



# Student/Family Policies

## LAYC Career Academy

\*From Student Handbook last updated June 30, 2021

### Discipline Policy

#### **LAYC Career Academy Behavior Protocol/Discipline Policy:**

##### **Purpose**

The LAYC Career Academy (LAYCCA) is designed to give students the opportunity to gain skills and training to become contributing members of society. Students will be held to the same standard that they will be held to in the workplace.

##### **Scope**

Students will be held accountable for their behavior at any time that they are representing LAYCCA. This includes anytime the student is on school grounds, when the student is off school grounds at a field trip or other school sponsored activity, and anytime the student is wearing the LAYCCA uniform.

##### **Behavior Matrix**

Behavior Matrix Students will receive a behavior matrix that breaks down infractions and consequences. The matrix provides specific definitions of various behaviors, separating each infraction into 2 categories: Minor and Major Offenses, the consequences for each offense is based on category and number of times the offense has been committed. This matrix is attached as an appendix to this document.

##### **Concerning Behavior Protocol**

A student's behavior becomes a concern when there is a disregard for the learning of the student or the learning of others (Willful Defiance: is disrupting school activities or intentionally defying the valid authority of school staff). When the behavior becomes concerning, LAYCCA will put forth the best effort to abide by the following process:

**Tier 1:** A meeting will be held to discuss the student's concerning behavior (willful defiance). The student will receive a phone call, email, text, or letter from the school telling the student that a meeting will take place to discuss the behavior. This meeting will be with the student, a personal advocate (i.e. instructor, staff member/s the student trusts, etc.), Academic Advisor/s, Student Support Specialist (S3) or any member of the Student Support Department. A plan will be developed to both hold the student accountable for the behavior, as well as to investigate what supports can be implemented so that the school can assist the student.

**Reflection 1:** A scheduled restorative community circle will be held to in order to address the infraction **Tier 2:** If

the behavior continues to be concerning, a meeting will be held with the student and a member of the administration. Once again, the behavior will be discussed and a plan will be created for improvement.

**Tier 3:** If the behavior persists, the student may be recommended for suspension or expulsion. Details and procedures of the expulsion process, as well as the rights of the student, are detailed in the behavior matrix, which is an appendix to this document.

Students deserve a chance at redemption and reentry. Whenever possible, prevention, intervention, and **Restorative practices** will be used. **Restorative practices** in schools are based on restorative justice principles instead of punishment. They aim first to build classroom communities that are supported by clear agreements, authentic communication, and specific tools to bring issues and conflicts forward in a helpful way. They provide specific pathways to repair harms by bringing together those who are affected by misbehavior in a dialogue to address concerns, achieve understanding, and come to agreement about setting things right. In addition to serving the cause of fairness and justice, restorative approaches make safer schools and contribute to social and emotional learning.

### **Restorative Goals for Students**

1. Students will learn to value and regularly use proactive, positive ways to build and maintain a peaceful classroom community.
2. Students will develop and enhance positive and supportive connections with peers.
3. Students will develop an understanding of the principles and vocabulary of restorative justice.
4. Students will learn how to participate in circle dialogues, including the four circle guidelines.
5. Students will learn how to use restorative questions to support conflict resolution and other types of communication.
6. Students will learn to identify who is affected by misbehavior, and how.
7. Students will contribute to developing appropriate ideas for how to make things right when harms have occurred.
8. Students will learn how and when to ask for a restorative circle.
9. Students will learn to communicate how they are affected by given situations using affective statements and restorative questions.

### **Restorative Goals for Staff**

1. Staff will understand the core principles of restorative justice and restorative practices and how they differ from traditional or punitive approaches.
2. Staff will know how to use restorative practices in many situations where punitive discipline approaches might have been used in the past.
3. Staff will know how to introduce and lead circle dialogues.
4. Staff will have an understanding of the principle of “connection before content” as it applies to restorative circles.
5. Staff will know how to sequence activities to build trust among students so they become more willing to communicate authentically.
6. Staff will understand effective communication and will experience how it supports classroom discipline and community building.

### **Restorative Circles**

Circles generally have two types: community building and responding to harm. The first community building: establishes contact with the people, having the time and opportunity to fully show up, to experience being seen and heard. The second is responding to harm, which means having sometimes difficult dialogues in which harms are discussed and pathways toward making things right are agreed upon.

