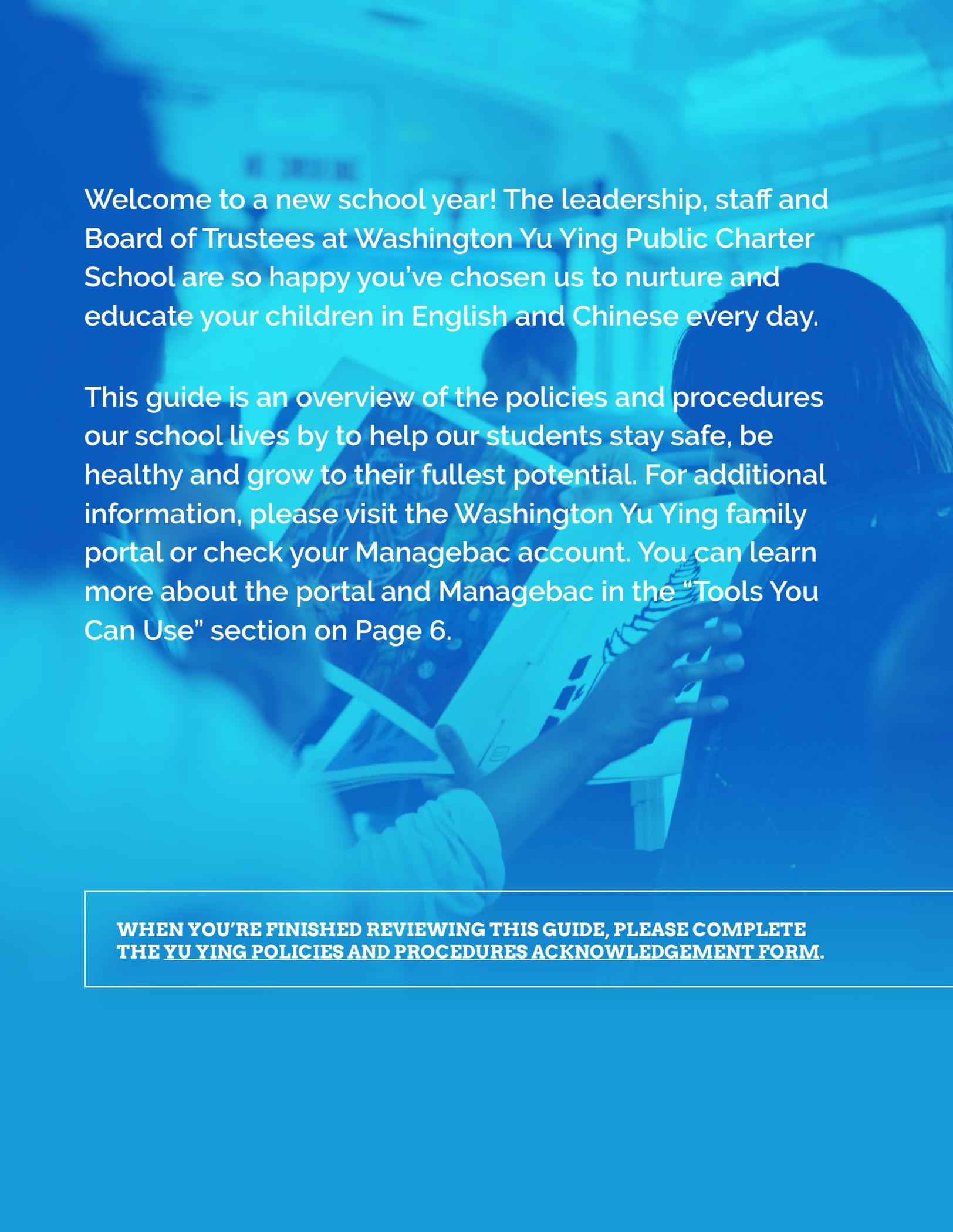


WASHINGTON YU YING PUBLIC CHARTER SCHOOL Policies and Procedures Guide



TABLE OF CONTENTS

Communications	4
Tools You Can Use	6
General Information	10
Policies and Procedures	14
Section 1: Enrollment.....	15
Section 2: Arrival and Dismissal Times and Details.....	16
Section 3: Dropoff and Pickup.....	18
Section 4: Attendance and Truancy.....	21
Section 5: Campus Safety.....	25
Section 6: Student Health.....	29
Section 7: Food.....	33
Section 8: Technology.....	36
Section 9: Volunteers.....	38
Section 10: REEF.....	39
Section 11: Behavior Expectations for a Safe School.....	43
Section 12: Intervention and Learning Support.....	55
Section 13: Compliance Policies.....	59
Section 14: Complaint and Grievance Process.....	66
PreK Families Only Section	70
School Administration Promise	76
Family Promise	78
Student Promise	82
Who to Ask: Quick Reference Guide	84



Welcome to a new school year! The leadership, staff and Board of Trustees at Washington Yu Ying Public Charter School are so happy you've chosen us to nurture and educate your children in English and Chinese every day.

This guide is an overview of the policies and procedures our school lives by to help our students stay safe, be healthy and grow to their fullest potential. For additional information, please visit the Washington Yu Ying family portal or check your Managebac account. You can learn more about the portal and Managebac in the "Tools You Can Use" section on Page 6.

WHEN YOU'RE FINISHED REVIEWING THIS GUIDE, PLEASE COMPLETE THE YU YING POLICIES AND PROCEDURES ACKNOWLEDGEMENT FORM.



COMMUNICATIONS



We're a green school and try to limit our use of paper. Instead, our staff and teachers communicate with families through a range of online resources. You can also reach our staff and your child's teachers by email. We aim to respond within 48 business hours, excluding weekends and school holidays. **If you don't have computer access at home, please ask the front office for a [Non-Electronic Media Agreement form](#).**

It's important we have your correct contact information. If your email address changes, please notify us at reception@washingtonyuying.org right away.

Keep in mind, parents and guardians who are divorced and separated must work out communications on their own. We won't:

- Relay information between families
- Photocopy progress reports, Individualized Education Plan (IEP) reports or other communications
- Hold multiple conferences with multiple people in the same family

MEDIA COMMUNICATION

Only our Executive Director or Chief Operating Officer can talk with the media on behalf of Yu Ying. All other staff, stakeholders or people who use our facilities must ask our Executive Director and receive documented approval before they can communicate with the media on behalf of our school.





TOOLS YOU CAN USE



The following is an overview of the online platforms we use regularly. We encourage you to bookmark them on your list of favorites! If you have questions, please email Amy Quinn, our Director of Teaching and Learning, at aquinn@washingtonyuying.org.

ALERT NOW SYSTEM

We use this platform to send emails and texts and make phone calls to families about school closings, emergency information and other immediate news. Please make sure you notify our front office at reception@washingtonyuying.org with any changes to your contact information so you get these very important updates.

CONSTANT CONTACT

Our school leadership uses Constant Contact to send emails to families about important community happenings. The timing of these emails varies depending on what topics come up throughout the year.

FACEBOOK AND TWITTER

If you're on social media, be sure to like our "[Washington Yu Ying Public Charter School](#)" page on Facebook or follow us on Twitter at "[@YuYingPCS](#)." We post pictures and videos of school happenings, and news articles relevant to us.

Our families have also created their own Facebook page — "[Washington Yu Ying Parents](#)." You're welcome to request access!

INFOSNAP

We use this cloud-based, online system for student registration. Each spring, you'll receive an automated email from InfoSnap asking you to complete enrollment information for your child for the following school year. Much of the information is automatically generated if you registered your child the previous year.

During the enrollment process, you'll also have a chance to:

- Give consent for your child to be photographed.
- Opt in or out of our student directory.
- Acknowledge our Student Technology Agreement.
- And more!



MANAGEBAC

This platform is used to organize each student's academic experience. Your login will remain the same throughout your child's time at Washington Yu Ying. On Managebac, you'll find:

- A calendar with your child's class deadlines, and other important events including field trips, standardized testing dates and whole school events
- Contact information for all of your child's teachers
- Messages from our leadership and classroom teachers
- Your child's portfolio, current progress on learning tasks and assessments, behavior log and progress reports

Amy Quinn, our Director of Teaching and Learning, also sends weekly letters on **Tuesdays** through Managebac. Her letters include articles from our staff, community updates and a calendar of school events. You'll receive a notification in your email with a full copy of the letter — keep an eye out!

REEF

REEF, our before and after care program, has its own page on the Washington Yu Ying family portal. If your child is enrolled in REEF, be sure to check the page for:

- Class descriptions, schedules and registration information
- Contact information
- Friday field trip dates
- REEF family handbook

You can also review the "REEF" section of this guide for more information.

SEESAW

All teachers use Seesaw in their classrooms so students can share a visual online portfolio of their learning with families. Your child's login will remain the same throughout their time at our school. Every year, we'll remind you of the login information. Seesaw allows teachers and students to:

- Document pictures of projects and other learning
- Reflect on learning and growth
- Upload video presentations

Families are encouraged to "like" and comment on the postings.



WASHINGTON YU YING FAMILY PORTAL

New families will get access to this Google site after completing their child's enrollment. The portal is the same for all families — visit it regularly to:

- Access Chinese resources
- Download class directories
- Get our teacher and staff contact information
- Link to other important sites including Managebac and REEF
- Reference the academic year calendar
- Submit student absence and other forms





GENERAL INFORMATION



Whether you're a new family or your child's been a student here for years, this section is an at-a-glance overview of the information you need to know before starting school in the fall.

