

Student/Family Policies Submission

[Please upload the following policies in one PDF.](#)

Please note that DC PCSB is no longer collecting the Student/Family Handbook. The Student/Family Handbook will be rejected from Epicenter if submitted, we are only looking for these specific policies combined into a single PDF.

Discipline Policy must align with state law and policy cannot conflict with the Student Fair Access to School Amendment Act of 2018 (DC's most recent discipline bill) and must include:

- a clear explanation of infractions and what leads to a suspension or expulsion;
- an explanation of manifestation determination process for students with disabilities; and
- the due process and appeals procedures for parents if their child is issued a suspension or expulsion, including at minimum the process for notice, a hearing, and how, when, and to whom a decision may be appealed.

Behavior Management and Discipline Policy

At Washington Yu Ying PCS, we believe in the development of each student's potential for learning in a positive, safe and orderly school environment. To maintain this environment, Washington Yu Ying actively reinforces character development expectations that are based around the IB Learner Profile. This character development program reinforces positive character traits and encourages students to become responsible, cooperative citizens of their community and to respect others.

Yu Ying is placing our behavior management plan within our Response to Intervention process, therefore we will utilize first and second tier strategies of the Conscious Discipline structure in grades PreK3 to 2 and Restorative Justice in grades 3 to 5. Each are complementary to each other and also to our third tier structure of Collaborative and Proactive Solutions.

Tier 1 and Tier 2:

Conscious Discipline: Is developed to decrease problem behaviors, power struggles, impulsivity and aggression, while increasing resilience, self-regulation, emotional health and overall achievement. The program is a leader in brain-based, trauma-informed social-emotional learning. An emphasis is placed on developing social and emotional skills, building connections and relationships and introducing strategies for each child that will help them to self-regulate.

Restorative Justice: Is developed to focus on building relationships and repairing harm, rather than simply punishing students for misbehavior. Schools that shift to restorative justice approach it holistically, looking at preventing wrongdoing as much as how to address it when it occurs. Restorative Justice program puts heavy emphasis on relationships. These relationships go in all directions: teacher to student, student to student, teacher to teacher, and between the school and the larger community.

Tier 3:

Collaborative and Proactive Solutions: The model of Collaborative and Proactive Solutions (CPS) has been developed by Dr. Ross Greene. His Lives in the Balance organization developed CPS based on the premise that challenging behavior occurs *when the expectations being placed on a student exceed the student's capacity to respond adaptively*, and that some kids are lacking the *skills* to handle certain demands and expectations. So the emphasis of the model isn't on students' *challenging behavior*, just the manner in which they are expressing the fact that there are expectations they're having difficulty meeting. The problem-solving

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then begins of how to build a student skills to no longer have difficulty meeting that expectation. There is a protocol for the problem-solving that is followed and is called the ALSUP. Students, parents, teachers and the Assistant Principal will go through this protocol together to begin to plan how to build a students skills.

**The following sections in no way should indicate that misbehavior is an ordinary occurrence. However, in fairness to students and parents from diverse backgrounds, we believe that we must state behavioral expectations and discipline procedures in a manner most likely to be read and understood.

Yu Ying will work with students to minimize noncompliance and inappropriate behaviors in a consistent fashion. Below is a tiered chart outlining the actions and strategies for different behaviors. ***This table is neither exhaustive nor absolute but is intended to give parents/guardians a sense of how discipline may be handled at the school. Under FERPA, discipline records cannot be shared with a third party-this means, that the school cannot share information regarding discipline 'consequences' taken with other students other than their own.***

