

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

**LEA Name: Washington Yu Ying PCS**  
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**LEA Type: Elementary**  
**Date Generated: 10/06/2020**

### **Background and Purpose**

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

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

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

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

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

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

## Application Questions

### School Recovery Operations Plan

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

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

Yu Ying will regularly clean, disinfect, and sanitize surfaces, toys, and materials per [District guidance on cleaning and disinfecting](#) and the [CDC’s Reopening Guidance for Cleaning and Disinfecting Public Spaces, Workplaces, Businesses, Schools, and Homes](#).

## Cleaning, Disinfecting, and Sanitizing Schedule

Legend: C= Clean D = Disinfect S = Sanitize

	Between Uses	Throughout Day	Daily	Weekly	Monthly
Surfaces		C, D	S		
Bathrooms		C, D	S		
Door Knobs		D	S		
Playground	C		D		S
Hallway floors			C, D		S
Windows				S	
Desks, chairs, Mats			C, D	S	

Additionally, Yu Ying will have equipment and procedures in place to clean and filter the air throughout the building.

Yu Ying will follow these steps:

- Our janitorial day team will routinely clean and disinfect surfaces and objects that are frequently touched. This includes cleaning objects/surfaces not ordinarily cleaned daily (e.g., doorknobs, light switches, classroom sink handles, countertops).
- Our staff will thoroughly clean and disinfect thermometers before and after each use per manufacturer's instructions.
- For all cleaning, sanitizing, and disinfecting products, we will follow the manufacturer's instructions for concentration, application method, contact time, and drying time before use by a child. See [CDC's guidance for safe and correct application of disinfectants](#). Additionally, we will communicate regularly with our janitorial team to ensure they are following instructions.
- Cleaning providers will place signage in every classroom reminding staff of cleaning protocols.
- Last spring when COVID hit, we developed and implemented a schedule for increased, routine cleaning, disinfection and sanitization. This schedule will remain in effect throughout the school year while we fight the spread of COVID-19.
- We will limit the use of shared objects (e.g., gym or physical education equipment, art supplies, toys, games).
- Toys and materials will be frequently cleaned and sanitized throughout the day.
- Toys that have been in children's mouths or soiled by bodily secretions must be immediately set aside. These toys will be cleaned and sanitized by a staff member wearing gloves before being used by another child.
- Machine washable toys should be used by only one child and laundered in between uses.
- All our students' mats/cots and bedding are individually labeled and stored.
- Playground structures will be included as part of routine cleaning (as defined in [District guidance on cleaning and disinfecting](#)), especially high-touch surfaces (e.g., handlebars), but do not need to be disinfected. See USE OF SPACES - COMMUNAL USE SPACE or remove if playground is closed.
- We will strongly recommend that bathrooms will be used by specific groups of students and staff and we will assign and share these groups with staff and teachers.
- Yu Ying and our janitorial team will safely and correctly store cleaning and disinfection products.
- Yu Ying staff will ensure that there is adequate ventilation when using cleaning products to prevent children or themselves from inhaling toxic fumes.

## Positive COVID-19 Case Cleaning Schedule

In the event of a positive COVID-19 case in our community, Yu Ying will control spread by disinfecting all exposed materials and limit personnel from entering the contaminated area(s). No individual(s) will be allowed in the potentially contaminated area(s) directly following identification of a known positive case without gloves and masks and other PPE, as deemed necessary. We will ask our janitorial crew to conduct thorough cleaning and disinfecting. Additionally, we will place UVC portable units within that space for several hours to thoroughly clean the air.

**Specifically, here is our deep cleaning plan:**

- 1. Cleaning is the removal of germs, dirt, and impurities from surfaces. Cleaning does not kill germs, but by removing them it lowers their numbers and the risk of spreading infection. When cleaning we will use a disinfectant.**
- 2. Disinfecting is our staff spraying on all surfaces the National Chemical Laboratories Dual Blend #19 Lavender Disinfectant to kill germs on surfaces. This process does not necessarily clean dirty surfaces or remove germs, but by killing germs on a surface after cleaning it, it further lowers the risk of spreading infection. We spray the National Chemical Laboratories Dual Blend #19 Lavender Disinfectant on the surface and then allow the proper dwell time for the disinfectant agents to do the job and kill viruses, bacteria, etc.**
- 3. Light Disinfectant Spray. On soft surfaces and hard to reach and/or packed surfaces in offices, storage spaces, classrooms, libraries, etc. our staff, during the disinfection process will lightly spray these areas with disinfectant.**
- 4. Light Wipe. After the National Chemical Laboratories Dual Blend #19 Lavender Disinfectant has dwelled and done its job, we then do a light wiping of the surface to remove any excess residue. All areas listed below shall have all available hard surfaces thoroughly disinfected. This includes, but is not limited to:**
  - Doors (both glass and solid wood)**
  - Hard surface floors will be swept and mopped**
  - All walls (up to 6' in height)**
  - Carpeted areas will be sprayed with disinfectant as we clean the rooms, and vacuumed.**
  - Tables and chairs throughout**
  - Administrative/Staff Areas**
  - Entrance doorways inside and outside of doors**
  - Cleaning of student cubbies**
  - Empty cubbies will be cleaned inside and out. Cubbies with contents inside will be disinfectant light sprayed on the inside and sanitized cleaned on the outside**
  - Teachers' desks**
  - Student desktops and other learning spaces**
  - Bookshelves (with books remaining on the shelves)**
  - Storage cubbies**
  - Waste and recycling receptacles**
  - Window sills that are cleared to reach with open space**
  - All restrooms will be sanitized and cleaned throughout the facility, this shall include all tiled walls, partitions, and floor surfaces, sinks, toilets, and urinals.**

## **Classrooms Throughout the School**

The classrooms are inclusive of specialty rooms such as science labs, art rooms, music rooms, etc.

## **Administrative/Staff Areas**

**Additionally, other areas listed below shall have all available hard surfaces thoroughly disinfected:**

- **Reception Area**
- **Offices**
- **Faculty Room**
- **Nurse Room**
- **Conference Rooms**

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

The safety of our teachers, staff, students, and their families is our number one priority when offering on-site learning. Individuals in the facility will maintain a distance of six feet of separation between each other and have not more than the maximum number of individuals in a single room or engaging in an outdoor activity as prescribed by the Phase Guidance provided by DC Health and the Mayor's office. During all phases, Yu Ying will limit non-essential visitors.

## **Use of Space**

Yu Ying will help keep individuals apart by taking the following steps:

- **Ensure we have a minimum of six feet distance between desks, tables, and other learning spaces.**
- **Limit the number of individuals in a given space to help keep individuals 6 feet apart. For example:**
  - **No classroom will have more than 9 students and 1 or 2 adults, with classroom capacity based on total square feet.**
  - **The front lobby will have no more than 4 individuals plus the receptionist.**
  - **The REEF lobby will have no more than 1 individual plus the receptionists.**
  - **If needed, we will create a space for 12 individuals to be on each side of the MPR.**
- **Individual work spaces will be staggered and spaced to maintain six feet distance.**
  - **Individual carpet squares for students PK3 - K used for floor time will be cleaned daily. Each student will be assigned a single square. The squares will be six feet apart.**
  - **If sitting across from one-another at tables, students will maintain a 6-foot distance.**

- Many of Yu Ying’s communal-use spaces (such as staff break rooms and cafeteria) will be closed to group gatherings. Communal-use spaces not closed will stagger use providing time for cleaning and disinfecting between use and maintain six feet of distancing at all times. These spaces include for example:
  - Photocopier, cutting boards, book rooms, etc.
  - Playground, balls and recess equipment
  - Refrigerator, microwaves, etc. for staff
- Physical activity will be held outside, weather permitting and students will maintain proper distancing using visual cues (e.g., mark the ground where students should stand). No interactive activities will be permitted (e.g. basketball, football, soccer).
- Physical barriers, such as plastic flexible screens, will be installed in some areas, like bathroom sinks and urinals, at the front lobby desk, and at the REEF reception.
- A designated area, with its own ventilation, will be available for any student or staff who exhibit symptoms, such as a fever or a cough, until the individual can be safely removed from the facility. This area will be separate from the area used for routine healthcare.
- Place students head to toe and 6 feet apart during nap times.
- The north side of Yu Ying’s stairwell will be used for going up the stairs and the south side of Yu Ying’s stairwell will be used for going down the stairs. The middle stairwell will allow individuals to go both up or down the stairs as long as no one else is on the stairs at the same time. Individuals must wait at the top, middle, or bottom landings to let others use the stairs so that only one person at a time is using the middle stairwell.
- Parents will be allowed onto campus for drop off and pick up. They must park in the neighborhood and walk up using their designated entrance. They must wear masks and time is limited to 15 minutes or less.
- Yu Ying’s outdoor spaces will be divided into zones, and only 12 individuals at any given time can be in that outdoor zone. Yu Ying’s master calendar will outline which classes are able to use those zones and when.

## Use of Hallways

Hallways will include occupant traffic flow direction marking on the floor, maintaining one-way traffic where possible.

