



Discipline Policy

Section 11: Behavior Expectations for a Safe School

Our school is a child-centered learning community, and we believe positive relationships are key to success. We expect our students and their families to actively help keep our school safe and supportive of everyone. We have a set of reasonable behavior expectations for everyone to follow. Our **community expectations** are built around the IB learner profile. We focus on being:

- A **communicator** - Communicate truthfully, honestly and effectively; share feelings; build relationships
- An **inquirer** and a **thinker** - Be actively engaged in learning; collaborate on learning; ask questions; listen to others; solve problems; share ideas, solutions and thoughts
- **Caring** - Be friendly, helpful, kind and social
- **Open-minded** - Be respectful; try to understand other points of view and others' needs; collaborate with others
- **Principled** - Be responsible for yourself and your actions, and your property, others' property and school property; be respectful

Behavior Actions

We use three tiers to categorize the type of actions we take for behaviors that can happen with any child. All three help reinforce our students' positive character traits, and help them become responsible, cooperative and respectful contributors to our community. Our approach is not centered on being punitive. To the contrary, we work with students to learn with natural consequences as well as receive support for their lagging skills or their inability to meet expectations.

Tier 1 and Tier 2 (PreK 3 - Grade 2): Whole Child Model We draw from the [Conscious Discipline](#)[®] model, which was developed by Dr. Becky Bailey. The approach we work with is the [Whole Child Model](#). The Whole Child Model was developed locally using Conscious Discipline as a basis, but with a DC cultural context and equity lens. The goal of this approach is to help students decrease problem behaviors, power struggles, impulsivity and aggression, and increase resilience, self-regulation, emotional health and overall achievement. We've also adapted practices specific to our Washington Yu Ying community.

We place an emphasis on developing students' social and emotional skills, while helping them build connections and relationships. We also introduce strategies for each child to help them self-regulate their behaviors.

Tier 1 and Tier 2 (Grades 2 - 5): Restorative Justice

If issues arise, we use **restorative justice** to find solutions. Restorative justice is based on building relationships and repairing harm - rather than punishment for misbehavior. We take a holistic look at how to prevent problems instead of just addressing them if they occur. We focus

on all relationships involved - teacher to student, student to student, teacher to teacher, and school to larger community.

Tier 3 (PreK 3 - Grade 5): Collaborative and Proactive Solutions

We also use the [Collaborative and Proactive Solutions \(CPS\)](#) model, which was developed by Dr. Ross Greene. Dr. Greene believes challenging behavior occurs when expectations on a student exceed their capacity to respond adaptively, and that some kids don't have the skills to handle certain demands.

The model's emphasis isn't on a student's challenging behavior. Instead, it's on the way they're expressing their difficulty in meeting expectations. To solve these types of issues, we have a problem-solving process to help students build the skills they need to meet expectations.

The following table gives examples of possible student behaviors and our corresponding actions to support students and their families.

Tier 1	
Possible Behaviors	Possible Actions
<p>Level 1 – First time low level, minor, infrequent behavior that doesn't significantly interrupt the teaching and learning of others. For example:</p> <ul style="list-style-type: none"> ● Being off-task while learning ● Bringing items to school that aren't allowed ● Chewing gum, spitting or littering <ul style="list-style-type: none"> ● Moving around the school with no purpose and/or without permission, or being in an off-limits area of the school ● Not following classroom or school expectations ● Using insensitive, inappropriate language or swearing 	<p>Level 1 – Logical and planned intervention based on classroom rules, which were developed by both the teacher and their students. For example:</p> <ul style="list-style-type: none"> ● Choice of strategies for redirection ● Explanation with clear direction ● Logical response to the action ● Mindfulness movement ● Placement in safe space ● Verbal or nonverbal reminder of expectations
<p>Families may be notified of Level 1 actions in person, by phone or through the behavior log in Managebac.</p>	
Tier 2	
Possible Behaviors	Possible Actions

<p>Level 2 – Persistent behavior that disrupts classroom teaching and learning, or repeated Level 1 behavior. For example:</p> <ul style="list-style-type: none"> ● Defying or not complying with instruction and/or disrespecting with malicious intent ● Engaging in physical aggression toward self, others or property with intent to harm ● Inappropriately using technology ● Playing unsafely ● Stealing ● Swearing ● Verbally abusing, teasing, bullying or harassing others 	<p>Level 2 – Planned team support with the student and their teachers and parents or guardians. For example:</p> <ul style="list-style-type: none"> ● Class mediation ● Classroom accommodations ● Family conference ● Logical response to the action ● Participation in a restorative circle ● Peer mediation ● Recommendation for counseling ● Self placement in a safe space ● Staff mediation with our school counselor or other administrators ● Structured recess support
<p align="center">Families will be notified of Level 2 actions in person, or by phone or, and logged in the behavior log in Managebac.</p>	

Tier 3	
Possible Behaviors	Possible Actions
<p>Level 3 – Repeated Level 2 behaviors, extreme violence, or dangerous or illegal actions while at school or on school grounds. For example:</p> <ul style="list-style-type: none"> ● Causing, attempting to cause or threatening to cause bodily injury or emotional distress to another person with an intent to harm ● Possessing dangerous items or weapons ● Using or possessing illegal or banned substances including tobacco products, alcohol, or prescription or non-prescription medication ● Vandalizing, including graffiti 	<p>Level 3 – Planned team support with the student, their parents or guardians, and teachers, school administrators, school counselors and other support agencies, as appropriate. For example:</p> <ul style="list-style-type: none"> ● Parent, teacher, administrator and student meetings that follow the CPS Assessment of Lagging Skills and Unsolved Problems (ALSUP) process ● Restorative practices such as a family meeting or counseling ● Student sent home for the remainder of the school day
<p align="center">Families will be notified of Level 3 actions in person or by phone, and logged in the behavior log in Managebac.</p>	

<p>Level 4 – Repeated Level 3 behaviors that involve extreme violence toward others while at school or on school grounds. For example:</p> <ul style="list-style-type: none"> ● Causing, attempting to cause or threatening to cause bodily injury or emotional distress to another person with an intent to harm ● Possessing dangerous items or weapons with an intent to harm 	<p>Level 4 – Planned team support with the student, their parents or guardians, and teachers, school administrators, and other support agencies, as appropriate. For example:</p> <ul style="list-style-type: none"> ● Parent, teacher, administrator and student meetings that follow the CPS Assessment of Lagging Skills and Unsolved Problems (ALSUP) process - everyone follows through the process for a set amount of time determined by the administration team so full effectiveness can take hold ● Student sent home for the remainder of the school day ● In-school suspension ● Out-of-school suspension ● Participation in a re-entry meeting ● Expulsion
<p align="center">Families will be notified of Level 4 actions in person or by phone, and logged in the behavior log in Managebac.</p>	

Important note: According to the Family Educational and Privacy Act (FERPA), we can't share discipline records with a third party. This means we can't share information about discipline actions we take with anyone other than the student involved and their family.