**Community Building Circles** are about giving students an opportunity to get to know each other and establish positive connections, including agreements about how they ought to treat each other. Every circle includes community building activities in the beginning. Some circles focus exclusively on this task by building and deepening connections among students.

**Responsive Circles** use specific high-quality questions to explore challenging circumstances and move toward making things right. Choosing questions that are “real” for the students is essential to eliciting content that matters. Starting the Circle 5-10 minutes

1. Arrive (circle keeper centers self)
2. State the purpose of the circle
3. Open the Circle
4. Teach and Remember Circle Guidelines
5. Make and Remember Agreements

### **Doing the work of the circle 15-30 minutes**

6. Connection: Check in Round with Talking Piece; 7. Core Activities: Community Building/Connection Restorative Practices Content or Deeper Connection. 8. Closure: Check out Round Ending the Circle 5 minutes 9. Close the circle
10. Debrief with colleagues

Once a student has been through the restorative circle and the proper guidelines have been set in place based on the infraction, students will typically be able to re-apply the following trimester. If a student is given the option to return, he/she will re-enter with a behavior contract. The contract will include conditions for return that may include, but are not limited to, the following:

- Extra academic work
- Attendance interventions
- Therapy or Counseling
- Daily behavior monitoring
- Referral to substance abuse program
- Mediation
- Mentoring
- Change in schedule
- Social skills instruction
- Anger management courses
- Referral to community based organizations

\*Note: Even though we will be using Restorative Circles, this will not be the case for every and all situations. This doesn't mean we will never be restorative but we may use different methods that fall under the philosophy.

Examples of other methods may include restorative projects, motivational interviews, counseling with school case manager, etc.

Extreme or Recurring Behavior There are behaviors that may warrant the school to take measures beyond the written protocol. The school reserves the right to respond to the behavior in a way that benefits the student and the larger student body. See behavior matrix for details.

### **Suspension appeal process:**

A student who has been suspended may appeal the suspension as follows:

All appeals must be made by the student, parent, or guardian, either orally or in writing to the principal (an appeal made orally shall be put in writing by the person receiving the request) as appropriate, no later than two (2) school days after receiving the notice of suspension, and may be made prior to receiving formal written notice of the suspension.

A meeting will be scheduled by the principal to meet with the student or guardian in order for the student to present the student's version of the facts or to explain the events or action upon which the alleged infraction is based.

No more than one (1) school day after the meeting, the principal or a person designated as appropriate, shall give the student and his or her parent or guardian, a written summary of the conference proceedings, including the final decision.

In some circumstances the principal may determine that a student should be suspended immediately. This will usually be due, but not limited, to reasons such as the safety of students or staff

### **Expulsion appeal process:**

A student or the parent of the student who has been expelled may appeal the Expulsion as follows: Appeals should be in writing, stating the grounds on which the appeal is being made. Copies of all documents will be provided to the student and/or parent regarding the reasons for expulsion. The student or parent (if the student is a minor) has (3) three school days to appeal the final decision. The student or parent needs to contact the principal to arrange a meeting to discuss the matter. At this meeting the principal and all parties involved will discuss the reasons for expulsion. The principal will generate a final decision in writing within three school days of the meeting.

## Manifestation Determination Policy for Special Education Students

Within ten school days after the date on which the decision to change the placement is made, the LAYC Career Academy shall conduct a “manifestation determination” of the relationship between the student’s disability and the behavior subject to the disciplinary action.

The review of the relationship between a student’s disability and the behavior subject to the disciplinary action shall be done in a meeting by the student, parent(s) if available, and members of the IEP team. The team shall review all relevant information in the student’s file, including the IEP, teacher observations and information provided by the parent to determine:

1.If the conduct was caused by or had a direct and substantial relationship to the child’s disability or 2.If the conduct in question was the direct result of the district’s failure to implement the student’s IEP If the team determines that the behavior resulted from any of the above, the behavior must be considered a manifestation of the student’s disability and the contemplated disciplinary action shall not proceed. If the team determines, specifically, that the conduct was the direct result of the school’s failure to implement the IEP, the LAYCCA will take immediate action to remedy the deficiencies.

