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 Healthy 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
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.

- Prk3 and Prk4 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*


*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


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
Adam Hellman
Adam Jones and Xiaohong Zhang
Adam Namm and Mei Huang
Adam Voiland
Aileen Sevier/Early Mountain Vineyards
Alexander King
Alice and Edward Jou
Alicia Brooks
Alicia Robinson-Morgan
Allen Saslaw and Jenny Splitter
Alliance Francaise de Washington DC
Amanda Bilodeau
Amanda Ingram
Amelia Otovo
Ana Isabel Martinez Chamorro
Andrea Jacobs Cohen
Andrew and Courtney Fraser
Andrew Mayock
Anissa Najm
Anna Ortiz
Annie Schleicher and Matthew Fabian
Arena Stage
Argo Hyman Bouchereau
Arlene Stein
Artist & Craftsman Supply
ArtJamz
Aspen Street Cakes
Audrey d'Assignies and Andrew Stanoch
Autumn Jackson
B&O Railroad Museum
Barbeque Exchange
barre3
Barrett and Shane Karr
Be With Me The Children's Playseum
Benjamin Hass and Erin Collins
BETA Academy
Beth Yurasko
Bill and Janine Donnelly
Bluebird Sky Yoga
Bluejacket
Bolina Capitol Enterprises, Inc
Boomerang Pirate Ship
Bradley Comar and Angela Seid Comar
Brian Lounsbury and Lisa Holley
Brian Nelson
Brigid Maher
Bruce & Abbey Berg
Busy Bees Chevy Chase
Capitol Document Solutions
Capitol Hill Arts Workshop
Captain Cookie and the Milkman
Cara Stern
Carlos Bustamante
Carol Paik and Matthew Batista
Carolee Inskeep
Chadwick Canedy and Bona Yoon
Charles and Kimberly Haggart
Charles and Nikki Shedrick
Charles Donahies and Heidi Kotzia
Cheesemonster Studio LLC
Cheri Harrington
Chiachu Liang
Chris and Lindsey Moore
Chris Chambers and Wai-Ling Mu
Chris McLeod
Chris Swallow
Christopher and Caitlin Clark
Chungyiu Lee
Cindy Cao
Circle Yoga Cooperative
Clyde's Restaurant Group
Compost Cab
Confucius Institute
Costabel Bullock
Cotton & Reed
Cynthia Woerner
Damian and Ashley Coleman
Dan Banks
Daniel Wong and Yvonne Lee
Danielle Davidowitz
Darren Riley
David and Mallory Corlette
David Boggs and Ran Xu
David Hoagland
David Talbot and Laurelle Lo
DC International School
Deborah Medalia
Dianne Bauman
Dianne Sanidad
Dominique Johnson
Dominique Taylor
Dorothy and Daniel McCuaig
Earth Treks
EK4Kids
Elaine and Mike Qualter
Elaine Rensberger
Elena Gasol Ramos
Emily Gasoi
Emily Yu
Emma Teaches Art
Erik Heitfeld and Lan Zhao
Evan Vucci
Eversheds Sutherland
Ewell Smith and Andrea Kavanagh
Excel Pilates DC
Extraordinaire Cuisine
FirstTouch Soccer
Flagstar Football
Free State
Gaelle Kolb
Gather Round Family Chef Service
George Burke
Gina Schoenberg
Gisselle Alvarez
Go Ape
Green Hat Gin
Greg Erdman and Kathleen Eder
 Gundlach Bundsch Wine Company
Haley Arends
Hannah Sommers
Headfirst Summer Camps
Heather Whitford
Hela Medical Spa
Home Run Baseball Camp
Hong Shi and Ariel Rubin
Hook Hall
HoopEd
Jack Metzler and Shelley Finlayson
Joyce Woods
Jacob Berg and Rebecca Plummer
Julie Wampler
Jacquelyn Desmond
Jade Huang
Jamal Watts
James and Beth McMahon
James Dunlop
James Madison's Montpelier
James Monroe's Highland
Jamila Frone
Jan and Jon Fetter-Degges
Jan and Lois Mares
Jason and Sandra Nelson
JB Kelly and Jennifer Epperson
Jeannie Chen
Jean-Paul and Sandra George
Jennifer McLeod Petrini
Jerry Levine
Jessica and Nick Lin-Powers
Jevon Walton
Jianhua Zhong and Xinqian Qiu
Jing Li
Jitesh Kerai
Johanna Martinsson
John and Elizabeth Daggett
John Walker
Jon & Jennifer Rosenwasser
Jon and Kate Vogel
Jose Rivera and Tania Alfonso
Jose Sousa
Joshua Rogin and Bridget Ehart
Justin Tan
Katherine Benton
Katherine Clemons
Katherine Wolf
Katherine Yen
Katherlene Milner
Kathryn Jennings
Kelly Andrews
Kelly Yee
Solid State Books
Stacy White
Stephanie Cramer
Stephanie Wee
Stephen and Wheilin Hwang
Steven Seelig
Su Zhang
Susan Collins
Susie Hadeed Photography
Taryn Morrissey
Ted Sickley/National Geographic
The Adventure Park at Sandy Springs
The Lab DC LLC
The LINE DC

The Maryland-National Capital Park Valarie Dock

and Planning Commission
Think Food Group
Thomas and Chanda Hallewell
Three Little Birds Sewing Co
TIE
Timnit Goitom
Tom McSorley
Tom Metcalf
Trinette Smith
Tzu-I Amy Lee
Una LaMarche
United Way of the National Capital Area
UnitedHealth Group
Urban Adventure Squad

Ver te
Veronica Jimenez
Victor Barcelona and Amy Holloway
Vincent Baxter
Wardman Wines
Wendy Huntington Rueda
Wouhib Worku and Saba Yohanne
Wulamu Zuoerguli
Xiaoyu Wang
Yavar Moghimi and Ann Schlegelmilch
Youshea Berry Rollins
Yunshuo Jia
Zekes Coffee
III. Data Report

SY 2018-19 Annual Report Campus Data Report

<table>
<thead>
<tr>
<th>Source</th>
<th>Data Point</th>
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<tbody>
<tr>
<td>PCSB</td>
<td>LEA Name: Washington Yu Ying PCS</td>
</tr>
<tr>
<td>PCSB</td>
<td>Campus Name: Washington Yu Ying PCS</td>
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<tr>
<td>PCSB</td>
<td>Grades served: PK3 - 5</td>
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<tr>
<td>PCSB</td>
<td>Overall Audited Enrollment: 569</td>
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</table>

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

<table>
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<tr>
<th>Grade</th>
<th>PK3</th>
<th>PK4</th>
<th>KG</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<tbody>
<tr>
<td>Student Count</td>
<td>64</td>
<td>78</td>
<td>80</td>
<td>80</td>
<td>71</td>
<td>68</td>
<td>67</td>
<td>61</td>
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</table>

*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 |

Number of Teachers: 65
"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.