Self-Guided Problem Solving: PreK 3 - Grade 2

We encourage students to use these five Conscious Discipline techniques to help them solve their own problems:

1. **I am** - Recognition that something isn't right
2. **I calm** - Breathing and other body movement strategies to allow myself to focus inward
3. **I feel** - Naming and recognition of the emotion I'm feeling
4. **I choose** - Strategy I choose to help me begin to work through the problem
5. **I solve** - Next steps to solving the problem and who/how I choose to do that with

Self-Guided Problem Solving: Grades 3 - 5

For older grades, we ask students to use these steps to help them resolve issues:

- **Communicate.** Talk with the person about the problem and/or participate in a circle of

mediation.

- **Action.** Walk away, ignore the person, and/or find an adult or a friend.
- **Report.** Let an adult at school or a friend know what the problem is.
- **Embrace.** Be willing to find a solution that meets everyone's needs.

If these steps aren't working, we'll work with students to help minimize issues and inappropriate behaviors.

Record Keeping

Incident Report

Washington Yu Ying will maintain written incident reports for any incident at levels 2 through 4. The reports will be maintained as part of a student's education record in Managebac or Toddle. We'll provide the guardian with the incident report through the behavior log in Managebac or Toddle within one school day of the incident.

The incident report will include this information:

- Location of the incident
- Staff members involved
- Description of the incident
- Description of the steps taken by the teacher after the incident

Injury Report

Washington Yu Ying will maintain written injury reports for any injury sustained while at school. The reports will be maintained as a part of a student's education record in Managebac or Toddle portfolio. We'll provide the guardian with a copy of the injury report through the portfolio within one school day of the injury. This report is in addition to any report supplied by the school nurse, if consulted.

Behavior Issues

This section tells how we define behavior issues that may come up and how we respond to them. **For safety reasons, we want to remind everyone - staff, family members, visitors and students - the following are prohibited on our school property:**

- **Bullying or harassing**
- **Carrying weapons or items that could be used as dangerous weapons**
- **Smoking or taking illicit/illegal substances**
- **Threatening or perpetuating violence**

Bullying

We define bullying as any severe, pervasive or persistent act or conduct whether physical, electronic or verbal that:

- May be based on a child's actual or perceived:
 - Age
 - Color
 - Disability
 - Ethnicity

- Familial status
- Family responsibilities
- Gender identity or expression
- Genetic information
- Intellectual ability
- Matriculation
- National origin
- Personal appearance
- Place or residence
- Political affiliation
- Race
- Religion
- Sex
- Sexual orientation
- Source of income
- Status as a victim of an intrafamily offense
- Any other distinguishing characteristic
- Association with a person or group with one or more of the actual or perceived foregoing characteristics, and
- Can reasonably be predicted to:
 - Cause a substantial detrimental effect on the child's physical or mental health
 - Place the child in reasonable fear of physical harm to their person or property
 - Substantially interfere with the child's ability to participate in or benefit from the services, activities or privileges provided by an agency, educational institution or grantee, or
 - Substantially interfere with the child's academic performance or attendance

To learn more, please review the entire [DC Youth Bullying Prevention Task Force report](#). The report is our basis for teaching bullying prevention, and developing solutions to issues that arise. If you have questions, please email Tynill Jones, our School Counselor, at tjones@washingtoneyuying.org.

School Response: Bullying

If someone reports bullying behavior to us, our administrative team will:

- Investigate.
- Communicate with the families involved.
- Determine disciplinary action.

Keep in mind, a report of bullying doesn't necessarily confirm it's occurring. When our staff learns of a possible bully, they must contact our Director of Teaching and Learning. This starts a mandatory full investigation by our AP/PYP Coordinators, which aligns with the [DC Bullying Prevention Policy](#). The investigation will determine what actions and immediate resolutions must happen.

Repeated bullying violations will result in a mandatory parent conference, or a conference between adults for adult-to-adult bullying. We also may need to take further disciplinary action. All disciplinary actions we take are done to make sure our entire community stays safe.

School Response: Damage to School Property

Any damage done by a student to school property, whether intentional or unintentional, is subject to repair at the cost of their family.

We'll notify families about the damage and what caused it. We'll then discuss next steps for determining the cost of repairs and payment. Depending on the incident, we may need to take further disciplinary action.

School Response: After School or Out-Of-School Incidents Unless there are unique circumstances, we will not address or give consequences to students for behavior issues that happen after school on our campus, or while school is out of session. The exception is if a student is in our REEF program.

If an incident takes place, we encourage families to communicate and work together to problem solve. If the issue happened during REEF, please contact the REEF managers at reefadmin@washingtonyuying.org.

School Response: Statements About Self-Inflicted Injury or Harm We take student statements about self-injury or self-harm seriously. We have a strict policy and process in place if we hear about comments being made including, but not limited to:

- "I want to die."
- "I want to kill myself."
- Other statements of a similar nature

If a student says something like this at any time during the school day, in any setting or **in any tone**, we'll take these steps:

1. **The school counselor and school leadership will be notified.** The statement will be documented describing the nature of the comment, what time it happened, who was involved, etc. The school counselor, DC Department of Behavioral Health clinician and/or school leadership will meet with the student to assess the concern.
2. **The school counselor and/or school leadership will call the student's parent or guardian.** Depending on the situation, the student may need to be removed from school. In this case, their parent or guardian must pick them up immediately. If the parent doesn't come to school within two hours or by 3:30 p.m., or if we determine the situation is an emergency, we'll call the [Child and Adolescent Mobile Psychiatric Service \(ChAMPS\)](#) for help. Families can also use ChAMPS without a referral by us.
3. **When the parent or guardian arrives at school, they'll be asked to immediately take their child to a mental health provider.** If the family has a mental health provider and wants to see them based on their availability, we'll document this decision. If the family doesn't have a mental health provider, we'll refer them to the [Psychiatric Institute of Washington \(PIW\)](#).

