for them.

Students and staff must wear a mask at all times except for when:

- A child is having trouble breathing and/or can't remove their mask without help
- Younger students are napping
- Eating

Face coverings should be clean and put on and taken off safely. Students and staff need to:

- Bring multiple cloth face coverings with them to school. If a student, staff member or visitor doesn't have a face covering, we'll provide one to them.
- Be careful when taking off their face covering and wash their hands after removing it.
- Store the face covering out of anyone's reach.
- Use a clean face covering if someone touches the one they're currently wearing.

Hygiene

We want to do everything we can to keep our environment safe and healthy for everyone. We'll work with our staff and janitorial team to help make this happen. We'll also follow these hygiene practices:

- Require daily health screenings for anyone entering our building.
- Properly clean any health screening materials.
- Provide adequate supplies such as soap, paper towels, hand sanitizer and tissue in every bathroom and classroom throughout the day.

- Give students their own materials in designated and labeled bags or bins.
- Separate and store all student belongings in designated areas – for example, a cubby or bin.
- Assign electronic devices such as iPads and Chromebooks to one person. If a student needs to borrow a device for the day, we'll give them recently sanitized equipment.
- Increase air circulation where safe and possible and make sure ventilation systems are operating correctly.
- Encourage staff and students to cover coughs and sneezes with a tissue. Any used tissues must be thrown in the trash and hands washed immediately with soap and water for at least 20 seconds.
- Install no-touch fixtures where possible – for example, automatic faucets, trash cans and hand sanitizer dispensers.
- Use drinking fountains only to refill individual bottles. We have two bottle filling stations on our third and fourth floors. Sinks on the first and second floors have bottle filling faucets with filtered water.
- Enforce regular sanitizing:
 - Proper hand washing means cleaning them with soap and water for at least 20 seconds. This is especially important after using the bathroom, before eating, and after blowing your nose, coughing or sneezing. If soap and water aren't available, an alcohol-based hand sanitizer can be used instead.
 - We'll have hand washing supplies readily available in classrooms, bathrooms and offices. We'll also set up sanitizing stations outside large common areas including the MPR, playgrounds or outdoor spaces, and our entrances and exits.
 - Students must wash or sanitize their hands when entering or exiting a classroom and/or between activities. All classrooms will have touchless hand sanitizer dispensers just outside the classroom door.
 - Students will need to walk across shoe disinfectant mats before entering their classroom. The mats will be right outside the classroom door.
 - Staff will remind students of our "you touch it, you take it" policy in classrooms and the cafeteria.

High-Risk Individuals

Students and staff at high risk for COVID-19 must be cleared by their health care provider before participating in on-campus activities. We'll also consider the needs of those who live with high-risk family members.

The following list is from [DC Health](#) – anyone with these diagnoses or in one of these groups is considered high risk:

- Chronic lung disease
- Moderate to severe asthma
- Serious heart conditions
- Immunocompromised conditions
- Severe obesity (> 40 body mass index)
- Diabetes
- Chronic kidney disease
- Liver disease

- People age 65 and older
- Any child, parent or guardian, or staff member who has a documented medical condition not on this list, but is still concerned about their safety

What to Do About Symptoms of Illness or COVID-19 Exposure

We'll take any signs of illness very seriously. The following is our plan for students and staff who feel sick or have been exposed to the virus.

Students and staff must stay home or will not be allowed on campus if:

- They have a temperature of 99.6° F or higher
- Any member of their household tested positive for COVID-19, or
- Any member of their household is waiting for their COVID-19 test results

If a student or staff member has a fever, they will not be allowed to be on campus until their fever is gone for 48 straight hours without using fever-reducing medication, such as Motrin® or Tylenol®.

Students and staff who are diagnosed with or have been exposed to COVID-19 will not be allowed on campus for 14 days or until they have documentation from their health care provider that shows they can return.

Students and staff who have been in close contact with someone who's waiting for their COVID-19 test result will not be allowed to return to campus until the person's results come back negative. If the results are positive, students or staff will not be allowed on campus for 14 days or until they have documentation from their health care provider that shows they can return.

