

DISCIPLINE POLICY

The YouthBuild PCS is a school of choice for older teens and young adults who have not completed High School. Students have made a conscious choice and effort to enroll in and attend YouthBuild and to reengage in their education. YouthBuild believes that all students regardless of race, gender, age, sexual orientation, background, ability, or any other factor have the basic right to an education and the opportunity to earn a GED as well as career training. YouthBuild expects that all members of the school community conduct themselves in a manner to uphold and maintain these rights.

YouthBuild's Discipline Policy ensures that students are well prepared for the workforce after graduation and are provided ample opportunities to adjust their behavior prior to leading to a dismissal from the program. Although a strong support system is in place to assist students, self-determination is essential to student achievement.

Part of our mission is to prepare students for the workplace or post-secondary education. Students must be prepared to put forth the effort needed to complete the requirements of a demanding program. To succeed at YouthBuild, students must express a willingness to participate in a rigorous academic and vocational setting, a setting that emulates a workplace environment.

Our Student Discipline policy reflects the YouthBuild mission and philosophy – students can change their lives for the better, provided that they take primary responsibility for doing so. Remaining a part of the school requires a level of student responsibility to meet all school requirements.

Students are expected to follow the Expectations for Student Excellence:

- Arrive before 9 am every day, be in class on time, and be completely prepared.
- Be honestly engaged in all learning activities.
- Wear the designated uniform and comply with the school dress code from the start of the year.
- Communicate positively, using appropriate language at all times while at YouthBuild PCS.
- Eliminate all distractions to learning (i.e. phones, electronics, coats, jackets, and food).
- Ask for help as needed.

Staff members are expected to:

Be dedicated	Be respectful	Be reasonable
Be encouraging	Be determined	Be helpful
Be understanding	Be youthful	Stay ready
Demonstrate intelligence	Be enthusiastic	Be engaging
		Respect student
Be thoughtful	Be knowledgeable	space/ privacy
Have a positive attitude	Have energy	Not display favoritism

Student Code of Conduct

YouthBuild staff and students are expected to behave in ways that are respectful of others and supportive of teaching and learning. Three principles guide the Discipline Policy:

- Do no harm.
- Show respect to everyone and everything.
- Take responsibility for your own learning, and refrain from interfering with the learning of others.

Any YBPCS student behavior that does not comply with these expectations will be addressed immediately and remedied with an appropriate consequence.

YouthBuild students are held to the Code of Conduct and ethical standards as well as logical consequences while wearing YouthBuild uniform and during the entirety of school hours, including during lunch and while traveling to and from the construction site. This extends even through the lunch period from noon to 1:00 pm where students may be outside the physical school building. Any students found in violation of the Code of Conduct will be held 100% accountable for their actions.

Cell Phone and Student Electronics

YouthBuild DC PCS understands that a student may bring a cell phone or other electronic device to school. Cell phones and other electronic devices are permitted to be brought to school, but must be put on vibrate, silent, or be turned off and are not to be used during instructional time. Cell phones and personal electronics may be used to advance instruction in the classroom or as an accommodation to foster classroom participation with teacher or staff permission. Where the use of said device is deemed a distraction and/or a disruption to the learning environment, the student will be directed to cease using the electronic device by a member of the YouthBuild staff. Failure to comply will result in a Level I infraction.

In the event of an emergency, a student must acquire the permission of the teacher or staff to step out of the learning environment in order to use their cell phone or other electronic device in a specific location ex. Main Office. We encourage students to inform their family, friends and other persons of their school schedule.

YouthBuild DC PCS and its employees are not liable for any cell phone or electronics device that is missing or damaged while a student is at school or participating in a school activity.

Food and Beverages in Classrooms

Students may have coffee, tea, water, or juice in closed containers or cups with lids. The consumption of drink items should not disrupt instruction or distract peers. If items are

disrupting instruction and/or learning, the student will be asked to remove the item. Failure to do so will result in a Level I infraction.

Food/eating is not allowed during instructional time. Students who have food in class will be asked to remove the item. Failure to do so will result in a Level I infraction .

Any student requiring a medical accommodation to this policy must present a documented medical need from a medical doctor in writing. The school reserves the right to request additional documentation or repeated documentation.

Students in the Community

YouthBuild student interactions with community neighbors, pedestrians, or any person should be guided by our values of RESPECT, COMMUNITY, RESPONSIBILITY AND DIGNITY, and students are expected to refrain from any activity that will bring YouthBuild into disrepute.

Students are to abide by the following guidelines:

- Student Code of Conduct should be followed while the student is at school, including during the lunch break, transition to or from school (either on the way to school; during lunch break period; or travelling from school); transition to or from a construction site or project; or in attendance at any school event or sanctioned activity. Students represent the school community while they are in school uniform. The Code of Conduct will apply while students are traveling to and from school.
- The school grounds are a Drug Free school zone which entails 1,000 ft.
- Students may not use tobacco products, e-cigarettes, marijuana, or similar products within 1,000 feet of the school.
- Criminal activity during the school day, on the way to school or from school by a student will be considered under the strictest adherence of the Code of Conduct.

Refusal to Comply with School Personnel

Students are expected to comply with all reasonable requests made by school personnel, including documenting incident reports. Student refusal to comply constitutes an admission of fault and/or guilt. Those who choose not to comply will receive consequences commensurate with the Code of Conduct violation of which they have been accused.

Use of Tobacco Products, E-cigarettes, or Similar Products

Students who are legally permitted to use tobacco products, e-cigarettes or similar products may be in possession of the item in school but never use the item in the school setting, school grounds, or within 1,000 feet of the school, to include the sidewalk in front of our school, or, on the 16th Street sidewalk in front of neighbors adjacent to the school, or in the outdoor lounge area in front of the school.

Approach to Discipline

At YouthBuild, discipline is an opportunity for learning, growth, and community-building. The goal of discipline is to encourage accountability and responsibility through personal reflection within a collaborative process. Our approach allows the act (unacceptable behavior) to be rejected, while acknowledging the intrinsic worth of the person and his/her potential contribution to the school. The approach always rejects the ‘ACT not the ACTOR’ and separates the ‘DEED from the DOER’.

We believe that teachers and leaders will minimize misbehaviors by building and maintaining strong relationships with each student; building and maintaining strong classroom community; building school pride; teaching social and academic competence; proactively creating and teaching the systems, routines and expectations of the classroom; and planning and delivering engaging lessons. In total, we believe that discipline is proactive and not reactive.

Student Consequences

All student consequences are logical consequences and may fall in one (1) or more of the response categories below:

Verbal Warning/Reminder

Any faculty or staff member may give verbal warning/reminder and the student is expected to immediately comply in order to resolve the issue.

Referral to Dean’s Office

A student, who is unresponsive, non-compliant and/or disruptive to the learning environment, may be removed to the Dean’s Office at the staff’s discretion. The student will not be allowed to return to class until the situation is reconciled in a meeting with the teacher or staff member. If a student removes themselves from the learning environment without permission, they too will not be allowed to return to class until the situation is reconciled in a meeting with the teacher or staff member.

Reparation

When a student’s actions are deliberate, or the result of simple carelessness, impulsivity, or forgetfulness, the opportunity to take responsibility by fixing the damage or harm they have caused, to include mending the broken relationship, will be provided. In order for reparations to be meaningful, students have to recognize and understand the impact of their choices, and learn replacement habits.

A student may be expected to perform service to correct or repair any damages or harm which may have been caused. Examples of this may include community service projects.

Loss of Privilege

When a student’s actions are deliberate, or the result of simple carelessness, impulsivity, or forgetfulness, the student may lose privileges to include eligibility for incentives/rewards, participation in trips and programs etc. Losing privileges can send a clear message that students are responsible for managing themselves if they are to fully participate in the activities of the

school. As a school, we are intentional about ensuring that privileges are afforded to Students who take responsibility for following the rules.