Maintaining 6 feet between individuals will be very important, especially in Yu Ying’s relatively narrow hallways. We will have floor markers 6 feet to help staff and students maintain good distance. Additionally, we will have wall art to remind students and staff to maintain 6 feet and wear masks while in the hallways. Additionally, we will monitor the hallways to ensure a minimal number of individuals are in the hallway at any given time. To foster careful transitions within the hallways, we will allow students and teachers extra time to get from one place to another.

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

Yu Ying has already made a lot of investments in ventilation and plans to do more

- We use hospital-grade air filters in our ventilation systems. 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 they open wide for great ventilation.
- A few years ago, we made a significant investment by adding a state-of-the-art HVAC system to ensure fresh air circulates through every classroom throughout the day.

In June 2020, Yu Ying engaged Setty--a highly regarded facilities consultant--to help us identify ways to further improve ventilation and air quality within our building. Based on Setty's assessment, we've taken the following steps:

- Purchased 10 portable UVC units, so that we can thoroughly clear the air in a room where an ill child had been.
- We also plan to purchase humidifiers for each classroom to add weight to any germ / virus and sinking it to the ground.

## Water System

Prior to reopening after any prolonged shutdown, Yu Ying will flush all water systems to clear out stagnant water and replace it with fresh water. This process will remove any metals (e.g., lead) that may have leached into the water and minimize risk of Legionnaires' disease and other diseases associated with water following [CDC guidance](#) and as described below:

- Flush hot and cold water through all points of use such as sinks, drinking fountains, toilets, urinals.
    - ◦ ◦ Water heater will be set to 140 degrees Fahrenheit and hot water will be flushed at each fixture using hot water until its maximum temperature is reached.
  - Additional water using devices will be flushed in accordance with manufacturers' instructions.
4. Outline the LEA's plan for 2020-21 school year school operations to ensure all students have safe access to instruction, either in person or at home. Describe, in detail, student and staff schedules, arrival/dismissal procedures, plan for distributing educational materials, plan to oversee before/after care and extracurricular activities, plan to provide meals, and plan to provide personal protective equipment (PPE). Be sure to follow the public health guidance.

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

## Traveling to and from Yu Ying during Blended Learning

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

Families arrive at school at the time outlined below (by their last name).

### Arrival

Parents and guardians will enter campus through the west gate and walk behind the building on the asphalt and drop off their children in the zone where their class will meet. Parents continue to walk in one direction around the building and exit through the east gate.

## Dismissal

Dismissal at Yu Ying will work similarly to arrival. Students will be waiting in their designated zone for their parent / guardian. Parents or guardians will arrive through the west gate, walk behind the building, and pick up their children from their zone. Families will leave through the east gate.

Yu Ying will have stagger start and end times for school to avoid students and families arriving on campus at once:

Last name of oldest or only student	Arrival Time	Arrival Location	Dismissal Time	Dismissal Location
A - M	8:15 - 8: 45 a.m.	By grade outside in the designated zone	3:30 - 3: 45 p.m.	By grade outside in the designated zone
N - Z	8:45 - 9:15 a.m.	By grade outside in the designated zone	3:45- 4:00 p.m.	By grade outside in the designated zone

## Walking to Yu Ying

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

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

## Taking Public Transportation to and from Yu Ying

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

- Maintain six feet of distance between others on the sidewalk and train platforms avoiding most



congested routes if reasonable and safe.

- Stand back from gathering points such as intersections to avoid congregating in large groups.
- Familiarize and stay current with transit system procedures for safety of passengers. Keep up-to-date on [DC Metro services](#).
- Avoid touching unnecessary surfaces and objects.
- When surfaces and objects are touched use hand sanitizer with at least the recommended percent alcohol.
- Use hand sanitizer after leaving the transit system.
- For the remaining distance, students will be instructed to follow the above regarding walking to school.

## **Driving to and from Yu Ying**

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

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

Yu Ying's carpool lane and nature center drop off lane will not be open as we bring students back on campus in small group cohorts. Parents will need to park in the neighborhood and walk their children to campus.

## **Parent Organized Buses**

For the health and safety of students, Yu Ying recommends that parents do not use buses to get their children to and from school. The carpool lane will not be open to buses, and Yu Ying staff will not be available to provide assistance to parent organized buses.

## **Entering and Exiting Yu Ying's Campus**

All students, families, and staff, will be provided instructions for entering and exiting the school. Here is what Yu Ying will do to further develop its plan for how to enter and exit campus:

- We will consult students, families, and staff on the details of the plan.
- Yu Ying will stagger arrival and dismissal times to reduce peak student traffic in and out.
- Before arriving to school, families will complete a health screening log for each Yu Ying student every day. This information will be collected in an App.
- We will mark direction lines and six foot separation standing spots on the exterior pavement and post procedures for health screening check-point ahead.
- We will evaluate shelter accommodations to protect students in line from the elements (e.g., sun and rain).

- Also, we will evaluate safety of outdoor lines related to safety and security threats (e.g., behavioral issues, traffic).
- We will Identify entry and exit points that avoid cross traffic at building access points, if possible.

## Daily Health Screenings

Students, families, and staff will be asked health screening questions and complete temperature checks each day prior to entering.

In the event a staff member must take a student's temperature, the Centers for Disease Control and Prevention (CDC) recommends several procedures to do so safely. During temperature checks, use of barriers or personal protective equipment (PPE) helps to eliminate or minimize exposures due to close contact with a person who has symptoms. Use of non-contact thermometers is encouraged. See Hygiene section for thermometer cleaning.

PPE can be used if a temperature check cannot be performed by a parent/guardian or barrier/partition controls cannot be implemented. CDC states that reliance on PPE is less effective and more difficult to implement because of PPE shortages and training requirements. If staff do not have experience in using PPE, the CDC has recommended sequences for donning and doffing PPE. To follow this option staff should:

- Wash hands with soap and water for 20 seconds. If soap and water are not available, use a hand sanitizer with at least 60 percent alcohol.
- Put on PPE. This includes a face mask, eye protection (goggles or disposable face shield that fully covers the front and sides of the face), and a single pair of disposable gloves. A gown should be considered if extensive contact with the individual being screened is anticipated.
- Take the individual's temperature.
- Remove and discard PPE.
- Wash hands with soap and water for 20 seconds. If soap and water are not available, use a hand sanitizer with at least 60 percent alcohol.
- Clean the thermometer following the directions below.

## Small Group Cohorts

Yu Ying has taken measures in its scheduling and planning to achieve the following grouping practices:

- The school will group students and staff together each day (as opposed to mixing groups of teachers and students, where possible).
- The school will not host any group activities or large gatherings of students, such as assemblies and indoor physical education classes when six feet of distance is not possible.
- The school will correlate classroom groups with entry and exit points as well as coordinate use of hallways, restrooms, playgrounds (as applicable), and other shared spaces to avoid mixing groups.

## Student Meals

For its student meals, Yu Ying will use pre-packaged lunches, including plasticware, napkins, and seasonings, or serve meals individually plated.

- Yu Ying's student meals team will prepare meals to be served in the classrooms.
- Identified staff members will collect meals and distribute to designated classrooms. Yu Ying will strive to keep the employees delivering to selected classrooms each day.
- Students will eat meals in the classroom to avoid mixing in the cafeteria. Meal distribution, eating, and waste collection will occur with six feet separation coordinated with one-way traffic arrows and queue lines marked on the floor of the classroom where possible. Additionally,
- Students will wash hands before and after eating, and may not share food, utensils, cups, or plates.
- Staff will wash hands before and after preparing food, and after helping children to eat.
- Students will sit in their assigned learning space while eating their meals. After the meals, students and teachers will wipe down desks.

## **Recess and Breaks**

Yu Ying will maximize the amount of time students and staff are outside. Additionally, Yu Ying will continue to hold recess and/or outside playtime, and will maintain physical distance between students outside, including staggering groups and dividing space outside as needed. We will schedule outdoor activities and learning within the master calendar.

Additionally, Yu Ying teachers will get needed breaks throughout the day when they teach on campus.

## **Postponing, Canceling or Eliminating On-Campus Activities**

Yu Ying will cancel, eliminate, or modify some of our on-campus activities:

- Cancel or modify classes where students are likely to 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 meetings.
- Eliminate non-essential travel for staff and teachers (e.g., conferences).
- Revise the process for receiving mail and packages; only have necessary delivered and combine orders so fewer deliveries are made.
- Limit non-essential visitors (e.g., prohibit outside visitors from entering the school unless their presence was requested or if they received permission to enter the school).
- Stagger activities' times or locations by cohort to maximum extent feasible.

## **Immunizations & Enrollment**

Maintaining student health is our top priority. The COVID-19 pandemic has emphasized the importance of

protecting children against contagious diseases. Now, more than ever, families should make appointments and receive their necessary immunizations and flu shots.

As a part of the student enrollment process, the enrollment team/registrar will confirm that all student vaccinations are up to date. If it is determined that a student has been unable to get vaccines, the Director of Enrollment will coordinate with the student support team and school nurse (if assigned) to support the student in getting an up-to-date screening. Parents can email completed medical and dental forms and immunization records to [enrollment@washingtoneying.org](mailto:enrollment@washingtoneying.org). [Click here](#) for immunization requirements by age.

