

SY 2022-23 Continuous Education Plan (CEP)

LEA Name: Washington Yu Ying PCS

LEA Head of School Name: Carlie Fisherow

LEA Type: Pre-K ; Elementary

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Background and Purpose

The Office of the State Superintendent of Education (OSSE) required all local education agencies (LEAs) to develop **Continuous Education Plans (CEPs)** for the 2022-23 school year in order to communicate to OSSE and the public their plan for supporting **situational preparedness, student and staff well-being** and **accelerated learning**. For LEAs receiving Elementary and Secondary School Emergency Relief (ESSER) III-American Rescue Plan (ARP) funds, the CEPs also satisfy US Department of Education (USED) requirements for updating plans for a safe return to in-person instruction and continuity of services. LEAs receiving ESSER III-ARP funds must review and update (as necessary) their plan every six months, at a minimum, between the date of publication and Sept. 30, 2023. **The plan below has been approved as an update for these purposes.**

The CEP application is closely aligned to OSSE's [Guiding Principles for Continuous Education](#). These guiding principles are intended to help LEAs develop effective and equitable CEPs that support situational preparedness, student and staff well-being, and accelerated learning for all students, especially those with the most significant learning gaps and students typically furthest from opportunity.

To inform the public of LEAs' responses, the CEPs will be publicly posted on OSSE's website and all LEAs and independent schools must share them directly with their families upon approval by OSSE. Additional questions pertaining to the implementation of these plans should be directed to the school and LEA.

Support Across Learning Environments

In the 2022-23 school year, there may be reasons that a group of students, a school or an LEA might need to transition from in-person learning to situational distance learning. Acknowledging this reality, OSSE is allowing LEAs to convert up to five days of their academic calendar to situational distance learning without needing to get approval from OSSE. The reasons for the transition to situational distance learning might vary greatly including but not limited to strains on a school's operational posture due to disease, inclement weather or other event and are ultimately up to each LEA's discretion. The following section is meant to engage and assess the LEA's ability to move to situational distance learning at any point in the school year. At a minimum, an LEA "ready" to transition to situational distance learning will have plans addressing the following listed provisions.

Q1. To be prepared for situational distance learning, the LEA has a plan for:

a. Provisions for learning

a. The provision of situational distance learning through either: (Select all applicable strategies below and complete only the questions associated with the selected options)

- 1. Provision of 1:1 learning devices.
- 2. Distribution of learning materials that are not digital, such as paper packets and other related learning materials.
- 3. Other

1. Provision of 1:1 learning devices

a1. As of the submission of this plan, the LEA has ___ learning devices.

600

a2. Distribution Strategy:

The devices are:

Are distributed to all students at the beginning of the school year.

a3. An accurate assessment of current student access to broadband internet/WIFI.

a4. Approximately ___% of our students have access to broadband internet/WIFI at their situational distance place of learning.

90%

a5. In the space below, please describe the LEA's plan to provide internet access to students who do not currently

have it in the event of the need to move to situational distance learning.

Yu Ying supports students without access to wifi with application for free wifi through Comcast. In addition, Yu Ying distributes hotspots to student families for wifi access if needed.

a6. In the space below, please describe in detail the LEA's plan to distribute learning devices to students.

Prior to the start of the school year, students are assigned learning devices:

PK3: ipads assigned to each student but not distributed to classes. If situational distance learning is required, the ipads are distributed to classes and sent home with students.

PK4-grade 2: ipads assigned and distributed to students in each class for in school use. If situational distance learning is required, the ipads are sent home with students.

Grade 3-5:chromebooks assigned and distributed to students in each class for in school use. If situational distance learning is required, the ipads are sent home with students.

2. Distribution of Non-Digital Materials

1. In the space below, please describe in detail the LEA's plan to distribute materials such as paper packets, manipulatives, or other supplies to students.

PK3-Grade 5: In the event of situational distance learning, students will take home with them a learning packet of basic materials for use while distance learning. The packet will include/but is not limited to: Skills packet for Math, ELA, CLA pencils

3. Other

Please describe, Other

b. Communication with Stakeholders

b. Communicating with all interested stakeholders, including:

i. Method for family engagement (including communication) during situational distance learning.

Describe the LEA's method for family engagement during situational distance learning in the space below.