---

## Attendance Policy

### LAYC Career Academy Attendance Protocol:

#### Unenrollment Protocol During Distance Learning

| Attendance Type   | Attendance Entry                          |
|-------------------|---|
| Distance Learning | Present or Absent                         |
| Engagement        | Tracked but not counted toward attendance |

When students are not physically present in school, students MUST log-in to one of the online platforms that LAYCCA utilizes daily (Moodle, IXL etc.) or attend classes via Zoom etc. to be counted as present. Check-ins/engagement with Student Support Specialists, Instructors or other staff members DOES NOT count towards attendance.

Students who are completely unengaged (meaning not responsive to emails/calls/text, not participating or attending classes, not logging into online platforms), will be unenrolled after the 20th absence. Other students being considered for unenrollment will be handled on a case by case basis, at the discretion of the Director of Student Support and the student’s assigned Student Support Specialist.

When a student has been considered for unenrollment, the Student Support Specialist should complete the unenrollment tracker for each student and specify specific reason(s) why the student is being unenrolled and if the student is facing any particular hardship or challenges, if applicable from the drop down menu in the unenrollment tracker (Please specify a specific reason for unenrollment whenever possible).

*ie. health, work related, homelessness, family, childcare, detained etc.*

\*Note: Minor and SPED students are not being unenrolled at this time, however documentation and communication is still being made.

#### Unenrollment Procedure During Distance Learning:

1. Students' names are added to the unenrollment tracker by the students' respective Student Support Specialist (S3).
2. Once all names have been added to the unenrollment tracker the Director of Student Support Services sends an email with a list of names of students to be unenrolled to the Principal, EdOps data team, SPED Coordinator (if applicable) and Registrar.
3. If there are no discrepancies identified in response to the email sent by the Director of Student Support Services, a meeting is held between the Director of Student Support

- Services and the Registrar to determine if there are any discrepancies in data provided or additional information needed for any students listed (documentation etc.). They may consult with edops for attendance data discussion etc. during this meeting.
4. The Director of Student Support will notify SPED Coordinator of any SPED students listed for unenrollment (unenrollment for these students is held here until further notice from SPED Coordinator).
  5. Registrar will begin the unenrollment process for all other students listed by logging into EschoolPlus and adding withdraw dates for all students listed on the LAYCCA Unenrollment tracker WHO ARE NOT SPED by completing the following process:
    - a. Once logged into EschoolPLUS (ESP), begin by retrieving the students record
    - b. Retrieve students entry/exit history
    - c. Add the correct unenrollment date and code as listed on the Unenrollment tracker to the students enrollment history record and click save. (if ESP flags an error, the Registrar will consult with EdOps and pause unenrollment for the student's record until further notice).
- Note:** *The unenrollment tracker has been coded so that exit codes will appear based on the students status (if the student is a minor only codes acceptable will appear in the drop down menu in columns J,K & M. If the student is minor and SPED only codes applicable to that scenario will appear. See guide)*
- Also Note:** *Once the step above is complete, it takes 24 hours (overnight data feed) for the students record to be removed from the system. This includes SWIPE and SEDS (when applicable).*
6. SPED Coordinator will review the unenrollment tracker, complete fields in columns U and V for each SPED student listed in the [LAYCCA Unenrollment Tracker](#) and collect any additional documentation needed (from SSD and/or Registrar etc.) and submit to SEDS.
  7. Once SPED Coordinator has given the okay to the Registrar to unenroll the SPED students listed on the unenrollment tracker, the Registrar will unenroll those specific students.

**Students must arrive by 8:55 am every day. Classes begin at 9:00 am.**

*Excused Absences* Each student has the ability to obtain an excused absence in emergency situations. Student MUST: 1. Receive approval from S3. 2. Provide institutional documentation to support absence. 3. Arrange with instructors to complete all missed assignments.

*Unexcused Absences* Any student with 5 unexcused absences will be placed on an Attendance Contract. 1. If a student exceeds the allotted amount of unexcused absences and cannot provide documentation for these absences, the Unexcused Absence Attendance Protocol will be followed.