## Face Coverings

All Yu Ying staff, contractors, adult visitors, and other personnel will wear face coverings at all times when in the building, and when outside of the building when in close proximity to students and families. If an adult has a medical condition that prevents them from wearing a face covering, they must have documentation on file from a medical provider that they are not able to do so. We will work with all staff during onboarding to ensure that accommodations are met. Otherwise that individual should not participate in in-person school activities.

Students are required to wear cloth face coverings during arrival, dismissal, and at all times while moving around the school building. Students under the age of 2 will not be required to wear a face covering. Older children, adolescents and adult students will be required to wear face covering when in the hallways, bathrooms, or other communal spaces within the facility.

**Instances when face coverings need to be worn:**

- Students should wear face coverings as feasible, and most importantly when physical distancing is difficult (e.g., hallways, restrooms) and on their travel to and from the school if using public transportation.
- While visitors to the school should be strictly limited, should a visitor need to enter they should wear a face covering on the school grounds and inside the school buildings at all times.

**Instances when face coverings do not need to be worn:**

- Outdoors when social distancing of at least six feet is strictly enforced.
- By anyone who has trouble breathing, or anyone unconscious or unable to remove the mask without assistance.
- By children during naptime.

**Ensuring the safe use of clean cloth face coverings:**

- Students and staff will bring multiple cloth face coverings with them to school. In the event that a student, staff, or guest does not have a face covering, one will be provided by Yu Ying.
- Staff and students will exercise caution when removing the covering, always storing it out of reach of

other students, and wash hands immediately after removing it.

- If a student or staff member tampers with the face covering of another student or staff member, it should be removed immediately and replaced with a clean one.

# Hygiene

Yu Ying will prioritize personal (hand) and school-wide hygiene practices that prevent and contain the spread of disease, including COVID-19.

**School-wide Hygiene:** Yu Ying will work with our staff and the janitorial/custodial services provider to ensure that the following environment will occur to maintain a healthy environment.

- A Health Screen occurs for all people entering the school.
- Health Screen materials are properly cleaned.
- Adequate supplies (e.g., soap, paper towels, hand sanitizer, tissue) are readily available in every bathroom and classroom throughout the day.
- All students will be provided with their own materials in designated and labeled bags or bins.
- All student belongings will be separated and stored in designated areas (e.g. locker, cubby, bin).
- Electronic devices (e.g. computers, smartphones, Chromebook) will be assigned to an individual. In the event that a student may need to borrow one (e.g. IT issue, forgot), the school will provide recently sanitized equipment.
- Increase air circulation only where safe and possible and ensure ventilation systems are operating properly.
- Encourage staff and students to cover coughs and sneezes with a tissue. Used tissues should be thrown in the trash and hands washed immediately with soap and water for at least 20 seconds.
- Install no-touch fixtures where possible (e.g., automatic faucets and toilets, touchless foot door openers, touchless trash cans, touchless hand sanitizer dispensers).
- Drinking fountains will not be used other than to refill individual bottles. Yu Ying has 2 bottle filling stations on the 4th and 3rd floors. Additionally, all the classroom sinks on the 1st and 2nd floors have water bottle filling faucets with filtered water.
- Regular hand sanitizing will be enforced:
  - Ensure handwashing strategies include washing with soap and water for at least 20 seconds, especially after going to the bathroom, before eating, and after blowing your nose, coughing, or sneezing. If soap and water are not available and hands are not visibly dirty, use an alcohol-based hand sanitizer that contains at least the recommended percent alcohol. (NOT METHANOL)
  - Make hand cleaning supplies readily available in classrooms, bathrooms, and offices. Set up sanitizing stations outside of large common spaces including the MPR, playgrounds or outdoor spaces, and entrances/exits.
  - Students will wash or sanitize their hands when both entering and exiting a classroom or between activities. All classrooms have touchless hand sanitizer dispensers located just outside the room.

- **Students will walk across shoe disinfecting mats before entering the classroom. All classrooms will have shoe disinfectant mats located just outside the classroom door.**
- **Enforce a “you touch it, you take it” policy in classrooms and the lunchroom.**

## **High-Risk Individuals**

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

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

## **Exclusion or Dismissal from On-Campus Learning**

**Yu Ying will adhere to the following exclusion and dismissal criteria:**

**Exclusion Criteria: Students and staff must stay home, or not be admitted if:**

- **The student or staff member has had a temperature of 100.4 degrees or higher,**
- **Any member of their household is confirmed to have COVID-19, or**
- **Any member of their household is awaiting COVID-19 test results.**

**If a student or staff member reports any of the above symptoms or exposure, or is confirmed to have COVID-19, the student or staff member must not return to school until:**

- **72 hours after the fever has resolved without the use of fever-reducing medication (e.g. Motrin, Tylenol) and respiratory symptoms have improved; AND**

- at least 10 days after symptoms first appeared, whichever is later; OR
- per their healthcare provider following DC health instructions.

If any student or staff member has been in close contact with a person who is positive for COVID-19, then the student or staff member must not enter the facility until cleared by their healthcare provider or has completed their quarantine period without becoming symptomatic or diagnosed with COVID-19.

If any student or staff member has been in close contact with a person who is awaiting a COVID-19 test result, then the student or staff member must not enter the facility until the close contact tests negative. If the close contact tests positive, then they should seek guidance from their healthcare provider or DC Health.

**Dismissal Criteria:** If a student or staff member develops a fever or other signs of illness, the school must follow the above exclusion criteria regarding the exclusion and dismissal of students and staff.

- For students, the school is to immediately isolate the student from other students, notify the student's parent/guardian of the symptoms and that the student needs to be picked up as soon as possible, and immediately follow cleaning and disinfecting procedures for any area and materials with which the student was in contact.
- For staff, the school is to send the staff member home immediately and follow cleaning and disinfecting procedures for any area, materials, and equipment with which the staff member was in contact.

If a school staff member must take a student's temperature at any point, they should follow CDC guidelines to do so safely, including with the use of barrier protection or Personal Protective Equipment (PPE).

## COVID-19 Exposure: Reporting, Notification, and Disinfecting

To ensure a clear and efficient process for communication, the school has identified Maquita Alexander ([leadership@washingtoneying.org](mailto:leadership@washingtoneying.org)) as the internal COVID-19 point of contact (POC). This person is responsible for ensuring the below steps are followed in the event of a confirmed case of COVID-19.

Yu Ying will ask families and staff to complete a short [survey](#) if they believe they have been exposed to COVID. Yu Ying staff will follow up with the following steps for anyone in our community who has been exposed to COVID.

### Step 1: Report to DC Health Department

The school will follow existing procedures for reporting communicable disease. In the event of a confirmed case of COVID-19 in a student, staff member, or any individual who has entered the building, the school will notify DC Health by submitting the online case report (via [this link](#)).

### Step 2: Communication to Families and Staff

Schools are to have communication protocols in place that protect the privacy of individuals and alert their families and staff to a COVID-19 case. Communication is to be completed, per DC Health directive and will include:

- Notification to all staff and families in the event of change of school schedule,
- Notification to those staff and families of students in close contact with the individual and will state the requirement to quarantine for 14 days; and
- Notification to the entire program that there was a COVID-19 positive case, those impacted have been told to quarantine, and all areas that the individual was in contact with will be cleaned, sanitized, and disinfected.
- We will notify families through a variety of channels. For specific information on how we communicate with families and staff during emergencies or unexpected events, please see [this section](#) below.

### **Step 3: Cleaning, Sanitization, and Disinfection of Affected Spaces**

**In the event of a confirmed COVID-19 case in a student or staff member, the school must immediately close the room(s) the COVID-19 positive individual was in once all students in that group have exited the school and follow cleaning, disinfection and sanitization guidance from the CDC, linked [here](#):**

- **If seven days or fewer have passed since the person who is sick used the facility, follow these steps:**
  1. Close off areas used by the person who is sick.
  2. Ensure thermostat has fan on high and ensure fresh air system runs all day / night to increase circulation within room
  3. The next day, add portable UVC equipment to room and run equipment for 12 hours (or more) to thoroughly clean the air.
  4. After 48 hours, clean and disinfect all areas used by the person who is sick, such as classrooms, bathrooms, and common areas.

**If more than seven days have passed since the person who is sick used the facility, additional cleaning and disinfection is not necessary. Continue routine cleaning and disinfection.**

### **Instructional Delivery Plan**

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

### **Assessment and Promotion Policy**

#### **A. Assessment**



# Instructional Delivery Plan

This plan describes how Washington Yu Ying will meet its mission, goals, and student academic achievement expectations as set forth in its charter agreement through synchronous and asynchronous remote and on-site learning opportunities.

The plan provides a thorough understanding of Yu Ying’s proposed day-to-day learning. The plan centers on equity, ensuring that all students, including those who are at risk (per the city’s definition), English learners, students with disabilities, and/or marginalized students, are able to access all learning opportunities without compromising their health and social-emotional well-being.