BOARD OF TRUSTEES

Washington Yu Ying is a nonprofit corporation 501(c)(3) with an appointed Board of Trustees. The Board sets the vision for our school and makes sure our mission is fulfilled. As the governing body of Washington Yu Ying, the Board:

- Selects, evaluates and supports the Executive Director.
- Provides strategic direction for the school.
- Ensures we have adequate financial resources and are legally compliant.

Together, these important tasks help our academic programs succeed, keep us faithful to our charter and give the school long-term security. You can find a list of our current Board members on the Washington Yu Ying website. Every year, the Board hosts an open meeting and invites our school community to join in March. We'll share details about the meeting before it takes place.

WHAT TO BRING TO SCHOOL – AND WHAT TO KEEP AT HOME

Students in PreK 3 and PreK 4 should bring these items to school every day:

- Bag provided by the school
- Communication folder
- Communication notebook

Students in grades 1 - 5 should bring their:

- Backpack
- Communication folder

Please label all items brought to school with your child's first and last name!

These items aren't allowed at school and should stay at home:

- **Cell phones** — For more information, please see "Electronic Devices and Cell Phones" in the "Technology" section.
- **Electronic devices** — This includes gaming devices. If a device is brought to school, it'll be taken from the student and their parent or guardian may be contacted to come and pick it up.
- **Jewelry** — Our school isn't liable for lost jewelry or injuries caused by jewelry.



- **Toys** — Any toys brought to school by students in grades Kindergarten - 5 may be taken away and returned at the discretion of the teacher.
 - If an item could be considered a toy, but is needed for learning, please discuss it with our administration and your child's teachers. We'll work with you to come up with a solution.

SCHOOL SUPPLY FEE

At the start of each school year, we ask families to give a one-time donation of \$100 per student to cover the cost of school supplies, many of which are not available in stores. Your contribution is tax deductible to the fullest extent allowed by law.

We collect donations from August - October. You can pay online through **e-Funds** or bring a check or cash to the front office. If you're able, you're welcome to pay more to help offset the costs for families who can't afford the full amount. If you're unable to make a full donation, please email or call Maquita Alexander, our Executive Director, at maquita@washingtoneyuying.org or **202-635-1950**. Or, you can email or call Amy Quinn, our Director of Teaching and Learning, at aquinn@washingtoneyuying.org or **202-635-1950**.

Please don't send extra school supplies unless asked by a classroom or specials teacher.

SNACK FEE

Families in PreK - grade 1 pay a fee at the beginning of the year so we can provide twice daily snacks to our younger students. **For those who can afford it, the snack fee is \$153 per year, per child in PreK, Kindergarten or first grade.**

You can pay your snack fee through **e-Funds** or bring a check or cash to the front office. Some of our families can't afford this fee — if you're able to help out, please consider paying extra. If you're unable to pay, please email or call Maquita Alexander, our Executive Director, at maquita@washingtoneyuying.org or **202-635-1950**. Or, you can email or call Amy Quinn, our Director of Teaching and Learning, at aquinn@washingtoneyuying.org or **202-635-1950**.

Students in grades 2 - 5 bring their own snacks from home.

DRESS AND CLOTHING

Safety is important to us and we ask you to follow these guidelines so your child is always dressed for in-school activities including recess and PE:

- Students should wear clothing appropriate for the weather because they're outside every day for recess. This includes sweaters, jackets, hats, gloves and scarves. Please see the "Recess" section below for details on when recess may be canceled due to weather.
- If a child needs a winter coat, please notify our front office and we'll provide one.
- **Open-toed shoes, including sandals, are not allowed for any outdoor activities.** It's best to leave these at home.



- Clothing should be easy to remove and put back on for independent bathroom breaks.
- **Children in PreK must have a clearly labeled change of clothing in their cubby.** Accidents happen at this age and we want to be prepared.
- Washington Yu Ying T-shirts are strongly encouraged for field trip days.
- Backless shirts or string tank tops aren't allowed. We may call the student's parent or guardian and ask them to bring a change of clothing or shoes if we consider an item inappropriate.

RECESS

Students will have supervised **outdoor** recess two times every day. One adult per class is on duty for every recess break. During outside play, students are expected to remain in the designated supervised areas and play safely.

Please dress your child appropriately for the weather — for example, hats, mittens, coats, raincoats and/or boots. Teachers on recess duty may cancel outdoor recess if the weather is:

- Severe or hazardous — for example, heavy rain or storms
- Extremely cold — temperature lower than 28° F
- Extremely hot — temperature or heat index greater than 97° F

LOST AND FOUND

We don't have insurance for and aren't responsible for loss or damage of personal items brought to school. We have a lost and found area under the stairs by our administration offices. If your child loses something, please be sure to look for it there.

Our Parent Association also has a Lost and Found Committee who helps organize the lost and found area and remind families to check for their missing things. **Unclaimed items are donated to a charitable organization on the last day of every month.**

SCHOOL PHOTOS AND PHOTOGRAPHY/VIDEOGRAPHY

Every year, we bring in a professional photographer to take student photos. Individual pictures are done in the fall and class photos are done in the winter. We'll tell you the exact dates ahead of time.

All students will get their picture taken so they don't feel excluded. To purchase school pictures, please look for a form in your child's communication folder. If you have questions or think you missed the form, please call the front office or email reception@washingtoneyu.org.

There may be times when photography, video or live broadcasts may take place at school. **Please review the "Photographic Consent" section in InfoSnap when registering your child for the next school year. You can opt in or out of allowing us to use your child's photograph or image.** Remember to tell your child's class teachers at the start of every school year. Keep in mind this may limit your child's participation in certain events or activities.



POLICIES AND PROCEDURES



SECTION 1: ENROLLMENT

GRADE LEVEL PLACEMENT AND AGE REQUIREMENTS

We accept applications each year through the DC Common Lottery. You can find more information about the DC Common Lottery at myschooldc.org. We welcome new student applications for PreK 3 through grade 2.

In line with DC Public Charter School law, siblings of current Washington Yu Ying and DC International School students may receive enrollment preference if they:

- Are related by blood to one or both parents of the current sibling.
- Are adopted by one or both parents of the current sibling.
- Live with the current student at least 50 percent of the time and the home they share is in Washington, DC.

If you'd like to enroll a sibling of a currently enrolled student, you must complete an application through the DC Common Lottery at myschooldc.org.

The following table shows our age requirements for students entering younger grades.

Grade	PreK 3	PreK 4	Kindergarten
Age Requirement	3 years old by Sept. 30 of the year the child will be enrolled	4 years old by Sept. 30 of the year the child will be enrolled	5 years old by Sept. 30 of the year the child will be enrolled

RETURNING STUDENTS

All returning families must re-enroll for the school year by the re-enrollment deadline. This information will be shared with you via email in the spring.

PREVIOUSLY ENROLLED RETURNING STUDENTS

Students previously enrolled in our school for at least one calendar year *may* be able to re-enroll if they:

- Moved out of the DC metro area, including Northern Virginia and Maryland
- Didn't leave to attend another school in the DC metro area
- Weren't away for more than two years



If your family meets these conditions, you can complete our **Intent to Return form**. Please fill out the form and include:

- A letter requesting re-enrollment with confirmation you met the conditions during your child's absence and which grade level you'd like your child to be in.
- Re-enrollment paperwork including the DC residency verification form.

When complete, please send everything to Annie Schleicher, our Director of Enrollment and Accounts Receivable, at annie@washingtoneyu.org.

If a student meets the requirements to re-enroll, they'll be assessed and placed in the proper grade. They may be moved to a more appropriate class if they're struggling academically.

SECTION 2: ARRIVAL AND DISMISSAL TIMES AND DETAILS

The following lists our regular instruction hours for our younger and older grades. **Students are expected to be in school on time and stay for the entire day, every day school is in session.**

ARRIVAL

Instruction Hours: PreK 3 - Kindergarten

- Monday - Thursday, 8:10 a.m. - 3:30 p.m.
- Friday, 8:10 a.m. - 1 p.m.

Instruction Hours: Grades 1 - 5

- Monday - Thursday, 8:10 a.m. - 3:40 p.m.
- Friday, 8:10 a.m. - 1 p.m.

Arrival Time

- School doors open for all students at 8:10 a.m.

Early Arrival

Children who enter the building before 8:10 a.m. will be sent to before care and families will be charged the REEF fee. You can review REEF fees in the "REEF" section of this guide. Students in before care will wait with an adult at the REEF entrance until classes open at 8:10 a.m.

Late Arrival

When students arrive after 8:30 a.m., they miss instruction — and disrupt the class already in session. Please see the "Attendance and Truancy" section for more information about tardies.



DISMISSAL

Dismissal Times: PreK 3 - Kindergarten

- Monday - Thursday, 3:30 - 3:45 p.m. — All classes will line up at their dismissal locations no later than 3:35 p.m.
- Friday, 1 - 1:15 p.m. — All classes will line up at their dismissal locations no later than 1:05 p.m.