<table>
<thead>
<tr>
<th>School</th>
<th>Teacher Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Average: $60,802.56</td>
</tr>
<tr>
<td></td>
<td>2. Range -- Minimum: $31,930.08 Maximum: $78,545.04</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>School</th>
<th><strong>Total number of instructional days:</strong> 117</th>
</tr>
</thead>
<tbody>
<tr>
<td>PCSB</td>
<td><strong>Suspension Rate:</strong> 0.0%</td>
</tr>
<tr>
<td>PCSB</td>
<td><strong>Expulsion Rate:</strong> 0.0%</td>
</tr>
<tr>
<td>PCSB</td>
<td><strong>Instructional Time Lost to Out-of-School Suspension Rate:</strong> 0.0%</td>
</tr>
<tr>
<td>PCSB</td>
<td><strong>In-Seat Attendance:</strong> 94.6%</td>
</tr>
</tbody>
</table>
| PCSB   | **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.)* |
| PCSB   | **Midyear Withdrawals:** 1.2% (7 students) |
| PCSB   | **Midyear Entries:** 0.0% (0 students) |
| PCSB   | **Promotion Rate:** 99.6% |
| PCSB   | **College Acceptance Rates:** Not Applicable |
| PCSB   | **College Admission Test Scores:** Not Applicable |
| PCSB   | **Graduation Rates:** Not Applicable |
## Appendix A: Staff Roster for 2019-20