**Unexcused tardiness will result in the loss of open lunch privileges.**

Two (2) unexcused tardies = Loss of open lunch privilege for the day.  
Three (3) unexcused tardies = Loss of open lunch privilege for the week.  
Five (5) unexcused tardies = Loss of open lunch privilege for the session.

**Normal Hours Arrival time: 8:55 am** 1. A student is considered tardy at 8:56am 2. If a student is tardy three times, the student will be placed on an Attendance Contract via the SSD.

**Lunch Hour: 12pm – 12:50 pm** 1. A student is considered late at 12:51 pm and will lose (outside) lunch privileges for the following day for returning late from lunch. 2. This absence will be marked as an unexcused absence.

**Departure time: 2:55 pm** If a student departs the building for disciplinary reasons or without approval, this will be marked as an unexcused absence.

**Excused Absence Examples** Medical appointment, Funeral, Child medical appointment/illness  
Daycare/school closing Legal appointments Benefit Renewal Job Interview Meetings at child's school  
Severe Illness/Injury

## Requirements

- Accompanied by documentation and with proper notification before 9am on day of absence ·
- Institutional documentation must reflect day(s) of absence
- All academic work must be made up within time agreed upon by instructor

**Unexcused Absence** (ie. Called late, or did not call, weather, hair appointment, fatigue, overslept, etc.)

**Unexcused Absence Attendance Protocol** 1st: After three unexcused absences, a letter is sent to parent or guardian 2nd: After five unexcused absences, meeting with Student Support Specialist (S3), attendance contract and home visit will be conducted. 3rd: After ten absences a truancy report is filed (if SPED or under 18) 4th: After 20 consecutive full school day unexcused absences, a student may be unenrolled.

## Further Explanation of the Attendance Protocol

A student has to be in attendance for 80% of the day in order to be counted as present. Only students with an 80% attendance rate or higher will be eligible for Dual Enrollment or Externships. Being absent from dual enrollment classes or externship placement will count as an unexcused absence unless approved by an administrator. **Three unexcused absences from dual enrollment or externship placement will result in removal from that program for the trimester.**

An Attendance Contract will include a plan created by the student and the S3 to assist the student in improving their attendance. Failure to follow the Attendance Contract may lead to unenrollment.

**Inclement Weather Policy** – LAYCCA will follow DCPS for all weather related closings or delays.

**Tardy Protocol** Students must arrive by 8:55 am every day. Classes begin at 9:00 am. Students should text or call their S3's work/personal cell, before 8:55 am if they are going to be late to have their tardy

excused. Tardies are only excusable due to circumstances beyond your control (ie. family emergency or illness) and documentation must be provided.

An attendance and tardiness plan will be created with the student and Students Support Specialist if tardiness is a chronic issue. If this plan is not followed and improvement is not noted, this will lead to disciplinary action.

## Truancy Protocol (students under 18 years of age)

### Critical Dates Local School Responsibilities

Day 1: Contact Parent

Required to contact parents/guardians within 24 hours of child's unexcused absence from class/school by phone and/or in writing.

Day 3: Investigate Absences

Conduct an absence investigation. Student Support Specialist makes contact with parents via phone/letter home.

Day 5: Conduct Parent Truancy Conference

Student Support Specialist mails certified letters to the student's home arranging a **Truancy conference** at the school for the student, parent/guardian and appropriate school officials. Participants develop an Attendance Intervention Plan by identifying the root cause of the absence, any prior interventions and recommended next steps and supports.

Day 5: Conduct Home Visit

If the parent has been unresponsive to prior correspondence, conduct home visit.

Day 10: Contact CFSA (students ages 5-13)

If all interventions listed above have been executed and documented, Student Support Specialists/S3 and Director of Student Support will decide whether to refer the child to the **CFSA at 671-SAFE**. Per District law, mandated reporters, including school officials, are required to report suspicious of educational neglect after 10 unexcused absences.

Day 10: Refer to Attendance Committee (students ages 14+)

Student is referred to the local school attendance committee for review of progress and updates to the student's attendance intervention plan.