Mandatory Participation in Instructional and/or Support Program

A student may be expected to: attend a course such as anger management, conflict resolution, peer mediation or stress reduction; participate in group or individual counseling, or attend other programs. This may be recommended by the Head of School, Culture Team and/or Case Management. A student may be required to participate in an Instructional Program in addition to a Written Reprimand.

Written Reprimands

Written Reprimands will be issued by the Head of School or Dean for violations of the Code of Conduct to document student behaviors.

Removal

A student who receives two (2) referrals in one day will not be allowed to return to class for the remainder of the day and will be directed to meet with his/her case manager. The student will not earn his or her stipend for the day.

Disciplinary Probation

A student is placed on Disciplinary Probation for violations of the Code of Conduct. Failure to meet the terms of Disciplinary Probation may result in expulsion.

Suspension

Students may be suspended for any Level II, III or IV infraction for a period of time as determined by the school administrator, and where previous attempts at encouraging corrective behavior have failed, or the student poses a safety risk by remaining in the building.

Emergency removal

The immediate out-of-school suspension or disciplinary unenrollment of a student based on the school's reasonable belief that the student's presence poses an immediate and continuing danger to other students or school staff.

Expulsion

Students may be expelled for any Level IV behavior. An expulsion is the permanent removal of a student from the YouthBuild program. That student will not be allowed to reapply at YouthBuild.

Disciplinary consequences may only be assigned by a school administrator and/or his/her designee. Students may be assigned one or a combination of two or more consequences for a behavior as deemed appropriate by the administration.

Referral Process

In the event that a teacher/staff has exhausted all tier 1 interventions and requires additional support in managing a student's behavior, the teacher will contact the Dean's Office through the following procedure:

1. Teacher text for support and documents incident via Quickbase.
2. Culture Team responds to assess the situation to determine whether or not to remove the student from location. After assessing the situation, the Culture Team will:
 1. Whisk the student to the nearest private location to have a "Get Back in the Game" conversation. (L2)
 2. Support both teacher and student at location. (L2)
 3. Remove the student from location. (L3 & 4)
3. In all three circumstances, the student is given an opportunity to reflect. The Culture Team supports them in reflecting on their actions and through the Restorative Practices process. The student will not be returned to class until they conference with the teacher/staff.
4. Culture Team assigns logical consequence(s).
5. Culture Team schedules and facilitates a conference with all involved, guided by the Restorative Practices process.

Remote Referral Process

1. Teacher silences student's mic, puts students in breakout room to await Culture Team.
2. Teacher text for support: Student Name, Cohort, Infraction.
3. Teacher documents misbehaviors via referral form in QuickBase.
4. Culture Team responds by logging into the online class to assess the situation and determine whether or not to remove the student. After assessing the situation, the Culture Team will:
 1. Have a "Get Back in the Game" conversation in the breakout room. (L2)
 2. Support both teacher and student back in the online class. (L2)

3. Remove the student from online class to virtual Dean's Office. (L3 & 4)
5. In all three circumstances, the student is given an opportunity to reflect. The Culture Team supports them in reflecting on their actions and through the restorative practices process. The student will not be returned to class until they conference with the teacher/ staff.
6. Culture team assigns logical consequence(s).
7. Culture Team schedules and facilitates a conference with all involved, guided by the Restorative Practices process.

Disciplinary Process - Restorative Practices

As expressed in our Approach to Discipline section above, at YouthBuild discipline = learning. To ensure social-emotional learning and that we are holding students accountable and keeping our community safe, we engage in the Restorative Justice Process, particularly for level II, III and IV infractions. With accountability, community, safety and competency development as the main goals, the steps in the Restorative Justice process include:

- Include
 - Giving the victim, offender and affected community the opportunity to participate meaningfully in the restorative process. This means more than a token offer to observe or to make a statement. It means giving those parties the opportunity to participate as fully as they wish.
- Encounter
 - Bringing together the offender, the victim and community members who have also been touched by the offense, the victim or the offender, to reconcile and repair the harm done and restore the relationship. This happens in a restorative circle (conference). Restorative circles can take many forms.
- Amend
 - The wrongdoer takes steps to make amends for his or her actions in tangible ways. Restitution is one way that this can be done, but there are others as well. Upon reflection on the agreements reached during encounters, there are four key elements when offenders make amends:
 - Apology

- Changed behavior
 - Restitution/Reparation/Restoration
 - Generosity
- Reintegrate
 - A fundamental value of restorative practice is that both victim and offender be reintegrated into their communities as whole, contributing members of those communities. This is important because of the restorative justice vision of building peaceful communities in the aftermath of disruption.

Student Behavior Classification

YouthBuild explicitly prohibits any acts that will disrupt learning and/or teaching. The following chart indicates behaviors and consequences. The chart is not all-inclusive and behaviors outside of this chart will be considered on an individual basis according to the severity and impact of the behavior.

A safe and orderly school environment is critical to a students' learning and development. The disciplinary policy supports our efforts to ensure this kind of environment for students and staff by (1) identifying misbehavior that negatively impacts the learning environment and (2) outlining responses that can lead to positive and lasting solutions.

The Disciplinary Policy has four levels for misbehavior and response –

- Level I: Teachers respond with classroom-level practices.
 - Level II: Teachers respond with their classroom-level practices but may decide to seek additional support from the Culture Team.
 - Levels III and IV: Teachers immediately contact Culture Team for support, especially if there is an imminent or ongoing safety threat.
1. All references to behaviors include verbal, physical, cyber, or other electronic communication
 2. All rules apply to all YouthBuild DC PCS activities including worksite, field trips, and off-site events as well as class time (both in-person and virtual).
 3. Student disciplinary matters and outcome are kept confidential. Under no circumstances may students threaten, retaliate, or demonstrate threatening behavior to a staff member of YouthBuild DC PCS for reporting student behavior. Any such behavior will be grounds

for expulsion.

Level I - Teacher Handled	
<p style="text-align: center;">Uncooperative Behaviors</p> <p>These behaviors tend to be minor but do not meet daily expectations. They may be disruptive to others around them or impact the individual only. They are insubordinate or cause minor disruptions to the academic environment but do not involve damage to school property or harm to self or others.</p>	<p style="text-align: center;">Guidance for Responses</p> <ul style="list-style-type: none"> • Teacher: Employ tier/level 1 response • Teacher: Assign logical consequence and let the Culture Team know if support is needed to execute consequence • Dean: Supports in the execution of logical consequences (if needed) • Leadership: Consult/support as needed • MTSS: Consult/support as needed
Food	<p>1. Least Invasive Interventions:</p> <ul style="list-style-type: none"> • Non-verbal cues • Reminding and redirecting • Restating expectations • Anonymous verbal correction • Quick private correction • Positive class practice • Time and Space/Quick break to reset <p>2. Classroom-Based Logical Consequences:</p> <ul style="list-style-type: none"> • Privilege loss
Uniform violation	
Unprepared for class/disengaged from learning	
Disruption (ex. talking out of turn, being off-task, being out of seat without permission, excessive noises, interrupting teacher/ lesson).	
Not following directions (NOT persistent refusal). For example, refusing to participate, provide identifiable information, or follow a direction.	
Improper technology use Ex. playing games when instructed to complete assignments, playing music, visiting non-academic websites without permission, answering phones in class.	
Roughhousing, playing, running that does NOT cause harm to someone and/or damage to property	

Dishonesty/lack of integrity that does not cause harm to others or disrupt school environment	<ul style="list-style-type: none"> • Problem-solving with student • Seating change • Situation-based consequence • Parent contact (if applicable) • Parent conference (if applicable) • Additional assignment • Apology (public or private) <p>3. Failure to respond to teacher intervention and correct behavior the first time = No Stipend Earned</p> <p>4. ALL persons involved MUST participate in a restorative conference/circle.</p>
Inappropriate language/profanity or obscene/offensive language or gestures towards peers (NOT directed at someone)	
Unauthorized possession or use of electronic devices/school equipment/supplies/facilities in a manner that does not harm the equipment or anyone else or anything	
Unexcused tardiness for school or class	
Any behavior that causes minor disruption to the academic environment but does not involve damage to school property, or harm to self or others	