The student won't be allowed back to school until we have a signed evaluation or formal documentation from a mental health provider showing they've been evaluated and are no longer a threat to themselves or others.

Drug-Free Policy

We prohibit the unlawful manufacture, distribution, dispensing, possession or use of controlled substances on our school grounds. The actions we take in response to violations of our drug-free policy follow local, state and federal law. For students, staff and visitors, our actions are up to and may include expulsion and referral for prosecution. For staff, our actions also may include immediate dismissal.

To work at our school, our staff agrees to follow our drug-free policy and notify us of any convictions for violations of a criminal drug statute that occurred in the workplace. Staff must notify our administration no more than five calendar days after a conviction.

Seclusion and Physical Restraint Policy

Washington Yu Ying will attempt to use positive behavior support and intervention to manage and de-escalate behaviors before they become unsafe. However, there may be times when a student's behavior becomes so heightened that it presents an imminent danger of physical harm to the student or others and requires emergency intervention through seclusion or physical restraint. The procedures we'll follow in these instances are described below.

Definitions

"Seclusion" is defined as the involuntary confinement of a student alone in a room or area where they're physically prevented from leaving. The following are not considered seclusion for the purposes of this policy:

- **Time-out from reinforcement as a form of strategic behavior modification.** Staff members may limit a student's access to reinforcement to extinguish an inappropriate behavior. When this is a part of an approved behavior modification program, the student is monitored in a non-locked setting. This is not considered seclusion as long as the student isn't physically prevented from leaving the alternative space.
- **A student voluntarily accessing a separate space to facilitate de-escalation or problem-solving.** Again, this is not considered seclusion as long as the student is monitored and not being physically prevented from leaving.

"Restraint" is defined as personal restriction that immobilizes or reduces the ability of a student to freely move his or her torso, arms, legs or head. The following are not considered restraint for the purposes of this policy

- **Physical escort.** This means a temporary touching or holding of the hand, wrist, arm, shoulder or back for the purpose of inducing a student who is acting out to walk to a safe location.
- **Behavioral interventions as a means of calming or comforting.** For example, proximity control, verbal soothing or sensory inputs (such as a "squeeze") might be used as a component of an approved behavior modification program and are not considered restraint.

"Emergency circumstance" is defined as a circumstance that meets both of the following criteria:

- Intervention is necessary to protect the student or another person from imminent, serious physical harm; and
- Other less intrusive, non-physical interventions have failed or have been determined inappropriate.

Use of Seclusion

Seclusion will only be used in emergency circumstances to protect the student or another person from imminent, serious physical harm. It will only be used after other less intrusive, non-physical interventions have failed or been determined inappropriate.

Seclusion may only be applied by school staff who are trained in the appropriate use of specific authorized techniques. **A space used for seclusion will, at a minimum:**

- Be free of objects and fixtures a student could use to self-inflict bodily harm.
- Provide school staff an adequate view of the student from an adjacent area.
- Provide adequate lighting and ventilation.

School staff must be able to see the student who's in seclusion at all times and speak with them at least once every 10 minutes. After 30 minutes of seclusion, our Executive Director, Director of Teaching and Learning, or another senior member of our staff will personally observe the student to assess the need for continued seclusion. No seclusion will continue longer than one hour.

Use of Restraint

Physical restraint will only be used in emergency circumstances as necessary to protect the student or another person from imminent, serious physical harm. It will only be used after other less intrusive, non-physical interventions have failed or been determined inappropriate.

Physical restraint may only be applied by school staff who are trained in the appropriate use of specific authorized techniques. To the greatest degree possible, another adult who doesn't participate in the restraint should witness the restraint. However, nothing in this policy shall preclude a teacher, employee or agent of the school system from using reasonable force to protect students, other persons or themselves from assault or imminent, serious physical harm.

The following requirements apply to any restraint:

- a) The use of physical restraint will be limited to the use of reasonable force and to the shortest time period necessary to protect the student or other person from imminent, serious physical harm. The restraint must end as soon as the student or other person is no longer in imminent danger.
- b) Physical restraint is prohibited as a means of punishment or as a response to property destruction, disruption of school order, a student's refusal to comply with a school rule or staff directive, or language that doesn't constitute a threat of imminent, serious physical harm.
- c) Restraint will be administered in a manner to prevent or minimize physical harm to the student.
- d) A restraint will not be administered in a manner that prevents the student from speaking

or breathing.

- e) Prone restraint is strictly prohibited.
- f) During a restraint, a staff member will continuously monitor the physical status of the student including skin color and respiration.
- g) If, at any time during the restraint, the student displays significant physical distress, the restraint will immediately end and medical assistance will be sought.
- h) Staff will review and take into consideration any known medical or psychological limitations and/or behavioral intervention plans regarding physical restraint on an individual student.
- i) During a restraint, staff will continuously talk with and engage the student in an attempt to de-escalate behavior and end the restraint as soon as possible.
- j) Staff administering physical restraint will use the safest method available appropriate to the situation.
- k) The administrator in charge will review the incident with the staff member who administered the restraint to ensure proper procedures were followed. They'll consider if any follow-up is appropriate for students who may have been present during the restraint.

Record Keeping

Washington Yu Ying will maintain written incident reports for each incident involving seclusion or restraint. The reports will be maintained as part of a student's education record in Managebac or Toddle. We'll promptly contact a student's parent or guardian if seclusion or restraint is used. We'll also provide the parent or guardian with a copy of the incident report within one school day.

The incident report will include this information:

- Location of the incident leading to seclusion or restraint
- Time and duration of the seclusion or restraint
- Staff members involved
- Interventions attempted prior to seclusion or restraint
- Description of attempts to de-escalate prior to and during seclusion or restraint ●
- Description of the student's behavior that promoted the need for seclusion or restraint ●
- Description of any injuries sustained by the student or staff during the seclusion or restraint

Training: Guiding Principles

Along with the requirements and procedures for seclusion or restraint as outlined in this policy, **Washington Yu Ying staff will follow these 15 principles from the U.S. Department of Education:**

- Every effort should be made to prevent the need for the use of seclusion and restraint.
- Schools should never use mechanical restraints to restrict a child's freedom of movement. Schools should also never use a drug or medication to control behavior or restrict freedom of movement, except as authorized by a licensed physician or other qualified health professional.
- Seclusion or physical restraint should not be used except in situations where the child's behavior poses imminent danger of serious physical harm to their self or others, and

other interventions are ineffective. Seclusion or restraint should be discontinued as soon as the imminent danger of serious physical harm to self or others has dissipated.