Parents must be notified by certified letter that the DC Compulsory School Attendance Law requires minors from age five (5) until their 18<sup>th</sup> birthday to be enrolled in school with regular attendance. Day 15: Court Referral  
In cases where absences have been unabated by documented local school interventions, the Student Support

Specialist/S3 & Director of Student Support will refer the student/family to **DC Superior Court Social Services documenting all prior interventions before any student is withdrawn for absences.**

Day 20: Students over the age of 17 years will be unenrolled after 20 consecutive unexcused absences(consecutive). A student who has been dropped and wishes to re-enter the school must re-enroll. Parents should be encouraged to re-enroll their child(ren) under 18 years of age. Previous school staff must make attempts to locate the student to verify where the student is currently enrolled.

**D.C. Law 21-140. School Attendance Clarification Amendment Act of 2016. AN ACT** To amend An Act To provide for compulsory school attendance, for the taking of a school census in the District of Columbia, and for other purposes to clarify agency responsibilities with regard to school attendance, to deem an absence of a minor student from a public school unexcused where the school does not obtain an explanation for the absence from the student's parent or guardian verifying the reason for an absence within 5 days after a student's return to school, to prohibit the suspension, expulsion, or unenrollment of a minor from a public school due to an unexcused absence or due to a late arrival to



school, to clarify attendance reporting requirements for public, independent, private, and parochial schools, to revise the protocol for a law enforcement officer who comes in contact with a minor and has reasonable grounds to believe the minor is truant, to revise the educational institution referral requirement for the Child and Family Services Administration, the Court Social Services Division of the Superior Court of the District of Columbia, and the Office of the Attorney General Juvenile Section to only include unexcused full school day absences with regard to attendance, to provide educational institutions with discretion on referrals if a student's 10th or 15th unexcused absence is accrued within the final 10 school days of the school year, and to require the State Superintendent of Education to provide written notice to each public, independent, private, or parochial school outlining the attendance and reporting requirements by July 1 of each year; to amend the District of Columbia School Reform Act of 1995 to conform it to the prohibitions against expulsion and suspension provided in An Act To provide for compulsory school attendance, for the taking of a school census in the District of Columbia, and for other purposes and the Pre-k Enhancement and Expansion Amendment Act of 2008; and to amend Chapter 21 of Subtitle A of Title 5 of the District of Columbia Municipal Regulations to repeal the requirement that a public school notify the Metropolitan Police Department after each occurrence of a student's 10th unexcused absence, to require that an educational institution obtain an explanation for a student's absence within 5 days of the student's return to school, and to amend the terms "truancy rate" and "chronic absenteeism."

BE IT ENACTED BY THE COUNCIL OF THE DISTRICT OF COLUMBIA, That this act may be cited as the "School Attendance Clarification Amendment Act of 2016".

---

## Grievance Procedures

### LAYC Career Academy Grievance Procedures:

**If the complaint is towards other staff:** The student should address the problem directly with the Director of Academics. If the student or parent is not comfortable speaking to the Director of Academics directly, then he or she should schedule a meeting to speak with their advisory team (consisting of a student support specialist, and two academic advisors). If the Director of Academics cannot find a suitable resolution, then the complaint can go to the Principal. If the complaint is still not resolved, it will go to the Executive Director. If the complaint cannot be resolved with the Executive Director, it will go to the Board Chair as a final step

**If the complaint is towards a teacher** The student should address the problem directly with the teacher. If the student or parent is not comfortable speaking to the teacher directly, then he or she should schedule a meeting to speak with their advisory team (consisting of a student support specialist, and two academic advisors). If the teacher is part of the advisory team, then the student should meet with the other members of the advisory team without the specific teacher in question. If the matter is not resolved, the Director of Academics will schedule a meeting to speak with all parties involved to find a resolution. If the Director of Academics cannot find a suitable resolution, then the complaint can go to the Principal. If the complaint is still not resolved, it will go to the Executive Director. If the complaint cannot be resolved with the Executive Director, it will go to the Board Chair

as a final step.