What We'll Do if Students or Staff Feel Sick at School

If a student or staff member seems sick while at school, we'll follow CDC safety recommendations for taking their temperature. **Here's our plan for students or staff who get a fever or other signs of illness while on campus:**

- **Students** – We'll bring the sick student to the health suite, notify the student's parent or guardian of their symptoms, and request the student be picked up as soon as possible. We'll then immediately follow our cleaning and disinfecting procedures for any area the student was in and materials they may have touched.
- **School personnel** – Any employee, service provider or contractor with a fever will need to leave campus right away. We'll then immediately follow our cleaning and disinfecting procedures for any area the person was in and materials they may have touched.

COVID-19 Exposure: Reporting, Communicating and Disinfecting

We'll ask families and staff to complete a short [Self-Reporting Survey](#) if they think they've been exposed to COVID-19. We'll then move forward with the following steps.

Step 1: Report Exposure to DC Health.

We'll follow existing procedures for reporting a communicable disease. If a positive COVID-19 case is confirmed in anyone who's been in our building, we'll notify DC Health through their [Notifiable Disease and Condition Case Report Form](#).

Step 2: Communicate to Families and Staff.

We'll use our existing communication methods to tell families and staff about a positive COVID-19 case. We'll notify:

- All families and staff of a positive case and any changes to our school schedule, and tell them of our disinfecting plans and quarantine notice to affected families and staff
- Families and staff who were in close contact with the person who tested positive and request they quarantine for 14 days

For more details on how we communicate with families and staff, please see the "General School-Wide Communication" section.

Step 3: Clean, Sanitize and Disinfect Affected Spaces.

We'll immediately close any rooms the person who tested positive for COVID-19 was in. Once all students and staff are out of the building, we'll follow [CDC guidelines for cleaning, disinfecting and sanitizing](#) those areas.

- **We'll follow these steps if it's seven days or less since the person who is sick used the building:**
 1. Close off areas used by the person who is sick.
 2. Put the thermostat fan on high to make sure the fresh air system is running all day and night to increase circulation within the space.
 3. The next day, add portable UV-C equipment to any areas the person was in and run it for 12 or more hours to thoroughly clean the air.
 4. After 48 hours, clean and disinfect all spaces used by the person who is sick, such as classrooms, bathrooms and common areas.
- **If it's more than seven days since the person who is sick used the building, additional cleaning and disinfection isn't necessary.** We'll continue with our routine cleaning and disinfection process.

Instructional Delivery Plan

Our instructional plan for day-to-day learning is centered on equity, Yu Ying's mission and student academic achievement expectations. We want all our students – including those considered at risk or marginalized – to access learning opportunities without compromising their health or social-emotional well-being.

During this time, we'll provide instruction to meet the needs of students, families and staff whether it's through distance or on-campus learning. Our plan will allow for uninterrupted learning for students even when health and safety guidance changes or our campus closes.

The learning options we'll provide to students for school year 2020-21 are outlined below. All students will do distance learning from Aug. 31 - Nov. 6, 2020. After that time, we'll offer a mix of distance, on-campus and blended learning.

School Schedule Options

Aug. 31 - Nov. 6, 2020: 100% Remote Synchronous and Asynchronous Learning

Students will participate in a mix of synchronous and asynchronous distance learning five days week. Asynchronous learning may not require students to be logged on to a computer – they can follow the daily school schedule or a schedule that better fits their family situation. Students will interact with their teachers during scheduled synchronous learning times and during office hour times.

	Monday	Tuesday	Wednesday	Thursday	Friday
Grades K - 5	Synchronous 2 hours	Synchronous 2 hours	Synchronous 2 hours	Synchronous 2 hours	Synchronous 1 hour
	Asynchronous 4 hours	Asynchronous 4 hours	Asynchronous 4 hours	Asynchronous 4 hours	Asynchronous 5 hours
Grades PreK 3 and PreK 4	Synchronous 1 ½ hours	Synchronous 1 ½ hours	Synchronous 1 ½ hours	Synchronous 1 ½ hours	Synchronous ½ hour
	Asynchronous 4 ½ hours	Asynchronous 4 ½ hours	Asynchronous 4 ½ hours	Asynchronous 4 ½ hours	Asynchronous 5 ½ hours

Synchronous learning hours may include:

- Assemblies
- Guest speakers
- Small group sessions in specific subject areas and for language development
- Whole group sessions for proactive circles and morning meetings (social-emotional learning)

Asynchronous learning hours may include:

- Learning activities assigned through Google Classroom or Seesaw
- Opportunities, assignments and set scheduled times for students to collaborate with their classmates (grades 4 - 5)

Nov. 6 and Beyond: 100% Remote Synchronous and Asynchronous, Hybrid, or On-Site Day Care

100% Remote Synchronous and Asynchronous

When it's safe for our campus to reopen to hybrid learning, some families may decide they prefer to stay with distance learning only. Students who choose this option will continue with a mix of synchronous and asynchronous distance learning five days week.