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Title Assigned By LEA</th>
<th>Highest Level of Education</th>
<th>Highest Degree-Award Institution</th>
<th>Highest Degree Field/Major</th>
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</thead>
<tbody>
<tr>
<td>Alvarez</td>
<td>Gisselle</td>
<td>English Teaching Fellow</td>
<td>MASTER'S</td>
<td>Johns Hopkins University</td>
<td>Masters in Elementary Education</td>
</tr>
<tr>
<td>Asfaw</td>
<td>Sarah</td>
<td>Lead Childcare Provider</td>
<td>MASTER'S</td>
<td>Master's in Finance</td>
<td>Southern New Hampshire University</td>
</tr>
<tr>
<td>Braisted</td>
<td>Kathryn</td>
<td>Lead English Teacher</td>
<td>MASTER'S</td>
<td>American University</td>
<td>Masters Certificate, Nutrition Education</td>
</tr>
<tr>
<td>Benton</td>
<td>Katherine</td>
<td>Chinese Teaching Fellow</td>
<td>MASTER'S</td>
<td>Middlebury Institute of International Studies</td>
<td>Master of Arts in Teaching a Foreign Language</td>
</tr>
<tr>
<td>Dong</td>
<td>Feng</td>
<td>Lead Chinese Teacher</td>
<td>MASTER'S</td>
<td>University of Minnesota, Twin Cities</td>
<td>Curriculum And Instruction</td>
</tr>
<tr>
<td>Wulamu</td>
<td>Zuoerguli</td>
<td>Chinese Teaching Fellow</td>
<td>BACHELOR'S</td>
<td>Xinjiang Normal University</td>
<td>Education</td>
</tr>
<tr>
<td>Bodner</td>
<td>Nicole</td>
<td>Sabbatical Lead Teacher</td>
<td>MASTER'S</td>
<td>Hunter College</td>
<td>Elementary Education</td>
</tr>
<tr>
<td>Chen</td>
<td>Hannah</td>
<td>English Language Learning Teacher</td>
<td>MASTER'S</td>
<td>Brooklyn College</td>
<td>Elementary Education</td>
</tr>
<tr>
<td>Chen</td>
<td>Tuz-Ling</td>
<td>Lead Chinese Teacher</td>
<td>MASTER'S</td>
<td>National Changhua University &amp; Strayer University</td>
<td>Education &amp; Administration Education</td>
</tr>
<tr>
<td>Crandall</td>
<td>Jillian</td>
<td>Performing Arts Teacher</td>
<td>MASTER'S</td>
<td>University of Maryland, College Park</td>
<td>Elementary Education</td>
</tr>
<tr>
<td>Fang</td>
<td>Aini</td>
<td>Lead Chinese Teacher</td>
<td>MASTER'S</td>
<td>The University of San Diego</td>
<td>Education</td>
</tr>
<tr>
<td>Fall</td>
<td>Ely</td>
<td>PE Teacher</td>
<td>MASTER'S</td>
<td>Relay Graduate School of Education</td>
<td></td>
</tr>
<tr>
<td>Gallagher</td>
<td>Margaret</td>
<td>Lead English Teacher</td>
<td>MASTER'S</td>
<td>Boston University</td>
<td>Art Education</td>
</tr>
<tr>
<td>Name</td>
<td>Degree</td>
<td>Field of Study</td>
<td>Institution</td>
<td>Specialization</td>
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<tr>
<td>Hagaman</td>
<td>Mary-Elizabeth</td>
<td>Special Education Teacher</td>
<td>MASTER'S</td>
<td>Catholic University of America</td>
<td></td>
</tr>
<tr>
<td>Harris</td>
<td>Sarah</td>
<td>IB PYP Coordinator/Assistant Principal</td>
<td>MASTER'S</td>
<td>University of Surrey Roehampton, U.K.</td>
<td>Teaching of Individuals in Early Childhood Special Education</td>
</tr>
<tr>
<td>Harvin-Conner</td>
<td>Malcolm Rollyns</td>
<td>Lead English Teacher</td>
<td>MASTER'S</td>
<td>Johns Hopkins University</td>
<td>Elementary Education</td>
</tr>
<tr>
<td>Holley</td>
<td>Lisa</td>
<td>Teacher, Special Education</td>
<td>MASTER'S</td>
<td>American University</td>
<td>Special Education</td>
</tr>
<tr>
<td>Huse</td>
<td>Elizabeth</td>
<td>Library Associate</td>
<td>BACHELOR'S</td>
<td>Montclair State University</td>
<td>Family And Child Studies/Education</td>
</tr>
<tr>
<td>Ingram</td>
<td>Amanda</td>
<td>Lead English Teacher</td>
<td>MASTER'S</td>
<td>George Mason University</td>
<td>Curriculum And Instruction</td>
</tr>
<tr>
<td>Jia</td>
<td>Yunshuo</td>
<td>Lead Chinese Teacher</td>
<td>MASTER'S</td>
<td>Kanazawa Seiryo University</td>
<td>Management Science</td>
</tr>
<tr>
<td>Li</td>
<td>Shuo</td>
<td>Lead Chinese Teacher</td>
<td>MASTER'S</td>
<td>New York University</td>
<td>Teaching Foreign Language 7-12</td>
</tr>
<tr>
<td>Li</td>
<td>Yurong</td>
<td>Chinese Resource Teacher</td>
<td>MASTER'S</td>
<td>Montessori Primary Education LOYOLA UNIVERSITY</td>
<td>Education</td>
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<tr>
<td>Liang</td>
<td>Chiachu</td>
<td>Lead Chinese Teacher</td>
<td>MASTER'S</td>
<td>St. Johns University, Ny</td>
<td>Early Childhood Education</td>
</tr>
<tr>
<td>Liang</td>
<td>Haoping</td>
<td>Leach Childcare Provider</td>
<td>BACHELOR'S</td>
<td>Capital University of Business and Economics</td>
<td>Economics</td>
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<tr>
<td>Liao</td>
<td>Yu</td>
<td>Chinese Teaching Fellow</td>
<td>BACHELOR'S</td>
<td>Lanzhou College of Chemical Industry</td>
<td>Economic Management And Major In Inorganic Technology</td>
</tr>
<tr>
<td>Mao</td>
<td>Peipei</td>
<td>Lead Chinese Teacher</td>
<td>MASTER'S</td>
<td>Michigan State University</td>
<td>Teaching And Curriculum</td>
</tr>
<tr>
<td>Mendelson</td>
<td>Olivia</td>
<td>English Teaching Fellow</td>
<td>MASTER'S</td>
<td>University of Michigan</td>
<td>History of Art</td>
</tr>
<tr>
<td>Milner</td>
<td>Katherlene</td>
<td>REEF instructional Leader</td>
<td>MASTER'S</td>
<td>Fort Valley State University</td>
<td>Master of Science Counselor</td>
</tr>
<tr>
<td>Name</td>
<td>First and Last Names</td>
<td>Position</td>
<td>Degree</td>
<td>University</td>
<td>Field of Study</td>
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<tr>
<td>Morrow</td>
<td>Gabriella</td>
<td>Special Education Teacher</td>
<td>MASTER'S</td>
<td>Catholic University of America</td>
<td>Special Education</td>
</tr>
<tr>
<td>Mullins</td>
<td>Philip</td>
<td>Duty/Classroom Aide</td>
<td>HIGH SCHOOL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peck</td>
<td>Kristen</td>
<td>Lead English Teacher</td>
<td>BACHELOR'S</td>
<td>Catholic University of America</td>
<td>Early Childhood Education</td>
</tr>
<tr>
<td>Rose</td>
<td>Colleen</td>
<td>Reading Specialist</td>
<td>MASTER'S</td>
<td>Lesley University</td>
<td>Education</td>
</tr>
<tr>
<td>Santana</td>
<td>Ida</td>
<td>Duty Aide</td>
<td>ASSOCIATE'S</td>
<td>University of District of Columbia</td>
<td>Education</td>
</tr>
<tr>
<td>Shi</td>
<td>Jiayu</td>
<td>Chinese Teaching Fellow</td>
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<td>George Washington University</td>
<td>Elementary Education</td>
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<tr>
<td>Song</td>
<td>Zenan</td>
<td>Sabbatical Lead Teacher</td>
<td>MASTER'S</td>
<td>University of Maryland College Park</td>
<td>Curriculum And Instruction</td>
</tr>
<tr>
<td>Song</td>
<td>Yu</td>
<td>Lead Chinese Teacher</td>
<td>MASTER'S</td>
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<tr>
<td>Sun</td>
<td>Siyao</td>
<td>Chinese Teaching Fellow</td>
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<tr>
<td>Xian</td>
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<td>Chongqing University of Technology</td>
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<tr>
<td>Yang</td>
<td>Lijin</td>
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<td>University of San Francisco</td>
<td>International And Multicultural Education</td>
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<td>Wang</td>
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<td>Xu</td>
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<td>George Washington University</td>
<td>Early Childhood Special Education</td>
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<tr>
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<td>Qianyi</td>
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<td>George Mason University</td>
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<td>Su</td>
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<td>Hebei Normal</td>
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</tr>
<tr>
<td>Zhang</td>
<td>Wenjiao</td>
<td>HR Generalist</td>
<td>MASTER'S</td>
<td>Strayer University in Human Resource Management</td>
<td></td>
</tr>
<tr>
<td>Zhang</td>
<td>Yuhua</td>
<td>Chinese Teaching Fellow</td>
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<td>George Mason University Management</td>
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<tr>
<td>Zhong</td>
<td>Jianhua</td>
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<td>University of Maryland, College Park Second Language Education</td>
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<tr>
<td>Zimmerman</td>
<td>Paula</td>
<td>Garden Arts Teacher</td>
<td>BACHELOR'S</td>
<td>Parsons School of Design Illustration And Art Education</td>
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</tr>
<tr>
<td>Zou</td>
<td>Chunyuan</td>
<td>Chinese Classroom Teacher</td>
<td>MASTER'S</td>
<td>University of Maryland M.Ed. Curriculum and Instruction, World Language Education with Certificate</td>
<td></td>
</tr>
<tr>
<td>Alexander</td>
<td>Maquita</td>
<td>Executive Director</td>
<td>MASTER'S</td>
<td>Virginia Commonwealth University Elementary Education</td>
<td></td>
</tr>
<tr>
<td>Alfaro</td>
<td>Elmer</td>
<td>Facilities Manager</td>
<td>BACHELOR'S</td>
<td>Colegio Leon Zizuenza Administration</td>
<td></td>
</tr>
<tr>
<td>D'assignies</td>
<td>Audrey</td>
<td>HR Manager</td>
<td>BACHELOR'S</td>
<td>American University of Paris International Affairs</td>
<td></td>
</tr>
<tr>
<td>Harrington</td>
<td>Cheri</td>
<td>Chief Operating Officer</td>
<td>MASTER'S</td>
<td>University of Massachusetts Public Policy &amp; Administration</td>
<td></td>
</tr>
<tr>