**If the complaint is towards an S3** The student or parent should start by addressing the problem directly with that S3. If this does not lead to a resolution, the student or parent should schedule a meeting with the Director of Student Support to discuss the matter. Once the student has spoken to the Director of Student Support, a meeting will be scheduled with all parties to find a resolution. If the Director of Student Support cannot find a suitable resolution, then the complaint will be directed to the Principal. If the complaint is still not resolved, it will go to the Executive Director and if not resolved, to the Board Chair as a final step. **If the complaint is towards the principal** The student or parent should schedule a meeting with the



Executive Director. Once the student has spoken to the Executive Director, a meeting will be scheduled for all parties to find a resolution. If the complaint cannot be resolved with the Executive Director, it will go to the Board Chair as a final step.

**If the complaint is towards the executive director** The student or parent should schedule a meeting to speak with the board chair (Contact: [boardchair@laycca.org](mailto:boardchair@laycca.org)). Once the student has spoken to the board chair a meeting will be scheduled for all parties to find a resolution.

**Relevant contact information: Phone number for all school employees** including teachers, Student Support Specialists, Director of Academics, Director of Student Support, Principal and Executive Director is **202-319-2228**

**To reach the board chair**, the party may call the school at **202-319-2228** and leave a message or the party may email the board chair directly at [boardchair@laycca.org](mailto:boardchair@laycca.org)

---

## Non-Discrimination Policy

### LAYC Career Academy Policy of Non-Discrimination

Notice of Non-Discrimination Notice of Non-Discrimination In accordance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, Title II of the Americans with Disabilities Act of 1990 and the D.C. Human Rights Act of 1977, as amended, District of Columbia Official Code Section 2-1401.01 et seq. (Act), the LAYC Career Academy does not discriminate (including employment therein and admission thereto) on the basis of actual or perceived race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, family status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an inter-family offense, or place of residence or business. Sexual harassment is a form of sex discrimination, which is prohibited by the Act. In addition, harassment based on any of the above-protected categories is prohibited. Discrimination in violation of the aforementioned laws will not be tolerated.

---

## Family Educational Rights and Privacy Act (FERPA) Notice

**LAYCCA FERPA Policy** (Adapted from: <https://www2.ed.gov/policy/gen/guid/fpco/ferpa/students.html>) FERPA is a Federal law that is administered by the Family Policy Compliance Office (Office) in the U.S. Department of Education (Department). 20 U.S.C. § 1232g; 34 CFR Part 99. FERPA applies to all educational agencies and institutions (e.g., schools) that receive funding under any program administered by the Department.

Once a student reaches 18 years of age or attends a postsecondary institution, he or she becomes an "eligible student," and all rights formerly given to parents under FERPA transfer to the student. The eligible student has the right to have access to his or her education records, the right to seek to have the records amended, the right to have control over the disclosure of personally identifiable information from the records (except in certain circumstances specified in the FERPA regulations, some of which are discussed below), and the right to file a complaint with the US Department of Education. The term

"education records" is defined as those records that contain information directly related to a student and which are maintained by an educational agency or institution or by a party acting for the agency or institution.

FERPA generally prohibits the improper disclosure of personally identifiable information derived from education records. Thus, information that an official obtained through personal knowledge or observation, or has heard orally from others, is not protected under FERPA. This remains applicable even if education records exist which contain that information, unless the official had an official role in making a determination that generated a protected education record.

Under FERPA, LAYCCA is not generally required to maintain particular education records or education records that contain specific information. Rather, the school is required to provide certain privacy protections for those education records that it does maintain. Also, unless there is an outstanding request by an eligible student to inspect and review education records, FERPA permits the school to destroy such records without notice to the student.

## **Access to Education Records**

Under FERPA, LAYC Career Academy must provide an eligible student with an opportunity to inspect and review his or her education records within 45 days following its receipt of a request. LAYCCA must provide an eligible student with copies of education records, or make other arrangements, if a failure to do so would effectively prevent the student from obtaining access to the records.

A school is not generally required by FERPA to provide an eligible student with access to academic calendars, course syllabi, or general notices such as announcements of specific events or extra-curricular activities. That type of information is not generally directly related to an individual student and, therefore, does not meet the definition of an education record.

Under FERPA, a school is not required to provide information that is not maintained or to create education records in response to an eligible student's request. Accordingly, a school is not required to provide an eligible student with updates on his or her progress in a course (including grade reports) or in school unless such information already exists in the form of an education record.