Yu Ying will provide instruction to meet the needs of students, families, and staff, regardless of whether this instruction is delivered remotely or on-site. This plan will allow for uninterrupted learning for students when health and safety guidance changes, such as moving forward or backward between Phases I, II, and III, or when the school facility is closed to staff and students due to an acute outbreak or citywide declaration.

The following options are available to families enrolling in Yu Ying for school year 2020-21. From August 31st through October 2nd, families have two options: Remote or Onsite (contingent upon on-site qualifications). From October 5th through December 18th and possibly beyond, families will have three options: Remote, Hybrid, or On-site. Bi-monthly (every 2 months), and subject to availability, families may change their option (such as switching from Remote to Hybrid or Onsite, contingent upon qualifications), via a monthly learning survey.

All students will be remote learning from the start of school on August 31 through October 2, 2020 (this includes students, such as children of emergency/essential workers, who will be joining remote Synchronous and Asynchronous learning onsite at Yu Ying’s facility under adult supervision). This will mean that students are learning through: 100% Remote Synchronous and Asynchronous.

## School Schedule Options

From August 31 through October 2

100% Remote Synchronous and Asynchronous

Students experience learning from home and/or on-site five days a week via a mix of synchronous and asynchronous learning. The asynchronous learning may not require the student to be logged onto the computer and can 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.

Grades/ Day of Week	Monday	Tuesday	Wednesday	Thursday	Friday
Grades	Synchronous 2	Synchronous 2	Synchronous 2	Synchronous 2	Synchronous 1

<b>K-5</b>	<b>hours</b>	<b>hours</b>	<b>hours</b>	<b>hours</b>	<b>hour</b>
	<b>Asynchronous 4 hours</b>	<b>Asynchronous 4 hours</b>	<b>Asynchronous 4 hours</b>	<b>Asynchronous 4 hours</b>	<b>Asynchronous 5 hours</b>
<b>Grades</b>	<b>Synchronous 1 ½ hours</b>	<b>Synchronous 1 ½ hours</b>	<b>Synchronous 1 ½ hours</b>	<b>Synchronous 1 ½ hours</b>	<b>Synchronous ½hour</b>
<b>PreK 3/4</b>	<b>Asynchronous 4 ½ hours</b>	<b>Asynchronous 4 ½ hours</b>	<b>Asynchronous 4 ½ hours</b>	<b>Asynchronous 4 ½ hours</b>	<b>Asynchronous 5 ½ hours</b>

**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, assemblies.**

**Asynchronous hours could include: learning activities assigned through Google Classroom or Seesaw; and including opportunities, assignments and scheduling for students to work in collaboration with other students but without a teacher (grades 4 and 5).**

**From October 5:**

**100% Remote Synchronous and Asynchronous**

**This option is for students whose family would prefer that the child not attend school in-person. In this option, the students may experience learning from home five days a week via synchronous and asynchronous learning. The learning may not require the student to be logged onto the computer and can follow the school daily schedule or a schedule more analogous to the family schedule.**

**Asynchronous learning also allows for weekend learning, when families may be more able to support students. Students will be able to access teachers for scheduled synchronous learning times and for pre-determined and communicated office hours throughout the school week.**

**Hybrid**

**Attend school for one week in-person, and attend school remotely synchronously and asynchronously for 5 days the following week. For asynchronous learning, students may work on a variety of activities, some of which may require students using computers, but many may be done without technology to be submitted when in-person or through the use of photos.**

**On-site**

**This option is open to all students whose primary care-givers are emergency/essential workers, are in the at-risk category as determined by DC government, are single parents and qualify for FRL, are grandparents, are English language learners and qualify for FRL, or who the school has determined this option is necessary to their continued growth and development, including but not limited to students with disabilities. In this option, the student will be under adult supervision five days a week and attending the 100% remote synchronous and asynchronous learning.**

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Week A: Hybrid A</b>	<b>On-site with adult supervision and structured activities</b>	<b>On-site with adult supervision and structured activities</b>	<b>On-site with adult supervision and structured activities</b>	<b>On-site with adult supervision and structured activities</b>	
<b>Hybrid B</b>	<b>Remote: synchronous and asynchronous with structured activities</b>	<b>Remote: synchronous and asynchronous with structured activities</b>	<b>Remote: synchronous and asynchronous with structured activities</b>	<b>Remote: synchronous and asynchronous with structured activities</b>	<b>Remote: synchronous and asynchronous with structured activities</b>
<b>On-site</b>	<b>Structured schedule of activities with adult supervision</b>	<b>Structured schedule of activities with adult supervision</b>	<b>Structured schedule of activities with adult supervision</b>	<b>Structured schedule of activities with adult supervision</b>	
<b>Week B: Hybrid B</b>	<b>On-site with adult supervision and structured activities</b>	<b>On-site with adult supervision and structured activities</b>	<b>On-site with adult supervision and structured activities</b>	<b>On-site with adult supervision and structured activities</b>	
<b>Hybrid A</b>	<b>Remote: synchronous and asynchronous with structured activities</b>	<b>Remote: synchronous and asynchronous with structured activities</b>	<b>Remote: synchronous and asynchronous with structured activities</b>	<b>Remote: synchronous and asynchronous with structured activities</b>	<b>Remote: synchronous and asynchronous with structured activities with adult supervision</b>
<b>On-site</b>	<b>Structured schedule of activities with adult supervision</b>	<b>Structured schedule of activities with adult supervision</b>	<b>Structured schedule of activities with adult supervision</b>	<b>Structured schedule of activities with adult supervision</b>	
<b>Remote Synchronous</b>	<b>Structured schedule of activities</b>	<b>Structured schedule of activities</b>	<b>Structured schedule of activities</b>	<b>Structured schedule of activities</b>	<b>Structured schedule of activities</b>
<b>Remote Asynchronous</b>	<b>Activities to be completed by designated date.</b>	<b>Activities to be completed by designated date.</b>	<b>Activities to be completed by designated date.</b>	<b>Activities to be completed by designated date.</b>	<b>Activities to be completed by designated date.</b>

# Instruction

## Instructional Materials

All instructional materials will be developed by instructional staff, following the curriculum framework of the International Baccalaureate Primary Years Program and the DC state standards in all subject areas.

For ALL grade levels to include but not limited to:

**IB PYP Units of Inquiry - Transdisciplinary units: Who We Are, Where We Are in Time and Place, How the World Works, How We Organize Ourselves, How We Express Ourselves, Sharing the Planet**

### English Language Arts

- standards
- online resources

### Readers Workshop units

- CC reading standards
- Epic! online books
- Newsela
- Sora

### Writers Workshop units

- CC writing standards
- noredink

### Chinese Language Arts

- standards
- online resources

### Readers Workshop units

- CC reading standards
- ACTFL reading standards
- Level Chinese
- Joyreader

### Writers Workshop units

- CC writing standards
- ACTFL writing standards
- Level Chinese Writing

### Math

- standards
- online resources

### IB PYP stand-alone units of inquiry (teacher developed)

- CC math standards
- khan academy
- ixl
- illustrative math
- youcubed.org
- prodigy

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

## Science

### IB PYP units of inquiry (teacher developed)

- standards

#### Next Generation science standards

- online resources

- brainpop
- brainpop jr
- pbs kids
- discovery kids

## Social Studies

### IB PYP units of inquiry (teacher developed)

- standards

#### NCSS standards

- online resources

- newsela
- discovery kids
- tolerance.org

**Instructional staff will utilize Managebac, Google Classroom and/or Seesaw as instructional platforms for synchronous and asynchronous tasks to students both remotely and in-person. Instructional staff will utilize Zoom and Google chat for live and interpersonal instruction with individuals, small groups and whole groups of students.**

### Synchronous learning with Teacher

**When remote (inclusive of students on-site), this instruction is conducted via Zoom or Google Video Hangout with student(s) and their teacher interacting directly with one another. Instruction may be given via direct instruction or with students working on projects, monitored by the teacher. Student(s) may ask questions and the teacher may ask questions of the student(s) to engage in real time student-learning.**

**When in-person, this instruction is conducted with student(s) and their teacher interacting directly with one another in a classroom setting. Instruction may be given via direct instruction or with students working on projects, monitored by the teacher. Student(s) may ask questions and the teacher may ask questions of the student(s) to engage in real time student-learning.**

### Synchronous learning without a Teacher

**Instruction takes the form of tasks that students will be expected to do to engage in learning. Tasks can involve completing a module within an on-line app, activity or game, completing an assigned activity with a pre-recorded mini-lesson and follow-up activity, student recording of a reflection or their learning process, reading a book in hardcopy and annotating the text, to describe just a few. This can be group work or individual work. When remote, the student would do this task independently. If the student needs support, the teacher is available by email, Seesaw, and/or Google Classroom.**

**Student(s) on-site would do this task under the supervision and with the support of their monitor.**

#### **Asynchronous learning with Teacher**

**Instruction takes the form of pre-prepared tasks for learning that can be accessed anytime and anywhere. Students will have access to a pre-recorded lesson and/or written information in which the teacher provides instruction through Google Classroom and/or Seesaw and using school provided technology: student ipads (grades PreK3 through 2) or student chromebooks (grades 3-5).**