Yu Ying will continue to engage families through two-way communication such as administrative coffees and surveys. We'll also continue to send out clear and thorough communication via our YY Access website, constant contact and weekly Tuesday newsletters on a regular basis. Yu Ying also provides policy manuals that cover Student Policies and Health & Safety. Both of these documents are reviewed at the start of the school year and during our Open House period. Updates to the Health & Safety manual will be made in accordance with changes to DC Health or CDC guidance.

ii. Means of communication to reach all students enrolled in a given school to alert them of a move to situational distance learning in a timely manner.

Describe the LEA s communication plan to alert students, educators and families of a move to situational distance

learning in a timely manner in the space below.

Yu Ying will notify families through email (constant contact and school newsletter) of the move to situational distance learning, as far in advance of the move date as possible. In addition, Yu Ying will hold a virtual meeting to share information on the move to situational distance learning with an outline of what to expect. Yu Ying's classroom teachers and family liaison will follow up with class and individual communications to ensure that all families are aware and prepared.

c. Additional Considerations

i. Family training and support.

Describe the LEA's situational distance learning training and support for families in the space below.

Virtual home visits with all families to establish relationship and trust
Universal use of Seesaw as a home/school learning portfolio communication tool
Multiple modes of communication available to families, including translations of school communications into at least three home languages. Virtual parent meetings (administrative coffees, information sessions)

ii. Teacher training on technology, tools, and remote instruction models before the school year.

Describe the training for teachers on the LEA's technology, tools, and remote instruction model in the space below.

New staff to Yu Ying participate in a one-week professional development prior to the full staff two-week professional development from Aug. 15 through to the student start of the school year on Aug. 29. During this initial onboarding week, new staff get training on the use of Yu Ying's technology, tools and information about the process and protocols for possible situational distance learning. Returning staff will be updated on new software (already piloted in the 21-22 school year).

iii. Articulation of clearly communicated student, teacher, and family situational distance learning expectations.

Describe the LEA's expectations in the space below.

Students experience learning from home through a mix of synchronous and asynchronous learning. Asynchronous learning may not require the student to be logged on to a computer to follow the school daily schedule or a schedule more analogous to the family schedule. Students will be able to access teachers for scheduled synchronous learning times in addition to pre-determined and communicated office hours during asynchronous learning times throughout the school week. Synchronous hours could include: small group sessions in subject areas and for language development, whole group sessions for proactive circles and morning meetings (SEL), guest speakers, or assemblies. Asynchronous hours could include: learning activities assigned through Google Classroom or Seesaw; and include opportunities, assignments and scheduling for students to work in collaboration with other students but without a teacher (grades 4 and 5).

iv. Established schedule and expectations for a situational distance learning day, including how attendance and engagement will be measured.

Describe the LEA's schedule and expectations for a situational distance learning day, including how attendance and engagement will be measured, in the space below.

Students participating in distance learning will start at 8:30 a.m. and end at 3:30 p.m. every day. They'll have opportunities at regular intervals throughout their day to meet with a teacher for real-time synchronous instruction and support. In the interim intervals, they'll have to complete asynchronous tasks aligned with their instruction. Teachers will take attendance during their synchronous instruction time with students and will monitor and record information on student engagement materials.

Student and Staff Well-Being

Beyond 2022-23 Health and Safety Plans, OSSE is not asking LEAs to submit further plans for student and staff well-being in SY22-23. This does not discount the pandemic's impact on the physical, social-emotional, mental and behavioral well-being of those in the community. LEAs should continue to pursue strategies to promote the health of students, staff and families, and OSSE stands ready with support and technical assistance. To learn more about how LEAs should promote student and staff well-being, see [OSSE's 2022-23 Guiding Principles for Continuous Education](#) .

If the LEA is interested in additional technical assistance from OSSE, please select the checkbox below.

- The LEA is interested in receiving additional technical assistance related to student and staff well-being.

2022-23 Health and Safety Plans

LEAs should have a publicly accessible health and safety plan outlining its approach to help prevent and respond to reduce the risk of COVID-19 transmission among students, staff and visitors in the 2022-2023 school year. If helpful, as of the release of the current continuous education plan survey, current DC Health guidance for schools can be found [here](#) .

Q2. In the space below, please provide the exact URL where the LEA's current health and safety plan can be found. The plan should take applicable DC Health guidance into consideration and describe how the LEA will reduce the risk of transmission of the COVID-19 virus in its facilities.