<td>James</td>
<td>Stephanie</td>
<td>Learning Support Coordinator</td>
<td>MASTER'S</td>
<td>Trinity University Educational Administration</td>
<td></td>
</tr>
<tr>
<td>Jones</td>
<td>Tynill</td>
<td>School Counselor / Social Worker</td>
<td>MASTER'S</td>
<td>Columbia University Social Work</td>
<td></td>
</tr>
<tr>
<td>Lyons</td>
<td>Egypt</td>
<td>Business Associate</td>
<td>BACHELOR'S</td>
<td>University of District of Columbia Applied Science, Psychology</td>
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</tr>
<tr>
<td>Nelson</td>
<td>Brian</td>
<td>Technology or IT system administrator</td>
<td>BACHELOR'S</td>
<td>Frostburg State University English</td>
<td></td>
</tr>
<tr>
<td>Nuri</td>
<td>Yawo</td>
<td>REEF Program Manager</td>
<td>BACHELOR'S</td>
<td>University of Massachusetts Economics</td>
<td></td>
</tr>
<tr>
<td>Olin</td>
<td>Jennifer</td>
<td>Data Specialist</td>
<td>MASTER'S</td>
<td>Humphrey School of Public Affairs At The University of Minnesota</td>
<td>Public Policy</td>
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<td>------------------------------------------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Perkins</td>
<td>Sarah</td>
<td>Project Development &amp; Grants Coordinator</td>
<td>MASTER'S</td>
<td>University of Pennsylvania / University of North Carolina - Chapel Hill</td>
<td>East Asian Studies / Maternal and Child Health</td>
</tr>
<tr>
<td>Quinn</td>
<td>Amy</td>
<td>Director of Teaching and Learning</td>
<td>MASTER'S</td>
<td>University of Kansas</td>
<td>MS Ed in Curriculum and Instruction</td>
</tr>
<tr>
<td>Schleicher</td>
<td>Anne</td>
<td>Director of Operations</td>
<td>BACHELOR'S</td>
<td>University of Pittsburgh</td>
<td>Philosophy</td>
</tr>
<tr>
<td>Yurasko</td>
<td>Elizabeth</td>
<td>Business Associate</td>
<td>BACHELOR'S</td>
<td>University of Arizona</td>
<td>Geosciences</td>
</tr>
<tr>
<td>Harris</td>
<td>Maureen</td>
<td>Executive Assistant</td>
<td>MASTER'S</td>
<td>Temple University</td>
<td>Education</td>
</tr>
<tr>
<td>Davenport</td>
<td>Diana</td>
<td>Occupational Therapists</td>
<td>MASTER'S</td>
<td></td>
<td></td>
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<tr>
<td>Thomas</td>
<td>Darius</td>
<td>Speech-language Pathologists</td>
<td>MASTER'S</td>
<td>Howard University</td>
<td>Communication Sciences And Disorders</td>
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<tr>
<td>Balcom</td>
<td>Sung</td>
<td>Lead English Teacher</td>
<td>MASTER'S</td>
<td>University of Southern California</td>
<td>M.A. in Childhood Education</td>
</tr>
<tr>
<td>Ying</td>
<td>Qingdai</td>
<td>Lead Chinese Teacher</td>
<td>MASTER'S</td>
<td>University of Florida</td>
<td>Early Childhood and Teaching</td>
</tr>
<tr>
<td>Hills</td>
<td>Jenny</td>
<td>Lead English Teacher</td>
<td>MASTER'S</td>
<td>George Washington Graduate School</td>
<td>Elementary Education</td>
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<tr>
<td>Howard</td>
<td>Caroline</td>
<td>Lead English Teacher</td>
<td>BACHELOR'S</td>
<td>Miami University</td>
<td>Early Childhood Education</td>
</tr>
<tr>
<td>Shores Gubartalla</td>
<td>Jayme</td>
<td>Special Education Teacher</td>
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<td>American University</td>
<td>Elementary Education</td>
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<tr>
<td>Lam</td>
<td>Kit</td>
<td>Lead Chinese Teacher</td>
<td>MASTER'S</td>
<td>The Hong Kong Institute of Education</td>
<td>Educational Counseling</td>
</tr>
<tr>
<td>Yang</td>
<td>Saisai</td>
<td>Chinese</td>
<td>MASTER'S</td>
<td>Guangxi Normal</td>
<td>Developmental And Educational</td>
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<tr>
<td>Last Name</td>
<td>First Name</td>
<td>Position</td>
<td>Degree</td>
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<td>Program</td>
</tr>
<tr>
<td>-----------</td>
<td>------------</td>
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<td>---------</td>
<td>-------------------------------------------------</td>
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<tr>
<td>Rosenberg</td>
<td>Rebecca</td>
<td>IB PYP Coordinator/Assistant Principal</td>
<td>MASTER'S</td>
<td>University of Wisconsin - Madison</td>
<td>Curriculum And Instruction</td>
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<tr>
<td>Muck</td>
<td>Allison</td>
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<td>Canisius College</td>
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<td>Prather</td>
<td>Jada</td>
<td>Physical Education and Wellness Teacher</td>
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<td>New York Institute of Technology</td>
<td>Fine Art</td>
</tr>
<tr>
<td>Yuan</td>
<td>Liu</td>
<td>Chinese Teaching Fellow</td>
<td>MASTER'S</td>
<td>George Washington University</td>
<td>Education And Human Development</td>
</tr>
<tr>
<td>Brickhouse</td>
<td>Joan</td>
<td>Classroom Aide</td>
<td>ASSOCIATE'S</td>
<td>Community College of Baltimore County</td>
<td>Education</td>
</tr>
<tr>
<td>Clarkin Evans</td>
<td>Moira</td>
<td>RTI Coordinator</td>
<td>MASTER'S</td>
<td>Cambridge College</td>
<td>Education</td>
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<tr>
<td>You</td>
<td>Shan</td>
<td>Lead Chinese Teacher</td>
<td>BACHELOR'S</td>
<td>Sichuan University Jincheng College</td>
<td>English</td>
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<tr>
<td>De</td>
<td>Bi</td>
<td>Lead Chinese Teacher</td>
<td>MASTER'S</td>
<td>George Washington University</td>
<td>Elementary Education</td>
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<tr>
<td>Brown</td>
<td>Rachel</td>
<td>Lead English Teacher</td>
<td>MASTER'S</td>
<td>Relay Graduate School of Education</td>
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<tr>
<td>Geohaghan</td>
<td>Ashley</td>
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<td>MASTER'S</td>
<td>London Metropolitan University</td>
<td>TESOL</td>
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<td>Chang</td>
<td>Cao</td>
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<td>University of Rochester Warner School of Education</td>
<td>Human Development</td>
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<td>Huang</td>
<td>Lihua</td>
<td>Chinese Teaching Fellow</td>
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<td>George Mason University</td>
<td>Early Childhood Education</td>
</tr>
<tr>
<td>Ampedu</td>
<td>Laurencia</td>
<td>Lead Childcare Provider</td>
<td>BACHELOR'S</td>
<td>University of Cape Coast</td>
<td>Psychology</td>
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Liu Yimeng Chinese MASTER'S New York TESOL
<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Position</th>
<th>Degree</th>
<th>University</th>
<th>Field</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ng</td>
<td>Annie</td>
<td>Lead English Teacher</td>
<td>MASTER'S</td>
<td>Harvard University</td>
<td>Language and Literacy</td>
</tr>
<tr>
<td>Sun</td>
<td>Teng</td>
<td>Lead Chinese Teacher</td>
<td>MASTER'S</td>
<td>George Mason University</td>
<td>Early Childhood Education</td>
</tr>
<tr>
<td>Zhang</td>
<td>Miao</td>
<td>Lead Chinese Teacher</td>
<td>MASTER'S</td>
<td>University of Georgia</td>
<td>Education</td>
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<td>Li</td>
<td>Mengjiao</td>
<td>Special Education Teacher</td>
<td>MASTER'S</td>
<td>John Hopkins University</td>
<td>Special Education</td>
</tr>
<tr>
<td>Yuan</td>
<td>Weijing</td>
<td>Assistant Childcare Provider</td>
<td>ASSOCIATE’S</td>
<td>Qingdao Chemical Engineering Institute</td>
<td>English</td>
</tr>
<tr>
<td>Jenkins</td>
<td>Kendra (Rochelle)</td>
<td>Lead English Teacher</td>
<td>MASTER'S</td>
<td>American University</td>
<td>Early Childhood Education</td>
</tr>
<tr>
<td>Li</td>
<td>Hui</td>
<td>Chinese Teaching Fellow</td>
<td>MASTER'S</td>
<td>George Washington University</td>
<td>Curriculum And Instruction</td>
</tr>
<tr>
<td>Li</td>
<td>Jing</td>
<td>Chinese Classroom Aide</td>
<td>BACHELOR’S</td>
<td>San Hao Technical School</td>
<td>Lab Management</td>
</tr>
<tr>
<td>Robinson</td>
<td>Gabrielle</td>
<td>English Teaching Fellow</td>
<td>MASTER’S</td>
<td>John Hopkins University</td>
<td>Elementary Education</td>
</tr>
<tr>
<td>Curtis</td>
<td>Andrea</td>
<td>Assistant Childcare Provider</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>McNulty</td>
<td>Bill</td>
<td>Clinical Social Worker</td>
<td>MASTER’S</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Assets</th>
<th>6/30/20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Current Assets</strong></td>
<td></td>
</tr>
<tr>
<td>Cash</td>
<td>12,258,161</td>
</tr>
<tr>
<td>Accounts Receivable</td>
<td>114,480</td>
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<tr>
<td>Other Current Assets</td>
<td>85,016</td>
</tr>
<tr>
<td>Intercompany Transfers</td>
<td></td>
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<tr>
<td>Total Current Assets</td>
<td>12,455,657</td>
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<tr>
<td><strong>Noncurrent Assets</strong></td>
<td></td>
</tr>
<tr>
<td>Facilities, Net</td>
<td>14,439,627</td>
</tr>
<tr>
<td>Operating Fixed Assets, Net</td>
<td>169,597</td>
</tr>
<tr>
<td>Total Noncurrent Assets</td>
<td>14,609,224</td>
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<tr>
<td><strong>Total Assets</strong></td>
<td>27,064,881</td>
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</table>