Asynchronous learning may not require students to be logged on to a computer – they can follow the daily school schedule or a schedule that better fits their family situation. Students will interact with their teachers during scheduled synchronous learning times and during office hour times.

Hybrid

Families who choose this option will attend school for one week in-person followed by three weeks of synchronous and asynchronous distance learning. For asynchronous learning, students may work on a variety of activities. Some of these may require computers, while others may be done without technology. Assignments without computers may be submitted during in-person learning or through photos.

On-Site Day Care

We'll offer on-site care four days a week to families who:

- Qualify for government benefits such as SNAP or TANF
- Are experiencing homelessness
- Have one or both parents or guardians who are essential workers and aren't able to work at home
- Are a single parent household and qualify for the Free and Reduced Meals (FARM) program
- Have a primary caregiver who's a grandparent
- Have children who are English language learners (ELL) and qualify for FRL
- Have a child who we believe needs to be on campus for their continued growth and development – this includes, but is not limited to, students with disabilities

Students participating in on-site care will have adult supervision when they're on campus.

	Monday	Tuesday	Wednesday	Thursday	Friday
Week A: Hybrid A	On-site with adult supervision and structured activities	On-site with adult supervision and structured activities	On-site with adult supervision and structured activities	On-site with adult supervision and structured activities	Remote synchronous and asynchronous learning with structured activities
Hybrid B	Remote synchronous and	Remote synchronous and	Remote synchronous and	Remote synchronous and	

	asynchronous learning with structured activities	asynchronous learning with structured activities	asynchronous learning with structured activities	asynchronous learning with structured activities	
On-Site	Structured schedule of activities with adult supervision	Structured schedule of activities with adult supervision	Structured schedule of activities with adult supervision	Structured schedule of activities with adult supervision	
Week B: Hybrid B	On-site with adult supervision and structured activities	On-site with adult supervision and structured activities	On-site with adult supervision and structured activities	On-site with adult supervision and structured activities	Remote synchronous and asynchronous learning with structured activities
Hybrid A	Remote synchronous and asynchronous learning with structured activities	Remote synchronous and asynchronous learning with structured activities	Remote synchronous and asynchronous learning with structured activities	Remote synchronous and asynchronous learning with structured activities	
On-Site	Structured schedule of activities with adult supervision	Structured schedule of activities with adult supervision	Structured schedule of activities with adult supervision	Structured schedule of activities with adult supervision	

Remote Synchronous	Structured schedule of activities	Structured schedule of activities	Structured schedule of activities	Structured schedule of activities	Structured schedule of activities
Remote Asynchronous	Activities completed independently by a set deadline	Activities completed independently by a set deadline	Activities completed independently by a set deadline	Activities completed independently by a set deadline	Activities completed independently by a set deadline

Instruction

Instructional Materials

Teachers will develop instructional materials for all subject areas using the curriculum framework of the International Baccalaureate® (IB) Primary Years Program (PYP) and DC state standards.

The following table outlines the types of materials we may provide for all grade levels.

IB PYP Units of Inquiry/Transdisciplinary Units: Who We Are, Where We Are in Time and Place, How the World Works, How We Organize Ourselves, How We Express Ourselves, Sharing the Planet		
English Language Arts	Readers' Workshop units	Writers' Workshop units
<ul style="list-style-type: none"> Standards 	<ul style="list-style-type: none"> CC reading standards 	<ul style="list-style-type: none"> CC writing standards
<ul style="list-style-type: none"> Online resources 	<ul style="list-style-type: none"> Epic! online books Newsela Sora 	<ul style="list-style-type: none"> NoRedInk Backchannel Chat Padlet
Chinese Language Arts	Readers' Workshop units	Writers' Workshop units
<ul style="list-style-type: none"> Standards 	<ul style="list-style-type: none"> CC reading standards ACTFL reading standards 	<ul style="list-style-type: none"> CC writing standards ACTFL writing standards
<ul style="list-style-type: none"> Online resources 	<ul style="list-style-type: none"> Level Chinese Joy Reader 	<ul style="list-style-type: none"> Level Chinese Writing Backchannel Chat
Math	IB PYP stand-alone units of inquiry (teacher developed)	
<ul style="list-style-type: none"> Standards 	<ul style="list-style-type: none"> CC math standards 	
<ul style="list-style-type: none"> Online resources 	<ul style="list-style-type: none"> Khan Academy IXL Math Illustrative Mathematics youcubed.org Prodigy 	
Science	IB PYP units of inquiry (teacher developed)	
<ul style="list-style-type: none"> Standards 	Next Generation science standards	
<ul style="list-style-type: none"> Online resources 	<ul style="list-style-type: none"> BrainPOP BrainPOP Jr. PBS Kids Discovery Kids 	
Social Studies	IB PYP units of inquiry (teacher developed)	
<ul style="list-style-type: none"> Standards 	<ul style="list-style-type: none"> NCSS standards 	