<https://www.washingtonyuying.org/community/>

Accelerated Learning

Employing Intentional Strategies for Accelerating Learning

Q3. Describe how the LEA will maximize accelerated learning opportunities for students by indicating the specific strategies that the LEA plans to use (select all that apply).

a. Adjusted Scheduling

- i. Adjusted class/block/bell schedules

b. Instructional Changes

New intervention program or support ; New professional development for staff -accelerated learning

c. Staffing and Related Support

New software purchase

d. Any Other, Please Describe

Yu Ying will continue to implement our multi-tiered system of instruction and support through differentiated instruction, and through targeted intervention and support for students using formative, summative and formal data tools. These include unit assessments, internal language assessments, NWEA and reading inventories (Amira, Level Chinese).

e. In the space below, please describe in detail the LEA's approach to implementing each strategy selected above and how it will accelerate student learning.

Adjusted schedules

Students in grades K - 5 will have scheduled time periods to interact and engage with push in intervention teachers during a learning session in their classrooms. This is one system for addressing learner variability. The adjusted schedule with larger blocks of time for learning experiences allows staff to engage in extensive collaborative student support planning and use universal design principles reflected in the instructional design of units of inquiry and subject specific lessons.

Before/after school programming

Before/after school intervention classes for small groups of students based on need.

Longer school day

All grade levels have a 7 ½-hour day, Monday through Thursday, and a five- hour day on Friday. This allows for students to engage in intentional learning for prolonged periods of time, and ensures the whole child needs of recess/social times are met.

Summer 2022 programming

Summer session is a three-week, in-person immersion instruction program focused on ELA, CLA, social emotional learning and math. It's taught by lead teachers. Instruction builds on learning across the school year and addresses student learning gaps with small group and individualized learning.

Summer 2023 programming

Please see above, with modifications based on needs as determined throughout the summer and school year 2021-22.

New intervention program or support

Amira AI Reading program: subscription to the program in order to give daily 1:1 reading practice with feedback. In kindergarten and grade 1, our program has shifted to a model that allows each teacher to work with small groups of three students or less for up to one hour each day using high leverage practices intentionally in personalized instruction. This shift also allows for students to receive ELA instruction every day, and CLA instruction every day.

In grades 2-5, Yu Ying has shifted our intervention teachers and added a new intervention teacher in order to allow for more students to receive targeted intervention support in both English and Chinese.

New professional development for staff on accelerated learning

We provide all staff with a 2 week on-ramping professional development including accelerated learning.

Our on-ramping will include pd from International Baccalaureate on differentiated inquiry learning and from Transcend (The Whole Child Initiative) and Schooltalk (Restorative Justice) on social emotional learning and skills.

New software purchase

Amira

Q4. Describe the LEA's plan to ensure that students who require initial or reevaluation for special education service eligibility receive timely assessments and final eligibility determinations as required by IDEA and local

special education requirements.

Identify:

i. Any barriers that the LEA has in meeting these requirements

We offer learning support services to students with an Individualized Education Plan (IEP) or related service providers. Students may also be referred to the program if we've tried other interventions without success. In general, here's how learning support works: Students who need special education work in small groups or individually with a Learning Support Specialist either inside or outside the classroom. Our Learning Support Specialists work closely with each student's educational team to meet their needs as outlined in their IEP.

ii. The LEA's plan to address those barriers

We follow an inclusion model and provide most services in the classroom. We take students out of class for any intensive interventions included in their IEP. Students who need other services, such as counseling, speech, and language or occupational therapy, receive support at school from a licensed therapist.

iii. The LEA's plan for communication with families to ensure completion of evaluation requirements.

Families are notified about their child's support, accelerated learning plans, and progress through emails, phone calls, and meetings throughout the year, parent initiated meetings (multidisciplinary team), at their annual IEP meeting, and receive IEP progress reports in Managebac (family portal). The LEA will conduct an individualized review of student data to identify appropriate accelerated learning instructional approaches. We'll consider whether or not a student's individualized education program (IEP) is designed to support accelerated learning by collaborating with the school team and families. Families will be engaged in the decision of a learning plan to ensure the delivery of FAPE.

Q5. Describe the LEA's plan to ensure IEP teams make individualized decisions (whether and to what extent) for students with disabilities who are eligible for special education services under IDEA, who have compensatory services necessary to mitigate the impact of periods of school closure or distance instruction in the 2020-21 or 2021-22 school year.

Yu Ying's approach to supporting learning is based on keeping students in the general education classroom as much as possible. General education staff and learning support staff are trained in co-teaching models to ensure that students' needs are met in the classroom through differentiation. Teaching teams collaborate on planning, modification of instruction and assessment. Through the SPED Community of Practice, sponsored by OSSE and facilitated by The Ability Challenge, we've embarked on additional training to support our diverse learners by planning and material supports for co-planning and co-teaching of General Educators with Learning Support (SPED) teachers. When we plan for diverse learners, we're meeting the needs of all of our learners, including those with IEPs and 504 plans.

a. Identify how and when the LEA will communicate IEP team decisions regarding eligibility for compensatory education to families, and how the LEA plans to ensure the delivery of these services to students.