- Policies restricting the use of seclusion and restraint should apply to all children, and not just children with disabilities.
- Any behavioral intervention must be consistent with the child's rights to be treated with dignity and to be free from abuse.
- Seclusion or restraint should never be used as punishment or discipline – for example, a student placed in seclusion for out-of-seat behavior. Seclusion or restraint should also never be used as a means of coercion or retaliation, or as a convenience.
- Seclusion or restraint should never be used in a manner that restricts a child's breathing or harms the child.
- The use of seclusion or restraint, particularly when there's repeated use for an individual child, multiple uses within the same classroom, or multiple uses by the same individual, should trigger a review and, if appropriate, a revision to strategies currently in place to address dangerous behavior. If positive behavioral strategies aren't in place, staff should consider developing them.
- Behavioral strategies to address dangerous behavior that results in the use of seclusion or restraint should address the underlying cause or purpose of the dangerous behavior. ● Teachers and other staff should be trained regularly on the appropriate use of effective alternatives to seclusion and physical restraint. For example, positive behavioral interventions and supports and, only for cases involving imminent danger of serious physical harm, on the safe use of seclusion and physical restraint.
- Every instance where seclusion or restraint is used should be carefully, continuously and visually monitored to ensure the appropriateness of its use and safety of the child, and other children, teachers and staff.
- Parents or guardians should be informed of the policies on seclusion and restraint at their child's school or other educational setting, as well as applicable federal, state or local laws.
- Parents or guardians should be notified as soon as possible following each instance in which seclusion or restraint is used with their child.
- Seclusion and restraint policies should be reviewed regularly and updated as appropriate.
- Seclusion and restraint policies should provide that each incident involving seclusion or restraint be documented in writing and provide for the collection of specific data to help teachers and staff understand and implement the preceding principles.

Students With Disabilities

If a student with an Individualized Education Plan (IEP) or 504 plan requires seclusion or physical restraint, their IEP or 504 team must meet to review the behavior that led to the seclusion or restraint.

The team will:

- Determine appropriate next steps and interventions to address the student's behavior and alleviate the need for future seclusion or restraint.
- Consider whether the use of seclusion or restraint should be addressed in the student's IEP or 504 plan.
- Consider whether a reevaluation is needed for the student.

- Complete a current functional behavior assessment (FBA) if the student doesn't have one.
- Consider the need for a behavior intervention plan (BIP). If the student has a BIP, the team should review and revise it as appropriate.
- Think about the need for a crisis intervention plan.

Washington Yu Ying will evaluate a child if they show behavior that interferes with their education or the education of other students in a way that reasonably causes a teacher or other school staff to believe or suspect they have a disability – for example, they suspect the behavior is caused by or related to a disability. The evaluation will help determine if the student has a disability and needs special education or related services because of it. In other words, if school officials are secluding or restraining a student for behavioral challenges, the child may have a disability and need special education or related services to address the behavioral challenges.

Zero Tolerance Policy

We have a zero tolerance policy for weapons, drugs and alcohol, which applies to students, staff and visitors. If the zero tolerance policy is violated, we may evaluate circumstances on a case-by-case basis. Examples of zero tolerance behavior includes:

- Violation of the [Gun Free Schools Act](#)
- Use or possession of, or bringing to school a weapon including, possession of, or bringing to school a weapon including, but not limited to:
 - Blank pistols
 - Explosives
 - Fireworks
 - Knives with blades longer than three inches
 - Loaded or unloaded firearms
 - Mace
 - Pistols
 - Razor blades
 - Revolvers
 - Rifles
 - Shotguns
 - Starter pistols
 - Tasers
 - Tear gas
- Possession or distribution of alcohol
- Selling or distribution of:
 - Controlled dangerous substances
 - Controlled paraphernalia or drug paraphernalia
 - Imitation controlled substances
 - Inhalants
 - Marijuana
 - Other intoxicants
 - Prescription drugs
- Any behavior or other conduct not specifically detailed in this guide that's illegal, causes significant disruption to our school's operations, or causes substantial harm to a student

or others

Students who violate our zero tolerance policy are subject to immediate counseling. We also may contact law enforcement, as appropriate. We follow the [Individuals With Disabilities Education Act \(IDEA\)](#) when suspending or expelling students who need special education.

Behavior Action: Suspension and Expulsion

Suspension and expulsion are our most serious disciplinary actions. We define them as:

- **Suspension, in- and out-of-school, or long-term** - The denial of a student's right to attend our school and participate in classes and school activities for a defined period of time.
- **Expulsion** - The denial of a student's right to attend our school, which includes all classes, school activities, functions or events.

Short-Term Suspension

In-School Suspension

In-school suspension (ISS) is a consequence we use if a student's misbehavior is extreme. With ISS, students can stay at school, but can't participate in their regular activities. Families will be notified and will be part of the conversation and plan.

Students who have an ISS spend their time in a different place other than their classroom. Depending on the reason they're suspended, they may be with a school administrator or in our front office. These aren't the only areas where they may be - other placements might be available and be more appropriate for the student's situation.

Out-of-School Suspension

We may use out-of-school suspension (OSS) as a consequence if:

- A student willfully caused, attempted to cause, or threatened to cause bodily injury or extreme emotional distress to another person.

If a student is suspended, we'll contact their parent or guardian so they can be picked up from school. If a parent can't get to school that day, we'll start the student's suspension on the next school day. We'll move the student to an alternate place other than their classroom until the current school day is finished.

We follow these guidelines when considering OSS:

- We won't suspend students in kindergarten - grade 5 for more than five consecutive school days, unless they're facing expulsion.
- In general, students won't be suspended for more than 20 cumulative days in the school year unless:
 - They're facing expulsion.
 - Our Executive Director gives written justification to the student's family explaining why more than 20 days is a more appropriate disciplinary action than another type of action.