**The teacher will expect completion of the task attached to the pre-recorded lesson to be completed by a due date. To ensure that the work is completed each day/week and students are engaged and progressing, assignments will be collected daily/weekly and will be used to measure attendance. The product of these work blocks are often referred to as “exit tickets” or “student reflections.” Regardless of the product, it will be collected through Google Classroom and/or Seesaw.**

**When learning on-site, students would do this task under the supervision and with the support of their monitor.**

#### **Asynchronous learning without a Teacher**

**Instruction takes the form of tasks for individual or group tasks with a product that can be done independently and directions/information are given without a pre-recorded video. Regardless of the product, it will be collected through Google Classroom and/or Seesaw.**

**When learning on-site, students would do this task under the supervision and with the support of their monitor.**

#### **Social-Emotional Learning**

**All options will include promotion of student social-emotional learning for student socialization and relationship building.**

**This could include, but is not limited to:**

- **Activities that can be done with an adult leader or through group activities on-line such as games, structured conversations, and free-form conversations about topics of interest to the students.**
- **Adult-directed activities to build community, such as group projects, partner-work, and other opportunities for students both on-site and remote to connect with one another in informal ways.**
- **Activities students can choose to do with each other that do not require adult supervision. Such activities can include games (inter-personal on-line language games, on-line trivial pursuit, scavenger hunts, etc.) that students can engage in while the teacher is not necessarily able to provide instruction.**

**When on-site, the monitor will supervise for appropriate social distancing and other behavior.**

**The school’s behavior policy will be in place for all forms of learning and consequences or redirection will be given to perpetrators of reported and verified incidences.**

**including:**

# Professional Development

Throughout the summer, all instructional staff took part in professional development in 3 key areas: Online Teaching, Teaching with Equity, and Social Emotional Learning.

- **Online Teaching:** all instructional staff completed the 7 modules/45 lessons course provided by Adaptable Learning (AJ Juliani)
- **Teaching with Equity:** all staff read the book *We Got This: Equity, Access, and the Quest to Be Who Our Students Need Us to Be* by Cornelius Minor
- **Social Emotional Learning:** all instructional staff in PreK 3 through grade 2 completed the 10 module *Conscious Discipline* online training.
- **Instructional staff in grades 3-5** take part in Restorative Justice workshops offered through OSSE.

All 3 areas of training focus will be reviewed for application in teacher planning and content lesson development during the 2 weeks of staff development run by Yu Ying instructional leadership prior to August 31, 2020.

In addition, all staff will participate in professional development, common planning and collaboration across grade levels and inclusive of special education/intervention/English language specialists on Fridays. Staff development will focus on social emotional learning and student needs, assessing student learning, development of intervention support, troubleshooting IT issues, engagement, and building community when remote.

Formal instruction will be organized by grade level with a common schedule that is inclusive of the synchronous and asynchronous learning times as well as planning, feedback, communication, and other teaching needs. Each day, all staff will have access to the IT department, behavioral supports, support staff, coordinators, and team leads to troubleshoot issues that occur both on-site and remote.

# Continuous Improvement

YY will be in operation for 180 days. The schedule will be based on a bi-monthly system to allow for updates and changes to meet the immediate needs and to adjust to the latest DC reopening phase. All changes to school scheduling will occur on the planned bi-monthly start date except when there is an emergency reason to move from remote learning to on-site and from on-site to remote learning. The instructional schedule may be different from the on-site schedule, which will be based on the family needs for an on-site learning environment.

Families may choose to change their schedule on an as-needed basis with direct communication with the school. The school will accommodate all families for the start of each bi-monthly period and adjust as best as possible within the time. Upon notification to the Director of Teaching and Learning of a change in the family needs, an interview will be organized for the purpose of establishing the change in scheduling and the timeline for the change.

Once a week, on Fridays, instructional staff will engage in data analysis at grade level of student performance on formative assessments. The analysis will confirm that content instruction is providing equitable results for

student learning and growth within grade levels and to make decisions about the following week's learning task development based on student needs. In addition, on a regular basis, instructional leadership will engage in a school-wide data analysis of student performance on formative assessments, disaggregated by schedule type (hybrid, on-site, remote synchronous, remote asynchronous). The analysis will control for other variables (e.g. housing instability, special education status) to confirm that each mode of content instruction is providing equitable results for student learning and growth.

Future professional development will be planned based on the results of the analysis. If it is determined that some instructional strategies are more (or less) effective than others, these will be replicated, replacing the less effective strategies.

Once a month, students, who have shown the least engagement whether by attendance or work product, will be evaluated through the intervention student support team. The team will determine the potential cause of disengagement, from equipment or Wifi issues, to mental health to difficulties with content. The intervention student support team will make recommendations for next steps to be taken towards accommodation of student needs.

All students will have the DESSA mini social emotional learning assessment administered three times per year, in the fall, winter and spring . Based on the results, modifications will be made to the learning plan for grades and/or individual students.

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

NWEA-MAP ; Other (identify vendor)

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

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

## **Assessment**

Washington Yu Ying is responsible for meeting the goals and student academic achievement expectations as set forth in its charter. It is also requesting from the Office of the State Superintendent of Education (OSSE) a waiver from offering six hours of instruction each day. The policy below describes Yu Ying's commitment to assessing and learning. This policy supports the school's charter and does not replace the commitments set forth within.

This policy describes the formative assessments that Washington Yu Ying will use to assess student learning during the 2020-2021 school year. These assessments will not be considered part of high stakes accountability. Results of all assessments will be shared with the student and parent/guardian and used to inform teaching, interventions, and reporting of student progress.



**On-site**

**Remote**

**Every Day and Hybrid**

**synchronous and asynchronous**

**PK**

All assessments will be done when the student is on-site by Yu Ying staff and classroom teachers. Yu Ying staff will conduct the Brigance assessment with students when on-site in small play groups.

For students who are unable to attend school in-person, time will be allocated once a day for the classroom teacher to conduct virtual sessions.

The classroom teacher will observe and document growth in student social emotional development, language development, content development through hands-on activities and manipulatives.

The classroom teacher will observe and document growth in student social emotional development, language development, and content development through hands-on activities and manipulatives.

Assessments are chosen to determine learning as well as collaboration and work skills.

**K-2**

All assessments will be done when the student is on-site by the content teacher.

The following assessments offer on-line versions or can be conducted remotely without a proctor. One or more will be used for each learning unit. For each subject area, teachers will administer the following forms of assessment:

- Math problems
- Teacher-created formative and summative unit assessments
- NWEA MAP
- Literably
- Level Chinese (Chinese)

- Short answer
- Math problems
- Video reflection
- Quizlet
- Teacher-created formative and summative unit assessments

**3-5**

To encourage in-person time to focus on learning and social-emotional growth, the majority of assessments will take place when students are learning remotely except for those students who are in-person every day. They will be conducted on-site, under adult supervision.

Assessments are chosen to determine learning as well as collaboration and work skills.

For content areas, teachers will administer the following forms of assessment:

The following assessments offer on-line versions or can be conducted remotely without a proctor. One or more will be used for each learning unit. For content areas, teachers will administer the following forms of assessment:

- Essays
- Math problems

- Essays
- Math problems

- Teacher-created formative and summative unit assessments
- Video reflection
- NWEA MAP
- Literably
- Level Chinese (Chinese)
- STAMP4se (Chinese)
- Short answer exit tickets
- Edpuzzle questions
- Quizlet
- Teacher-created formative and summative unit assessments
- Video reflection
- Literably
- Level Chinese (Chinese)

## B. Promotion and Graduation

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

There are no changes to [Yu Ying's promotion policy](#).

## Promotion Process and Timeline

### Promotion/Retention

Yu Ying does not retain students after grade 1. Promotion and retention decisions for students in PreK 3, PreK 4 and Kindergarten are based on assessments and evaluations of students' success in meeting grade level benchmarks. For students with disabilities, attainment is determined in accordance with their Individualized Educational Plan. The final authority for any retention decision, whether parent or school-initiated, rests with the Academic Team. Retention of students shall be affected only after prior notification of, and explanation to, the student's parents or guardians.

### Timeline

November-February: Teachers have data from the beginning of the year assessments and have administered the grade level benchmark. At this time, classroom teachers in grades PreK 3 through 1 ascertain if they think that retention is considered a possibility. The teacher will initiate a conversation with parents, and provide evidence that reflects the student's academic/developmental growth to the parent/guardian.

March - June: Teachers and parents will continue to discuss the student growth on grade level benchmarks. A final determination on a child retained for their academic or developmental needs will be co-decided by families and teachers by mid June of the school year.

8. **Public Charter High Schools Only:** If a high school in your charter LEA has any school specific graduation requirements (i.e., courses, projects, or presentations) that exceed the requirements in 5-A DCMR §2203 and are outlined in your school's charter that you plan to waive for SY 2020-21, describe those waived requirements.
9. OSSE has issued [guidance on the collection of student attendance for SY 2020-21. Describe the LEA's policy](#)

n/a

**for student attendance through distance learning.** In your response, be sure to identify whether the LEA is using Option A and/or Option B. The LEA should respond to the questions associated with each response. In crafting your response, note the following:

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

- Option A: The LEA is using a learning management system (LMS) for distance learning.
- How is the student's presence authenticated daily using the LMS?
  - What constitutes sufficient engagement in the LMS for the student to be marked present?