Level II - Teacher Handled w/ some support from Culture Team - Support Text

<p style="text-align: center;">Disorderly Behaviors</p> <p>Level II misbehavior represent behaviors that are becoming more disorderly and may warrant support from the Student Support Team. They cause disruption to the academic environment, involve damage to school property, or may cause minor harm to self or others.</p>	<p style="text-align: center;">Guidance for Responses</p> <ul style="list-style-type: none"> • Teacher: Employ tier/level 2 response • Teacher: Assign logical consequence and let the Culture Team know if support is needed to execute consequence • Teacher: Contact Culture Team <u>proactively</u> for those behaviors marked with ST (Support Text) • Dean: Responds with the goal of quickly addressing misbehavior and reintegrating student into class or supporting teacher and student(s) in class • Dean: Supports in the execution of logical consequences (if needed) • Leadership: Consult/support as needed • MTSS: Consult/support if needed
<p>Persistent defiance (may be publicly disruptive or demand attention in order to ensure safety). (ST)</p>	<p>1. Least Invasive Interventions (refer to level I)</p>
<p>Lying or giving misleading information which does cause harm to others or disrupts the school environment.</p>	<p>2. Classroom-Based Logical Consequences:</p>
<p>Inappropriate language/profanity or obscene/offensive language or gestures towards peers (directed at someone) (ST)</p>	<ul style="list-style-type: none"> • Privilege loss
<p>Defacing school property (damage is not permanent and can be fixed by the student). (ST)</p>	<ul style="list-style-type: none"> • Problem-solving with scholar • Seating change
<p>Horseplay, playing or otherwise disruptive behavior that causes safety issues for others and/or damage to property. (ST)</p>	<ul style="list-style-type: none"> • Situation-based consequence
<p>Academic dishonesty (ex. plagiarism, cheating, or copying). (ST)</p>	<ul style="list-style-type: none"> • Parent contact (if applicable)

Inappropriate or unwanted physical contact (ST)
Walking out of class without permission (ST)
Wandering, loitering, unauthorized presence in hallway during class time (ST)
<p>Any behavior or other conduct not specifically enumerated in any other Level in this chapter that causes disruption to the academic environment, involves damage to school property, or may cause minor harm to self or others</p>

- Parent conference (if applicable)
 - Additional assignment
 - Apology (public or private)
- 3. In-school Consequence (ST)**
- Community Service or restitution
 - Privilege loss
 - Situation-based consequence
 - Parent contact (if applicable)
 - Parent conference (if applicable)
 - Written apology and/or commitment
 - Remove and reflect
- 4. ALL persons involved MUST participate in a restorative conference/circle.**
- 5. Social-Emotional Support (TBD after patterns/data)**
- Referral to MTSS (individual basis)
- 6. Level 2 violation = No Stipend Earned**

Level III - Teacher must refer student to Culture Team - Referral

<p style="text-align: center;">Seriously Disruptive and/or Unsafe Behaviors</p> <p>Misbehavior has increased to a level that is unsafe, disruptive well beyond what is reasonable to address at a class level or both. These behaviors cause significant disruption to the academic environment or cause harm to self or others.</p>	<p style="text-align: center;">Guidance for Responses</p> <ul style="list-style-type: none"> • Teacher: Contact Culture Team • Culture Team: Respond, remove student, investigate, engage Restorative Process • Culture Team: Facilitate completion of logical consequence • Head of School: Approve escalated consequence • MTSS: Plan development/implementation
<p>Two or more Level 2 infractions in one (1) school day/Repeated (3 or more) Level 2 infractions in a week</p>	<p>1. Referral</p> <ul style="list-style-type: none"> • Immediate removal from location of incident • Safe transition to Dean’s Office <p>2. Investigation</p> <ul style="list-style-type: none"> • Staff account • Student account <p>3. Reflection & Debrief</p> <p>4. Restorative (Practices) Process</p> <p>5. In-school Consequence</p> <ul style="list-style-type: none"> • Community Service or restitution • Privilege loss
<p>Obscene language, profanity, slurs, seriously offensive gestures, abusive or other harmful language or gestures</p>	
<p>Touching, language, gestures, or exposure of a sexual nature</p>	
<p>Hazing or bullying (unwanted harmful behaviors toward another that involves a real or perceived power imbalance).</p>	
<p>Verbal, written, or physical threat to person or property (including intimidating postures)</p>	
<p>Interfering with school authorities or participating in a disruption of the school’s operation</p>	
<p>Gambling, forgery, extortion</p>	
<p>Posting or distributing material or literature that is disrespectful, demeaning, humiliating, or damaging to students and/or staff. This includes posting material on internet or sending material electronically</p>	
<p>Lewd or indecent public behavior or sexual misconduct</p>	
<p>Activating false alarm</p>	

Sale or distribution of any legal item without authorization	<ul style="list-style-type: none"> • Situation-based consequence • Parent contact (if applicable) • Parent conference (if applicable) • Written apology and/or commitment • Remove and reflect <p>6. Referral to MTSS</p>
Fighting or physically aggressive behavior that causes no or minor injury (including attempting to or successfully punching, slapping, scratching, kicking, wrestling, spitting, biting, throwing objects, and any other striking of others).	
Destruction or serious defacement of school or private property (the damage is lasting; the student cannot fix it).	
Theft of or knowingly possessing money, technology, property, and/or any item belonging to someone else or the school	
Possession or use of tobacco, e-cigarettes, or similar product by a minor	
Engaging in gang-related/crew affiliation behavior (including wearing gang apparel, writing graffiti, making gestures/signs, making statements, etc.).	
Inappropriate use of school computer or network or personal electronic device to access restricted websites, offensive materials	
Possession/use of any form of pornography or drawings of a sexually explicit or violent nature (excluding child pornography)	
Possession of tools or instruments which school administrators deem could be used as weapons	
Any behavior or other conduct not specifically enumerated in any Level that causes significant disruption to the academic environment or causes harm to self or other	

Level IV - Teacher must refer student to Culture Team - Referral

<p style="text-align: center;">Dangerous Behaviors</p> <p style="text-align: center;">This misbehavior deeply violates the physical and/or emotional safety of staff and/or scholars.</p>	<p style="text-align: center;">Guidance for Response</p> <ul style="list-style-type: none"> • Teacher: Contact Student Support Team • Dean: Inform/Consult School Administration for final determination • Head of School: Approve suspension/expulsion • Dean: Assign other logical consequences and conduct restorative practices • MTSS: Plan development/implementation
<p>Demonstrated pattern of behaviors (3 or more) at Level 3</p>	<p>1. Referral</p> <ul style="list-style-type: none"> • Immediate removal from location of incident • Safe transition to Dean’s Office <p>2. Investigation</p> <ul style="list-style-type: none"> • Staff account • Student account <p>3. Reflection & Debrief</p> <p>4. Restorative (Practices) Process</p>
<p>Violation of a Disciplinary Probation or Final Probation Contract</p>	
<p>Any criminal activity on school grounds or during a school activity (e.g. field trip, construction site)</p>	
<p>Fighting or physically aggressive behavior that inflicts bodily harm</p>	
<p>Tampering with, changing, or altering an official record or document of a school</p>	
<p>Recording or sharing any lewd or sexual acts or behaviors including pornography</p>	
<p>Participating in group fight which has been planned, causes major disruption to school day or results in substantial bodily injury</p>	
<p>Retaliation for reporting harassment and sexual harassment</p>	