Dismissal Times: Grades 1 - 5

- Monday - Thursday, 3:40 - 3:45 p.m. — All classes will line up at their dismissal locations no later than 3:40 p.m.
- Friday, 1 - 1:15 p.m. — All classes will line up at their dismissal locations no later than 1:05 p.m.

Dismissal Safety

Anyone authorized to take your child out of school or pick them up after school must be listed on your school registration forms and/or communicated to the front office by phone or email.

If someone isn't listed or we don't hear from you before a student's picked up, we'll ask the person to show identification and call you to confirm before allowing your child to leave.

Early Dismissal

Early dismissal is **highly discouraged** unless it's necessary for a doctor or dentist appointment or another reason pre-approved by our staff. **All early dismissals must take place before 3:20 p.m.** We don't allow early dismissal between 3:20 - 3:40 p.m. because we're preparing for all students to leave.

To notify us of an early dismissal, please fill out the **Online Attendance Form** available on the Washington Yu Ying family portal or email reception@washingtoneyu.org. After a medical appointment, please bring in a note from the doctor's office so your child's absence is excused.

Early Dismissal Pickup

If you've arranged early dismissal with the school in advance, please enter through the main entrance door and sign your child out at the front office.

Late Pickup

Students who aren't picked up on time will go to the school library where they'll be supervised by an adult until 4 p.m. Monday - Thursday or 1:30 p.m. Friday. If they're not picked up by those times, they'll be sent to after care and families will be charged the REEF drop-in fee. You can review REEF fees in the "REEF" section of this guide.

Students aren't allowed to stay with staff in the front office for late pickup unless they participate in a learning group requested by the school.



POST-DISMISSAL CAMPUS RULES

Families are welcome to stay on campus and use the playgrounds until 4 p.m. However, parents or guardians must actively supervise their children and stay within 10 feet of them at all times. Students who need to go back inside the building after 4 p.m. must be accompanied by a parent.

At 4 p.m., families with kids not in REEF or an approved after school engagement may be asked to leave. REEF and other events need the space to hold their classes.

If these rules are repeatedly broken, we'll need to revisit this policy and add restrictions.

Please help us keep the playground open to everyone!

SECTION 3: DROPOFF AND PICKUP LOGISTICS

From dropoff lanes to carpool to self-dismissal, we offer several ways for students to get to and from our campus. It may take a few weeks to figure out what works best for you, so we encourage you to talk with other families and experiment.

DROPOFF

Carpool Lane and Kiss-N-Ride

Our campus has one carpool lane inside the gates, which is only available in the morning to PreK students and their siblings or friends in the same car. All other cars must use the kiss-in-ride lane on 2nd Street for dropoff.

All car gates, including the Nature Center entrance gate, close every morning at 8:25 a.m. We do this to make sure students have enough time to get to class by 8:30 a.m. The gate attendant will tell the last car in the carpool lane when the gate is about to close. If you're the last car, you'll need to park in the neighborhood and walk your children in.

Late Arrival

Students who aren't at school by 8:30 a.m. are tardy, except for reasons listed in the "Attendance and Truancy" section. 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.

- If your child gets to school between 8:30 - 8:45 a.m., they can enter through the south stairwell entrance and go straight to class. Their teacher will mark them tardy.
- Students arriving after 8:45 a.m. must be signed in at the front office by an adult.
- Late carpool drivers must park in the neighborhood, walk in to school and sign in the children they dropped off after 8:45 a.m. Persistent carpool issues will need to be resolved by the families involved.



Helpful Reminders

1. When timing your arrival, remember to factor in enough time for your child to unpack their belongings and get to class. We strongly encourage independence and want students to do this on their own without help.
2. Teaching staff can't have impromptu conferences with parents or guardians during arrival, dismissal or the school day. If you want to set up a conference during non-instructional hours, please email your child's teachers or our staff. Meetings should be scheduled at least 24 hours in advance.
3. We understand it may take a couple of days to time your commute, so we don't enforce our tardy policy during the first week of school.

Parking

Parking on our campus is only for school staff, people with a disability, families with a handicap placard or sticker, or those with a special circumstance. Everyone else must legally park in the neighborhood.

There are right places to park and wrong places to park, which are listed in the table below. We ask you to be a good community partner and follow these guidelines. Parking in the dropoff lane or neighboring apartment building lots is not only extremely rude to other families and residents, you'll be at risk for getting a ticket or being towed.

Appropriate Parking Locations	Inappropriate Parking Locations
<ul style="list-style-type: none"> • 2nd Street • Unzoned parking in the neighborhood 	<ul style="list-style-type: none"> • Brookland Ridge Apartments • St. Josaphat's Ukrainian Catholic Seminary across the street • Along Taylor Street in front of school

PICKUP

Carpool Lane

Families picking up three or more students can use the carpool lane after school. To be eligible, you must fill out the [Afternoon Carpool Pass Request Form](#) before the first day of school.

When using the carpool lane, please keep these guidelines in mind:

- The carpool gate opens at 3:15 p.m. Please don't block the entrance gate — we'll ask you to move your car if you're waiting outside the gate before 3:15.
- The gate closes at 3:45 p.m. If you arrive after 3:45, please park your car in the neighborhood and enter school through the REEF entrance. Your children will be in the library.
- If students aren't picked up by 4 p.m., they'll be sent to REEF and families will be charged the drop-in fee. You can review REEF fees in the "REEF" section of this guide.



Campus Pickup: PreK 3 - Kindergarten

Students in grades PreK 3 - Kindergarten are dismissed by grade from the front steps of the school. In bad weather, students can be picked up from the hall outside their classroom. Please follow these guidelines to help dismissal stay safe and efficient:

- Enter campus through the pedestrian gate closest to the carpool gate. Walk toward the steps, following the painted sidewalk dragon.
- Stand facing the main entrance steps.
- Wait for your child's teacher to acknowledge you and dismiss your child.
- Your child will walk down the steps to you.
- During bad weather, come to the front office and wait until 3:30 p.m. You'll be given a signal to go to your child's classroom. Greet your child's teacher so they see you and can dismiss your child.

Campus Pickup: Grades 1 - 5

Students in grades 1 - 5 are dismissed together from the turf. In bad weather, students can be picked up from the multipurpose room. Please follow these guidelines to help dismissal stay safe and efficient:

- Enter campus through the pedestrian gate closest to the carpool gate. Then, walk toward the back school to access the turf. Don't stay on the painted sidewalk dragon or you'll block foot traffic.
- Line up behind the red pickup line painted on the parking lot.
- When all students are on the turf, a school administrator will signal you to come over.
- Approach the lines of classes on the turf. Teachers will dismiss your child to you.
- During bad weather, come through the REEF entrance. Line up on the right side of the first floor hallway and wait your turn to enter the multipurpose room.

Campus Pickup: Self-Dismissal

Families can request self-dismissal for their child. To do this, please fill out the **Self-Dismissal Form** at least one full day before a student leaves campus alone for the first time. A new form must be filled out each school year. Students who self-dismiss must leave campus by 3:40 p.m.

PICKUP SCHEDULE CHANGES

Please call the front office or email reception@washingtoneyuying.org and your child's teachers at least one day before a pickup schedule change. This helps us make sure your child is safely brought to the right location.

If pickup changes are sent after 8:10 a.m., we can't guarantee your child will be dismissed to the right location that same day.



Transportation

Our school doesn't provide a bus service. However, there are family-led bus routes you may participate in for a fee. Please call the front office or email reception@washingtoneyu.org for more information.

SECTION 4: ATTENDANCE AND TRUANCY

We follow 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@washingtoneyu.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.

SECTION 5: CAMPUS SAFETY

We want to make sure our campus is as secure as possible, so every year we create a detailed safety plan with the help of our school security staff members, local law enforcement, and emergency management and public health officials. The plan is in line with [DC Emergency and Safety Alliance \(ESA\)](#) requirements, and is reviewed and regularly updated.

Our annual plan includes having our students and staff practice three types of emergency drills — fire, lockdown and shelter-in-place. We may practice other drills depending on environmental circumstances and what we need to do to meet compliance.

The plan also includes the actions we take to keep our building safe, manage visitors to our campus, and handle emergency and weather closings.

FIRE DRILLS

We hold fire drills once a month during the school year. This is a fire code and District of Columbia Public Schools (DCPS) requirement.

We want all of our students to understand why these drills are important and to not be afraid when the alarm sounds. Regular practice can help. If we can't hold a drill when scheduled because of weather or another event, we'll make it up at a later time. This may mean more than one fire drill will happen in a month.

LOCKDOWN DRILLS

We have one lockdown drill during every school year. We do this to teach students how to stay safe from danger inside or outside our building. These drills are just as important as fire drills.

During the lockdown drill, we secure the school building and shelter all students, staff and visitors inside. All perimeter doors are locked and will stay locked until the danger or issue inside or outside is clear. Students who are outside when the drill starts will follow our shelter-in-place drill procedure.



We talk with students about the importance of the drill before we have it. We also remind students after the drill that it was only a practice and there was no danger. It helps if you also talk with your child about lockdown drills. This [article](#) has some useful tips. If you'd like more information, please ask your child's classroom teachers or contact our Director of Operations.

If a true lockdown situation, no one will be allowed to enter or exit the building until the authorities say it's OK. We'll keep students inside the school and their classrooms when the circumstances are safer to stay instead of evacuate.