| INAPPROPRIATE ACTIONS | STRATEGIES TO SUPPORT BEHAVIOR CHANGE |
|---|--|
| <p>TIER 1 – Low level, minor, infrequent behaviors that do not significantly interrupt the teaching and learning of others. For example:</p> <ul style="list-style-type: none"> ● Off task during learning experience ● Non-compliance with classroom/school expectations ● Moving around the school with no purpose/ without permission or being in an area of the school off limits to students ● Using insensitive/inappropriate language/swearing ● Chewing gum/spitting/littering ● Bringing items that are not permitted to school ● First time of any behavior | <p>TIER 1– Logical and planned interventions developed with the classroom teacher and the students within the classroom:</p> <ul style="list-style-type: none"> ● Expectations Reminder ● Clear direction - with positive outcomes and expectations ● Choice of strategies for redirection ● Verbal/Nonverbal Reminder ● Mindfulness movement ● Logical Consequence ● Safe space |
| <p>Parents may be informed of Tier 1 behavior occurrence through the student portfolio in Managebac, in the behavior log section.</p> | |
| <p>TIER 2 – Persistent behaviors that disrupt teaching and learning, or repeated Level 1 Behaviors or:</p> <ul style="list-style-type: none"> ● Defiance, non-compliance or disrespect with malicious intent ● Swearing ● Verbal abuse, teasing, bullying or harassing of any kind | <p>TIER 2 – Planned Team Support which involves student, teachers and parents and may include:</p> <ul style="list-style-type: none"> ● Safe space ● Peer Mediation ● Class mediation ● Staff (counselor/ administration) mediation |

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| | |
|---|---|
| <ul style="list-style-type: none"> ● Unsafe play ● Inappropriate use of computers ● Physical aggression towards self, others, or property (with intent to harm) ● Theft ● Vandalism (including graffiti) | <ul style="list-style-type: none"> ● Initiation of an ALSUP by teaching team ● Logical consequences ● Classroom Accommodations ● Family Conference ● Behavior plan (individual) ● Recommendation for outside counseling ● Loss of privileges (short term) |
| <p>Families may be notified of Level 2 actions in person or by phone, and logged in the behavior log in Managebac.</p> | |
| <p>Level 3A – Repeated Level 2 behaviors, extreme violence, or dangerous or illegal actions while at school or on school grounds. For example:</p> <ul style="list-style-type: none"> ● Possessing dangerous items or weapons ● Using or possessing illegal or banned substances including tobacco products, alcohol, or prescription or non-prescription medication ● Causing, attempting to cause, or threatening to cause bodily injury or emotional distress to another person with an intent to harm | <p>Level 3A – Planned team support with the student, their parents or guardians, and teachers, school administrators, and other support agencies, as appropriate. For example:</p> <ul style="list-style-type: none"> ● Parent, teacher, administrator and student meetings that follow the CPS Assessment of Lagging Skills and Unsolved Problems (ALSUP) process ● Student sent home for the remainder of the school day ● In-school suspension |
| <p>Level 3B – Repeated Level 2 behaviors, extreme violence, or dangerous or illegal actions while at school or on school grounds. For example:</p> <ul style="list-style-type: none"> ● Causing, attempting to cause, or threatening to cause bodily injury or emotional distress to another person with an intent to harm | <p>Level 3B – Planned team support with the student, their parents or guardians, and teachers, school administrators, and other support agencies, as appropriate. For example:</p> <ul style="list-style-type: none"> ● Parent, teacher, administrator and student meetings that follow the CPS Assessment of Lagging Skills and Unsolved Problems (ALSUP) process ● Student sent home for the remainder of the school day ● In-school suspension ● Out-of-school suspension: <ul style="list-style-type: none"> ○ Zero to two days - First Level 3B offense ○ One to three days - Second Level 3B offense ○ Three or more days - Third or more repeated Level 3B offenses, depending on the situation ● Participation in a re-entry meeting ● Expulsion |
| <p>Families may be notified of Level 3A or 3B actions in person or by phone, and logged in the behavior log in Managebac.</p> | |

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****Please refer to the medication section under Health and Safety***

Discipline of Students with Disabilities

Removal for 10 or fewer school days in a school year

Students with disabilities can be suspended for up to 10 consecutive or cumulative school days in a year to the same extent that suspension is used for general education students. The school does not provide services for the first 10 days in a school year that the student is suspended

Removal for more than 10 cumulative school days when the student's behavior does not represent a pattern:

The school will not convene a manifestation determination review meeting when a student is suspended for more than 10 school days in a school year and the series of suspensions does not constitute a pattern. However, students who are suspended for more than 10 school days in a school year will continue to receive educational services while on suspension so as to enable them to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting their IEP goals. Students who are suspended for more than 10 days in a school year will also receive, as appropriate, a functional behavior assessment and behavior intervention services and modifications to address the behavior violation so that it does not recur.