- We may make an exception to the 20-day limit if a student's behavior required them to be removed from school as an emergency. Our Executive Director must give the student's family written justification explaining the reason for their emergency removal.
- PreK students won't be expelled under any circumstances. Students in PreK classes can only be suspended for up to three days if the student willfully caused, attempted to cause or threatened bodily injury unless the injury or threat was made in self-defense.

Long-Term Suspension or Expulsion

We use suspension for more than five days or expulsion as a last resort. These actions may be taken if a student:

- Repeatedly engages in suspendable behavior and can't correct themselves after other measures and options have been exhausted

Our expulsion process starts after a student has been suspended for 10 or more cumulative or consecutive days in a school year. Our administration will notify the student's family of our intent to expel. We'll also request a pre-expulsion conference where we'll share our evidence for requesting expulsion.

Long-Term Suspension and Expulsion Process

Our Executive Director makes the final decision for long-term suspension or expulsion. However, the grade level Assistant Principal is involved every step of the way.

- If a student is under consideration for long-term suspension or expulsion, the grade level Assistant Principal will:
 - Meet with the student.
 - Talk with them about the accusation or wrongdoing.
 - Share the information we have to show they engaged in a behavior.
 - Give them a chance to share their side of the story and/or explain the behavior.
- If necessary, the Assistant Principal will investigate the circumstances of the student's behavior and their explanation. The investigation will be done within three days of the incident, or within three days of when our administration was notified of the incident.
- After the student meeting and investigation, the Assistant Principal will send a written notice to parents or guardians with a recommendation for long-term suspension or expulsion. The reasons for the recommendation will also be explained.
- Within five school days of the written notice, we'll hold a conference with the parents or guardians to review the behavior that led to the long-term suspension or expulsion recommendation. The goal is to discuss all information available to help our disciplinary committee, including our Director of Teaching and Learning, make an impartial decision on the proposed disciplinary action.
- At the conference, the Assistant Principal will:
 - Share the information used to support the recommended disciplinary action.
 - Give the student an opportunity to fully respond to the information. If desired, the student may be represented by an attorney.
 - Allow the student to share any additional information they'd like the committee and Executive Director to consider when making the final decision.
- After the conference, the disciplinary committee will present all of the information to our Executive Director. Within two school days after the hearing, the

disciplinary committee and Executive Director will notify the parents or guardians in writing of the final determination and the reasons for making the decision. ● Parents and guardians who aren't satisfied with the final determination can appeal the decision within five calendar days. The appeal process is explained at the end of this section.

When a student is expelled, they're no longer allowed to be in our school environment or on school property, and can't attend school-related activities or events.

Suspension Policy: Students With Disabilities

Suspensions Lasting 10 School Days or Less

We can suspend students with disabilities for up to 10 consecutive or cumulative school days per school year in the same way we suspend general education students. In these cases, we don't provide services for the first 10 days a student is suspended in a school year.

Suspensions Lasting More than 10 School Days

Students with disabilities who are suspended for more than 10 days in a school year have additional disciplinary procedures. We hold a manifestation determination review meeting and provide services during the suspension. The review meeting covers the relationship between a student's disability and the behavior that caused the suspension. If a student's behavior was a manifestation of their disability, the student must return to school unless the child's parent or guardian and our administration agree otherwise. If the student's behavior is not a manifestation of their disability, the student may be disciplined according to the school's discipline policy applicable to all students.

We won't conduct a manifestation determination review meeting if:

- A student is suspended for more than 10 cumulative school days in a school year, and
- The suspensions don't constitute a pattern based on these factors:
 - The child's behavior isn't substantially similar to their behavior in previous incidents that resulted in previous removals; and
 - The length of each removal, the total amount of time for each removal, how close the removals are to each other, and/or other considerations are different.

We'll continue educational services for any student with a disability who is suspended for more than 10 days in the school year while they're suspended, but in another setting. We do this so they can continue to participate in the general education curriculum and make progress towards their Individualized Education Plan (IEP) goals. If appropriate, we'll also provide a functional behavior assessment and behavior intervention services and modifications. We want to help address behaviors so they don't happen again.

We'll hold a manifestation determination review meeting if:

- A student is suspended for more than 10 consecutive or cumulative school days in a school year, and
- The reason for the suspension constitutes a pattern based on these factors:
 - The child's behavior is substantially similar to their behavior in previous incidents that resulted in previous removals; and

- The length of each removal, the total amount of time for each removal, how close the removals are to each other, and/or other considerations are similar.

The following is required if both criteria are met:

1. **Parent or guardian notification** - A student's parent or guardian must be notified of the disciplinary action on the day it was taken. They must also be provided a copy of their procedural safeguards.
2. **Manifestation determination review meeting** - An IEP team meeting must be held within 10 school days of the action to determine if a student's behavior was a manifestation of their disability.
3. **Review of behavior intervention plan** - If the student's behavior is a manifestation of their disability, the IEP team must also do a functional behavior assessment if it hasn't already been done. A behavior intervention plan must be developed for the student. If the student already has one, the existing plan must be modified, as needed.

Manifestation Determination Review Meeting Outcome

If we determine a student's behavior **wasn't** a manifestation of their disability, we'll follow the same disciplinary procedures we use for students without a disability. This may include long-term suspension or expulsion.

Special Circumstances

There are situations when a student with a disability can be removed from school for up to 45 days without regard to whether their behavior was a manifestation of their disability. These situations include:

- Possession of a weapon on school premises or during a school function ●
- Possession or use of an illegal drug on school premises or during a school function ●
- Infliction of serious bodily injury on school premises or during a school function

With parent or guardian consent, the IEP team reserves the right to change a student's placement at any time.

Hearing Officer

If we're concerned a student's attendance at school is substantially likely to result in injury to themselves or others, we can request a hearing officer put them in a different setting for up to 45 days. We'll maintain their educational services during the suspension so they can continue their general education curriculum and progress towards their IEP goals.

Students Not Yet Found Eligible for Special Education or Related Services There may be a situation where a student hasn't yet been determined as eligible for special education and related services, but may still receive the same discipline procedure as students with disabilities. **This is possible only if we knew the student potentially had a disability before the behavior requiring action took place.**

For us to know a student may have a disability, one or more of these actions must have occurred:

- The student's parent or guardian expressed their concern **in writing** about the need for special education and related services to our Assistant Principal, Director of Teaching and Learning, and/or instructional personnel.
- The student's parent or guardian requested an evaluation of their child.
- The student's teacher or another member of our school's personnel expressed specific concerns about a behavior pattern to our Learning Support Coordinator or other supervisory personnel.