SHELTER-IN-PLACE DRILLS

We have one shelter-in-place drill every school year. This drill prepares students to move to a safe space during severe weather or another unsafe condition inside or outside our building.

Please talk with your child about the importance of shelter-in-place drills. This [article](#) can help, and includes some of the same language we use when discussing the drill with students.

BUILDING SAFETY

The security of our campus is extremely important to us. We have many features inside and outside our building to help keep our students stay safe including:

- Blinds on interior windows for lockdown situations
- Cameras to monitor our campus grounds, entryways and other inside areas
- Campus-wide, indoor and outdoor speaker system
- Local alarms on exit doors
- Mandatory locks on all doors
- Mandatory sign-in process at our front office for non-school staff
- Manual and electronic controlled locks on all gates
- Safety drill practices

Teachers must keep their classroom doors locked during school hours. **We also ask our students and their families to follow these guidelines during dropoff or when coming in at other times during the day:**

- 8:10 - 8:45 a.m. — Use the south stairwell entrance or main entrance door to enter or exit.
- 8:45 a.m. - 4 p.m. — **Only** use the main entrance door. Please don't enter the building through the REEF doors. The only exception is for bad weather dismissal.
- 4 - 5:45 p.m. — **Only** use the REEF doors to enter and exit the building.

Important note: Students should **only** open the main entrance and REEF doors for other students or our staff. They shouldn't open any doors at any time for visitors.



VISITOR POLICY

During school hours, all visitors or families must enter and exit our building through the main entrance and sign in at the front office. You'll be given a visitor badge, which you must wear at all times while on school property. The badge is required, even if your child's classroom teacher is expecting you, or if you're volunteering or attending a school event.

Our staff is told to challenge anyone who's in our building and isn't wearing a visitor badge. They're asked to alert our front office and tell the person to sign in immediately. We also have these policies in place:

- Visitors or families walking on to campus must ring the buzzer by the pedestrian gate, which is closest to 2nd Street. Someone in our front office will ring you in.
- Visitors or families may not ask to drive on to campus after arrival and dismissal times. You also won't be allowed to enter through our main gate.
- During dropoff, don't leave students on the street if the pedestrian gate is closed. Instead, please park and walk your child on to campus.
- During school hours, you must tell our front office if you're taking your child away from campus. If it's after hours, please go to the REEF reception desk.
- **Anyone authorized to take your child out of school or pick them up after school must be listed on your school registration forms and/or communicated to the front office by phone or email.** If someone isn't listed or we don't hear from you before a student's picked up, we'll ask the person to show identification and call you to confirm before allowing your child to leave.
- Students aren't allowed to self-dismiss unless we have a completed **Self-Dismissal Form**.

For more information about our arrival and dismissal policies, please see the "Arrival and Dismissal Times and Details" and "Dropoff and Pickup Logistics" sections of this guide.

FACILITIES POLICY

In some instances, we allow certain groups to use our building during non-school hours. Examples may include:

- Our Parent Association to hold meetings or functions
- Families doing student- or community-related activities
- Representatives of other groups pre-approved by our administration



Anyone who asks to use our building must first complete our **Facilities Request Form**. Our administration will review the form and approve or deny requests based on factors including, but not limited to:

- Community-related purpose of the activity or event
- Insurance coverage of the group
- Safety such as size of group and/or background check completion
- Space availability
- Time of the activity or event

If a request is approved, our administration will add the event to our school calendar and send the group representative our facilities agreement to sign. The agreement provides details about our expectations for use of our building and safety of our grounds. The group representative may check out a key card if the activity is happening in the evening or on a weekend. The card must be returned to us on the first business day after the event.

EMERGENCY AND WEATHER CLOSINGS DURING NON-SCHOOL HOURS

If there's an emergency during non-school hours, please check our website and the Washington Yu Ying family portal. In general, we follow DCPS school closings. However, we sometimes make a different decision because our students and staff come from across the city and surrounding counties.

If the weather is questionable, we'll contact you by email, text and phone using our Alert Now system. You can also look for an announcement on our [website](#) or watch or listen for one on local television and radio stations including WUSA 9, ABC 7, NBC 4, FOX 5, WDCA, cable channel 8 and/or WTOP.

EMERGENCY AND WEATHER CLOSINGS DURING SCHOOL HOURS

If school is in session and we have to close because of an emergency or weather, we'll contact you by email, text and phone using our Alert Now system. **We won't dismiss students from the front steps or turf.** Instead:

- Pick up PreK and Kindergarten students from their classroom.
- Pick up students in grades 1 - 5 from the multipurpose room. Line up on the right side of the first floor hallway and wait your turn to enter the multipurpose room.
- Use the usual process for carpool, if the emergency or weather allows.

If bad weather happens during REEF, students will be dismissed in the multipurpose room or their REEF classroom, depending on the grade. Please check in at the REEF reception desk before you leave so we know your child is safe.

Important note: We won't dismiss students during a dangerous weather event. We'll keep all students inside our building until it's safe to leave.



SECTION 6: STUDENT HEALTH

We want to help keep our school community safe and healthy. We appreciate your following our guidelines for keeping your child home if they're sick and making sure our environment stays nut-free. The following overview also includes details on what health information we need before the start of the school year and background on our school nurse and mental health clinicians.

SCHOOL HEALTH RECORDS

Families must follow District of Columbia Public Schools (DCPS) and Office of the State Superintendent of Education (OSSE) requirements for vaccinations/immunizations, and health and dental examinations.

Before the first day of each school year, you must provide your child's:

- Current **District of Columbia Universal Health Certificate**
- **District of Columbia Oral Health (Dental Provider) Assessment Form**

You can find these forms online at OSSE's [website](#) or the Washington Yu Ying family portal. Or, you can get hard copies in the file hanger next to our main entrance doors by the front office.

We want to make sure your information stays current throughout the year. [Email us at **reception@washingtoneyu.org**](mailto:reception@washingtoneyu.org) with any new medical information, parent or guardian contact information, or emergency information.

SCHOOL NURSE

The DC Department of Health (DOH) sends us a school nurse based on our student numbers and medical needs. The nurse isn't a Washington Yu Ying employee and must follow DOH rules and policies.

You can send questions, comments or concerns about the nurse to us, but you should also tell the nurse and the nurse manager. The school nurse's email is [**nurse@washingtoneyu.org**](mailto:nurse@washingtoneyu.org). You can reach the nurse manager, Tanya Hankton, at [**THankton@childrensnational.org**](mailto:THankton@childrensnational.org).

MENTAL HEALTH CLINICIANS

Tynill Jones is our full-time school counselor and works with students based on their Individualized Education Plan (IEP) or 504 plan needs. The DC Department of Behavioral Health (DBH) provides us with a school social worker/counselor based on our student numbers and medical needs. Our DBH clinician, Bill McNulty, isn't a Washington Yu Ying employee, but collaborates with us and has an office on our campus.



Our mental health clinicians offer prevention, early intervention, case management and clinical services to our students and their families. Some of the issues they can address include:

- Behavior support
- Counseling for mental health-related concerns.
- Truancy

They also offer classroom lessons to our students on mental health issues, prevention and social skills development. And, they provide training to our school staff on a variety of mental health topics and classroom management techniques.

You can reach Tynill at tjones@washingtoneyuying.org, and Bill at bill@washingtoneyuying.org.

NON-EMERGENCY MEDICAL CARE

Students who feel sick or need minor medical attention will be sent to the school nurse's office for care. If the nurse isn't on duty, one of our staff members will see students at the front office. We'll either send students back to class if they're not sick or have a minor injury, or home if they need attention.

If you're called to pick up a sick child, you must get them within two hours of being notified. We don't have the space to keep sick children separated from other students at school.

SICKNESS

Students who are sick expose our staff and their classmates to illness. **If your child has any of these symptoms, they must stay home from school:**

- Acute cold, sore throat or persistent cough
- Acute skin rashes or eruptions
- **Diarrhea**
- Earache
- Head lice or nits
- Nausea, **vomiting** or severe abdominal pain
- Red or inflamed eyes, eyes with discharge, or pink eye
- Suspected scabies or impetigo
- Swollen glands around jaws, ears or neck
- Temperature of 99.6° F (37.5° C) or higher
- Weeping skin lesions, unless protected and diagnosed as non-infectious
- Other symptoms of severe illness



If your child went home or stayed home because of illness, they can't return to school until:

- They haven't had symptoms for **24 hours without medication**.
- A doctor has certified in writing they can come back to school.

For example: If your child threw up overnight, they shouldn't be sent to school until 24 hours after the last time they vomited.

If your child saw a doctor for their illness, the DC DOH says you must share a doctor's note with the school nurse before the student can return to class. The note should say you child is allowed to come back to school.

Please notify the school if your child was exposed to or has one of **these conditions**. Students with these conditions **must** have a doctor's note to return to class.

EMERGENCY MEDICAL CARE

If a student is in an accident at school, we'll immediately notify their parent or guardian. If the accident is more serious, we'll also call an ambulance. A school official will go with the student to the hospital and stay until the child's family or other designated individual arrives.

If treatment is needed but it's not an emergency, families will be called and asked to take the student for medical care.