<ul style="list-style-type: none"> • Online resources 	<ul style="list-style-type: none"> • Newsela • Discovery Kids • tolerance.org
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Teachers will use Managebac, Google Classroom and/or Seesaw to share synchronous and asynchronous tasks with students. They'll use Zoom and Google Hangouts for live and interpersonal instruction with small and large groups of students, and for one-on-one meetings.

Types of Learning

Synchronous Learning With a Teacher

During distance learning, teachers will meet with students through Zoom or Google Hangouts. Instruction may be given directly or to students working on projects monitored by the teacher. Students may ask questions and/or the teacher may ask questions so students can engage in real-time learning.

When on campus, teachers will interact with students while in the classroom setting. As with distance learning, instruction may be given directly or to students working on projects monitored by the teacher. Students may ask questions and/or the teacher may ask questions so students can engage in real-time learning.

Synchronous Learning Without a Teacher

When students are learning without their teacher, they'll be asked to do tasks such as:

- Completing a module within an online app, activity or game
- Reading a hard copy book and annotating the text
- Recording a reflection or their learning process
- Working on an assigned activity with a pre-recorded mini-lesson and follow-up activity

This work may be done in a group or independently with the support and supervision of a monitor. During distance learning, students will complete tasks on their own. Teachers will be available to help through email, Google Classroom and/or Seesaw.

Asynchronous Learning With a Teacher

Students doing asynchronous learning will complete tasks prepared by their teacher. They may be pre-recorded lessons and/or assignments in Google Classroom or Seesaw. The tasks can be accessed any time and from anywhere using technology we'll provide – iPads for grades PreK 3 - 2, and Chromebooks for Grades 3 - 5.

Teachers will communicate task deadlines to students. Assignments will be collected every day and/or week through Google Classroom and/or Seesaw to measure attendance and make sure students are engaged and progressing. During on-campus learning, students will do their work with the support and supervision of a monitor.

Asynchronous Learning Without a Teacher

During asynchronous learning without a teacher, students will complete group or independent tasks. Teachers will assign the work with instructions. Completed work will be collected through

Google Classroom and/or Seesaw. During on-campus learning, students will do their work with the support and supervision of a monitor.

Social-Emotional Learning

Social-emotional learning will be woven in throughout the day to help students socialize and build relationships. This learning may include, but is not limited to:

- Activities students can choose to do with each other that don't require adult supervision such as language or online trivia games, or scavenger hunts
- Adult-directed activities to build community such as group projects, partner work, and other ways for students to connect remotely and in person
- Online group activities with an adult leader such as games, structured conversations, and free-form conversations about topics students are interested in

Monitors will supervise these activities during on-campus learning to make sure proper social distancing and behavior rules are followed. If any issues arise, our behavior policy will be followed.

Assessment and Promotion Policy

Assessment

The following table shows the types of assessments we'll use to evaluate students. Results will be shared with families. Our teachers will use them to develop their learning plans and see where intervention may be needed.

	On-Site: Every Day and Hybrid	Remote: Synchronous and Asynchronous
PreK	All assessments will be done when students are on campus. Staff and classroom teachers will complete the BRIGANCE® Early Childhood assessment in small play groups. Teachers will observe and document growth in student social-emotional, language and content development through hands-on activities and manipulatives.	If students can't attend school in-person, we'll set aside time for teachers to do virtual sessions. Teachers will observe and document growth in student social-emotional, language and content development through hands-on activities and manipulatives.
K - Grade 2	All assessments will be done by teachers when students are on campus and include: <ul style="list-style-type: none"> • Level Chinese (Chinese) • Literably • Math problems • NWEA MAP • Teacher-created formative and summative unit assessments 	The following assessments can be done virtually or completed remotely without a monitor. One or more of these will be used for each learning unit: <ul style="list-style-type: none"> • Math problems • Quizlet • Short answer