We won't have knowledge a student may have a disability if:

- We previously evaluated the student and they didn't qualify for special education services.
- The student qualified for special education services, but their family refused them.
- The parent or guardian refused to allow us to evaluate their child.

Reinstatement After Suspension

We encourage students and their parent or guardian to attend a reinstatement meeting with the grade level AP/PYP Coordinator to review and set expectations before they return to school after a suspension.

Appeal Process: Suspension and Expulsion

Parents or guardians who want to appeal a suspension or expulsion must complete our [Appeal Form](#), which will go to our Director of Teaching and Learning. **The appeal may only result in the removal of the letter from the student's file.**

Parents or guardians who aren't satisfied with the letter removal can contact our Executive Director. Our Executive Director may invite the student and their parent or guardian to appeal in person. Families can further appeal to our Board of Trustees by sending a letter to boardchair@washingtoneyuying.org. The Board of Trustees may ask the student and their parent or guardian to appeal in person at a regularly scheduled or special meeting. **The Board of Trustees decision is final.**

Notice of Nondiscrimination

Our school doesn't discriminate or permit discrimination on the basis of race, color, ethnicity, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, intellectual ability, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an intrafamily offense, place or residence or business, or any other distinguishing characteristic in our programs and activities. We provide equal access to education.

If you have questions about our nondiscrimination policy, please contact Stephanie James, our Title IX Coordinator, at sjames@washingtoneyuying.org or **202-635-1950**.

Section 504 of the Rehabilitation Act

[Section 504 of the Rehabilitation Act of 1973](#) prohibits the discrimination of students with disabilities. You can get a copy of your procedural safeguards from our Learning Support

Coordinator, who is our Section 504 and American With Disabilities Act (ADA) Coordinator. The LSC can be reached at learningsupport@washingtoneying.org or **202-635-1950**.

Grievance Procedure

Anyone who believes they or their child have been discriminated against can submit a complaint. To learn more, please see the “Grievance Policy and Procedure” section below. If you have questions, please contact our Learning Support Coordinator learningsupport@washingtoneying.org or call **202-635-1950**.

Learning Support: Notice of Procedural Safeguards

Child Find Policy

Under the [Individuals With Disabilities Education Act \(IDEA\)](#), our school is responsible for conducting continuous efforts intended to identify, locate and evaluate all children ages 3 - 22 who have a disability and are enrolled in Washington Yu Ying. This includes:

- Children with disabilities who are homeless
- Children who are in the custody of the DC Child and Family Services Agency (CFSA) or committed to the DC Youth Rehabilitation Services Agency (DYRS)
- Children who are making progress grade to grade
- Highly mobile children who are in need of special education and related services

These duties are called Child Find responsibilities. The [Child Find policy](#) establishes procedures for fulfilling Child Find responsibilities at Washington Yu Ying, and applies to all children enrolled in and all staff employed by our school.

Our staff is expected to know and act in accordance with the requirements and procedures established by the Child Find policy. We train staff on an annual basis to make sure our staff understands and can execute Child Find responsibilities.

If a parent, guardian or community member wants to request an initial evaluation to see if their child needs special education and related services, please contact Stephanie James, our Learning Support Coordinator, at sjames@washingtoneying.org or 202-635-1950.

Child Find: Special Education Referral Policy

A referral is documentation provided by a student’s parent or guardian, or other referral source, which clearly says why the child may have a disability. Within 30 days of receiving a referral, we must analyze existing data, determine if an initial evaluation for special education is necessary, and make reasonable attempts to obtain parental consent for the evaluation. Within 60 days of receiving parental consent, IDEA requires our school to complete an initial evaluation and determine if a child has a disability and is eligible for special education and related services.

The 90-day requirement does not apply if:

- A parent or guardian fails or refuses to respond to our request for evaluation consent ● The parent or guardian repeatedly fails or refuses to produce the child for the evaluation, or
- The child is enrolled in another local education agency (LEA) before we determine their eligibility

Every member of our staff must accept an oral or written referral for an initial evaluation for special education or related services. When we receive an oral referral, our staff must help any outside referral source and document the referral in writing and date it within three business days of receipt. We accept referrals from:

- A student's parent or guardian
- Employees of Washington Yu Ying who have knowledge of the student

For children younger than age 6, we also accept referrals from:

- Advocacy organizations
- Child development facilities including day care centers, child care centers and early childhood programs
- Community and civic organizations
- District agencies and programs including IDEA Part C programs
- Pediatricians or other medical professionals including physicians, hospitals and other health care providers

Please use our [Referral for Evaluation for Special Education form](#) to document a referral. You can also get a hard copy of the referral form from Stephanie James, our Learning Support Coordinator, at sjames@washingtoneyu.org or **202-635-1930**.

Child Find: Parent Procedural Safeguards and Rights

During the Child Find process, parent or guardian legal rights are defined by IDEA and DC law. If there's a disagreement, families may pursue dispute resolution and due process rights including mediation, due process complaints or state complaints.

To learn more about your rights under IDEA, please review the [IDEA Part B Notice of Procedural Safeguards](#). You can also get a hard copy from Stephanie James, our Learning Support Coordinator.

Special Education Observation

Under IDEA, we're required to allow parents or guardians, or designee(s) with professional expertise in special education, to observe a child's current or special education program. The law doesn't include lawyers representing parents or guardians, or anyone with a financial interest in litigation.

You can review our full observation policy [here](#). If you'd like more information, please contact Stephanie James, our Learning Support Coordinator, at sjames@washingtoneyu.org or **202-635-1930**.

Child Abandonment

Our administration has the right to notify authorities for child abandonment if a student is **repeatedly** left unsupervised before or after school, or after REEF.

We're not responsible for children left unsupervised on campus. If we haven't heard from a parent or guardian, we consider students unsupervised if they're:

- Not enrolled in REEF and aren't picked up from school by 4:00 p.m.
- Enrolled in REEF, but are left at school until after 6:15 p.m.

If you're running late, please make sure to contact our front office or REEF desk and/or ask another family to help care for your child until you arrive.

Child Abuse and/or Neglect Concerns

We want to make sure all our students are safe and healthy, even at home. If a concern about possible abuse or neglect comes up, we'll respond quickly and in an organized way.