MEDICATIONS

Some students may need their medication during the school day and we're happy to help. If your child requires medication, please follow these steps so we can give it to them:

1. Complete the **DC Department of Health Medication and Medical Procedure Treatment Plan** and give it to the school nurse. If you need a hard copy of the form, please ask the front office. **We can't give any medication to your child if we don't have your completed form.**
2. Bring in your child's medication and give it to the school nurse. If the nurse isn't available, please visit the front office. **We can't accept medication given to us by students.**

In general, our school nurse will give medications to students who need it during the day. If the nurse isn't available, we have trained and certified staff who can do it.

Questions? Please contact the school nurse at nurse@washingtoneyu.org or 202-635-1950, ext 116.

Important note: If your child is going on a day-long field trip and needs their medication, you must:

1. Provide it to classroom teachers in the medication's original container.
2. Complete the **DC Department of Health Medication and Medical Procedure Treatment Plan**, write "Field Trip Use" at the top and give it to your child's teachers. If you need a hard copy of the form, please ask the front office.

If you have questions or concerns about the field trip and medication, please contact your child's teachers.



ALLERGIES

We know some food allergies can be life threatening. We have strategies and practices in place to help lower the risk for accidental exposure and to get students fast medical care, if necessary. **Please email our school nurse at nurse@washingtoneyu.org if your child has a food or other life-threatening allergy.**

If your child has a food allergy, please see "Food Allergy and Dietary Accommodations" in the "Food" section and follow the instructions for telling us.

To help prevent any issues, we ask all students and their families to:

3. Understand our school is a **peanut- and tree nut-free environment**.
4. Wash hands before and after eating.
5. Not share or trade food with others.
6. Seek help if they see another student in distress.
7. Not send any peanuts, nuts or peanut/nut products to school for any event.

HEAD LICE

You play a key role in helping us prevent the spread of head lice. **Students with one or more live nits must stay home or will be sent home from school.** To return to school, you must:

1. Show the school nurse proof of lice treatment and the date of the treatment.
2. Report to the school nurse so the student can be checked and cleared before going to class.
3. Check the child again 21 days after lice treatment.

ACTIVITIES EXCLUSION

Students who can't participate in their PE class or recess for longer than one day need a doctor's note. In the note, your doctor must describe your child's condition and how long they should be excused from activities.

Please send the doctor's note to reception@washingtoneyu.org and nurse@washingtoneyu.org, or bring a copy to the front office.

ANIMALS

Animals aren't allowed on campus unless you get permission ahead of time from classroom teachers and/or school leadership.



SECTION 7: FOOD

We're a healthy and green school and follow the **DC Healthy Schools Act**. Studies show kids who eat healthy lunches with limited sugar tend to learn better throughout the afternoon. **Please don't allow your children to bring candy, gum or other junk food to school, even on holidays.** If they do, we'll have to take them away.

Examples of junk food include, but aren't limited to:

- Candy
- Soda
- Sweet desserts such as cupcakes or pudding

Food brought from home should be balanced and include items from the five main food groups. If students bring lunches that don't meet our guidelines, we'll give them a school lunch at their families' expense.

You can read more about our health and wellness policy on the [Washington Yu Ying family portal](#). Go to the site, click "Administration" and "2016-2019 School Wellness Policy." If you have questions, please email lunch@washingtoneyu.org.

NUT POLICY

Our school is peanut- and tree nut-free. Many of our students have severe, life-threatening allergies to peanuts, tree nuts, and peanut and tree nut products. We follow U.S. Food & Drug Administration (FDA) guidelines and consider these nuts:

- Almonds
- Beech nut
- Brazil nut
- Butternut
- Cashew
- Chestnut
- Chinquapin
- Hazelnut
- Ginko nut
- Hickory nut
- Lichee nut
- Macadamia nut
- Pecan
- Pine nut
- Pili nut
- Pistachio nut
- Shea nut
- Walnut



Please read labels carefully. Products with nuts or made on equipment that processes nuts will be sent home if unopened or thrown away immediately if opened. Examples of food that may contain nuts include, but aren't limited to:

- Almond pudding
- Crackers
- Granola bars
- Nut cookies
- Peanut butter sandwiches

Coconut is acceptable according to the American College of Allergy, Asthma, and Immunology.

FOOD ALLERGIES AND DIETARY ACCOMMODATIONS

If your child has a food allergy, please:

1. Complete the appropriate section on the DC Universal Health Certificate when you enroll or re-enroll your child. The form must be signed by a licensed medical provider and a parent or legal guardian.
2. Include the information in InfoSnap, which you'll use to re-enroll your child every year.
3. Email the school nurse at nurse@washingtoneying.org and our lunch administrators at lunch@washingtoneying.org.
4. Submit additional paperwork or medical notes, as needed.
5. Make sure classroom teachers are aware of what to look for if your child has an allergic reaction.

Food and taste preferences can't be accommodated. In general, we may — but aren't required to — make food substitutions for students who don't have a disability.

Families may request a food substitution based on their religious or philosophical beliefs. To do this, please complete the "Statement to Request Dietary Accommodations" form on the Washington Yu Ying family portal. Go to the site, click "School Forms" and "Statement to Request Dietary Accommodations." We'll review the form and decide if we can fulfill the request.

Students who require a special meal may contact our lunch administrators two weeks in advance at lunch@washingtoneying.org.

FREE BREAKFAST

Free breakfast is offered to all students, even if they're not enrolled in REEF before care. If your child wants breakfast and you arrive before 8:10 a.m., you must wait in the REEF entrance or sit and eat with your child in the multipurpose room at the non-REEF table. You can leave after 8:10 a.m. when your child goes to their class. If you don't wait, you'll be charged the REEF drop-in fee for before care. You can review REEF fees in the "REEF" section of this guide.



If you can't get to school before 8:10 a.m., you can ask your child's teacher to have free breakfast delivered to their class. Your child can eat their meal when they arrive.

SNACK

Families in PreK - grade 1 pay a fee at the beginning of the year so we can provide daily snacks to our younger students. For more information about the fee, please see the "General Information" section of this guide. Students in grades 2 - 5 students must bring their own snacks from home. Teachers will give you more information about snacks at the start of the school year.

Helpful Reminders

1. **All snacks must be peanut- and nut-free, and healthy.**
2. Healthy snacks include fruits, vegetables, yogurt, cheese, pretzels, goldfish or crackers.
3. Please don't send snacks that don't support active learning — for example, sweets, potato chips, cakes or candy. Unopened, unhealthy food will be sent home.
4. Make sure your child has enough snack to eat during their snack time. Please tell them the difference between snack time food and lunch time food.
5. If your child has dietary restrictions, please remind teachers at the start of the school year. Tell them you've already submitted this information to the school nurse.

SCHOOL LUNCH

Revolution Foods is our school lunch provider. Students in grades 1 - 5 eat lunch in the multipurpose room, while PreK and Kindergarten students eat in their classrooms.

- **School lunch costs \$3.60 every day.** However, lunch is free for families who qualify for the free or reduced lunch rate. Please see the "Free and Reduced Meals" section below for more information.
- School lunch menus are available on the Washington Yu Ying family portal and the menu board by the REEF entrance.
- If you'd like school lunch for your child, you must pay ahead of time on a monthly basis. You can do this at the front office or through **e-Funds**.
- Please contact **lunchbilling@washingtoneying.org** with questions or concerns about your lunch balance.

FREE AND REDUCED MEALS

Some students may qualify for free and reduced lunch under the National School Lunch Program (NSLP). To be eligible, families must complete a NSLP application form so their child can get free meals.

Families need to complete a new form every year. Forms must be fully processed before we can apply credit to a student's account. For an application or more information, please email **reception@washingtoneying.org** or stop by the front office.



BIRTHDAYS

We know birthdays are so important to kids. Each grade level team will share how their classes can celebrate this special event. **Our strong focus on health means cakes, cupcakes or other sugary sweets can't be brought to school or passed out to classmates.**

We also don't allow birthday invitations to be given to students during the school day. This includes handing them out in cubbies or after school in front of other students.

SECTION 8: TECHNOLOGY

All electronic devices, including gaming systems, must be left at home. In general, cell phones should also stay at home. However, families may request their child be allowed to bring their cell phone to school. To do this, you must complete the appropriate section in the **Yu Ying Policies and Procedures Acknowledgement form**.

If you complete the form, please remember:

- Students who are allowed to bring their cell phone must store them in their book bags all day. Phones must be turned off while in the building and on school trips.
- Students who have electronic devices or cell phones turned on while inside school will have them taken away and be disciplined.
- Confiscated electronic devices and cell phones will only be returned to a parent or guardian.
- Our school will not be held responsible for any lost or stolen electronic devices or cell phones.

INTERNET

We're committed to supervising all students while they're using the Internet. However, we don't take responsibility for any information or materials transferred through the school's Internet connection.

We treat unacceptable materials downloaded at school the same way as unacceptable materials brought to school. Students are responsible and liable for how they use our Internet connection. We consider these actions unacceptable:

- Damaging computer systems or computer networks
- Hacking or trespassing into someone else's folder, work or files
- Harassing, insulting or threatening others
- Intentionally wasting limited resources
- Revealing any personal phone numbers, names or addresses, including those of others



- Searching for inappropriate materials on unapproved search engines
- Sending, displaying or downloading offensive messages or pictures
- Submitting documents from the Internet as personal work
- Using another person's sign-on and/or password
- Using obscene language
- Using the Internet or our network for commercial purposes
- Violating copyright laws

GOOGLE APPS FOR EDUCATION

We use Google Apps for Education cloud-based services and tools. These are provided to us at no cost and without advertising because we're a nonprofit education institution. Click [here](#) to learn more.