<p>Inciting others to violence or disruption</p>	<p>4. Restorative (Practices) Process</p> <p>5. In-school <u>OR</u> Out-of-School Suspension Consequence</p> <ul style="list-style-type: none"> Other in-school consequences may be assigned <p>6. Referral to MTSS</p> <p>7. Expulsion may be considered depending on a number of factors and determined by Head of School</p>
<p>Hazing or bullying that causes serious emotional distress (unwanted harmful behaviors toward another that involves a real or perceived power imbalance).</p>	
<p>Verbal, written, or physical threat to person or property (including intimidating postures) that causes serious emotional distress</p>	
<p>Persistent harassment based on actual or perceived race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an interfamily offense, or place of residence or business</p>	
<p>Using, selling or distributing marijuana, prescription drugs, controlled dangerous substances, imitation controlled substances, inhalants, other intoxicants, controlled or drug paraphernalia</p>	
<p>Possession or use of alcohol or distribution of alcohol to minors</p>	
<p>Possession of drug paraphernalia or controlled substance, irrespective of the amount or type, pursuant to the criminal statutes of the District of Columbia, codified at D.C. Official Code § 48- 1101 et seq. (2001)</p>	

Contaminating food or any other substance used by staff, students, or visitors		
Theft or attempted theft using force, coercion, intimidation, or Threat of violence; theft or destruction of property of a value greater than \$500		
Arson/bomb threat/biohazard		
Commission or attempted commission of any act of sexual assault or sexual aggression		
Possession of a weapon, fireworks or explosives or use of an article that is not normally considered a weapon to injure another individual		
Causing serious disruption or damage to the school's computer systems, electronic files, or network		
Use, possession, or bringing to school a loaded or unloaded firearm, as defined in 18 U.S.C. § 921 (2000), including but not limited to pistols, blank pistols, starter pistols, revolvers, rifles, and shotguns OR any behavior that violates the Gun-Free Schools Act		
Assault (with or without a weapon)		
Selling, transferring, using or possessing alcohol or other controlled substances and/or paraphernalia		
Sexual harassment		
Possession, sale, or use of a facsimile of a weapon or of a simulated controlled substance with the intention of threatening or deceiving others		
Possesses a firearm, knife, or any dangerous object in a manner that endangers school safety		
Engaging in threatening, dangerous, or violent behavior that is gang-related		
Possession or distribution of pornography		

<p>Engaging in sexual acts on school premises or at school-related functions which is consensual with another student. Note engaging in such acts with minors may be a criminal activity and result in more severe consequences.</p>		
<p>Any other intentional use of violence, force, coercion, Threats, intimidation, or other comparable conduct which causes or attempts to cause severe physical injury, substantial disruption, or obstruction of any lawful mission, process, or function of the school OR any behavior or other conduct not specifically enumerated in any other Levels that is illegal, causes significant disruption to the school operation, or causes substantial harm to self or others.</p>		

Student Behavior Definitions

Academic Dishonesty any conduct that unfairly influences academic outcomes including

- plagiarism including the adoption or reproduction of ideas, words, or statements of another person or source without giving acknowledgement or credit to the person or source;
- cheating includes any attempt to give or obtain assistance in with a test or examination without permission or acknowledgement;
- deception including giving false information to instructional or school staff (e.g. a false excuse for a missed assignment);
- fabrication including altering data, information and documents affecting any student's academic record, forging signatures or falsifying information;
- sabotage including creating situations to prevent others from completing their work (e.g. destroying another student's work);
- unauthorized access including gaining unauthorized access to computer systems, school records and information, viewing or alternating any records, modifying computer or school records, etc.

Assault - being physically violent, using unwarranted force, or demonstrating a deliberate and immediate intent to be physically violent towards another. Assault does not include: 1) incidental touching unless it is flagrant, purposeful, repeated, or results in the threat of imminent harm; or

2) Self-Defense or the defense of someone else who is being assaulted if the force used in defense is reasonable in response to the Assault.

Bodily injury means a cut, abrasion, bruise, burn, or disfigurement; physical pain; illness; impairment of the function of a bodily member, organ, or mental faculty; or any other injury to the body, no matter how temporary.

Distribution - the transfer to any other person, with or without the exchange of money or other valuables.

Documented Pattern of Persistent Behavior – repeated commission of the same or similar infraction. Behavioral occurrences in a single class period are considered a single infraction. To impose disciplinary action using this standard, prior infractions must be documented no later than two school days after than the occurrence of each infraction. Only infractions occurring within the current school year shall be considered in the assessment of whether a pattern of behavior exists.

Emergency removal - means the immediate out-of-school suspension or disciplinary unenrollment of a student based on the school's reasonable belief that the student's presence poses an immediate and continuing danger to other students or school staff.

Expulsion means the removal of a student from the student's school of enrollment for disciplinary reasons for the remainder of the school year or longer, in accordance with local education agency policy.

Emotional distress means mental suffering or distress that requires more than trivial treatment or counseling.

Extortion or blackmail - obtaining, or attempting to obtain, money or property from another person, with or without that person's consent, induced by wrongful use of force or intimidation, or the Threat thereof.

False Alarm - triggering a fire alarm or initiating a report of fire or emergency without valid cause, or accessory to this offense.

Fighting - engaging in or provoking physical contact involving anger or hostility. Fighting includes, but is not limited to, the following: (a) Engaging in mutual physical contact involving anger or hostility; (b) Teasing, harassing, threatening or intimidating others in a manner that results in physical contact involving anger or hostility; (c) Physical retaliation for teasing, harassing, threatening, or intimidating behavior; or (d) Verbally inciting or physically supporting a fight through one's encouragement or presence.

Unless the administration determines, without doubt, that any participant in a physical altercation is clearly defending himself/herself from an aggressor or aggressors, then the physical altercation will be considered a fight in which all parties share equal responsibility.

Forgery - forging notes or letters from parents, guardians, teachers, staff members, or office personnel; or the falsification of travel plans or sign-out designations.

Gambling - playing cards, dice, or games of chance for money or other things of value.

Gang - a group of individuals that are involved in illegal, intimidating or harassing conduct.

Gun-Free Schools Act – Federal law requiring states to have a law in place requiring the Expulsion of a student who is found to have brought a firearm to school, 20 U.S.C. § 7151.

Harassment - verbal or physical conduct or communication relating to an individual's actual or perceived race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an intrafamily offense, or place of residence or business, in a manner that denies or limits a student's ability to participate in or benefit from an educational program or activity or creates an intimidating, threatening or abusive environment for students, employees, or others in the school environment, or interferes with employees' performance of their job duties or the effective performance of the school-related functions of others. Harassment also includes written or verbal communications that are electronically transmitted with the intention of creating or causing the same harm described above.

Hazing - actions taken against a person for the purpose of being initiated into a group that endangers the mental or physical health, well being or safety of a student, and results in humiliation, embarrassment, ridicule, intimidation or shame.

In-school suspension means temporarily removing a student from the student's regular class schedule as a disciplinary consequence, during which time the student remains on school grounds under the supervision of school personnel who are physically in the same location as the student.

Intentional Misuse of School Equipment/Supplies/Facilities - deliberately misusing school equipment, supplies, or facilities, including failure to follow safety rules.

Long-Term Suspension – Suspension for six (6) to ninety (90) school days.

Possession - knowingly carrying or having an item on one's person, or exercising control over an item, that is prohibited from being on school grounds, that is either in the possession of a third-party or has been intentionally placed in a location on or near school property for the purpose of disposing of the item or retrieving the item at a future time.

Self-Defense - defensive behavior that occurs while an Assault is being inflicted on oneself or another, and is not more forceful than absolutely needed to deflect the violence suffered and prevent continuing injury or harm to oneself or the other person. Examples of Self-Defense are

deflecting blows without returning them and holding or holding back an attacker to keep him/her from continuing to Assault. Defensive behavior that is considerably more forceful than needed for legitimate Self-Defense may be considered Assault.