		<ul style="list-style-type: none"> Teacher-created formative and summative unit assessments Video reflection
Grades 3 - 5	<p>Most assessments will be completed when students are distance learning so in-person time is focused on learning and social-emotional growth. This is true except for students who are learning in-person every day.</p> <p>Teachers will use these types of assessments:</p> <ul style="list-style-type: none"> Essays Level Chinese (Chinese) Literably Math problems NWEA MAP STAMP4se (Chinese) Teacher-created formative and summative unit assessments Video reflection 	<p>The following assessments can be done virtually or completed remotely without a monitor. One or more of these will be used for each learning unit:</p> <ul style="list-style-type: none"> Edpuzzle questions Essays Level Chinese (Chinese) Literably Math problems Quizlet Short answer exit tickets Teacher-created formative and summative unit assessments Video reflection

Promotion and Graduation

We'll make no changes to our current [promotion policy and timeline](#) for students.

Attendance Policy

When students are on campus, we'll take attendance using our existing process.

When students are distance learning, we'll take attendance using the new process created by OSSE. Participation touchpoints will include:

- One-on-one phone conversations or virtual meetings with instructional staff to discuss content.
- Direct "face-to-face" online contact through class and/or a small group on Zoom.

Engagement touchpoints will include:

- Completed exit tickets such as a Google form, Seesaw submission, photo, recorded reflection, etc. after students view a pre-recorded video or use software such as Edpuzzle that shows how the work needs to be done
- Completed daily assignment(s) uploaded to a secure folder in Google Classroom or Seesaw – more than 50% of the assignment must be completed to be considered present, even if the work isn't accurate

- Uploaded photos of completed assignments or projects, or videos of activities to Google Classroom or Seesaw.

If a student is absent, our receptionist will contact their family by email and phone to determine why. If a student is absent for three days or more, we'll follow these steps:

- Our receptionist will contact the student's family by email and phone to determine the reason for the absence.
- Our receptionist will notify the student's grade level teachers and school counselors to determine what's needed to help the student avoid future absences.
- Grade level teachers and school counselors will meet with the family to talk through their needs so the student can discuss needs to ensure attendance.
- Students who are chronically absent will be reported to child and family services, as required by law.

Whole Student Support

Our Whole Student Support policy will supplement our existing policies. Our goal is to make sure students have access to high-quality, equitable instruction while distance learning.

Student Support

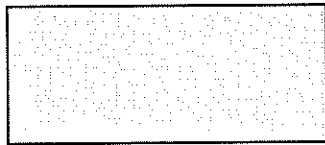
We'll focus on social-emotional and mental health needs during this time to help support health and wellness. The following are examples of what we plan to do.

- Instructional staff will center the first four to six weeks of school around developing social-emotional skills and building relationships for asynchronous and synchronous learning.
- Teachers will do social-emotional and wellness checks during daily asynchronous and synchronous learning.
- Teachers and community leaders will meet with families. If a student needs extra support, our school counselors will offer support.
- School counselors will provide optional asynchronous videos and learning for students and families through Managebac.
- Instructional staff will provide families with social-emotional information and resources through Managebac.
- Our administration staff will do social-emotional and wellness checks during teacher professional learning time.
- School counselors will schedule telehealth appointments for student sessions, whether one-on-one or in small groups.
- Administration staff, instructional staff and school counselors will refer families to neighborhood Family and Support Collaboratives if more social-emotional and mental health support is needed.

Behavior

We'll expect student behavior during distance learning to be like when we're on campus. Students must treat their teachers, classmates and our staff with respect. They'll also need to follow the guidelines listed below so everyone will feel safe and have a high-quality learning experience.