STUDENT GOOGLE ACCOUNTS

We create Google App accounts for students under our Google Apps domain. Students use these accounts to share and collaborate on documents with teachers, access school portal resources, and authenticate Google Chromebook devices.

We currently restrict Google services to Google docs, Google sites and Google Classroom. These services can only be shared to users on our Google Apps domain. We reserve the right to change, add or remove services for educational or safety purposes.

Personal Information

The only personal information we use to create a student's username for these accounts is their first and last names.

- **For example:** John Smith's username is john.smith@washingtoneyuying.org.

Google Apps uses this email format, but it's not a Gmail account. *Students won't have access to Gmail.*

Account Access

Our teachers monitor the use of Google Apps in their classroom. Student accounts can be accessed by authorized staff if we suspect our policy's been violated.

We expect our students to take full responsibility for the content they create and access through Google Apps. The same rules apply whether a child's at school, at home or wherever they have Internet access.



Please talk with your child and make sure they follow these important Internet privacy and safety practices:

- Never post personal information about yourself or other people. This includes — but isn't limited to — names and contact information.
- Report any message you see or get that's suspicious or makes you feel uncomfortable.
- Never share your account password with anyone but your parent or guardian.
- Review and sign the [Technology Resources Acceptable Use Agreement form](#).

Access Restriction

We have the right to suspend or delete a student's Google Apps account if we believe they've violated our policies or compromised the security of our network or software systems.

SECTION 9: VOLUNTEERS

We require all of our families to volunteer 20 hours every school year for each child they have enrolled. You can track your volunteer hours using the "Volunteer Hours" form on the Washington Yu Ying family portal.

Here are some areas where we can use your help:

- Classroom helper
- Field trip chaperone
- Guest reader
- Library helper
- Project organizer
- Room parent
- Special events volunteer

You can learn more about upcoming opportunities at our Back-to-School Night and throughout the year in our weekly Tuesday letter, Parent Association emails and/or requests from teachers.

BACKGROUND CHECKS

Our policy is to complete background checks on anyone volunteering or spending time in classrooms for more than eight hours during the school year. The check must be done **before** a volunteer's first job.

You can find more information about our background checks on the Washington Yu Ying family portal under "Administration" or by emailing our Human Resources team at HR@washingtoneyu.org.



FIELD TRIPS

We offer several school-sponsored field trips to each grade throughout the year. Students can only go on these trips when we have written permission from their parent or guardian.

- At the start of every school year, we ask families to sign a general permission slip. This allows us to take students on neighborhood walks to support their learning.
- For field trips requiring public transportation or a chartered bus, we'll send home a separate print or electronic permission slip in your child's communication folder or through Managebac. The slip must be signed and returned or your child can't go on the field trip.
- Field trips are a privilege and we expect students to be on their best behavior when on one. **Students with a pattern of dangerous or negative behavior may not be able to attend field trips at all, or may be allowed to go only under the supervision of their parent or guardian.** Teachers will tell parents or guardians at least two weeks in advance if they'll need to go with their child.
- Field trips normally begin and end at school unless you're told otherwise.
- Siblings not in the grade level or class attending the field trip may not come with parents or guardians who are chaperoning. The exception is when a sibling is a confirmed chaperone.
- We often have limited tickets or group numbers and average four students per chaperone on each field trip.

SECTION 10: REEF

REEF is our before and after care program and stands for **R**esponsibility, **E**xercise, **E**ducation and **F**un. We're able to provide the program through fees paid by families and public and private funding, when available. **Be sure to visit the "REEF" page on the Washington Yu Ying family portal for the REEF handbook, class listings, registration, field trip schedules and more.**

BEFORE CARE

REEF before care is offered Monday - Friday, 7:30 - 8:10 a.m. Students can have breakfast and participate in morning exercises. As mentioned in the "Arrival and Dismissal Times and Details" section, children who enter the building before 8:10 a.m. will be sent to before care and parents will be charged the REEF fee.



AFTER CARE

REEF after care is offered Monday - Thursday, 3:30 - 5:45 p.m., and Friday, 1 - 5:45 p.m.

- Monday - Thursday, students have two regularly scheduled classes with a supervised snack break in between.
- Classes include a range of activities and sports including art, music, soccer, Chinese cultural experiences and Chinese homework help. Certain specialized programs have an additional fee.
- Friday classes also include a variety of activities, but are designed to accommodate more drop-in students.
- Grade-level field trips are held on Fridays. You can find a schedule on the "REEF" page on the Washington Yu Ying family portal.
- All students will go on field trips unless their parent or guardian notifies school in advance or their permission slip isn't turned in.

CLASS SELECTION

REEF has three sessions — fall, winter and spring. Families can choose their REEF classes for each session on a first come, first served basis. Preference is determined by the submission time and date on your registration and full payment of the session's first month.

You can complete your registration on the "REEF" page on the Washington Yu Ying family portal.

PAYMENT

You have three options to pay REEF fees — monthly, by session or on a drop-in basis. **All siblings get a 25 percent discount after the standard fee for the first student is paid.**

No refunds will be given if you paid in advance and your child drops out of REEF. Instead, a credit will be issued to your account. Please review the REEF handbook on the "REEF" page on the Washington Yu Ying family portal for more information.

FEES

REEF offers a reduced rate to families who qualify. To apply, you need to complete an application and submit the required documentation. The application form will be available on the "REEF" page on the Washington Yu Ying family portal before the start of the school year and before the start of each session.



The following tables show the costs of the REEF program.

Daily Rates			
		Reduced	Standard
Before care	Monday - Friday	\$5.40	\$9
After care	Monday - Thursday	\$13.20	\$22
	Friday	\$25.20	\$42

Monthly Program Rates*			
		Reduced	Standard
Before care	Monday - Friday	\$91.20	\$152
After care	Monday - Friday	\$270	\$450
After care with sibling discount	Monday - Friday	\$192	\$337
After care one day a week	Monday - Thursday	\$48	\$80
After care one day a week with sibling discount	Monday - Thursday	\$48	\$60
After care two days a week	Monday - Thursday	\$96	\$160
After care two days a week with sibling discount	Monday - Thursday	\$96	\$120
Friday only after care	Friday	\$78	\$130
Friday only after care with sibling discount	Friday	\$78	\$97

** Each of the three sessions is divided into three monthly payments.*



Helpful Reminders

1. Monthly payments are due the first of every month, August - May.
2. Check payments will be deposited within 30 days of receipt. We're not responsible for holding post-dated checks. **We reserve the right to deposit checks when they're received if the payment is for a previously due balance.**
3. No refunds will be given if you paid in advance and your child drops out of REEF. Instead, a credit will be issued to your account.
4. During some months, annual enrollment may seem more expensive than the drop-in cost. This is done to help keep fees uniform throughout the year. We reserve the right to charge a withdrawal or enrollment fee if a student leaves or enrolls in REEF mid-term.
5. If a family has an unpaid lunch bill, their child can't attend REEF until a payment arrangement is made with school.
6. REEF enrollment is for full trimester sessions. Families who enroll are responsible for all class fees for the trimester, even if their child is absent or withdraws from the program.
7. REEF ends promptly at 5:45 p.m. A per minute late fee is charged for late pickup after 6 p.m. If you're late, please go directly to the REEF reception desk to sign out your child.

After care late fee:

- **For each student picked up late, you'll be charged \$5 per minute for the first 10 minutes and \$1 per minute for each minute after the first 10 minutes.**
 - This charge is applied to every student being picked up, even if they're in your carpool group or if you have more than one child attending REEF.
8. Students who are absent from school are **not** eligible to attend REEF that same day.
 9. Students with outstanding balances from the previous year can't attend the fall REEF session until payment is made.
 10. REEF reserves the right to contact families for early pickup if their child has a behavior or disciplinary issue. Repeated infractions or behavioral problems may result in your child being withdrawn or suspended from REEF for a period of time without a refund.

If you have any questions about REEF, please contact Kareem Nuri, our REEF Director, at kareem@washingtoneying.org.



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

If a student is having trouble with our behavior expectations, we'll work with them to make changes. We use three tiers to categorize the type of actions we take. All three help reinforce our students' positive character traits, and help them become responsible, cooperative and respectful contributors to our community.

Tier 1 and Tier 2 (PreK 3 - Grade 2): Conscious Discipline

We follow the **Conscious Discipline**[®] model, which was developed by Dr. Becky Bailey. 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 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 student behaviors that don't meet our expectations and actions we'd take to find solutions.