We require all staff members and personnel to participate in a [Mandated Reporter training](#) at least once every school year. By law, every member of our staff is considered a mandated reporter of child abuse and neglect. If we suspect a student is experiencing abuse or neglect, we must report it to the DC Child and Family Services Agency (CFSA).

Here's the process we follow if we're concerned a child is being harmed or is in danger of being harmed:

1. If a student tells a staff member they're being abused or neglected, or if the staff member witnesses a concerning incident, they must immediately report it to the grade level PYP Coordinator or our school counselor.
2. The staff member who shared the concern must complete an incident report. The report will include the circumstances around the disclosure or incident, the specific words the student used, and the steps our school is taking in response.
3. The staff member will then call CFSA or another child protection agency to make a report. The PYP Coordinator and/or counselor will help.
4. After the call, we'll document when the call was made, the hotline worker's name and agent number, the hotline worker's response, and what follow-up will be taken.
5. Our school's administrative team will decide whether or not it's appropriate to call the student's parents or guardians.
6. If CFSA determines there's an immediate danger, we will **not** release the student to their family.

Important note: There may be a situation where a staff member reports a concern and their supervisor, or our Executive Director, PYP Coordinators or an appropriate designee doesn't think a call to CFSA is needed or CFSA can't be contacted. In this case, it's the staff member's responsibility to report their concern if they still feel it should be done. Reporting is an individual responsibility and failure to do it can lead to a penalty.

If you have questions about mandated reporting, please contact Tynill Jones, our School Counselor, at tjones@washingtoneying.org.

Non-Discrimination Policy

Our school doesn't discriminate or permit discrimination on the basis of race, color, ethnicity, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, intellectual ability, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an intrafamily offense, place or residence or business, or any other distinguishing characteristic in our programs and activities. We provide equal access to education.

Annual Notification of FERPA Rights

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

1. The right to inspect and review the student's education records within 45 days of the day the school receives a request for access. Parents or eligible students should submit to the Washington Yu Ying FERPA Administrator a written request that identifies the record(s) they wish to inspect. The FERPA Administrator address is listed in number four. The FERPA Administrator will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate. Parents or eligible students may ask the school to amend a record that they believe is inaccurate. They should write the FERPA Administrator, clearly identify the part of the record they want changed and specify why it is inaccurate. If the FERPA Administrator decides not to amend the record as requested by the parent or eligible student, the FERPA Administrator will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is:
 - A person employed by the Washington Yu Ying as an administrator, supervisor, instructor or support staff member, including health or medical staff and law enforcement unit personnel
 - A person serving on the School Board
 - A person or company with whom Washington Yu Ying has contracted to perform a special task such as an attorney, auditor, medical consultant or therapist
 - A parent or student serving on an official committee such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

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

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

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

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

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

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

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1))
- To officials of another school, school system or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
- To authorized representatives of the U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local educational authorities, such as the state educational agency in the parent or eligible student's state (SEA). Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of federal- or state-supported education programs, or for the enforcement of or compliance with federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has

received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))

- To state and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a state statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to §99.38. (§99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school in order to: (a) develop, validate or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7)) ● To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8))
- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9)) ● To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))
- Information the school has designated as "directory information" under §99.37. (§99.31(a)(11))

If you don't want Washington Yu Ying to disclose directory information from your child's education records without your prior written consent, you must notify Washington Yu Ying in writing by Sept. 4, 2020. Washington Yu Ying has designated the following information as directory information:

- Student's name
- Date and place of birth
- Address
- Phone number
- Email address
- Grade level
- Dates of attendance
- 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. **Important note: A student's Social Security Number (SSN), in whole or in part, can't be used for this purpose.**
- Photograph

Complaint and Grievance Process

It's our policy that all employees, students, parents, guardians and visitors have the right to voice their complaints or grievances about matters related to our school.

We recognize how valuable it is to have meaningful conversations when handling misunderstanding and keeping good relations between our community and school. The procedures we've created help us make sure all issues are carefully considered.

Complaint Process

The complaint process for families, employees and students is similar to the grievance process

described below. It's used to help resolve issues tied to student discipline, family concerns or other matters related to our school.

1. Contact the person or group by email or written letter.
2. If no resolution can be reached, ask for a meeting between everyone involved and a school administrator. The goal of the meeting is to develop a plan of action to solve the issue.
3. If still no resolution can be reached, the last resort is to contact the Secretary of our Board of Trustees at board.secretary@washingtonyuying.org. The Board of Trustees must have a description of the issue in writing.
4. Our Board of Trustees will review the complaint and provide a response within one week, but only if all steps were followed.

Grievance Process

The following overview outlines the process for filing a grievance with our school.

1. What May Be Grieved

The Washington Yu Ying grievance process should be used as follows:

- To deal with complaints and concerns pertaining to educational environment, employment arrangements or interpersonal conflicts, and
- To resolve complaints of discrimination and harassment based upon race, color, religion, creed, sex, national origin, age, disability, veteran status, sexual orientation or otherwise.

2. Who May Grieve

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

3. Other Remedies

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

4. Informal Grievance

Because most difficulties can be resolved by communicating a concern to someone, grievants are encouraged to discuss their concern or harassment complaint promptly and candidly with their immediate supervisor, or with the school administration. The grievant is not required to discuss his or her complaint with the alleged harasser or perpetrator in any manner or for any reason prior to initiating a formal grievance.

5. Formal Grievance

Within 90 days of encountering the harassment, discrimination or complaint that is the subject of the grievance, a grievant shall file a written notice with the school administration (Executive Director or Special Education Coordinator). Grievants may, but are not required to, use the **Grievance Form**, which is available from Amy Quinn, our Director of Teaching and Learning. The written notice shall identify the nature of the complaint, the date(s) of occurrence and the desired result, and shall be signed and dated by the person filing the grievance. In the event a grievance is being filed by the legal guardian or parent of a

student, the student and the legal guardian and/or parent shall sign and date the grievance.

The school administration will immediately initiate an adequate, reliable and impartial investigation of the grievance. Each formal complaint will be investigated, and depending on the facts involved in each situation, will be decided after receiving information from the appropriate individuals. Each investigation will include interviewing witnesses, obtaining documents and allowing parties to present evidence.