<table>
<thead>
<tr>
<th>Liabilities and Equity</th>
<th>Current</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Current Liabilities</strong></td>
<td></td>
</tr>
<tr>
<td>Accounts Payable</td>
<td>151,510</td>
</tr>
<tr>
<td>Other Current Liabilities</td>
<td>558,059</td>
</tr>
<tr>
<td>Accrued Salaries and Benefits</td>
<td>368,255</td>
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<tr>
<td>Total Current Liabilities</td>
<td>1,077,824</td>
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<tr>
<td><strong>Equity</strong></td>
<td></td>
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<tr>
<td>Unrestricted Net Assets</td>
<td>14,353,306</td>
</tr>
<tr>
<td>Net Income</td>
<td>970,078</td>
</tr>
<tr>
<td>Temporarily Restricted Net Assets</td>
<td>37,977</td>
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<tr>
<td>Total Equity</td>
<td>15,361,361</td>
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<tr>
<td><strong>Long-Term Liabilities</strong></td>
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</tr>
<tr>
<td>Senior Debt</td>
<td>10,826,117</td>
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<tr>
<td>Other Long-Term Liabilities</td>
<td>40,845</td>
</tr>
<tr>
<td>Total Long-Term Liabilities</td>
<td>10,866,962</td>
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<tr>
<td><strong>Total Liabilities and Equity</strong></td>
<td>27,064,881</td>
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</table>
# Income Statement