Behavior Not Meeting Expectations	Actions to Support Change
<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 • 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 consequence • 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>	
<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 • 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 • Creation of behavior contract or plan • Family conference • Logical consequence • Participation in a restorative circle • Peer mediation • Placement in a safe space • Recommendation for outside counseling • Staff mediation with our school counselor or other administrators
<p>Families may be notified of Level 2 actions in person or by phone, and logged in the behavior log in Managebac.</p>	
<p>Level 3A – Repeated Level 2 behaviors, extreme violence, or dangerous or illegal actions while at school or on school grounds. For example:</p> <ul style="list-style-type: none"> • 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 3A – Planned team support with the student, their parents or guardians, and teachers, school administrators, and other support agencies, as appropriate. For example:</p> <ul style="list-style-type: none"> • Parent, teacher, administrator and student meetings that follow the CPS Assessment of Lagging Skills and Unsolved Problems (ALSUP) process • Student sent home for the remainder of the school day • In-school suspension
<p>Level 3B – Repeated Level 2 behaviors 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 	<p>Level 3B – Planned team support with the student, their parents or guardians, and teachers, school administrators, and other support agencies, as appropriate. For example:</p> <ul style="list-style-type: none"> • Parent, teacher, administrator and student meetings that follow the CPS Assessment of Lagging Skills and Unsolved Problems (ALSUP) process • Student sent home for the remainder of the school day • In-school suspension • Out-of-school suspension: <ul style="list-style-type: none"> • Zero to two days — First Level 3 offense • One to three days — Second Level 3 offense • Three or more days — Third or more repeated Level 3 offenses, depending on the situation • Participation in a re-entry meeting • Expulsion
<p>Families may be notified of Level 3A or 3B actions in person or by phone, and logged in the behavior log in Managebac.</p>	



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.

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, or

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@washingtoneyu.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 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@washingtoneyu.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.

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.

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

- A student willfully caused, attempted to cause, or threatened to cause bodily injury or emotional distress to another person, including behavior that occurs off school grounds.

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 PYP Coordinator is involved every step of the way.

- If a student is under consideration for long-term suspension or expulsion, the grade level PYP Coordinator 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 PYP Coordinator 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 PYP Coordinator 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 PYP Coordinator 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 PYP Coordinator to review expectations before they can 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@washingtoneyu.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.

SECTION 12: INTERVENTION AND LEARNING SUPPORT

Our Intervention Support and Learning Support teams work together closely to help address our students' needs early and effectively. The approach we take is based on the **Response to Intervention (RTI)** model. We use the model to find struggling learners so we can provide them with extra support. We also use it to make appropriate referrals to and placement in our learning support — or special education — program.

Our Intervention Support and Learning Support teams include an Intervention Coordinator, a Learning Support Coordinator, Intervention and English Language Learning (ELL) Specialists, and Learning Support Teachers.

If you'd like to learn more, please review our **special education policy**.



INTERVENTION SUPPORT

Our grade level teams meet regularly to review student data and progress. If the team believes a student may need more help, the child may be referred for intervention support so they can meet grade-level expectations. This type of support is considered short-term and lasts one or two trimesters. If additional time is needed, the student may be referred for learning support services.

In general, here's what happens when we believe a student may benefit from intervention:

- We review a variety of the student's assessments such as MAP, STAMP4SE, reading level and classroom evaluations, and consider teacher recommendations.
- We offer support before, during and/or after school in small groups, or one-to-one with an Interventionist inside or outside the classroom.
- Classroom teachers and our Intervention Support team frequently monitor the student's progress to determine if the support plan is working, or to make changes.
- Families are notified about their child's support and progress in Managebac.

LEARNING SUPPORT

We offer learning support services to students with an Individualized Education Plan (IEP) or related service providers. Students may also be referred to the program if we've tried other interventions without success.

In general, here's how learning support works:

- Students who need special education work in small groups or individually with a Learning Support Specialist either inside or outside the classroom.
- Our Learning Support Specialists work closely with each student's educational team to meet their needs as outlined in their IEP.
- We follow an inclusion model and provide most services in the classroom. We take students out of class for any intensive interventions included in their IEP.
- Students who need other services, such as counseling, speech, and language or occupational therapy, receive support at school from a licensed therapist.
- Families are notified about their child's support and progress at their annual IEP meeting, and receive IEP progress reports in Managebac.

FAMILY REQUESTS FOR INTERVENTION AND/OR LEARNING SUPPORT

If you're concerned about your child's progress, your first step is to schedule a meeting with the classroom teachers. The teachers will reach out to our Intervention Support or Learning Support team, as appropriate, if you both agree extra help may be needed.

You're also welcome to email Moira Evans, our RTI Coordinator, at mevans@washingtoneyuying.org with questions about intervention support. Or, you can contact Stephanie James, our Learning



Support Coordinator, at sjames@washingtoneyuying.org with questions about the learning support referral process.

ENGLISH LANGUAGE LEARNER SUPPORT

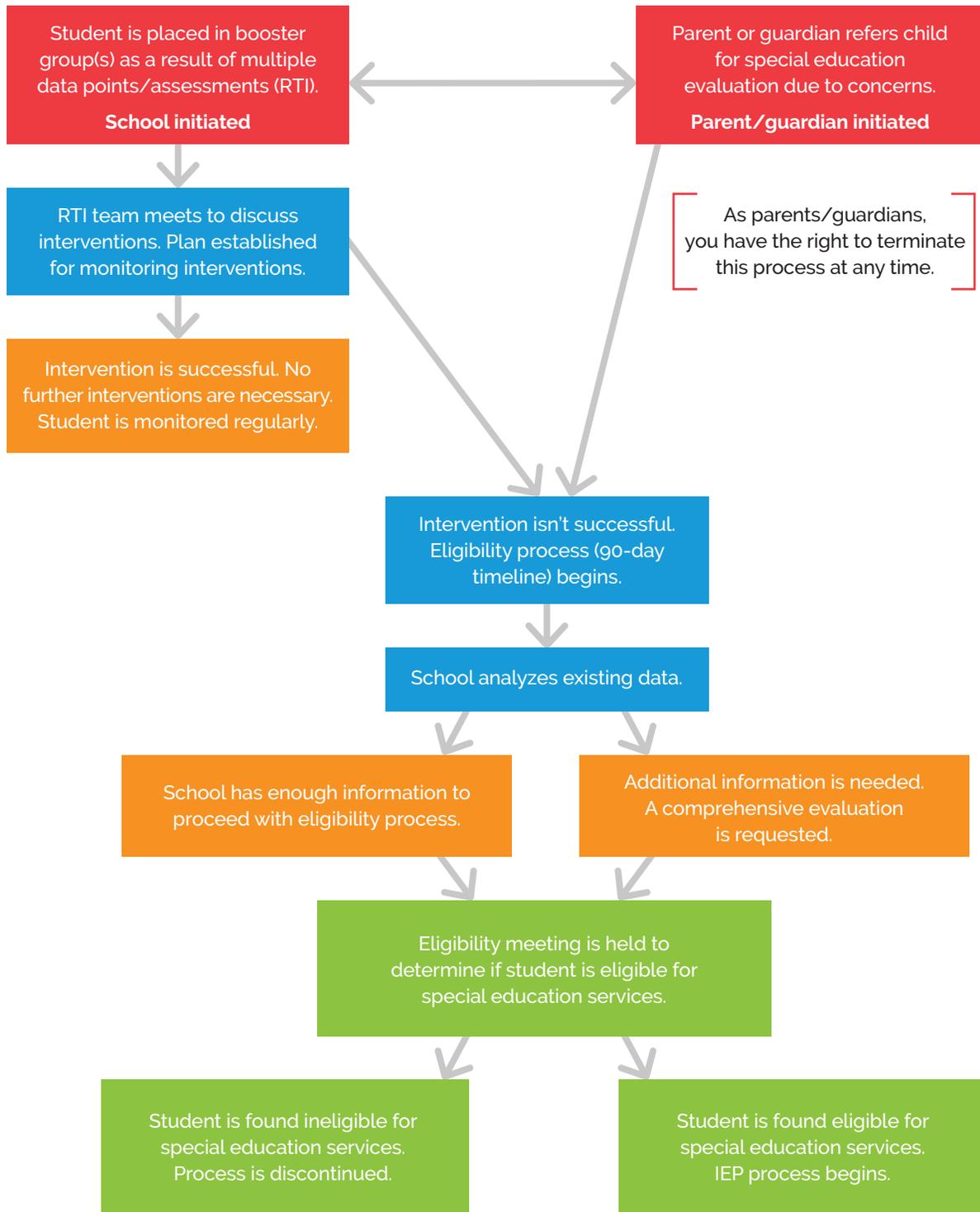
We provide English Language Learning (ELL) support to students who need additional classroom help because they speak and/or hear languages other than English at home. **In general:**

- A student's initial placement for ELL support is based on their family's answers to a questionnaire and school screening results.
- Students who need ELL support work in small groups or individually with an ELL Specialist inside or outside the classroom.
- Classroom teachers and our ELL specialists frequently monitor student progress.
- Families are notified about their child's support and progress in Managebac.
- We make determinations on continued ELL support each year based on a student's ACCESS assessment results.





PROCESS FOR IDENTIFYING STUDENTS WITH SPECIAL NEEDS





SECTION 13: COMPLIANCE POLICIES

This section covers the policies we need to follow to stay compliant by law. In most cases, we kept the language the same as it's required by law.

EVERY STUDENT SUCCEEDS ACT

The Every Student Succeeds Act of 2015 (ESSA) is the most recent reauthorization of the Elementary and Secondary Education Act of 1965 (ESEA). The ESEA, as amended by the ESSA, is designed to improve opportunities for all students in the U.S. Specifically, the law requires states to:

- Hold all students to high academic standards.
- Prepare all students for success in college and career.
- Guarantee that steps are taken to help students, and their schools, improve.
- Hold schools accountable for student outcomes.