## **Amendment of Education Records**

Under FERPA, an eligible student has the right to request that inaccurate or misleading information in his or her education records be amended. While a school is not required to amend education records in accordance with an eligible student's request, LAYCCA is required to consider the request. All requests to amend records should be made in writing to LAYCCA's Academic Support Coordinator. If the Academic Support Coordinator decides not to amend a record in accordance with an eligible student's request, the student may request to have a hearing in front of the school's principal. If, as a result of the hearing, the school still decides not to amend the record, the eligible student has the right to insert a statement in the record setting forth his or her views. That statement must remain with the contested part of the eligible student's record for as long as the record is maintained.

However, while the FERPA amendment procedure may be used to challenge facts that are inaccurately recorded, it may not be used to challenge a grade, an opinion, or a substantive decision made by LAYCCA about an eligible student. FERPA was intended to require only that schools conform to fair recordkeeping practices and not to override the accepted standards and procedures for making academic assessments, disciplinary rulings, or placement determinations. Thus, while FERPA affords eligible students the right to seek to amend education records which contain

inaccurate information, this right cannot be used to challenge a grade or an individual's opinion, or a



substantive decision made by a school about a student. Additionally, if FERPA's amendment

procedures are not applicable to an eligible student's request for amendment of education records, the school is not required under FERPA to hold a hearing on the matter.

## Disclosure of Education Records

Under FERPA, a school may not generally disclose personally identifiable information from an eligible student's education records to a third party unless the eligible student has provided written consent. However, there are a number of exceptions to FERPA's prohibition against non-consensual disclosure of personally identifiable information from education records. Under these exceptions, schools are permitted to disclose personally identifiable information from education records without consent, though they are not required to do so. Following is information regarding some of these exceptions.

One of the exceptions to the prior written consent requirement in FERPA allows "school officials," including teachers, within a school to obtain access to personally identifiable information contained in education records provided the school has determined that they have "legitimate educational interest" in the information. At LAYCCA, "school official" includes instructors; administrators; health staff; student support specialists; counselors; attorneys; clerical staff; trustees; members of committees and disciplinary boards; and a contractor, volunteer or other party to whom the school has outsourced institutional services or functions.

An LAYCCA 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.

LAYCCA is also permitted to disclose personally identifiable information from an eligible student's education records, without consent, to another school in which the student seeks or intends to enroll. LAYCCA will provide an eligible student with a copy of the records that were released if requested by the student.

LAYCCA may also disclose personally identifiable information from education records without consent when the disclosure is to the parents of a "dependent student" as that term is defined in Section 152 of the Internal Revenue Code. Generally, if either parent has claimed the student as a dependent on the parent's most recent year's income tax statement, the school may non-consensually disclose the eligible student's education records to both parents under this exception.

LAYCCA is permitted to disclose directory information. LAYC Career Academy has designated the following information as directory information:

- Student's name
- Electronic mail address
- Photograph
- Date and place of birth
- Major field of study
- Dates of attendance
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors, and awards received
- The most recent educational agency or institution attended
- 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.)

In addition to the exceptions above, LAYCCA is also permitted to disclose student information to: ● to authorized representatives of the Comptroller General of the United States, the Attorney General of the United States, the U.S. Secretary of Education, and State and local educational authorities for 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; ● to organizations conducting studies for or on behalf of the school making the disclosure for the purposes of administering predictive tests, administering student aid programs, or improving instruction; ● to comply with a judicial order or a lawfully issued subpoena; ● to the victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense

concerning the final results of a disciplinary hearing with respect to the alleged crime; and • to any third party the final results of a disciplinary proceeding related to a crime of violence or non-forcible sex offense if the student who is the alleged perpetrator is found to have violated the school's rules or policies. The disclosure of the final results only includes: the name of the alleged perpetrator, the violation committed, and any sanction imposed against the alleged perpetrator. The disclosure must not include the name of any other student, including a victim or witness, without the written consent of that other student.