Communication and Student Engagement	<p>Students must:</p> <ul style="list-style-type: none"> • Communicate respectfully with their classmates and teacher while in all types of live sessions. • Follow all classroom and school expectations for using audio and video during sessions. • Follow their teacher's expectations for muting and unmuting their microphones during all live sessions. • Not share inappropriate pictures or images in any school forum. • Follow the same rules for whole group and small group sessions while in breakout rooms. • Immediately return to original group sessions once breakout rooms are over, unless their teacher gave them other directions. • Attend all assigned live sessions on time and stay in classroom meetings until dismissed by the teacher. • Tell the teacher immediately if they're having trouble accessing assigned live sessions. • Not engage in any form of cyberbullying such as harassing, threatening or abusing others within the school community. • Report all instances of cyberbullying to school staff immediately.
Logging In to Our Learning Platforms	<p>When using our learning platforms, students must:</p> <ul style="list-style-type: none"> • Keep their username and passwords in a safe place and not share them with other students. • Log in to the platforms using their personal login information. • Log in to the platforms every day for synchronous and asynchronous learning sessions and announcements, or to submit assignments.
Student Work	<p>Students must:</p> <ul style="list-style-type: none"> • Complete their work on time as the teacher assigned. If they need extra time, they should contact their teacher to discuss. • Submit their own work. • Tell their teacher immediately if they have questions or need any technical support.
Taking Care of Physical Equipment	<p>Students must:</p> <ul style="list-style-type: none"> • Treat all school and personal electronic devices with care. • Keep food and drinks away from the equipment. • Keep devices out of extremely cold or hot areas.



- Hold and carry computers properly.
- Report any damage to school equipment as soon as possible.

Communication With Families

Teachers will regularly message families through Managebac about their child's progress and/or engagement. School staff will immediately communicate with students and their families if distance learning or behavior expectations aren't being met.

Response to Behavior Issues

If a student isn't meeting distance learning or behavior expectations, our staff will work with them to figure out what's needed so they can be successful. We'll also notify their family of any issues and next steps. The following is a general overview of the actions we'll take to help the student continue with their distance learning.

If a student isn't communicating respectfully, our instructional staff may:

- Remind the student about our distance learning expectations.
- Meet with the student privately to see why they've behaving that way.
- Temporarily adjust the student's audio, video or chat control during synchronous sessions.
- Meet with the student's family to problem solve together.
- Engage all students in a proactive circle to talk about expectations and the reasons why they're behaving that way.

If a student uses learning platforms inappropriately, our instructional staff may:

- Remind the student about our distance learning expectations.
- Meet with the student privately to see why they've behaving that way.
- Meet with the student's family to problem solve together.
- Engage all students in a proactive circle to talk about expectations and the reasons why they're behaving that way.

If a student is cyberbullying or sharing inappropriate images, our instructional staff may:

- Meet with the student privately to discuss behavior expectations and bullying.
- Talk with any involved students to better understand what led to the incident.
- Engage all involved students in a conflict resolution process:
 - PreK - grade 2: Conscious Discipline Time Machine routine
 - Grades 3 - 5: Restorative circle
- Meet with the student's family to discuss school expectations and how we're working with their child.

Special Populations

We'll continue to provide special education and related services to students with an IEP, to the greatest extent possible. We'll adapt, modify or make accommodations for general education

lessons and materials just as we would during in-person instruction. We'll also be flexible with students and their families on work completed during distance learning.

Our special education teachers will:

- Provide virtual services in whole class discussion, small group and one-on-one instruction.
- Communicate with families on a weekly or bi-weekly basis to discuss student progress and needs.
- Monitor and track student performance to help determine student progress and needs.
- Provide consistent, recurring phone or video calls with families of students who may not be able to participate in distance learning. The goal will be to support access and progress, and will depend on the student's grade, verbal abilities, etc.

Related Service Providers

Related service providers will use teletherapy for their work with individual students or small groups until our building reopens. The providers will do all they can to make sure families are available for their next scheduled service opportunity. Weekly check-ins and/or consultations will be done based on parent or guardian schedules.

Additionally, we'll:

- Confirm families have the technology they need before a scheduled appointment.
- Ask families how much time they have to do the session with their child and identify solutions for potential distractions.
- Give families a written schedule of any service delivery times and technical assistance numbers if issues arise.
- Use best practices for virtual service delivery, two-way feedback and reflection.
- Provide webinar training to parents or guardians so they can gain skills to help them support their child's IEP.
- Do interviews with parents or guardians to get their feedback on related services during distance or blended learning.

Evaluation Timelines

We'll do our best to meet Individuals With Disabilities Act (IDEA) evaluation timelines to the greatest extent possible. We resumed testing for students in the eligibility process at the start of phase 2 reopening. If an extension is needed, we'll reach an agreement with a student's parents or guardians. We'll continue to communicate any delays with families with prior written notice in the student's SEDS file. The notice will cover the reason for the delay, attempts to find a solution, and the mutually agreed upon extension, if applicable.