A manifestation determination review meeting will be held when a student is suspended for more than 10 consecutive school days or 10 cumulative school days in a school year, where the series of suspensions constitute a pattern.

The following is required under these circumstances:

- A) Parent Notification- the parent/guardian must be notified of the disciplinary action to be taken and informed of the procedural safeguards on the day the decision to take disciplinary action was made.
- B) Manifestation Determination - an IEP team meeting must be convened within 10 school days to determine whether the student's behavior was a manifestation of his/her disability.
- C) Review of Behavior Intervention Plan- at the manifestation determination meeting, the IEP team must also conduct a functional behavior assessment, unless one has already been conducted, and develop a behavior intervention plan for the student or review the student's current behavior intervention plan and modify it as necessary.

Students who are suspended for more than 10 school days in a school year will continue to receive educational services while on suspension so as to enable them to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting their IEP goals.

A manifestation determination meeting reviews the relationship between the student's disability and the student's behavior that is subject to the disciplinary action.

If it is determined that the student's behavior was a manifestation of his or her disability, then the student must return to YuYing unless the parent and YuYing agree otherwise.

There are special circumstances where a student with a disability can be removed from Yu Ying for up to 45 school days without regard to whether the student's behavior was determined to be a manifestation of his/her disability: possession of a weapon at school on school premises or during a school function; possession or use of an illegal drug at school on school premises or during a school function; infliction of serious bodily injury at school on school premises or during a school function. At any time the IEP team, with parent consent, may

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change the student's placement.

If it is determined that the student's behavior was not a manifestation of the student's disability, the same disciplinary procedures applicable to a student without a disability, including long term suspension or expulsion may be applied to the student with a disability. Students who are suspended for more than 10 school days in a school year will continue to receive educational services while on suspension so as to enable them to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting their IEP goals.

Due Process

The decision to suspend a student shall be made by the Assistant Principal with or without the recommendation of the student's teacher or other staff. The Assistant Principal will determine the number of days for suspension based on the severity of the infraction, the age of the student, and previous infractions. The suspension or expulsion shall become effective immediately unless otherwise stated by Assistant Principal.

Students for whom suspension or expulsion is being considered will be given notice and an opportunity to be heard before a final decision regarding suspension or expulsion is made. For students facing suspension of less than 6 days (short term suspension), prior to issuing the suspension, the Assistant Principal will meet with the student, notify the student of what he/she is accused of doing and the information that the school has to believe that the student engaged in such behavior, and give the student an opportunity to present his/her side of the story or explanation for his/her behavior. After this meeting, the Assistant Principal will issue written notice to the parent detailing the length of and reason for the suspension. The student's parents/guardians may appeal the decision to suspend the student within five school days of the decision.

Yu Ying prefers that the student and a parent/guardian attend a reinstatement meeting with the Assistant Principal before a suspended student may return to school, but will hold the reinstatement meeting only with the student if necessary. The decision to suspend or expel a student shall be made in writing and given to the parent/guardian. The student's parents/guardians have five school days to appeal the suspension.

Appeals Process

Parents wishing to appeal must do so with the Director of Teaching and Learning. The appeal may only result in the removal of the **letter from the student's file**. The appeal must first be made to the Director of Teaching and Learning via the [school's appeal form](#). If not satisfied, parents can appeal to the school's Executive Director. The Executive Director may invite the parent/guardians and student to appeal in person. If not satisfied, parents can further appeal to the Board of Trustees, in the form of a letter or by emailing boardchair@washingtoneyuying.org. The Board of Trustees may invite the parent/guardians and student to appeal in person at a regularly scheduled, or special meeting of the Board. The decision of the Yu Ying School Board of Trustees will be final.

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Attendance Policy must align with state law (i.e., truancy mandatory reporting to CFSA, Court Social Services, School Attendance Clarification Amendment Act of 2016) and must include:

- a clear explanation of consequences of absences; and
- a clear explanation of what constitutes an excused absence (including documentation required).