Sexual act - any sexual act committed among two consenting parties

Short-Term Suspension – on-site or off-site Suspension for one (1) to five (5) school days.

Threat - the communication of an intention to intimidate, harass or inflict violence, harm or terror on an individual or group of individuals, directly or indirectly, whether by physical, verbal, written, telephone, or electronic actions, which cause the other person to believe his or her life or safety, or property, is in danger.

Trespassing - being present on school property without permission of school authorities. This includes entering any school district property, except an approved Alternative Educational Setting, while serving an off-site Suspension or Expulsion or attending any school function at any location while serving a Suspension or Expulsion in contravention of § B2504.6.

Use– when referring to alcohol, marijuana or other illegal drugs, or prescription medication, means a finding, based on reasonable evidence, that a student was found to have consumed such substances without proper authorization, or that a student was found, based on reasonable evidence, to be or have been under the influence of same while under the jurisdiction of DCPS authority.

School-related arrest means an arrest of a student for an activity conducted on school grounds, during off-campus school activities, while taking school transportation, or due to a referral to law enforcement by the student's school.

Willful defiance means disrupting school activities or intentionally defying the valid authority of school staff.

Weapons include, but are not limited to: (1) Weapons enumerated in D.C. Official Code §22-4514 (2001); (2) Firearms as enumerated in 18 U.S.C. § 921 (2000); (3) Knives (e.g. bowie, dirk, lock-blade, hunting, pen, pocket, switchblade, utility, boxcutter, etc.); (4) Martial arts devices (e.g. Chinese stars, ‘nunchucks’, etc.); (5) Air gun, bb gun, paintball gun; (6) Other weapons or instruments designed to be or commonly used as weapons (e.g., chains, clubs, knuckles, nightstick, pipes, studded bracelets); (7) Mace, pepper spray, tear gas; (8) Explosives; (9) Slingshot; (10) Bullets; (11) Chemical weapon; and (12) Razor blade or razor.

BULLYING, SEXUAL HARASSMENT, THREATENING, FIGHTING, PROMOTION OF FIGHTING OR OTHER VIOLENT BEHAVIOR

In the interest of preserving the safety of the students and staff at YouthBuild, the school has an anti-violence policy. Harassing, threatening bullying, cyber-bullying, and promoting fighting or other violent behavior, and fighting are taken very seriously.

Bullying, intimidation, or harassment is defined as any severe, persistent, or pervasive **physical, electronic, or verbal conduct**, including but not limited to harassment based on a student's actual or perceived race, color, ethnicity, religion, national origin, sex,

age, marital status, personal appearance, sexual orientation, gender identity/expression, genetic information, disability, or any other distinguishing characteristic, or based on association with a person or group with any of the actual or perceived characteristics listed above.

It is directed toward a student(s) that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing the student(s) in reasonable fear of physical harm to the student's person or property;
2. Causing a substantially detrimental effect on the student's physical or mental health;
3. Substantially interfering with the student's academic performance; or
4. Substantially interfering with the student's ability to participate in or benefit from the services, activities, or privileges provided by a school.

Sexual harassment is illegal. Sexual harassment is defined as verbal or non-verbal unwelcomed sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature that substantially interferes with a student's education, or creates an intimidating or hostile environment. Sexual harassment is prohibited at YouthBuild.

Sexual harassment may involve individuals of the same or different sex and may include a range of behaviors including: words, signs, jokes, pranks, sexual propositions, sexual innuendo, suggestive comments, foul or obscene language, intimidation, physical contact, or violence in person or electronically.

Cyber bullying is defined as the use of information and communication technology to bully, embarrass, threaten, or harass another. It also includes the use of information and communication technology to engage in conduct or behavior that is derogatory, defamatory, degrading, illegal, and/or abusive.

The use of cell phones and other technology—including computers, e-mail and social networking sites—to harass, bully, threaten or defame a student or employee is specifically prohibited. Any student who feels s/he is a victim of cyber bullying should report the incident to the Dean.

Any student found complicit in the posting, sending, or execution of such material will be subject consequences under the Code of Conduct and Ethics for YouthBuild.

Threatening behavior is defined as an expressed or implied threat (verbally, physically, electronically, or in writing) to interfere with: 1) the health or safety of any individual associated with YouthBuild 2) with YouthBuild property; or 3) property on YouthBuild or construction site premises belonging to others. Any student who engages in threatening behavior will be subject to serious disciplinary action, including suspension and/or expulsion.

Threat/False Threat - No student shall make any threat through written or verbal language, sign, or act which conveys a serious expression of intent to cause harm or violence. Furthermore, no student shall make a false threat of harm or violence, even jokingly, which causes or is reasonably likely to cause fear or a disruption to school activities. All threats and false threats will be subject to serious disciplinary action.

Promoting fighting or other violent behavior is defined as the use of passive or active: resistance, noise, threat, fear, intimidation, coercion, force, violence, recording devices, social media, electronic devices, or any other form of conduct that causes the disruption of any lawful function, mission, or process of the YouthBuild.

Fighting is defined as the exertion of physical force to harm someone or potentially harm someone. Fighting is one of the most egregious violations of the Code of Conduct. If a student engages in a fight, while representing the school, s/he is subject to serious consequences, including expulsion.

Unless the administration determines, without doubt, that any participant in a physical altercation is clearly defending himself/herself from an aggressor or aggressors, then the physical altercation will be considered a fight in which all parties share equal responsibility.

All of the above-mentioned behaviors are violations of the Code of Conduct and Ethics and may be subject to expulsion.

SUSPENSION AND EXPULSION PROCEDURES

Out-of-School Suspension (OSS) involves separation from the school and all school activities for a specified period of time, which is determined by a school administrator. The primary intent is to impress upon the student and parent/guardian that a serious behavior problem exists and that steps must be taken to ensure that the behavior is not repeated.

Before a student is suspended, the school will:

1. Notify the student of the infraction
2. Conduct a thorough investigation.
3. Accept information from the student(s) and other persons who have knowledge of the incident. The student involved shall have the opportunity to express his/her side of the incident. A student's age and development will be considered.
4. Determine the accuracy of the infraction(s) based on this information.
5. The Head of School or his/her designee has sole discretion to implement an out of school suspension based on the information obtained during the investigation or if it is determined an emergency removal is necessary.

In the event that an offense threatens the safety of students and/or staff, students will be removed immediately from the building prior to following the above outlined steps.

Once a decision to suspend a student is made, the Principal/Assistant Principal or his/her designee will shall proceed as follows:

- Inform the student of the suspension and the reason(s).

- Notify the parent/guardian. School administrator may notify the parent/guardian of the suspension via phone, email or in person in addition to providing written notification. Written notification may be given to the student if he/she is under 18 when the parent/guardian is notified by phone/email of the suspension.
- Send written notification, by the end of the school day when possible, to the parent/guardian that includes:
 - The disciplinary infraction,
 - The length of the suspension,
 - A plan for continuity of education
 - The student's right to return to school at the end of the suspension, and
 - Any conditions for that return. When a student is serving an OSS, s/he may not be on school grounds before school, during the school day, or after school.

A manifestation determination meeting will be held for a student who holds an IEP when an OSS would be 10 days or more, as per IDEA guidelines.

Appealing an Out of School Suspension

Students and parents/guardians may make a written request to the Dean of Students/designee to appeal a short-term suspension within one (1) school day of being notified of the suspension. The Dean of Students/designee will attempt to schedule the Appeal Hearing within seven (7) school days of receiving the written request to appeal.

The Dean of Students/designee will conduct the Appeal Hearing, which is closed to the public, and may include the presentation of evidence, testimony, and questioning of those present. Accordingly, parents/guardians and one (1) additional adult may represent the student at the hearing. If the parent/guardian fails to appear for the scheduled Appeal Hearing, the right to appeal is waived, and the original disciplinary decision will stand. The hearing will not be recorded by any means.