### **ON-SITE ATTENDANCE for Pk 3-Grade 5**

**Per OSSE guidance, a student will be marked full-day present, partial-day present, or absent and will align to existing DC PCSB-approved LEA attendance policy.**

### **REMOTE OR DISTANCE LEARNING ATTENDANCE**

**Per OSSE guidance for distance learning, students will be marked present or absent using a new code for Distance Learning (per updated regulations for a distance learning attendance type).**

**Touchpoints for Attendance that will be used, include the following methods through our LMS ( Google Classroom and Seesaw):**

- **Phone conversations or virtual meeting one-on-one with instructional staff to discuss content.**
- **Direct 'face-to-face' online contact through class and/or small group Zoom.**

Engagements touchpoints will include:

- **Completed exit tickets (Google form, Seesaw submission, photo, recorded reflection, etc.) after viewing a pre-recorded video OR using software such as Edpuzzle that provides demonstration of similar completion of work**
- **Completed assignments uploaded to secure folder within school's system (e.g. Google, Seesaw) from daily activity (>50% complete will be considered present, regardless of accuracy)**
- **Upload photos of completed assignments, projects, or videos of activities in google classroom or seesaw account.**

- **The following steps will be taken to track student attendance:**
- **Assigned staff will be responsible for daily attendance in Powerschool for students on-site following existing attendance protocols.**

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

- **Assigned staff responsible for daily attendance for remote learning students with an LMS will follow protocols as follows:**
  - **will attend class meetings for the purpose of recording student attendance in PowerSchool.**
  - **grade level teachers will inform the receptionist of late students.**
  - **Yu Ying receptionist will check the attendance in Powerschool and contact families of absent students.**
- **The following actions will be taken to address absences:**
- **Yu Ying’s receptionist will contact families by email and phone to determine reason for absence.**
- **Yu Ying’s receptionist will inform grade level teachers and school counselors to determine what’s needed to ensure future attendance.**
- **Grade level teachers and school counselors will meet with families to discuss needs to ensure attendance.**
- **Students who meet the definition of chronically absent will be reported to child and family services, as required by law.**

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

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

- **The following steps will be taken to track student attendance:**
- **Assigned staff will be responsible for daily attendance in Powerschool for students on-site following existing attendance protocols.**
- **Assigned staff responsible for daily attendance for remote learning students with an LMS will follow protocols as follows:**
  - **will attend class meetings for the purpose of recording student attendance in PowerSchool.**
  - **grade level teachers will inform the receptionist of late students.**
  - **Yu Ying receptionist will check the attendance in Powerschool and contact families of absent students.**

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The following actions will be taken to address absences:

- Yu Ying's receptionist will contact families by email and phone to determine reason for absence.
- Yu Ying's receptionist will inform grade level teachers and school counselors to determine what's needed to ensure future attendance.
- Grade level teachers and school counselors will meet with families to discuss needs to ensure attendance.
- Students who meet the definition of chronically absent will be reported to child and family services, as required by law.

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

Yu Ying will use Powerschool to record daily attendance. And using the following protocol to verify, enter and store supporting data:

- Grade level teachers responsible for remote learning students without an LMS
- Designation of the daily work that will be used as a touchpoint.
- Record student completion on a Google doc daily
- Google doc will be reviewed by the end of each week by the data analyst.
- Grade level teachers will communicate with families when work is missing.

## Whole Student Support

### A. Student Support

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

This Whole Student Support policy is intended to supplement existing family and student policies. This policy will provide guidance for students engaged in continuous education while in a remote setting and ensure that all students have access to high quality, equitable instruction.

## Description

### Important Definitions

- Continuous education - This takes place when both instruction and learning occur seamlessly across different learning environments, including in-person and remote settings.
- Virtual learning - Learning hosted outside of a classroom setting using electronic devices such as communication tools.
- Asynchronous learning - Learning where students learn the same material at different times and locations.

- **Synchronous learning** - Learning where students are engaging in learning activities at the same time.
- **Discussion board** - Section of a website where users can submit or read messages.
- **Chat** - A window used for conferencing between two users.
- **Breakout Room** - Virtual rooms that can be created within a meeting or learning session for smaller groups to talk or collaborate.
- **Cyberbullying** - Willful and repeated harm inflicted through the use of computers, cell phones, and other electronic devices.
- **Learning management system (LMS)** - A software application for the hosting and delivering of online educational tasks.

## **Student Support**

Following are a list of interventions for students' social-emotional and mental health needs during continuous learning and school recovery. Yu Ying will implement these, but not be limited to them, in order to support student health and wellness:

- **Instructional staff will plan for the first 4-6 weeks of school to be centered around social-emotional skills development and building of relationships (interpersonal and community) for asynchronous and synchronous learning.**
- **Teachers will embed social-emotional and wellness checks within daily asynchronous and synchronous learning experiences.**
- **Teachers and community leaders will conference with families and if necessary, refer students to the mental health team for students displaying needs for support.**
- **The school counselors will provide optional asynchronous videos and learning for students and families available through the LMS.**
- **The instructional staff will provide family information and resources for social emotional needs available through the LMS.**
- **School administration will model social-emotional and wellness checks during teacher professional learning time that can be used in the classroom and to support the social-emotional and wellness needs of instructional staff.**
- **The school counselors will schedule tele-health options for student sessions, both 1:1 and small group.**

School administration, instructional staff, and school counselors will make referrals to neighborhood [Family and Support Collaboratives](#) for families in need of additional social-emotional and mental health support.

## **ACADEMIC SUPPORT**

In order to best address all students' academic needs, including those that may have suffered academic loss resulting from COVID-19, Yu Ying will continue to employ our Response to Intervention process and school-wide Intervention Program. Detailed below are the processes and interventions we will use to meet students' academic needs during continuous learning and school recovery. Yu Ying will implement these, but not be limited to them, in order to support student academic progress:

- **Yu Ying will administer formal and informal assessments (i.e. running records, unit assessments, NWEA MAP) for all students during the first eight- ten weeks of the academic year.**
- **During the first four-ten weeks of school, grade level teams will review end of year student data (from SY19-20, including our Extended School Year Intersession) and ongoing beginning of year assessment data for all students to ascertain student levels and progress for planning synchronous and asynchronous curriculum, instruction and materials.**
- **Instructional grade level teams (Teachers, Interventionists, IB Curriculum Coordinators/AP) will meet weekly to plan synchronous and asynchronous lessons, materials, and student groupings based on continual data collection and review of student engagement and progress.**
- **Instructional grade level teams will monitor students' synchronous and asynchronous engagement and academic progress through review of daily and weekly formative and summative assessments to identify students of concern.**
- **Interventionists and/or teachers will meet with students of concern individually, in small groups, and during whole class instruction to support students' needs.**
- **Interventions for students of concern will include, but are not limited to:**
  - **Individualized and/or small group instruction during the instructional day with an Interventionist and/or teacher.**
  - **Differentiated curriculum materials, including lessons and resources.**
  - **Individualized and/or small group instruction in our extended day program (before and/or after school hours).**
  - **Online content-specific learning platforms (i.e. Lexia Learning, Squiggle Park, Teach Your Monster to Read, First in Math, IXL)**
- **Teachers, interventionists and/or the intervention Coordinator will communicate regularly with families of students of concern about interventions, progress monitoring and resources for support at home.**
- **Instructional teams will meet monthly with the Intervention Coordinator and/or Curriculum Coordinators/AP to monitor student progress and interventions for students of concern and to identify any new students of concern.**
- **Instructional staff will participate in professional development sessions and faculty meetings throughout the year to learn, refine and implement various strategies for differentiating instruction while online synchronously and asynchronously as well as when teaching a hybrid model.**
- **The intervention team will provide optional asynchronous videos and learning for the families of students of concern available through the LMS.**

## **B. Behavior**

- 12. Describe the LEA's policy for monitoring student behavior during distance learning. All parts of the distance learning discipline policy must be compliant with applicable local and federal law (e.g., limits on total days excluded, restrictions on reasons a student may be excluded). Your policy must include:**
- **A list of behaviors that could result in a student being excluded from distance learning (e.g., inappropriate conduct on virtual platforms);**

- **The manner in which the LEA will communicate with families of students who are excluded from distance learning; and**
- **The manner in which you will ensure that students who are excluded from distance learning have access to missed work.**

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

## **Behavior**

**Expected behavior for students who are learning remotely are similar to those for the physical school community. Students are expected to treat their teachers, classmates, staff, and physical and virtual environment with respect. The virtual learning environment requires additional expectations to ensure that students have a safe, high quality learning experience while outside of the school building.**

- **Students must communicate respectfully with their classmates and their teacher while in all types of live sessions.**
- **Students must follow all classroom and school expectations for using audio and video during sessions.**
- **Students must follow their teachers expectations for muting and unmuting their microphones during all live sessions.**
- **Students must refrain from sharing inappropriate pictures or images in any school forum.**
- **Students must follow the same rules for whole group and small group sessions while in breakout rooms.**
- **Students must immediately return to original group sessions once breakout rooms are over unless otherwise directed by the teacher.**
- **Students must attend all assigned live sessions on time and remain in classroom meetings until dismissed by the teacher.**
- **Students must notify the teacher immediately if having difficulty accessing assigned live sessions.**
- **Students must refrain from any forms of cyberbullying - harassing, threatening or abusing others within the school community while online.**
- **Students must report all instances of cyberbullying to school staff immediately.**
- **Students must keep their username and passwords in a safe place and must not share them with other students.**

### **Communication and Student Engagement**

### **Logging into the LMS**

- **Students must log into the LMS using their own log-in information.**
- **Students must log into the LMS daily for synchronous and asynchronous**



learning sessions, announcements or to submit assignments.