Section VI: Attendance and Truancy

Attendance and Truancy

In accordance with the Office of the State Superintendent of Education's revised truancy guidelines and school reporting requirements, Yu Ying **requires** a written statement (email, online form, or paper) from the parent or guardian verifying the reason for a student's absence.

This statement should be provided in advance, if practicable, and, if not practicable, upon the student's return to school. This written statement does not guarantee that an absence will be excused; rather, it ensures that the absence will not be coded as unverified. Unverified absences are counted as unexcused absences. Any absences not verified with a valid, written excuse will be deemed unexcused.

Parents/guardians are required to notify the school on all days when students will be absent. The preferred method of notification is via the online form. The online form can be found in the Parent Portal on the left hand side column, listed as 'absence form'. All responses are emailed directly to the secretary. An e-mail sent to reception@washingtoneyu.org can also suffice, if necessary. If email is unavailable, parents should call .202-635-1950 and report the absence

Attendance Policy

- If students have **three or more (3rd absence included)** excused absences due to illness in a trimester, they must produce a doctor's note for all subsequent absences. If the student does not see a doctor because of excessive absences due to illness, the student will be referred to the School Nurse to follow up with the family.
- For absences due to Lice, Strep Throat, and Pink Eye, a doctor's note must be presented to the nurse before students are allowed back in class.
 - o In the instance of Lice, proof of treatment must be presented prior to returning to school. Yu Ying has a no 'lice policy'.

Truancy Table

| <i>Incident</i> | <i>Parent Action</i> | <i>School Action</i> | <i>Next Steps</i> |
|--|--|---|---|
| <i>Student is absent 1-2 days in a row</i> | <i>Notify the school via email or online form</i> | <i>Records the absence in information system</i> | <i>None</i> |
| <i>Student is absent 3 days in a row</i> | <i>Has not notified the school of the student absences</i> | <i>School will attempt to contact family on all numbers provided including emergency contact info</i> | <i>If the school does not hear from the parent within 5 days on the 6th day a home visit will take place accompanied by a letter in the student's file.</i> |

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| Incident | Parent Action | School Action | Next Steps |
|---|---|--|--|
| <i>Student is absent 5 days</i> | <i>The absences are unexcused or unverified</i> | <ul style="list-style-type: none"> •Parent Notification Letter sent •A homevisit/welfare check will be conducted if no correspondence is received from parent. | <ul style="list-style-type: none"> •School will continue to monitor student absences •If family is unable to be reached during home visit a welfare request will be made to the MPD. |
| <i>Students absent for 8</i> | <i>The absences are unexcused or unverified</i> | <i>Call to parent and Parent notification letter sent.</i> | <i>At 10 absences CFSA will be contacted</i> |
| Students absent for 20 consecutive days can be considered for un-enrollment from YuYing. | | | |
| <i>Tardy Table of Consequence</i> | | | |
| <i>Student has 10 tardy incidents</i> | <i>Parent continues to bring their student to school late</i> | <i>Documented in Student file.</i> | |
| <i>Student has 20 tardy incidents</i> | <i>Parent continues to bring their student to school late</i> | <i>Teacher may request a meeting to address concern.</i> | |
| <i>Student has 25 and over tardy incidents</i> | <i>Parent continues to bring their student to school late</i> | <i>Mandatory morning visit during the morning routine</i> | <i>Further disciplinary action as determined by the school and based on family circumstances</i> |

Notes:

- 5 unexcused tardies per trimester will equal one unexcused absence. A warning notice may be sent home requiring a parent/school conference to develop an action plan for timely attendance if tardiness becomes excessive and interferes with academic progress.
- A significant number of tardy arrivals and unverified/unexcused absences may be a factor in retention and student support related decisions.

If parents fail to attend mandatory parent classes as a result of truancy issues, and the student has accumulated 20 or more full day school consecutive unexcused absences, students will be considered for un-enrollment for the following year.