If the Dean of Students issued the suspension, he/she will not be the party to hear or decide the appeal. A designee will be appointed by the Head of School or his/her designee.

The Dean of Students/designee will typically notify the parent/guardian of the appeal decision within two (2) school days after the Appeal Hearing. If the suspension is overturned, the student's cumulative record and any other school-maintained records will reflect that conclusion.

Appealing to the Head of School (HOS)

If the short-term suspension is upheld on appeal, and the parent/guardian wants to continue the appeal process, the parent/guardian may make a written request to the HOS within two (2) school days of the suspension appeal decision, stating why the suspension should be reversed/modified. The HOS or designee will attempt to schedule the Appeal Hearing within seven (7) school days of receiving the written request to appeal.

In the event that the HOS issued the suspension, the Appeal will be heard by the Board Chair.

The HOS, or his/her designee, will conduct the Appeal Hearing, which is closed to the public and may include the presentation of evidence, testimony, and questioning of those present. Accordingly, parents/guardians and one (1) additional adult may represent the student at the hearing. If the parent/guardian fails to appear for the scheduled Appeal Hearing, the right to appeal is waived, and the original disciplinary decision will stand. The hearing will not be recorded by any means.

The HOS or designee will typically notify the parent/guardian of the appeal decision within three (3) school days of the Appeal Hearing. If the suspension is overturned, the student's cumulative record and any other school- maintained records will reflect that conclusion.

If the HOS upholds the suspension, the suspension shall be imposed, and such decision will be final.

Suspension Lengths and Expulsion

An expulsion is the revocation of a student's right to attend a school. Repeated Tier 3 violations of the school's code of conduct, and specifically recurring incidents that threaten physical or emotional well-being of members of the school community can result in expulsion. Students who are recommended for expulsion will have a Disciplinary Hearing.

In the event that an offense committed by a student threatens the safety of students and/or staff, students will be removed immediately from the building prior to following the outlined steps in a suspension or expulsion.

When a student commits an offense that is eligible for expulsion the school will:

- Notify the student of the infraction(s).
- Conduct a thorough investigation.
- Accept information from the student(s) and other persons who have knowledge of the incident. The student involved shall have the opportunity to express his/her side of the incident. The student's age and development will be considered.
- Determine the accuracy of the infractions(s) based on the investigation.
- Send written notification, within one (1) school day of the conclusion of the investigation to the parent/guardian that includes:
 - The disciplinary infraction,
 - The date and time for the Disciplinary Hearing,
 - The student's status pending the hearing
 - Appeal process

Expulsion

Students who demonstrate Level III Behaviors according to YouthBuild PCS Disciplinary Policy will be recommended for expulsion. Any student violating the Gun Free School Act will be permanently expelled.

School administrators may notify the adult student or parent/guardian of the suspension and potential expulsion via phone, email or in person in addition to providing written notification. Written notification may be given to the student if he/she is under 18 when the parent/guardian is notified by phone/email of the suspension.

If it is not possible to provide written notification within one (1) school day of the infraction, School will email, hand-deliver, or send via certified mail a copy of the notification.

Discipline Due Process

Suspension

The decision to suspend a student shall be made by a school administrator (e.g. Dean, Head of School, or any other school administrator) without the recommendation of the student's teacher or other staff. The administrator issuing the suspension will determine the number of days for suspension based on the severity of the infraction and previous infractions. The suspension shall

become effective immediately unless otherwise stated by the administrator issuing the suspension.

The parent/guardian or adult student may appeal a student's suspension as noted in the Student Handbook.

Expulsion

The decision to recommend a student for expulsion shall be made by a school administrator (e.g. Dean, Head of School, or any other school administrator) without the recommendation of the student's teacher or other staff. In recommending expulsion, the administrator will consider the severity of the infraction, the Discipline Policy, the student's previous infractions, any student Discipline contracts, and the student's age and development. A student recommended for an expulsion will have a Disciplinary Hearing to review the recommendation. The Head of School will make a final decision as to the student's expulsion or long-term suspension.

In the event that an offense threatens the safety of students and/or staff, students will be removed immediately from the building prior to following outlined steps in a suspension or expulsion process.

Discipline Hearing

A student will have a Discipline Hearing when:

- He/she been recommended for expulsion or violated an expellable offense;
- He/she has exceeded 10+ cumulative days of suspension in the school year.

Discipline Hearings will be scheduled within ten (10) school days of the conclusion of the investigation of any incident.

Discipline Hearings will be conducted by the Discipline Review Panel (DRP). The Discipline Review Panel (DRP) will consist of the Head of School and one other school administrator. If the Head of School has a conflict with the student or is involved in the incident being reviewed, a designee will be appointed who is not conflicted. The Discipline Review Panel serves as an impartial decision maker. DPR are closed to the public. During the hearing, a school administrator(s) will carry out the following procedures:

- A statement of the Code of Conduct violation and summary of the Discipline Hearing procedures.
- An explanation and review of the evidence or facts for which potential long-term suspension/ expulsion is being considered. If video footage is available of the incident, the panel will view the footage.
- The student may be represented by his/her parent/guardian and one additional advocate.
- The student may present any information that he/she wants to the Discipline Review Panel to consider. The panel may ask questions regarding the matter to anyone present at the hearing. An advocate may speak on the student's behalf. The student has the right not to speak on his/her own behalf. Neither the school's representative at the hearing nor the student nor his/her representative(s) will be given the opportunity for cross-examination during the hearing.
- Within 24 hours of the conclusion of the hearing, the panel will make a recommendation regarding the consequence. The panel's recommendation will be effective immediately.
- The student/family will be informed of the decision via phone within two (2) school days of the conclusion of the hearing and written notification will be mailed within three (3) school days of the decision. This notice will contain information regarding appeal procedures.

- If a parent/guardian does not request a hearing, or fails to attend the hearing at the scheduled date, time, and place, the right to a hearing will be waived. Therefore, the school will proceed with its determination regarding the proposed infraction and the ruling of the Disciplinary Review Panel. The findings from the hearing will be approved and take effect immediately. Appeals will not be accepted by students who do not appear at the initial hearing.

In making its decision, the Discipline Review Panel will review evidence presented at the hearing, any statements heard on behalf of the school or student, the School Code of Conduct, and prior conduct and/or academic performance, if applicable. The decision of the DRP must be unanimous. If panel members cannot agree, the expulsion or suspension will not be recommended.

Discipline Panel Hearing Appeal

Any student who is expelled or has a long-term suspension has the right to appeal the decision in writing to the Board Chair within three (3) school days of the written notice of expulsion or long-term suspension being issued. The following process shall be implemented for all appeals.

- An appeal hearing date will be set within seven (7) school days of the receipt of the Appeal request.
- The appeal hearing date will occur within thirty (30) calendar days from the date of the hearing being set.
- Appeal hearings will be heard by the Board Chair and one additional Board member. If the Board Chair has a conflict he/she may be replaced by another Board of Trustee member without a conflict. The Board Chair will designate a Board member in such instances.
- The student may be represented by his/her parent/guardian and one additional advocate.
- The student has the right to speak on his/her behalf at the Appeal Hearing. The student may choose not to speak at the Appeal Hearing.
- The student may not return to School and participate in school activities while an appeal is pending.
- Appeal hearings are closed to the public.
- If a parent/guardian fails to appear at the Appeal Hearing the right to appeal is waived, and the original disciplinary decision will stand.

In making its decision, the Appeal Panel will:

- Review all evidence and documentation from the DPR and any supporting documentation;
- Review any statements heard at the DPR on behalf of the school or student;
- Review the School Code of Conduct;
- Review the student's prior conduct and/or academic performance;
- The Panel may ask questions regarding the matter to anyone present at the hearing. One advocate may speak on the student's behalf. The student has the right not to speak on his/her own behalf. Neither the school's representative at the hearing nor the student nor his/her representative(s) will be given the opportunity for cross-examination during the hearing.