Washington Yu Ying  
July 2019 through June 2020

<table>
<thead>
<tr>
<th>Income Statement</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Revenue</strong></td>
<td></td>
</tr>
<tr>
<td>Total State and Local Revenue</td>
<td>10,555,818</td>
</tr>
<tr>
<td>Total Federal Revenue</td>
<td>255,357</td>
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<tr>
<td>Total Private Grants and Donations</td>
<td>99,917</td>
</tr>
<tr>
<td>Total Earned Fees</td>
<td>854,410</td>
</tr>
<tr>
<td>Total Donated Revenue</td>
<td>31,631</td>
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<tr>
<td><strong>Total Revenue</strong></td>
<td>11,797,133</td>
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</table>

<table>
<thead>
<tr>
<th>Expenses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Salaries</td>
<td>6,379,262</td>
</tr>
<tr>
<td>Total Benefits and Taxes</td>
<td>1,407,990</td>
</tr>
<tr>
<td>Total Staff-Related Costs</td>
<td>110,771</td>
</tr>
<tr>
<td>Total Rent</td>
<td>3,414</td>
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<tr>
<td>Total Occupancy Service</td>
<td>563,873</td>
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<tr>
<td>Total Direct Student Expense</td>
<td>719,696</td>
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<tr>
<td>Total Office &amp; Business Expense</td>
<td>718,596</td>
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<tr>
<td>Total Donated Expense</td>
<td>4,425</td>
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<tr>
<td>Total Contingency</td>
<td>0</td>
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<tr>
<td><strong>Total Expenses</strong></td>
<td>9,907,827</td>
</tr>
</tbody>
</table>

| 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

<table>
<thead>
<tr>
<th>REVENUE</th>
<th>Annual Budget</th>
</tr>
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<tbody>
<tr>
<td>Per Pupil Charter Payments - General Education</td>
<td>7,176,493</td>
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<tr>
<td>Per Pupil Charter Payments - Categorical Enhancements</td>
<td>1,547,754</td>
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<tr>
<td>Per Pupil Facilities Allowance</td>
<td>1,929,137</td>
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<tr>
<td>Federal Funding</td>
<td>95,000</td>
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<tr>
<td>Other Government Funding/Grants</td>
<td>195,526</td>
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<tr>
<td>Private Grants and Donations</td>
<td>79,629</td>
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<tr>
<td>Activity Fees</td>
<td>462,567</td>
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<tr>
<td>In-kind revenue</td>
<td>-</td>
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<tr>
<td>Other Income</td>
<td>163,157</td>
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<tr>
<td><strong>TOTAL REVENUES</strong></td>
<td><strong>11,649,264</strong></td>
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**FUNCTIONAL EXPENSES**

*Personnel Salaries and Benefits*

<table>
<thead>
<tr>
<th>Expense</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal/Executive Salary</td>
<td>574,774</td>
</tr>
<tr>
<td>Teachers Salaries</td>
<td>4,240,554</td>
</tr>
<tr>
<td>Special Education Salaries</td>
<td>524,927</td>
</tr>
<tr>
<td>Other Education Professionals Salaries</td>
<td>283,041</td>
</tr>
<tr>
<td>Business/Operations Salaries</td>
<td>708,767</td>
</tr>
<tr>
<td>Administrative/Other Staff Salaries</td>
<td>369,170</td>
</tr>
<tr>
<td>Employee Benefits and Payroll Taxes</td>
<td>1,700,838</td>
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<tr>
<td><strong>Subtotal: Personnel Expense</strong></td>
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*Direct Student Expense*

<table>
<thead>
<tr>
<th>Expense</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Supplies and Textbooks</td>
<td>171,000</td>
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<tr>
<td>Student Assessment Materials/Program Evaluation</td>
<td>30,176</td>
</tr>
<tr>
<td>Contracted Student Services</td>
<td>342,600</td>
</tr>
<tr>
<td>Food Service</td>
<td>70,000</td>
</tr>
<tr>
<td>Other Direct Student Services</td>
<td>49,335</td>
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<tr>
<td><strong>Subtotal: Direct Student Expense</strong></td>
<td><strong>663,111</strong></td>
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**Occupancy Expenses**

<table>
<thead>
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<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rent</td>
<td>3,399</td>
</tr>
<tr>
<td>Depreciation (facilities only)</td>
<td>397,899</td>
</tr>
<tr>
<td>Interest (facilities only)</td>
<td>472,024</td>
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<tr>
<td>Building Maintenance and Repairs</td>
<td>152,400</td>
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<tr>
<td>Contracted Building Services</td>
<td>253,500</td>
</tr>
<tr>
<td>Other Occupancy Expenses</td>
<td>122,500</td>
</tr>
<tr>
<td><strong>Subtotal: Occupancy Expenses</strong></td>
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</table>

**General and Administrative Expenses**

<table>
<thead>
<tr>
<th>Expense</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Supplies and Materials</td>
<td>61,376</td>
</tr>
<tr>
<td>Category</td>
<td>Amount</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>Office Equipment Rental and Maintenance</td>
<td>2,537</td>
</tr>
<tr>
<td>Telephone/Telecommunications</td>
<td>33,150</td>
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<tr>
<td>Legal, Accounting and Payroll Services</td>
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<tr>
<td>Insurance</td>
<td>53,550</td>
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<tr>
<td>Transportation</td>
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<td>Professional Development</td>
<td>50,000</td>
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<tr>
<td>PCSB Administrative Fee</td>
<td>104,127</td>
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<tr>
<td>Management Fee</td>
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<tr>
<td>Interest Expense (non-facility)</td>
<td>2,153</td>
</tr>
<tr>
<td>Depreciation and Amortization (non-facility)</td>
<td>121,681</td>
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<tr>
<td>Other General Expense</td>
<td>442,076</td>
</tr>
<tr>
<td><strong>Subtotal: General Expenses</strong></td>
<td>1,065,230</td>
</tr>
<tr>
<td><strong>TOTAL EXPENSES</strong></td>
<td>11,532,133</td>
</tr>
</tbody>
</table>

| Operating Revenue/Expense                  | 117,131 |

| NET INCOME                                 | 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.