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

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

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

6. Appeals

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

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

7. Prohibition Against Retaliation

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

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

8. Modification

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

9. Contact Information

Carlie Fisherow,, Executive Director

220 Taylor Street NE

Washington, DC 20017

Phone: 202-635-1950

Email: carlie.fisherow@washingtoneyu.org

Amy Quinn, Director of Teaching and Learning

220 Taylor Street NE

Washington, DC 20017

Phone: 202-635-1950

Email: aquinn@washingtoneyu.org

Washington Yu Ying Board of Trustees

220 Taylor Street NE

Washington, DC 20017

Phone: 202-635-1950

Email: board.secretary@washingtoneyu.org

Attendance Policy

Attendance and Truancy

Yu Ying follows DC Office of the State Superintendent of Education (OSSE) truancy guidelines and reporting requirements. This means we require a written statement from a parent or guardian with a reason for their child's absence from school.

The statement can be:

- Preferred! Submitted through our Online Attendance Form
- Sent by email to reception@washingtoneying.org
- Given to our front desk on paper

If possible, please provide us with your statement ahead of time if your child will be away from school. Be sure to include when you expect them to come back. If you can't do this, you can give us the statement after your child returns. Submitting your written statement doesn't mean the absence will be excused. Instead, the absence won't automatically be coded as "unverified," which means it's unexcused. Any absences not verified with a valid, written excuse are considered unexcused.

If you can't send a written statement online or in person, be sure to call our front office at 202-635-1950 to tell us your child will be absent. Then, complete the written statement as soon as you're able.

Excused Absences

We consider these situations excused absences:

- An emergency where the student has to be at home or away from school
- A death in the immediate family
- Observance of a religious holiday so long as we're told ahead of time
- Student illness — a medical certificate or doctor's note may be required; see "Sickness" in the "Student Health" section for details

If your child has three or more excused absences in a trimester because of sickness, you must give us a doctor's note for all future absences. If your child doesn't see their doctor after being sick for multiple days, our school nurse will follow up with your family.

You must give our school nurse a doctor's note if your child was absent because of head lice, strep throat or pink eye. With lice, you must also show the nurse proof of treatment. For more information, please see "Head Lice" in the "Student Health" section.

Unexcused Absences

If we don't get a written statement about a student's absence, we automatically code the absence as "unverified/unexcused." Every time this happens, we try to contact the child's parent or guardian by noon on the same day.

After 10 unexcused absences, we'll contact the DC Child and Family Services Agency (CFSA).

After 20 consecutive days of unexcused absences, a student will no longer be considered enrolled at our school.

Students are considered truant if they're a minor age 5 - 18 and willfully absent from school with or without approval, or their parent or guardian's knowledge or consent. The table on the next page shows what actions

we'll take depending on how many unexcused absences a student has.

Number of Unexcused Absences	School Action	Next Steps
One to two days in a row	We'll record the unexcused absence(s) in our information system.	None.
Three days in a row	We'll try to call the student's family using every phone number we have, including emergency contacts.	If we don't hear from the family by the fourth day, we'll do a home visit on the fifth day and include a letter in the student's file.
Five days in a row	<ul style="list-style-type: none"> • We'll try to call the student's family again. • We'll send a notification letter to the student's parents or guardians. • If we still haven't heard from the family, we'll complete a home visit. • We'll schedule a mandatory meeting with the student's support team. 	We'll continue to monitor the student's absences. If the family can't be reached, we'll send a welfare request to the police department.
Eight days in a row	<ul style="list-style-type: none"> • We'll try to call the student's family again. • We'll send another notification letter to the student's parents or guardians. • We'll schedule a mandatory meeting with the student's support team. 	After 10 absences, we'll contact CFSA.
<p><i>Important note: If a student has 20 or more consecutive unexcused absences, they'll be considered un-enrolled for the current school year and must receive permission to reapply for the following school year.</i></p>		

Tardies

Students who come to school after 8:30 a.m. are tardy. This includes children who arrive to school on time, but aren't in their class by 8:30 a.m. Please remind your older children to go straight to class after dropping off younger siblings.

Five unexcused tardies per trimester equals one unexcused absence. If a student is often tardy, we may send a warning notice home and ask their family to meet with us. We want to create an action plan to help the student be on time. We don't want them to miss class and hurt their academic progress.

We may need to take disciplinary action or further steps if a student has a large number of tardy arrivals and unverified/unexcused absences. The following table shows what actions we'll take depending on how many unexcused absences a student has.

Number of Tardies	School Action	Next Steps
10 per trimester	<ul style="list-style-type: none"> Classroom teachers will reach out to the student's family to discuss why they're late. We'll schedule a mandatory meeting with the student's support team. 	We'll document the tardies in the student's file.
20 per trimester	<ul style="list-style-type: none"> We'll schedule a mandatory meeting with the student's support team. Our Family Liaison will complete a home visit. 	Our Family Liaison will do weekly check-ins until the student is tardy no more than once a week.
More than 25 per trimester	<ul style="list-style-type: none"> We'll schedule a mandatory meeting with the student's support team. Our Family Liaison will complete a home visit. 	We'll determine further disciplinary action based on the student's family circumstances.

Vacations

In general, we consider vacations unexcused absences. They negatively affect our school's attendance rating and Tier status with the Public Charter School Board. Please take your vacations only during scheduled school breaks.

If you do take your child out of school for more than a day, please:

- Complete our Online Attendance Form.
- Email your child's classroom teachers and your grade level PYP Coordinator.
- Your child's teachers and the PYP Coordinator will tell you what work your child needs to complete while they're away.
- The PYP Coordinator will review your child's work once it's done. They may decide to excuse the absence(s) if the work and experiences your child had are sufficient.
- Tell us if your child or others you traveled with were exposed to any potential contagious diseases or outbreaks. We appreciate your keeping our community safe!

Religious Holidays

We respect and accept that our families practice a variety of religions and observe diverse holidays. If your child will be absent because of a special observance or custom you follow, please complete our Online Attendance Form and tell your classroom teachers. Absences for religious holidays are excused.

Admission Preference Policy

Yu Ying gives enrollment preference to the following groups of applicants:

1. Children of Yu Ying Founders
2. Children of Yu Ying Staff
3. Siblings of Current Yu Ying Students
4. Children with Equitable Access Preference
4. Siblings of Current DCI Students
5. Siblings of Accepted Yu Ying Students

Students leaving Yu Ying's 5th grade receive a transfer preference to attend DCI's Chinese track for the 6th grade.