The Board Chair or designee will typically notify the parent/guardian of the appeal decision within three (3) school days of the Appeal Hearing. The Panel may determine to:

- Uphold the suspension/expulsion.
- Uphold a suspension/expulsion but clear the student's record of the suspension/expulsion at the end of the semester or school year per specific guidelines determined by the Panel.

- Determine that the suspension/expulsion was not within school guidelines, overturn the suspension/expulsion and order that all records and documents regarding the disciplinary proceeding be destroyed. No information regarding the suspension/expulsion will be placed in the student's permanent record, or shared with anyone not directly involved in the proceedings.

If the suspension or expulsion is overturned, the cumulative record of the student and any other school-maintained records will reflect that conclusion. If the Panel upholds the expulsion or long-term suspension, the long-term suspension or expulsion shall be imposed, and such decision will be final and reflected in the student's school records. *Decisions made by the Appeal Panel will be final.*

Special Notes Regarding Audio/Video Recording of Discipline Review Panels (DRP) and Appeal Hearings

All disciplinary hearings are closed to the public. All such hearings may not be recorded using a video or audio recording device under any circumstances and may only be audio-recorded as required to provide accommodations by the Americans with Disabilities Act (ADA) or section 504 of the Rehabilitation Act. A written request must be made 48 hours prior to the hearing to audio-record the hearing to the student's Dean.

PARTICIPATION AT SCHOOL AND SCHOOL RELATED ACTIVITIES AND RE-ENROLLMENT

Students who have been expelled from YouthBuild shall not be eligible to participate or attend any school functions, events, or worksite. Students will not be eligible to re-enroll for subsequent school years. Expulsion is the permanent removal of a student from YouthBuild.

PROCEDURES FOR SUSPENDING AND EXPELLING STUDENTS WITH DISABILITIES

The basis for disciplining, suspending or expelling students with disabilities shall be no different from the basis for such actions taken against students without disabilities. Reasonable accommodation of a student's disabilities shall not prevent the school from applying its discipline policy to students with disability when their behavior is not related to the disability. However, students with disabilities are entitled to certain additional procedural protections during the discipline process. These protections include, but are not limited to, requirements for a meeting to determine if behaviors resulting in expulsion or suspension longer than ten (10) days are a manifestation of a student's disability. Parents can request more information about this process and a copy of the procedural safeguards by contacting the Special Education Coordinator or Section 504 Coordinator.

MANIFESTATION PROCESS FOR STUDENTS WITH DISABILITIES

YouthBuild PCS is committed to serving all of our students fairly, and in accordance with all applicable local and federal laws. Should a student with an Individualized Education Plan (or IEP) be considered for expulsion or other disciplinary action due to an alleged violation of YouthBuild disciplinary policies, then that student will have the right

to a manifestation determination meeting. If the student is a minor, then the student's parent or guardian will have the right to convene the manifestation determination meeting.

The manifestation determination team will be comprised of the student, the student's parent or guardian (if the student is a minor), the student's advocate (if applicable), the special education coordinator, at least one classroom teacher, the dean of school culture and other service providers for the student providers per the student's IEP.

The manifestation team will meet as quickly after the alleged disciplinary violation as possible and within a time frame not to exceed 10 business days of the alleged behavior. YouthBuild PCS will provide classwork, tutoring and access to other elements of our program (ie counseling services, transitions services etc) while the student is awaiting the manifestation determination meeting.

If the manifestation determination team determines that the student's behavior was a manifestation of his or her disability, then the team will develop a plan that will support the student in his or her continued participation at YouthBuild. If the manifestation determination team determines that the behavior was not a manifestation of the student's behavior, then the student may be recommended for expulsion. If the student is recommended for expulsion, then the student (or the student's parent or guardian if the student is a minor), may request an expulsion hearing.

ATTENDANCE POLICY

Attendance is critical to students' success at YouthBuild PCS. All students are expected to attend school daily. Student attendance at a worksite is considered part of a student's regular school day attendance.

Students are expected to be in school from 9:00 AM to 3:00 PM.

ATTENDANCE PROCEDURES

YouthBuild students are welcome on campus and the construction site as early as 8:30 AM.

Teachers and or staff may arrange appointments with students as early as 8:00 AM.

The academic and construction day begins at 9:00 AM. Students will not be allowed to enter the building or construction site after the 9:00 AM start time unless they have valid, written excuse notices and prior permission from the Head of School or his designee. Lunch is scheduled from 12:00-1:00PM every day. Students will not be allowed to enter the building after 1:00 PM start time.

All students enter the building must scan their ID card with the front desk. Students who fail to sign in will be counted as absent. The front-desk maintains student attendance records. Attendance will be taken at the start of each class period.

Students who need to leave early must notify their Case Manager at least one (1) day in advance of their planned early departure.

Students who know they will not be on time to school or the worksite are expected to call ahead to the school before 8:45 AM. Students arriving late will not be permitted into class unless they notify the front desk.

To prevent class interruptions, students who are tardy to school will be held under the supervision of the Dean of Students (without earning time towards their stipend pay) until the start of the next scheduled class.

Attendance and Enrollment

In order to remain enrolled in YouthBuild, a student must:

- Attend student orientation
- Be on time each day before 9:00 AM and return from lunch by 1:00 PM each day in the first ten days of his or her enrollment.
- For the first ten (10) days of his/her enrollment, a student may have no unexcused absences.
- In the first ten (10) days of his/her enrollment, a student may have no more than three excused absences (excused absences must be approved by the Head of School and only valid when supported by documentation).

Excused Absences

Students will be considered “excused” only with a written documentation from a clinic, doctor, parent, community agency, District Court or US Court, due to student illness, family emergency, observation of religious holiday, death in immediate family, legal obligation, or exclusion for medical reasons. Students who are 18 or older may provide their own written documentation for illness (3 days or less), family emergency, observation of religious holiday, death in immediate family, or exclusion for medical reasons.

Unexcused Absences

An unexcused absence is an absence that is not covered by a valid written excuse. If a student is absent due to illness over three (3) days, the student must bring in a doctor’s excuse. All written excuses must be turned in when the student returns to school.

Students who leave school or a worksite without permission will be considered “Absent Unexcused.” The

Code of Conduct and Ethics will be adhered to in such instances. Students have five business days to submit documentation that would justify an excused absence.

Attendance Interventions

All staff are responsible for ensuring student attendance and the Dean of School Culture is responsible for ensuring attendance interventions are implemented consistently to support student attendance.

The school follows the Attendance Accountability Amendment Act of 2013 for the District of Columbia. The school monitors absences closely and implements interventions when students reach three, five, ten, and fifteen unexcused absences.

The following process will be followed according to the Attendance Accountability for students who are 18 and over.

Number of Days Absent	Action
Daily Absence	Monitored by School
<i>Three (3) unexcused absences</i>	Verbal Warning
<i>Five (5) unexcused absences</i>	Meeting with Case Manager and Dean of Culture

<i>Ten (10) unexcused absences</i>	Student will be placed on an Attendance Contract
<i>Fifteen (15) unexcused absences</i>	Student may be disenrolled from YouthBuild PCS for the academic year.

YouthBuild PCS reserves the right to disenroll a student who is

- Absent for nine (9) consecutive days unexcused
- Absent a total of fifteen (15) days unexcused
- In-seat attendance drops below 50%

The student may be disenrolled from YouthBuild PCS for the academic year. Students will be notified in writing that they are in danger of being disenrolled and will have three business days to provide documentation to substantiate absences. Failure to provide necessary documentation documenting the absences as “excused” within three business days will result in a student being disenrolled from YouthBuild PCS.

If a student is disenrolled, then he or she will be withdrawn from the roster retroactively to the last full day of his or her attendance.