WASHINGT0N YU YING
PUBLIC CHARTER SCHOOL

This is a living document and will be updated as needed.
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Regular Cleaning Schedule

Positive COVID-19 Case Cleaning Schedule

Physical Distancing and Health and Safety Changes
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  Use of Hallways
  Ventilation and Air Quality
  Water System
  Physical Distancing When Going To and From Yu Ying
  Family Organized Buses
  Entering and Exiting Yu Ying’s Campus
  Daily Health Screenings
  Small Group Cohorts
  Student Meals
  Recess and Breaks
  Postponing, Canceling or Eliminating On-Campus Activities
  Immunizations and Enrollment
  Face Coverings

Hygiene

High-Risk Individuals

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

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

COVID-19 Exposure: Reporting, Communicating and Disinfecting

Instructional Delivery Plan
  School Schedule Options
  Instruction
  Types of Learning
  Assessment and Promotion Policy
  Attendance Policy

Whole Student Support
  Student Support
  Behavior
  Communication With Families

This is a living document and will be updated as needed.
Response to Behavior Issues
Special Populations

Technology Policy

Family Engagement Policy
- General School-Wide Communication
- Unexpected School Closures and Other Events
- Online Platforms: Managebac, Family Portal and Website
- Collection of Continuous Feedback
- Trainings
- Resources

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:
  o No classroom will have more than nine students and one or two adults, with classroom capacity based on total square feet.
  o The front lobby will have no more than four people plus our receptionist.
  o 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.
  o 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.
  o Students will maintain six feet or 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:
  o Photocopiers, cutting boards, book rooms, etc.
  o The playground, balls and recess equipment
  o 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.

<table>
<thead>
<tr>
<th>Last Name of Oldest or Only Student</th>
<th>Arrival Time</th>
<th>Arrival Location</th>
<th>Dismissal Time</th>
<th>Dismissal Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>A - M</td>
<td>8:15 - 8:45 a.m.</td>
<td>Outside, in their class’s specific zone</td>
<td>3:30 - 3:45 p.m.</td>
<td>Outside, in their class’s specific zone</td>
</tr>
<tr>
<td>N - Z</td>
<td>8:45 - 9:15 a.m.</td>
<td>Outside, in their class’s specific zone</td>
<td>3:45 - 4 p.m.</td>
<td>Outside, in their class’s specific zone</td>
</tr>
</tbody>
</table>

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.

11/18/20
This is a living document and will be updated as needed.
- 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@washingtonyuying.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.

11/10/20
This is a living document and will be updated as needed.
- 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](https://www.dchealth.dc.gov) – 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

11/18/20

This is a living document and will be updated as needed.
• 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.

11/13/20
This is a living document and will be updated as needed.
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.

11/18/20
This is a living document and will be updated as needed.
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 a 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.

<table>
<thead>
<tr>
<th>Grades K - 5</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Synchronous 2 hours</td>
<td>Synchronous 2 hours</td>
<td>Synchronous 2 hours</td>
<td>Synchronous 2 hours</td>
<td>Synchronous 1 hour</td>
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<tr>
<td>Asynchronous 4 hours</td>
<td>Asynchronous 4 hours</td>
<td>Asynchronous 4 hours</td>
<td>Asynchronous 4 hours</td>
<td>Asynchronous 5 hours</td>
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</table>

<table>
<thead>
<tr>
<th>Grades PreK 3 and PreK 4</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tbody>
<tr>
<td>Synchronous 1 ½ hours</td>
<td>Synchronous 1 ½ hours</td>
<td>Synchronous 1 ½ hours</td>
<td>Synchronous 1 ½ hours</td>
<td>Synchronous ½ hour</td>
<td></td>
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<tr>
<td>Asynchronous 4 ½ hours</td>
<td>Asynchronous 4 ½ hours</td>
<td>Asynchronous 4 ½ hours</td>
<td>Asynchronous 4 ½ hours</td>
<td>Asynchronous 5 ½ hours</td>
<td></td>
</tr>
</tbody>
</table>

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)

11/18/20

This is a living document and will be updated as needed.
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.

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week A:</td>
<td>On-site with adult supervision and structured activities</td>
<td>On-site with adult supervision and structured activities</td>
<td>On-site with adult supervision and structured activities</td>
<td>On-site with adult supervision and structured activities</td>
<td>Remote synchronous and asynchronous learning with structured activities</td>
</tr>
<tr>
<td>Hybrid A</td>
<td></td>
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</tr>
<tr>
<td>Hybrid B</td>
<td>Remote synchronous and</td>
<td>Remote synchronous and</td>
<td>Remote synchronous and</td>
<td>Remote synchronous and</td>
<td></td>
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</table>

This is a living document and will be updated as needed.
<table>
<thead>
<tr>
<th></th>
<th>Asynchronous Learning with Structured Activities</th>
<th>Asynchronous Learning with Structured Activities</th>
<th>Asynchronous Learning with Structured Activities</th>
<th>Asynchronous Learning with Structured Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>On-Site</strong></td>
<td>Structured schedule of activities with adult supervision</td>
<td>Structured schedule of activities with adult supervision</td>
<td>Structured schedule of activities with adult supervision</td>
<td>Structured schedule of activities with adult supervision</td>
</tr>
<tr>
<td><strong>Week B: Hybrid B</strong></td>
<td>On-site with adult supervision and structured activities</td>
<td>On-site with adult supervision and structured activities</td>
<td>On-site with adult supervision and structured activities</td>
<td>Remote synchronous and asynchronous learning with structured activities</td>
</tr>
<tr>
<td><strong>Hybrid A</strong></td>
<td>Remote synchronous and asynchronous learning with structured activities</td>
<td>Remote synchronous and asynchronous learning with structured activities</td>
<td>Remote synchronous and asynchronous learning with structured activities</td>
<td>Remote synchronous and asynchronous learning with structured activities</td>
</tr>
<tr>
<td><strong>On-Site</strong></td>
<td>Structured schedule of activities with adult supervision</td>
<td>Structured schedule of activities with adult supervision</td>
<td>Structured schedule of activities with adult supervision</td>
<td>Structured schedule of activities with adult supervision</td>
</tr>
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</table>

### 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.

11/18/20

This is a living document and will be updated as needed.
The following table outlines the types of materials we may provide for all grade levels.