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Vacations:

- Vacations during the school year are not approved even if they are related to the current unit of study. Vacations are considered unexcused absences and will negatively affect the school's attendance rating and Tier status with the Public Charter School board. Please avoid scheduling vacations during the school year, however, if you are taking your child(ren) out of school while school is in session, please email our PYP Coordinator, becky.rosenberg@washingtoneyuying.org and notify your classroom teachers. The PYP Coordinator and the classroom teachers will inform of work each student should accomplish during the time out of school. Upon completion of this work, and review by the PYP Coordinator, the school may deem that the student work and experiences were sufficient for excused absence. For the safety of the YuYing Community, families are encouraged to communicate any travel that may have exposed traveling members to any potential contagious diseases or outbreaks.

Excused Absences

If your child is absent, please fill out the [Online Attendance Form](#) (preferred) or email reception@washingtoneyuying.org to explain why your child is absent and when you expect s/he will return to school. Communicate with the school as soon as you know your child will be staying home. Excused absences include:

- Student Illness: *the school may require a medical certificate/doctor's note, if deemed necessary;*
- Emergency which requires the presence of the student at home or out of school;
- Death in the immediate family;
- Observance of religious holidays, with the school being informed ahead of time.

Unexcused Absences

If you **do not communicate** with the school about your child's absence, the absence will be coded as "unverified/unexcused." Each time a student is absent without prior notification, the school will attempt to contact the parent or guardian by noon the same day. The school will contact DC Child and Family Services Agency after the accrual of ten (10) unexcused absences. After twenty (20) consecutive days of unexcused absences, the student will be dropped from school rolls. Truancy is defined as "the willful absence from school by a minor, five (5) to eighteen (18) years, with or without approval or parental knowledge or consent."

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Grievance Procedures must include:

- the process for resolving any parent/student complaints (e.g., order in which parents should escalate to different members of school staff and the school's board); and
- contact information for how to reach a member of the school's board, if the issue cannot be resolved between the family and school-based leadership alone.

*Please note that advising parents to contact DC PCSB staff is not an acceptable step in your school's appeals process.

WASHINGTON YU YING PCS GRIEVANCE POLICY AND PROCEDURE

It is the policy of Washington Yu Ying PCS that all employees, students, parents, and visitors, have the right to voice their complaints or grievances about matters pertaining to its schools.

Washington Yu Ying recognizes the meaningful value and importance of full discussion in resolving misunderstandings and in preserving good relations between management and employees. Accordingly, the following grievance procedure should be employed to ensure that complaints receive full consideration.

1. What May Be Grieved

The Washington Yu Ying PCS grievance process should be used as follows: (1) to deal with complaints and concerns pertaining to educational environment, employment arrangements, or interpersonal conflicts; and (2) to resolve complaints of discrimination and harassment based upon race, color, religion, creed, sex, national origin, age, disability, veteran status, sexual orientation, or otherwise.

2. Who May Grieve

The procedures set forth below may be used by grievants who are employees, students, parents, or visitors.

3. Other Remedies

The existence of this procedure does not bar grievance from also filing claims in other forums to the extent permitted by state or federal law.

4. Informal Grievance

Because most difficulties can be resolved by communicating a concern to someone, grievants, are encouraged to discuss their concern or harassment complaint promptly and candidly with their immediate supervisor, or Yu Ying Administration.

The grievant is not required to discuss his or her complaint with the alleged harasser or perpetrator in any manner or for any reason prior to initiating a formal grievance.

5. Formal Grievance

Within ninety (90) days of encountering the harassment, discrimination, or complaint that is the subject of the grievance, a grievant shall file a written notice with the school administration (Head of School or Special Education Coordinator). Grievants may, but are not required to, use the Grievance Form, which is attached hereto and is also available from the Executive Director and school administration, or online from the school website. The written notice shall identify the nature of the complaint, the date(s) of occurrence, and the desired result, and shall be signed and dated by the person filing the grievance. In the event of a grievance is being filed by the legal guardian or parent of a student, the student and the legal guardian and/or parent shall sign and date the grievance.

School Administration will immediately initiate an adequate, reliable impartial investigation of the grievance.

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Each formal complaint will be investigated, and depending on the facts involved in each situation, will be decided after receiving information from the appropriate individuals. Each investigation will include interviewing witnesses, obtaining documents, and allowing parties to present evidence.