- Students must complete work on time following the guidelines requested by the teacher for submission. Students should contact their teacher if they need additional time to complete assignments.

#### **Student Work**

- Students must submit their own work.
- Students must communicate immediately with their teachers via established modes if they have questions or require any technical support.
- Students must treat all school and personal electronic devices with care.
- Students must keep food and drinks away from the equipment.

#### **Taking Care of Physical Equipment**

- Students must keep devices out of extremely cold or hot areas.
- Students must hold and carry computers properly.
- Students must report any damage to school equipment as soon as possible.

### **Monitoring of Student Behavior**

- Administration/instructional staff will regularly review student submissions on online forums to make sure work/comments are appropriate.
- Administrators will pop-in frequently to observe classroom meetings.
- Instructional staff will develop social stories around classroom and school expectations, to be shared in an ongoing manner during virtual settings and with families for reminders.
- Parents and students will receive consistent reminders of expectations for taking care of personal/school-issued equipment.
- Instructional staff and administration will be responsible for supporting students and families with navigating the LMS and be available to provide students with technical support.
- School staff will continue to track student participation and engagement with the LMS according to the policies outlined in the student handbook.
- Feedback/grades/attendance will be reported to families as per the school handbook
- Teachers will communicate concerns with families by phone, email, text or using the LMS.

## **Communication with Families**

Families will receive a copy of the Whole Student Support for their review prior to the beginning of the school year. Teachers will communicate with families on a regular basis about student progress and/or student engagement by email, phone, text and/or the LMS. School staff will immediately communicate with students and families when students are not meeting expectations for distance learning.

## **Modifications to Distance Learning**

**Administration and instructional staff will initiate, follow up daily, and follow through with students to ascertain what is needed to help them be successful if they repeatedly fail to meet expectations for distance learning. Parents/guardians will be immediately notified for discussion and contribution to any updated plan to allow for continued learning to the LMS by email, phone, text or through the LMS.**

**If students do not follow expectations for communicating respectfully:**

- **Instructional staff will remind students of expectations for distance learning.**
- **Instructional staff will conference with students privately to find out underlying reasons and lagging skills attributing to the student's inability to be respectful.**
- **Instructional staff may temporarily adjust student audio, video or chat control during synchronous sessions.**
- **Instructional staff may conference with family to contribute to problem solving the issue.**
- **Instructional staff may engage all students in a proactive circle to develop better understanding of the expectations and the underlying reasons.**

**If students use the LMS inappropriately, such as share their username/passwords, intentionally misuse the LMS or log in as another user:**

- **Instructional staff will remind students of expectations for distance learning.**
- **Instructional staff will conference with students privately to find out underlying reasons and lagging skills attributing to the student's inability to follow expectations.**
- **Instructional staff may conference with family to contribute to problem solving the issue.**
- **Instructional staff may engage all students in a proactive circle to develop better understanding of the expectations and the underlying reasons.**

**If students engage in cyberbullying or display/share inappropriate images on the LMS:**

- **Instructional staff will conference with students privately to discuss understanding of school expectations and the issue of bullying.**
- **Instructional staff will conference with the involved student(s) to better understand the events leading to the incident.**
- **Instructional staff may engage all involved students in a conflict resolution process :**
  - **grades 3-5 in a restorative circle**
  - **grades PreK-2 in a Conscious Discipline Time Machine routine**
- **Instructional staff will conference with families about school expectations and the student engagement.**

These modifications to distance learning are designed to ensure that students will not be excluded from the virtual learning platform.

### **Special Populations**

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

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

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

Yu Ying will continue to provide, to the greatest extent possible, the special education and related services identified in students' IEPs. All general education lessons and materials provided will be adapted, modified, or accommodated as they would be in the course of in-person instruction for students with disabilities.

WYY will implement flexible options for students to return work completed during remote learning. The health, safety and well-being of families and staff will be considered when making these decisions. WYY will ensure good faith efforts to employ equity and flexibility to ensure that students receive distance learning materials to the greatest extent possible.

All general education lessons and materials provided will be adapted, modified, or accommodated as they would be in the course of in-person instruction for students with disabilities.

Students will receive services identified on their IEP via IEP team.

Special education teachers will provide special education services virtually in whole class discussion, small group and 1:1 instruction. Special education teachers will communicate with parents on a weekly/ bi-weekly basis to determine student progress and student need. Special education teachers will monitor and track student performance to help determine the continued need and or progress of students. Where direct, reciprocal distance instruction may be ineffective (e.g. depending on grade of students, limited verbal Autism, etc.), consultation phone calls/ video calls will take place with parents on a consistent, recurring basis to

**support access to and progress through materials. All scheduled meetings will continue remotely.**

**WYY will make attempts to meet IDEA procedural timelines to the greatest extent possible, and to reach agreements with parents on extension of procedural timelines where possible. WYY will and has resumed all activities delayed by circumstances related to the public health emergency as soon as possible. WYY during the summer with the start of Phase 2 of the District of Columbia has resumed testing for students that are in the eligibility process. Agreed upon meeting times were scheduled between parents and LEA.**

**As part of recovery planning efforts, WYY has communicated anticipated timeframes for the completion of delayed procedural activities to families. WYY documents delayed procedural timelines due to student unavailability or impossibility via PWN in the student's SEDS file.**

**WYY issues a PWN stating the reason for the delay (i.e., unavailability of the student in-person due to health and safety restrictions, need of complete school team to determine eligibility); what creative and flexible solutions were considered but ultimately determined unavailable; and any mutually agreed to extension of time, if applicable. PWNs addressing procedural delays will be maintained in the student's SEDS file.**

**Upon the start of the school year, all completed evaluations will be reviewed and eligibility determination will be made by the IEP team.**

**To date, we do not have any family members that require additional assistance due to their own disability.**

**During distance learning, related services will be delivered as well as consultation with parents according to what is prescribed on the current IEP.**

**Related service providers will provide direct service and or small groups therapy via teletherapy. Weekly check in and or consultation is conducted with parents according to their schedule. Teletherapy is scheduled to occur 100% online until the school reopens to students/staff in the school building.**

**WYY will provide families with a written schedule of service delivery times and technical assistance numbers to address technology failures. We will implement best practices that include joint planning for ongoing virtual service delivery, two-way feedback, and reflection that drives individualized service delivery.**

**RSP will employ due diligence to confirm that families are available for the next regularly scheduled service delivery opportunity.**

**WYY will conduct a parent interview to help promote the use of best practices to improve the delivery of specialized instruction and related services during remote or blended learning.**

**WYY will ensure technology is accessible prior to initial service provision, ask families how much time they can devote to the virtual session with their child, and identify solutions to anticipated distractions.**

**Parent counseling and training for related services to help acquire the necessary skills that will allow them to support the implementation of their child's IEP will be held throughout the school year via webinars.**

**Communication of recovery plan will be provided to parents in IEP and or additional MDT meetings to ensure the plan is a team decision.**

**WYY will regularly communicate with families throughout the remote learning period. The frequency and method of communication may vary depending on the student's individualized needs, parent needs for support to deliver remote learning, and the services and supports required by the student's IEP. Consistent and clear communication encourages parent and student participation in remote learning and other educational opportunities.**

**WYY will conduct MDT meetings to create a remote learning plan for students with greater needs or communicate through other forms of written communication to inform families of the services their child will receive and should be available through remote learning.**

**MDT meetings will be held when school resumes to discuss compensatory services that may come in many forms. It will be a team decision, and parents will receive the plan in a written format.**

**SWD will be identified as one of the main priorities of the LEA to be assessed as soon as school reopens. SWD will be scheduled in 1:1 or small groups to be assessed. Accommodations will be applied according to IEP. Assessments will be given to students by possible case managers and or familiar staff. Dates and time will be given to parents to ensure attendance.**

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

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

**Yu Ying EL students will receive support from their EL teacher across all delivery methods: in-person, distance learning and the hybrid learning model. The EL teacher will use student data and coordinate with classroom teachers when planning for and supporting the student.**

**EL teachers will use WIDA and school-specific data to identify goals across the language domains that are specific to the needs of the child.**

**EL teachers will meet with students individually, in small groups and during whole class instruction to support students' needs.**