### **Opt-Out Notification**

If you do not want LAYC Career Academy (LAYCCA) to disclose any or all of the types of information designated below as directory information from your child's education records without your prior written consent, you must notify LAYC Career Academy (LAYCCA) in writing by the second week of the academic year. Please send this information to Robert Lee (EdOps) , Robert@laycca.org or mail to 3224 16<sup>th</sup> St NW Washington, DC 20010 with "Attention: Robert Lee ". The following information has been determined as directory information:

- **Student's name**
- **Electronic mail address**
- **Photograph**
- **Degrees, honors, and awards received**
- **Photograph**
- **Date and place of birth**
- **Major field of study**
- **Dates of attendance**
- **Participation in officially recognized activities and sports**
- **Weight and height of members of athletic teams**
- **The most recent educational agency or institution attended**
- **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**

### **LAYC Career Academy Open Meetings Policy**

The Open Meetings Act (OMA) requires that any gathering of a quorum of a public body where members consider, conduct or advise on public business offer the opportunity for the public to observe the meeting (DC Official Code 2-574(1)). LAYC Career Academy works in full compliance with the OMA for all of its board meetings including posting meeting dates in advance, recording meetings and all other aspects of the act.



**Appendix: Behavior Consequence Matrix** [here](#)

## Admissions Policy:

LAYC Career Academy accepts applications year round. We enroll new students on a rolling admissions basis.

### Eligibility requirements:

Students **MUST** be between ages 16-24

Students **MUST** be a DC Resident

If you meet the above eligibility requirements, we encourage you to complete the following steps:

#### 1. Apply

- Students are able to apply either:
  - in person at 3224 16<sup>th</sup> St NW Monday – Friday from 9 am - 3 pm
  - OR
  - online at [www.laycca.org](http://www.laycca.org)

#### 2. Return with ALL required documents

- Application
- Proof of Age
- Proof of DC residency
- Vaccination records and up to date tuberculosis test results
- Withdrawal form from previous school, copy of HS diploma/Transcript, or GED scores

#### 3. Complete internal documents and student survey onsite at the school

- Internal Documents (Intake Form, Release of Information, Media Release, Lunch application, Open Lunch Permission form, Home Language survey)
- Online Enrollment Form (Powerschool)

#### 4. Orientation

It is **MANDATORY** that all students (new and returning) attend an orientation upon completion of the steps listed above.

#### 5. CASAS Exam

Incoming students are required to take the CASAS exam (placement exam). The exam is used to assess the students proficiency in reading and writing. Based on the students NRS level, we provide a schedule that will support the student and increase their comprehension.

### Lottery Random Selection Process

1. The application acceptance deadline is the last Friday in June at 3 PM. If we have more applicants than we can enroll, we will then have a lottery on the last Monday in July at 3 PM. In the event that a lottery will take place, details of the lottery will be posted on the website at least 48 hours in advance.

2. In accordance with DC School Reform Act: (Sec 38-1802.06) the LAYC Career Academy PCS is open to any resident of the District of Columbia between the ages of 16 and 24. LAYC Career Academy PCS prohibits discrimination on the basis of a student's race, color, religion, national origin, language spoken, intellectual or athletic ability, measures of achievement or aptitude, or status as a student with special needs.

3. In accordance with the above, the name of every applicant who is a resident of the District of Columbia and will be between the ages of 16 and 24 on the first day of orientation will be written on an index card.

4. All cards will go into a box that will be shaken to ensure cards are shuffled.

5. A Board member, member of school administration, or other disinterested party will draw cards from the box. The first card will be given the number 1 and first slot in the school, second card drawn number 2 and second slot, and so on until all spots have been filled.

6. We will then continue to draw cards for the waitlist, starting with 1st spot on the waitlist until we have pulled all the remaining cards.

7. Any additional applications received after the deadline will be placed at the end of the waitlist in the order their application was received.

8. Following the lottery, students will be notified by e-mail or telephone within one week and will have 2 weeks to claim their spots before they are open to other students on the waiting list. Only students who can complete all necessary enrollment paperwork (proof of residency, etc.) will be fully admitted and enrolled.

9. In compliance with PCSB Policy, the only lottery exemptions will be:

I. Students who are already admitted to the charter school, which includes students who were admitted previously and deferred enrollment (in writing)

II. Siblings of students admitted to or attending the charter school

III. Children of the charter school's founders\*

IV. Children of the charter school's teachers\*

\* Preference in admission may be given so long as enrollment is limited to no more than 10% of the school's total enrollment or to 20 students, whichever is less.