The following process will be followed according to the Attendance Accountability Amendment Act for students who are under 18.

Number of Days Absent	Action
Daily Absence	Monitored by School
<i>Three (3) unexcused absences</i>	School sends letter home Parent /guardian conference required
<i>Five (5) unexcused absences</i>	Attendance support plan derived Case manager referral

<p><i>Ten (10) unexcused absences</i></p>	<p>School contacts Metro Police Dept.</p> <p>School reports student absences to Child and Family Services (CFSA)</p> <p>School and MPD send letter regarding attendance</p> <p>Community-based organization is referred</p> <p>Home visit required</p> <p>OSSE provides parent with truancy prevention guide</p>
<p><i>Fifteen (15) unexcused absences</i></p>	<p>Letter sent home</p> <p>Students under 18, referred to Court Social Services Division for PINS investigation / and OAG Juvenile Division for PINS investigation</p> <p>YouthBuild reports student absences to CSFA</p>

YouthBuild PCS reserves the right to disenroll a student who is

- Absent twenty (20) days consecutive unexcused

The student may be unenrolled from YouthBuild PCS for the academic year. Students will be notified in writing that they are in danger of being disenrolled and will have three business days to provide documentation to substantiate absences. Failure to provide necessary documentation documenting the absences as “excused” within three business days will result in a student being disenrolled from YouthBuild PCS.

Additionally, YouthBuild PCS retains the right to place any student, regardless of his or her age, on to an attendance contract once he or she accumulated 3 or more “tardy” arrivals in a month.

COMPLAINT/GRIEVANCE POLICY

YouthBuild PCS values the input of students, parents, guardians, and staff and encourages individuals to offer feedback on the school program. There will be times, however, when an individual may feel the need to file a complaint. When complaints or concerns occur, they should be resolved at the school or at the lowest possible administrative level through a process

of cooperative agreement among the affected individuals. Such complaints must be filed in writing and addressed to the person who may resolve the conflict.

However, when this process fails to provide resolution, an individual is entitled to file a formal complaint and seek a review of any administrative decisions made by school system staff members. Complaints and concerns should be initially directed to the following individuals:

- Teacher (if appropriate)
- Dean of School Culture
- Head of School

FORMAL COMPLAINT PROCESS

When a concern or complaint is not resolved through the informal process, you may initiate the formal complaint process outlined below.

The first step in the formal process is to obtain a Formal Complaint Form from the school's main office and return it to the Dean. You may attach descriptive or supportive information to the form. Keep a copy of the form and any attachments.

When your complaint form is received at the school, the Dean or designee should contact you within three

(3) school days to establish the date, time and place of a meeting to discuss your concern, if such a meeting has not already occurred. Usually, this meeting will take place within ten (10) school days. Within 10 school days of receipt of the written complaint, or this meeting, if any, the Dean and/or Head of School should respond to you in writing with a decision.

Sometimes a complaint or its resolution may be too complicated or, for other reasons, cannot be decided within 10 school days. In such cases, the Dean of School Culture and/or Head of School will contact you within the first 10 days and arrange for an extension of the decision for no more than an additional 10 school days.

If you are not satisfied with the written decision, or if you do not receive a reply to your formal complaint within the specified time, you may request that your complaint be considered by the Head of School. You must file your request for review within 15 calendar days of the Dean of School Culture/Head of School response or the date when a decision was to have been made.

If you wish to request a review, forward the Complaint Form to Head of School, with a note explaining the basis for disagreeing with the decision. The Head of School will respond, using a procedure and time limits similar to those followed by the Dean of School Culture/ Head of School, as follows: (a) a meeting may be arranged within 3 work days; (b) a resolution on the review within 10 work days after the meeting, if any; and (c) an extension of an additional 10 work days if the matter is unusually complicated or otherwise requires additional time. The Head of School or his/her designee may respond by phone or in writing. If the complainant is not satisfied with the response of the Head of School or his/her designee, then the complainant

may contact the chairman of the YouthBuild PCS Board of Trustees by calling 202-319-0141 or emailing boardchair@youthbuildpcs.org.

All formal grievances must abide by the school's grievance policy.

If you feel your complaint, whether administrative or programmatic, is not addressed properly at the school level, you may file a complaint with the Office of the State Superintendent of Education (OSSE) for matters under OSSE's purview.

NOTICE OF NONDISCRIMINATION

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 YouthBuild are hereby notified that YouthBuild 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 YouthBuild's compliance with Section 504, ADA, Title VI, Title IX, and/or the Age Act as they apply to **students** or who wish to file a complaint regarding such compliance should contact Ms. Amber Owens.

Who has been designated by YouthBuild to coordinate its efforts to comply with the regulations implementing Section 504, ADA, Title VI, Title IX, and the Age Act as they relate to students.

For inquiries or to file a complaint regarding YouthBuild's compliance with ADA, Section 504, Title VI, Title IX, and/or the Age Act as they relate to **employees or third parties**, contact Ms. Claire Libert.

Who has been designated by YouthBuild to coordinate its efforts to comply with the regulations implementing Section 504, ADA, Title VI, Title IX, and the Age Act as they relate to employees or third parties.

FERPA NOTIFICATION

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:

1. the right to inspect and review the student's education records within 45 days after the day YouthBuild DC PCS receives a request for access.

Parents or eligible students who wish to inspect their child's or their education records should submit to the Head of School or admissions coordinator a written request that identifies the records they wish to inspect. The school official 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, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask YouthBuild DC PCS to amend their child's or their education record should write to the Head of School or Admissions Coordinator, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and 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 provide written consent before the school discloses personally identifiable information (PII) from 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. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest must be set forth in the school's or school district's annual notification for FERPA rights. A school official typically includes a person employed by the school or school district as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer, contractor, or consultant who, while not employed by the school, performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an

attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the school discloses education records without consent to officials of another school or school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the [School] 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

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

FERPA permits the disclosure of PII 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. Directory information is defined here as name, address, telephone listing, participation in officially recognized activities and sports, and dates of attendance. Parents and eligible students have a right to inspect and review the record of disclosures. Parent/guardians may opt out of inclusion in directory information in writing to the Head of School or COO. A school may disclose PII 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)(3) 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 (SEA) in the parent or eligible student's State. 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, if applicable requirements are met. (§§ 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 for such purposes as 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, if applicable requirements are met. (§ 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 if applicable requirements are met. (§ 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” if applicable requirements under § 99.37 are met. (§ 99.31(a)(11))
- To an agency caseworker or other representative of a State or local child welfare agency or tribal organization who is authorized to access a student’s case plan when such agency or organization is legally responsible, in accordance with State or tribal law, for the care and protection of the student in foster care placement. (20 U.S.C. § 1232g(b)(1)(L))
- To the Secretary of Agriculture or authorized representatives of the Food and Nutrition Service for purposes of conducting program monitoring, evaluations, and performance measurements of programs authorized under the Richard B. Russell National School Lunch Act or the Child Nutrition Act of 1966, under certain conditions. (20 U.S.C. § 1232g(b)(1)(K))

NOTICE OF OPEN MEETING

The annual meeting of the YouthBuild DC Public Charter School Board of Trustees shall be held in the month of October of each year, or during another month as may be determined by the Board of Trustees, at a time, place and date determined and announced by the Chairperson of the Board of Trustees. The time, place and date of the Annual Meeting will be announced via the school's website: www.youthbuildpcs.org.

ADMISSION PREFERENCE POLICY

Any student between the age of 16 to 24 who is a resident of the District of Columbia and does not have a secondary credential (high school diploma, GED, NEDP, etc.) may be admitted to YouthBuild DC PCS. YouthBuild DC PCS admits students through a school-based lottery process if the number of applicants exceeds available seats. The school has numerous enrollment periods through the school year. Each enrollment period is announced on the school's website.

YouthBuild DC Public Charter School does not provide staff, founder or sibling preference for enrollment.