<table>
<thead>
<tr>
<th>English Language Arts</th>
<th>Readers’ Workshop units</th>
<th>Writers’ Workshop units</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Standards</td>
<td>• CC reading standards</td>
<td>• CC writing standards</td>
</tr>
<tr>
<td>• Online resources</td>
<td>• Epic! online books</td>
<td>• NoRedink</td>
</tr>
<tr>
<td></td>
<td>• Newsela</td>
<td>• Backchannel Chat</td>
</tr>
<tr>
<td></td>
<td>• Sora</td>
<td>• Padlet</td>
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</table>

<table>
<thead>
<tr>
<th>Chinese Language Arts</th>
<th>Readers’ Workshop units</th>
<th>Writers’ Workshop units</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Standards</td>
<td>• CC reading standards</td>
<td>• CC writing standards</td>
</tr>
<tr>
<td></td>
<td>• ACTFL reading standards</td>
<td>• ACTFL writing standards</td>
</tr>
<tr>
<td>• Online resources</td>
<td>• Level Chinese</td>
<td>• Level Chinese Writing</td>
</tr>
<tr>
<td></td>
<td>• Joy Reader</td>
<td>• Backchannel Chat</td>
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</tbody>
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<thead>
<tr>
<th>Math</th>
<th>IB PYP stand-alone units of inquiry (teacher developed)</th>
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<tbody>
<tr>
<td>• Standards</td>
<td>• CC math standards</td>
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<tr>
<td>• Online resources</td>
<td>• Khan Academy</td>
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<td></td>
<td>• IXL Math</td>
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<td>• Illustrative Mathematics</td>
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<td>• youcubed.org</td>
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<td>• Prodigy</td>
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<thead>
<tr>
<th>Science</th>
<th>IB PYP units of inquiry (teacher developed)</th>
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<tbody>
<tr>
<td>• Standards</td>
<td>Next Generation science standards</td>
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<tr>
<td>• Online resources</td>
<td>• BrainPOP</td>
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<td>• BrainPOP Jr.</td>
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<td>• PBS Kids</td>
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<td>• Discovery Kids</td>
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<thead>
<tr>
<th>Social Studies</th>
<th>IB PYP units of inquiry (teacher developed)</th>
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<tbody>
<tr>
<td>• Standards</td>
<td>• NCSS standards</td>
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</tbody>
</table>

This is a living document and will be updated as needed.
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

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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.

<table>
<thead>
<tr>
<th></th>
<th>On-Site: Every Day and Hybrid</th>
<th>Remote: Synchronous and Asynchronous</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PreK</strong></td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>K - Grade 2</strong></td>
<td>All assessments will be done by teachers when students are on campus and include:</td>
<td>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:</td>
</tr>
<tr>
<td></td>
<td>• Level Chinese (Chinese)</td>
<td>• Math problems</td>
</tr>
<tr>
<td></td>
<td>• Literacy</td>
<td>• Quizlet</td>
</tr>
<tr>
<td></td>
<td>• Math problems</td>
<td>• Short answer</td>
</tr>
<tr>
<td></td>
<td>• NWEA MAP</td>
<td></td>
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<td></td>
<td>• Teacher-created formative and summative unit assessments</td>
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This is a living document and will be updated as needed.
| Grades 3 - 5 | 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. Teachers will use these types of assessments:  
- Essays  
- Level Chinese (Chinese)  
- Literably  
- Math problems  
- NWEA MAP  
- STAMP4se (Chinese)  
- Teacher-created formative and summative unit assessments  
- Video reflection | 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:  
- 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

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This is a living document and will be updated as needed.
• 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.

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This is a living document and will be updated as needed.
<table>
<thead>
<tr>
<th>Communication and Student Engagement</th>
<th>Students must:</th>
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<tbody>
<tr>
<td></td>
<td>- Communicate respectfully with their classmates and teacher while in all types of live sessions.</td>
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<tr>
<td></td>
<td>- Follow all classroom and school expectations for using audio and video during sessions.</td>
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<td></td>
<td>- Follow their teacher's expectations for muting and unmuting their microphones during all live sessions.</td>
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<td>- Not share inappropriate pictures or images in any school forum.</td>
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<td>- Follow the same rules for whole group and small group sessions while in breakout rooms.</td>
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<td>- Immediately return to original group sessions once breakout rooms are over, unless their teacher gave them other directions.</td>
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<td>- Attend all assigned live sessions on time and stay in classroom meetings until dismissed by the teacher.</td>
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<td></td>
<td>- Tell the teacher immediately if they're having trouble accessing assigned live sessions.</td>
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<td>- Not engage in any form of cyberbullying such as harassing, threatening or abusing others within the school community.</td>
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<tr>
<td></td>
<td>- Report all instances of cyberbullying to school staff immediately.</td>
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<tr>
<td>Logging In to Our Learning Platforms</td>
<td>When using our learning platforms, students must:</td>
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<td></td>
<td>- Keep their username and passwords in a safe place and not share them with other students.</td>
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<td></td>
<td>- Log in to the platforms using their personal login information.</td>
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<td></td>
<td>- Log in to the platforms every day for synchronous and asynchronous learning sessions and announcements, or to submit assignments.</td>
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<tr>
<td>Student Work</td>
<td>Students must:</td>
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<td></td>
<td>- Complete their work on time as the teacher assigned. If they need extra time, they should contact their teacher to discuss.</td>
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<td></td>
<td>- Submit their own work.</td>
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<td></td>
<td>- Tell their teacher immediately if they have questions or need any technical support.</td>
</tr>
<tr>
<td>Taking Care of Physical Equipment</td>
<td>Students must:</td>
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<td></td>
<td>- Treat all school and personal electronic devices with care.</td>
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<td></td>
<td>- Keep food and drinks away from the equipment.</td>
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<td></td>
<td>- Keep devices out of extremely cold or hot areas.</td>
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• 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:
  o PreK - grade 2: Conscious Discipline Time Machine routine
  o 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

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This is a living document and will be updated as needed.
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 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.

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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.

This is a living document and will be updated as needed.
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.