The LEA will ensure equitable access to educational opportunities across learning environments by providing equal instructional learning to students with disabilities with a modified plan according to their needs. The LEA will ensure students with disabilities receive equal access to interventions by assessing them along with the general education population, following what's prescribed on the annual IEP, and holding annual IEP meetings to

collaborate with the teaching team and families. The LEA will also ensure each student is receiving those interventions in the least restrictive environment (and that accelerated or distance learning approaches are not used to place students in more restrictive environments) by collaborating with classroom teachers to help determine the need for instruction, and create a plan for student to receive instruction inside of the general education setting. Small group or one-to-one instruction will be provided according to what's prescribed on the IEP.

CEP Assurance Statements

Assurance Statement for Continuous Education Plans (CEPs) :

The LEA attests to the following statements regarding delivery of instruction :

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

The LEA attests to the following statement regarding 2022-23 school year attendance:

- The LEA assures that it will collect and report daily attendance through the LEA's student information system (SIS) consistent with OSSE's regulations and policies for 2022-23.

The LEA attests to the following statement regarding graduation and promotion for 2022-23

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

The LEA attests to the following statement regarding serving students with disabilities including students in non-public special education school settings (please check all boxes):

- Students with disabilities have equitable access to situational distance and in-person learning opportunities as possible in accordance with the guidance above and issued by the US Department of Education.
- LEAs will ensure timely completion of IDEA procedures, including but not limited to initial and reevaluation for eligibility and IEP development and revision, in both situational distance and in-person learning models.
- LEAs will ensure that school professionals delivering IEP services to the student regularly communicate with families throughout any periods of situational distance learning. Consistent and clear communication encourages parent and student participation in situational distance learning, in-person learning, recovery service delivery, and other educational opportunities.
- LEAs will ensure recovery planning and implementation includes strategies to assess students with disabilities, formally or informally, to determine a baseline measurement for recovery service delivery, as well as strategies to address any identified student regression and loss of educational benefit. These strategies will take into consideration and seek to address the achievement gap of students with disabilities in comparison to their non-disabled peers prior to loss of services due to school closure.

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

- The LEA will ensure that English learner students are identified in a timely manner as required by state policies and guidance identified above.

- The LEA will develop a plan for ensuring continuity of its English learner program and services to all English learner students across both situational distance and in-person learning environments.
- The LEA will monitor implementation to ensure that English learner services and access to grade-level content classes are advancing English learners language and academic goals.

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

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

The LEA attests to the following statement regarding family, stakeholder and public engagement (please check all boxes):

- The LEA has given the public an opportunity to provide input in the development of the CEP and engaged in meaningful consultation with a broad group of stakeholders. Specifically, the LEA has engaged in meaningful consultation with students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff and their unions; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migrant students, children who are incarcerated, and other underserved students.
- The LEA has taken comments of the above-named groups into account in the revision of the CEP.
- The LEA will ensure translation of family-facing documents into the major non-English language(s) spoken by families served by the LEA, consistent with DC Code §2-1931, et seq.
- The LEA will provide, upon request by a parent who is an individual with a disability, an alternative format of the plan accessible to that parent.
- The LEA will ensure publication, in a conspicuous place on its website, of the following resources by the beginning of school during the 2022-23 school year and provide families awareness of:
 - An accessible, family-facing description of their continuous education plan for the 2022-23 school year, in an understandable and uniform format; and
 - An accessible, family-facing description of their health and safety plan for the 2022-23 school year, in an understandable and uniform format; and
 - Contact information of key points of contact including technical support, language access, school administrators, faculty and staff.
- Submission of the 2022-23 school year CEP is considered a six-month update of the LEA's 2021-22 CEP, consistent with requirements asked of LEAs receiving ESSER III-ARP funds. The LEA will update the 2022-23 school year CEP every six months, at a minimum, between the date of publication and Sept. 30, 2023.

Health and Safety Assurance

Assurance Statement for Health and Safety Plans :

- The LEA ensures that it will adopt any required measures from applicable DC Health and OSSE COVID-19 guidance to help respond to and reduce the risk of COVID-19 transmission among students, staff, families and the community.