**Support for EL students at each grade level is determined by student needs, developmental level, and the demands of the curriculum. As such students will receive individualized instruction and small group instruction complimentary to the support they get in class, whether it be on site, hybrid, or remote learning.**

## **Technology Policy**

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

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

**Students from grades PreK-2 will be assigned individual iPads for distance learning with the option to take these devices home for remote learning. Grades 3-5 will have the option to take home chromebooks. We have acquired a number of cellular hotspots to assist families that do not have internet connectivity for remote learning.**

**Returning students have used these devices both through the school year and during the previous SY19-20 remote learning, so training needs are minimal. Teachers will communicate with parents regarding schedules for remote learning video conference sessions. An information portal has been created with an email to contact for technical assistance.**

**Families have been surveyed to indicate their technology needs. Students who have not been submitting work or participating in online sessions will be contacted directly via email and phone to assess if there is a technology need that is not being met.**

**Cellular WiFi hotspots will be made available to families that do not have internet access. Additionally our information portal provides families with options for city wide WiFi zones as well as affordable internet connectivity options provided by Comcast for families that qualify.**

**As families indicate they have technology issues with devices we will assess those devices via email/phone as much as is possible. Otherwise, those families must bring devices to our school for a physical assessment. For families that have a hardship in coming to the school we will arrange to go to their home or a meeting place where a physical assessment will take place. If warranted a replacement device will be issued to them.**

**Internet access is addressed below. PII information is limited to the students names for grades 3-5 which are used as login credentials for their Google Accounts.**

**Students in 3-5 grades have Google Accounts which work in conjunction with a monitoring/filtering system we use called GoGuardian which provides web category filtering, and forbidden work alerts. Students in Prek-2 grade using school ipads will be limited to the apps on those devices which are controlled via our Meraki Mobile Device Management system. Safari and Youtube access is restricted on these devices, and Apple/MDM filtering is enabled should those apps/services be allowed in the future.**

**Students in PreK-2 grades do not use Google Accounts. They access learning primarily through Zoom video sessions, and an LMS called Seesaw which allows teachers to share lessons, documents, videos, and other education related materials. Grade 3-5 also use Zoom and they have Google Accounts which allow them access to Google Classroom and Google Docs. Some students are allowed Google Hangouts/Meet for immediate communication with teachers.**

Expectations are that all students will have access to the internet from their homes or whatever location they are in during remote learning times. If there is not internet available at the home or their place of learning the school will provide MiFi hotspots for their connectivity until such time as they are back in school, or have acquired internet access for the child at home. PII is kept in our Student Information System, Powerschool. Access to that information is limited to school staff only.

All students in grades 3-5 use Google Accounts which do use their first and last names for login identification, but no other PII is stored on their remote devices or transmitted through the internet while they are working remotely. Login services are transmitted securely over HTTPS. 3rd party Learning Management Systems, Assessment systems and online educational systems may also use student names as identifiers, but that information is securely stored within those third party systems, and not accessible. Phone numbers, USI, and address information is securely stored in our SIS.

## **Family Engagement Policy**

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

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

**This policy articulates how Washington Yu Ying will partner, communicate with, and train students and families about continuous learning and school operations especially on all COVID-19 prevention measures being taken by the school and how the school will adapt the modalities of instruction across the year to maintain the health and safety of the entire school community.**

## **General School Wide Communication**

**Consistent and clear communication with students and families and staff is vital for supporting the community and for maintaining the health and safety of the school community. Communication to students, families, and staff will happen across many media: posted signage in the building, access to resources and information on the school website, regular weekly communications via email, and on-demand notification through social media channels and individual outreach.**

**During the pandemic, we've made communicating with our community regularly and accurately a top priority for Yu Ying. To communicate effectively and efficiently with both families and staff, we created a communication plan which outlines the what, when, how, and who of each of our communications. The plan outlines important messages and updates coming from Yu Ying to families (and staff) on a weekly basis--sometimes more frequently. For the important messages, we plan to send written information to families and then follow up with an all-school Zoom call, so that families and staff can ask clarifying questions and get more detail on the topics that mean the most to them. Additionally, we've invited families and staff to call us for one-on-one conversations. In addition to communicating through email and Zoom meetings. We developed a COVID response webpage so that families and staff can find all the information they need in one place. Some of our families do not have reliable access to the Internet, so our family liaison will reach out to those families individually to ensure they have the information they need.**

## **Unexpected School Closures and Other Events**

**Yu Ying will communicate school closures as well as health and safety timely and accurately information through the following ways:**

- **Written emails**
- **Text alerts**
- **Phone messages**
- **Social media**
- **Yu Ying's website**
- **Yu Ying's COVID response site**

## **Online Platforms: Managebac, the Family Portal, and Website**

**Washington Yu Ying will keep Managebac, the online platform for communication of learning, updated at all times. In addition, Yu Ying maintains a Family portal and a website. The family portal and the website are the platforms for general school information and operations updates and details (menus, activities calendars, FRPM applications). Managebac is the platform for specific details on the educational program, student portfolio, progress reports, and communication with instructional staff of educational information. All platforms and their information will be available to families 24 hours, 7 days a week.**

**Contact Information: Current and prospective students will be able to find all information on how to contact school administration and staff.**



**Family Resources:** Families will be able to find the Policies and Procedures Guide, school enrollment and registration details, links to distance learning resources and additional materials to support families, such as social services resources.

**Food Programs:** In accordance with OSSE guidelines, all required information about Washington Yu Ying's food program will be available to families on a monthly basis.

**Operating Status:** The school's operating status (open, closed, weather delay, et. al.) will be communicated through the main page of the website, and on the Managebac calendar. Should the school need to close due to COVID-19 or for any other health or safety related reason, families will be advised via Managebac, constant contact, text, and robocall.

**Student Learning:** A family/student account in Managebac will be available for students and families to access instructional staff feedback on assessment tasks, portfolio updates, progress reports, and academic and behavioral updates from instructional staff. Managebac will also house a link to the distance learning platform for students to access online instruction from teachers and support staff and any distance learning materials.

**Social Media:** Washington Yu Ying has social media channels including Facebook and Twitter. These channels will be used to provide updates on operating status, continuous learning plan adjustments as needed, and updates on community activities (i.e. learning packet pick ups, student support giveaways, food drives).

**Direct to Family:** Washington Yu Ying will connect with families directly through

robocalls, emails to families, and texts to communicate whole school announcements, high priorities, sensitive student related information, and to schedule ways to connect in-person or via phone/video. Families will receive direct communication from the school at least weekly.

## **Family Engagement in Continuous Learning**

Yu Ying has crafted an Instructional Delivery Plan in order to provide equitable access to learning for students as we navigate returning to school through remote learning and possibly a hybrid model during a global pandemic, COVID-19, and a U.S. syndemic of COVID-19 and Racial Inequity. The intention is to continually engage families in the improvement of our remote and on-site learning opportunities so that the school is providing each student what they need in order to navigate the learning with their child. We will engage families in this process by providing training, opportunities to provide feedback on an ongoing basis, and resources on how to support their learner at home and when they are learning in-person at school.

### **Trainings**

Prior to the start of the school year, and at regular intervals across the year, Yu Ying will provide virtual and,

later in the year, in-person training to support families in navigating the continuous learning plan of Yu Ying. These trainings will include, but are not limited to:

- understanding the social-emotional needs of children
- understanding Conscious Discipline and Restorative Justice practices and strategies
- troubleshooting your device at home
- accessing Yu Ying's distance learning platforms and materials
- navigating the learning management systems
- content specific parent education sessions

### **Collection of Continuous Feedback**

In order to collect insight data continuously throughout the summer, at the start of the school year, and at regular interval across the year, Yu Ying will provide opportunities for families to engage with the school:

- to meet together to ask and answer questions in order to provide insights/perspectives and opinions
- surveys to provide insights/perspectives and opinions
- live and written modalities to receive updated school information

The forums may be offered online face-face via zoom, through a survey format, recorded information, and/or written information.

### **Resources**

Virtual training will be recorded and available to our families through Managebac and our Family Resources google site. Any printed resource guides and other training materials will be available for families via Managebac and our google site.

### **Virtual Home Visits**

- At Yu Ying relationships matter! This year teaching teams will get to know their students through Virtual Home Visits. While we are sad to not be able to offer Open House this year, we are excited to meet and learn more about families in a quick online visit. Our teachers are eager to meet their new students and these visits will be a chance for them to get to know you a little better, and for you to get to meet them. Sign up for a [Yu Ying Virtual Home Visit](#) in the day and time slot that works best for your family. Please insert a comment to request that time slot.
- Teachers also want to have you fill out a questionnaire before they meet you. This will help them to really get to know each family! You can find the grade level questionnaire linked on the first page of the [Yu Ying Virtual Home Visit](#) schedule, or on the schedule page itself.

### **Outdoor play**

Yu Ying will host outdoor play groups on campus in September and October for small groups of students/families and staff.



## SY 2020-21 Continuous Learning Plan Assurance Statement

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**LEA Name:** Washington Yu Ying PCS

**LEA Leader Name:** Maquita Alexander

**Date:** 09-16-2020 04:21 PM