All documentation related to the investigation and discussions held in this process are considered **EXTREMELY CONFIDENTIAL** and are not to be revealed to or discussed by any participant with, persons not directly involved with the complaint, with its investigation, or with the decision making process. This provision does not include discussions with the governmental authorities.

Within thirty (30) business days of receiving the written notice, the school Administration shall respond in writing to the grievant (the "Response"). The Response shall summarize the course of the investigation; determine the validity of the grievance and the appropriate resolution.

If, as a result of the investigation, harassment, or a valid grievance is established, appropriate corrective and remedial action will be taken.

6. Appeals

If the grievant is not satisfied with the Response, the grievant may appeal in writing to the Washington Yu Ying Board of Trustees (or designee) within thirty (30) days of the date of the Response summarizing the outcome of the investigation. The written appeal must contain all written documentation from the initial grievance and the grievant's reasons for not accepting the Response. The appeal, in letter form, may be sent to: Washington Yu Ying Board of Trustees, board.secretary@washingtoneying.org.

Within fifteen (15) days from receiving the written appeal, the Board of Trustees will respond in writing to the appellant as to the action to be taken and the reasons therefore.

7. Prohibition Against Retaliation

Washington Yu Ying pledges that it will not retaliate against any person who files a complaint in accordance with this policy, or any person who participates in proceedings related to this policy.

In addition, Washington Yu Ying will not tolerate any form of retaliation against any person who makes a good faith report or complaint about perceived acts of harassment, discrimination, or concern, or who cooperates in an investigation of harassment, discrimination, or a concern. Any person who is found to be engaging in any kind of retaliation will be subject to appropriate disciplinary action.

8. Modification

Washington Yu Ying may approve modification of the foregoing procedures in a particular case if the modification (a) is for the good cause, and (b) does not violate due process rights or policies of Washington Yu Ying.

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9. Contact Information

Executive Director: Maquita Alexander

Address: 220 Taylor St, NE
Washington, DC 20017

Phone Number: 202.635.1950

Email: maquita@washingtoneyuying.org

Director of Teaching and Learning: Amy Quinn

Address: 220 Taylor St. NE
Washington, DC 20017

Email: aquinn@washingtoneyuying.org

Learning Support Coordinator: Stephanie James

Address: 220 Taylor St, NE
Washington, DC 20017

Phone Number: 202.635.1950

Email: sjames@washingtoneyuying.org

Washington Yu Ying Board of Trustees

Address: 220 Taylor St, NE
Washington, DC 20017

Phone Number: 202.635.1950

Email: board.secretary@washingtoneyuying.org.

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GRIEVANCE FORM

This form may be used to present a grievance about Washington Yu Ying PCS. The information requested in this form should be provided to the School Administration in so format, and signed by the individual bringing the complaint.

Please answer all relevant questions. If the space provided is too limited, attach an additional sheet or sheets as necessary. Please be sure to sign the last page.

Today's Date: ____/____/____

Name of Person Bringing Complaint: _____

Address: _____

Telephone: _____

E-mail Address (if available) _____

Name of Adult(s) Involved _____

Name of Student(s) Involved: _____

Grade of Student(s) Involved _____

Date of Incident: ____/____/____

1. Provide a detailed statement of the nature of your original complaint that is clear and legible.

Attach additional pages if necessary.

SIGNED _____

DATE _____

*Please be sure to attach copies of all correspondence between you and the school.
Please submit the completed form, together with any attachments, to:*

**Attn: School Administration
Washington Yu Ying Public Charter School
220 Taylor St. NE
Washington, DC 20017
or via e-mail to: schooladmin@washingtoneyu.org**

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Non-Discrimination Policy must include:

- a statement that indicates the school does not discriminate in its programs on the basis prohibited by law.