All completed evaluations will be reviewed and eligibility determinations made by the IEP team at the start of the school year.

Family Communication

We'll regularly communicate with our families during distance learning. The frequency and method of communication may vary. It depends on a student's needs, the type of support a parent or guardian requires, and/or the services and supports included in a student's IEP. We'll

also let families know about their child's distance learning plan and any services they may receive.

Reopening Plans

When our school reopens, students with disabilities will be one of our main priorities for assessment. Students will meet one-on-one or in small groups with their case managers and/or familiar staff. We'll share the assessment date and time with families. After the meeting, we'll apply any accommodations according to a student's IEP.

We'll also hold multi-disciplinary team meetings to talk about a student's compensatory services, which may come in many forms. The decision will be made by the team and parents or guardians will get a written copy of the plan.

English Language Learner Support

English language learner (ELL) teachers will provide services to students for distance, on-campus and hybrid learning. They'll offer support by grade level based on a student's needs, developmental level and curriculum demands.

ELL teachers will meet with students individually, in small groups or during whole class instruction, and coordinate with classroom teachers on times. They'll also work with classroom teachers on how to best plan and support students in their learning.

Technology Policy

Students in grades PreK - 2 will be assigned individual iPads for distance learning. Students in grades 3 - 5 will have the option to take home Chromebooks. We also have cellular hotspots for families who don't have internet at home.

Students in grades PreK - 2 will use Seesaw and Zoom for distance learning. Students in grades 3 - 5 will use Google Classroom, Seesaw and Zoom, and may have access to Google Hangouts to communicate with teachers.

We'll monitor all electronic devices using GoGuardian. For iPads, we'll control app usage through Meraki Mobile Device Management and restrict YouTube and Safari access.

Our technology team created a page on our COVID-19 Response website to troubleshoot any issues and make it easy for families to reach out for help. They also included information on affordable internet connectivity options for those who qualify. The team will keep the page updated so problems can be quickly resolved.

Family Engagement Policy

We want our students, families and staff to feel informed and heard. We always make clear and consistent communication is a priority. We also offer a variety of ways for everyone to provide feedback. While this is the case at all times, it'll be particularly true as we work to maintain the health and safety of our entire school community.

General School-Wide Communication

We'll use multiple communication methods to help keep everyone updated on news, policies and schedule changes. We'll:

- Host regular Zoom calls for families and staff to discuss updates and ask questions.
- Inform our family liaison of families without reliable internet so they can share updates directly.
- Post signage throughout our building.
- Provide access to resources and information on our school website and COVID-19 Response website.
- Send weekly emails through Constant Contact.
- Share information through social media channels and individual outreach

To help us track our outreach during the pandemic, we created a plan outlining what we're communicating, when, how and to whom. We'll continue to update the plan for every message we send.

Unexpected School Closures and Other Events

We'll tell families about school closures and health and safety updates through:

- Emails
- Our school website
- Our COVID-19 Response website
- Phone calls
- Social media channels including Facebook and Twitter
- Text alerts

Online Platforms: Managebac, Family Portal and Website

We'll keep Managebac, our learning management system, updated with student portfolio and progress report information, and details and communications about our educational program. Additionally, we'll be sure our family portal and school website stay up to date with general school and operations details such as menus, activities calendars, administration and staff contact information, and Free and Reduced Meals (FARM) program applications.

Collection of Continuous Feedback

Our instructional delivery plan was created to provide equitable access to all students, including during distance learning. We'll continually engage families to get feedback on their experiences so we can learn what's working and what needs improvement. We'll:

- Meet with families to get their opinions and provide answers to questions.
- Send surveys to help us gather perspectives and insights.
- Encourage families to reach out to our staff with any comments or questions, whether through email or by phone.

We'll also offer training opportunities and other resources to help support our entire community.

Trainings

Throughout the year, we'll provide virtual – and eventually in-person – trainings to help families understand our continuous learning plan. These trainings will include, but are not limited to:

- Accessing our distance learning platforms and materials
- Navigating the learning management systems
- Other content-specific parent or guardian education sessions
- Troubleshooting tech devices at home
- Understanding Conscious Discipline and restorative justice practices and strategies
- Understanding the social-emotional needs of children

Resources

Virtual trainings will be recorded and available to our families on Managebac and our family portal. Any printed guides or training materials will also be available to families on Managebac and our family portal.