Notice of Non-Discrimination & Grievance Procedures

In accordance with Title VI of the Civil Rights Act of 1964 ("Title VI"), Title IX of the Education Amendments of 1972 ("Title IX"), Section 504 of the Rehabilitation Act of 1973 ("Section 504"), Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the Age Discrimination Act of 1975 ("The Age Act"), applicants for admission and employment, students, parents, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Washington Yu Ying PCS are hereby notified that [Washington Yu Ying PCS] does not discriminate on the basis of race, color, national origin, sex, age, or disability in admission or access to, or treatment or employment in, its programs and activities.

Students, parents and/or guardians having inquiries concerning Washington Yu Ying PCS compliance with Section 504 or the ADA as it applies to students or who wish to file a complaint regarding such compliance should contact: **Section 504 Coordinator: Stephanie James** at 202-635-1950 and sjames@washingtoneyuying.org, who has been designated by Washington Yu Ying PCS to coordinate its efforts to comply with the regulations implementing Section 504 and ADA. For inquiries or to file a complaint regarding Washington Yu Ying PCS compliance with ADA, Section 504 as it relates to employees or third parties, and compliance with Title VI, Title IX, and the Age Act as it relates to students, employees and third parties contact:

Section 504, ADA, Title VI, Title IX, and Age Act Coordinator: Stephanie James at 202-635-1950 and sjames@washingtoneyuying.org .

Family Educational Rights and Privacy Act (FERPA) Notice must include:

- an explanation of parent or eligible student's rights regarding the student's education records, including to file a complaint regarding an alleged violation of FERPA;
- the definition of "school official" and "legitimate educational interest;" and
- the types of information designated as "directory information" and how the parent or eligible student may request to "opt-out" of such designation.

ANNUAL NOTIFICATION OF FERPA RIGHTS

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records.

These rights are:

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(1) The right to inspect and review the student's education records within 45 days of the day the School receives a request for access. Parents or eligible students should submit to Washington Yu Ying PCS' FERPA Administrator (the name and contact information for Washington Yu Ying PCS' FERPA Administrator is listed below) a written request that identifies the record(s) they wish to inspect. The FERPA Administrator will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

(2) The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate. Parents or eligible students may ask the School to amend a record that they believe is inaccurate. They should write the FERPA Administrator, clearly identify the part of the record they want changed and specify why it is inaccurate. If the FERPA Administrator decides not to amend the record as requested by the parent or eligible student, the FERPA Administrator will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

(3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests.

Definition of School Official: A school official is a person employed by the Washington Yu Ying PCS as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom Washington Yu Ying PCS has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

Definition legitimate educational interest: A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by Yu Ying PCS to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

**Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901**

Any questions, concerns or requests to inspect or review records should be sent to:

**FERPA Administrator
Washington Yu Ying PCS
220 Taylor St, NE
Washington, DC 20017
info@washingtoneyu.org**

See the list below of the disclosures that elementary schools may make without consent.

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FERPA permits the disclosure of information from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose information from the education records of a student without obtaining prior written consent of the parents or the eligible student –

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency in the parent or eligible student's State (SEA). Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to §99.38. (§99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))
- To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))
- Information the school has designated as "directory information" under §99.37. (§99.31(a)(11))

If you do not want Washington Yu Ying to disclose directory information from your child's education records without your prior written consent, you must notify the Washington Yu Ying in writing by **[insert date]**. Washington Yu Ying has designated the following information as directory information:

Student/Family Policies Submission

- Student's name Participation in officially recognized activities and sports
- Address
- Telephone listing
- Weight and height of members of athletic teams
- Electronic mail address
- Photograph
- Degrees, honors, and awards received
- Date and place of birth
- Major field of study
- The most recent educational agency or institution attended
- Dates of attendance
- Grade level
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's SSN, in whole or in part, cannot be used for this purpose.)

Open Meetings Policy

The school's policy regarding board meeting accessibility, which shall include the number of open meetings the school plans to hold per year and the process for announcing the meetings publicly. It is recommended schools hold at least one public meeting to address any proposed campus closure or expansion, location change, grade level change, or charter relinquishment.

Washington Yu Ying PCS holds a partially open board meeting for the school community yearly. The meeting is advertised via email from the board chair directly to Yu Ying's current families. A presentation is shared prior to the meeting with families. This partially open meeting consists of a public portion and a closed board meeting directly following the open portion.