ESSA eliminates the Highly Qualified Teacher (HQT) provision from the previous No Child Left Behind (NCLB) law for teachers. This means federal law goes back to state standards for state certification of teachers. Our school will continue to provide you the following information about each of your child's classroom teachers and/or paraprofessionals when requested:

- Whether the teacher has met state/district qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction. **Important note: Charter school teachers are exempt from state licensure requirements.**
- Whether the teacher is teaching under an emergency license.
- The teacher's college major, attainment of advanced degree(s) and/or certification(s), and the field of discipline of the degree(s) and/or certification(s).
- Whether paraprofessionals provide services to your child and, if so, their qualifications.

If you'd like any of the information listed above for any of your child's teachers, please contact Audrey d'Assignies, our Human Resources Manager, at audrey@washingtoneying.org.

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@washingtoneying.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 Stephanie James, who is also our Section 504 and American With Disabilities Act (ADA) Coordinator. Stephanie can be reached at sjames@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. If you have questions, please contact Stephanie James at sjames@washingtoneying.org or **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 202-635-1950.

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 202-635-1950.



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 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@washingtoneyu.org.

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 info@washingtoneyu.org or:

Washington Yu Ying PCS

Attn: FERPA Administrator, 220 Taylor Street NE, Washington, DC 20017

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. 6, 2019. 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
- Photograph
- 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.**



SECTION 14: 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@washingtoneyu.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

Maquita Alexander

Executive Director

220 Taylor Street NE
Washington, DC 20017

Phone: 202-635-1950

Email: maquita@washingtoneyu.org

Amy Quinn

Director of Teaching and Learning

220 Taylor Street NE
Washington, DC 20017

Phone: 202-635-1950

Email: aquinn@washingtoneyu.org

Stephanie James

Learning Support Coordinator

220 Taylor Street NE
Washington, DC 20017

Phone: 202-635-1950

Email: sjames@washingtoneyu.org

Washington Yu Ying Board of Trustees

220 Taylor Street NE
Washington, DC 20017

Phone: 202-635-1950

Email: board.secretary@washingtoneyu.org





PREK FAMILIES ONLY



PREK FAMILIES ONLY

While most of our policies and procedures apply to all families, there are some differences for our younger students. This section goes over many of them including:

- Class size
- Arrival and dismissal times and details
- Typical PreK day and master schedule
- Attendance
- What to bring to school
- Dress and clothing
- Lunch
- Snack
- Toilet training requirements
- Learning support

If you have questions, your child's teachers are always happy to help.

CLASS SIZE

To help us maintain our high-quality program, we limit our PreK class sizes to:

- **PreK 3** — No more than 16 students with a lead and an assistant teacher
- **PreK 4** — Approximately 18 - 19 students with a lead teacher and an assistant teacher

ARRIVAL AND DISMISSAL TIMES AND DETAILS

For a full overview of arrival and dismissal information, please review the "Arrival and Dismissal Times and Details" and "Dropoff and Pickup Logistics" sections in the general part of this guide. We understand PreK students may need additional help getting to and from school — here are some highlights of the support we offer:

- **Arrival** — Families of PreK students can:
 - Park in the neighborhood and walk on to school grounds.
 - Use the carpool lane inside the gates.
- **Dismissal** — PreK and Kindergarten students are dismissed from the front steps starting at 3:30 p.m. Teachers will dismiss students directly to their parent or guardian after all classes have arrived and are seated. Students must sit on the steps until the teacher dismisses them. PreK and Kindergarten students who take the bus or are in a carpool wait in a designated classrooms until 3:40 p.m. when their ride arrives.



- **Regular early dismissal** — Families have the option of picking up their PreK students early every day from the front office. PreK 3 students can leave at 1:50 p.m., while PreK 4 students may leave at 2 p.m. **We encourage all families to pick up their PreK students at 1:30 p.m. during the first week of school.**

Important note: We don't recommend family-organized bus transportation for 3-year-old students. Our administration believes the bus is too difficult for our youngest students to navigate. We also can't guarantee we'll have enough adult assistance to provide one-to-one help. Families should use their own discretion when allowing their young children to use the bus.

TYPICAL PREK DAY AND MASTER SCHEDULE

PreK students arrive between 8:10 - 8:30 a.m. They'll start their day with engaging and age-appropriate play activities as they settle in to their classroom.

Students eat their lunch in the classroom and have two 30-minute outdoor recesses on their designated playground. Teachers may also take the kids outside for learning experiences throughout the day. They'll also incorporate some quiet time, generally in the afternoon.

Here's an example of a typical PreK day:

- 8:10 - 8:30 a.m. — Students arrive at school
- 8:10 - 9:30 a.m. — Play time
- 9:30 - 10 a.m. — Snack
- 10 - 10:15 a.m. — Morning meeting, including a language-oriented greeting and whole group activity
- 10:15 - 10:45 a.m. — Outside play
- 10:45 - 11 a.m. — Story time
- 11 a.m. - 12 p.m. — Story- and unit of inquiry-related exploratory activity
- 12 - 12:45 p.m. — Lunch in the classroom
- 12:45 - 1:15 p.m. — Outside play
- 1:15 - 1:30 p.m. — Story time
- 1:30 - 2 p.m. — Math-related exploratory activity
- 2 - 2:15 p.m. — Story time
- 2:15 - 3 p.m. — Quiet time
- 3 - 3:15 p.m. — Play time and preparation for home
- 3:15 - 3:30 p.m. — Closing circle and dismissal



ATTENDANCE

If a PreK student has 10 unexcused absences in a trimester, we'll ask their parent or guardian to come in for a meeting. We want to understand why the child is having trouble attending school regularly and help find ways to solve the problem. We may need to do a home visit, which would be done by the student's teacher, our school counselor and/or one of our administrators.

WHAT TO BRING TO SCHOOL

On the first day of school, please bring in the following items — **be sure to label or write your child's name on everything:**

- Nap mat for quiet time
- Soft toy for quiet time
- Lunch box if your child brings home lunch
- Full change of clothes appropriate for the season — include pants, a shirt, underwear and socks — and place in a large plastic Ziploc® bag
- Water bottle

Important note: We provide every PreK student with a canvas tote. Your child doesn't need a backpack.

DRESS AND CLOTHING

Safety is important to us — we ask you to make sure your child is always dressed for in-school activities including recess and PE. Please also dress them appropriately for the weather.

Students with open-toed shoes will not be allowed to participate in any outdoor activity.

Please, no open toed-shoes. We also ask you to send your child to school in clothing they can independently remove and put back on themselves when using the restroom.

LUNCH

All PreK students eat lunch in their classroom. You have the option of buying school lunch — for details, see the "Food" section in the general part of this guide. If your child brings home lunch, please follow these guidelines:

- **Our school is peanut- and tree nut-free.** Many of our students have severe, life-threatening allergies to peanuts, tree nuts, and peanut and tree nut products. **Do not bring any items containing nuts to school.**



- We're a healthy and green school and follow the **DC Healthy Schools Act**. Studies show kids who eat healthy lunches with limited sugar tend to learn better throughout the afternoon. Please don't allow your children to bring candy, gum or other junk food to school, even on holidays. If they do, we'll have to take them away. Examples of junk food include, but aren't limited to:
 - Candy
 - Soda
 - Sweet desserts such as cupcakes or pudding
- As a green school, we also try to be as waste-free as possible. If you send a home lunch with your child, please help us in our efforts and use reusable food and drink containers, utensils and napkins.

SNACK

Families in PreK - grade 1 pay a fee at the beginning of the year so we can provide daily snacks to our younger students. For more information about the fee, please see the "General Information" section of this guide. Snack food will include a fruit and a dry, low-sugar, nut-free, healthy item.

TOILET TRAINING REQUIREMENTS

All PreK students must be toilet trained before they can attend our school. Our teachers can't handle frequent accidents because it takes them out of the classroom. We consider an accident any situation where a child didn't use the toilet to urinate or defecate. This includes children who are in a diaper or pull-up.

If a child has an accident, our teachers can't:

- Clean the child's bottom or genitals
- Apply diaper cream

If a student frequently has accidents and needs changing, a parent or guardian will be required to come to school and help, and/or keep their child at home until they're toilet trained.

Our teachers **can** help students who still need minimal help using the toilet. They can:

- Ask students on a regular schedule if they need to use the restroom.
- Take students to the restroom.
- Encourage children to tell them when they need to use the toilet.
- Help with changing clothes — but not putting them on or taking them off.
- Help bag soiled clothes to be taken home.
- Remind students to flush the toilet and wash their hands afterward.



Helpful Reminders

We encourage all of our students to be as independent as possible. These ideas may help your child feel more confident using the restroom at school:

1. Go with your child to one of our restrooms so they can practice using the toilet and flushing.
2. Dress your child in kid-friendly clothing.
3. Use elastic waist pants to help prevent accidents. Snaps and zippers can be very hard for children to use when they're in a hurry.
4. Avoid long shirts or dresses. It's difficult for kids to hold on to their clothes and balance themselves on the toilet at the same time.
5. Practice independently changing out of wet undergarments at home.

LEARNING SUPPORT

We offer special education and related services and supports to PreK students in accordance with the **Individuals With Disabilities Education Act (IDEA)**. To learn more, please review the "Intervention and Learning Support" section in the general part of this guide.





SCHOOL ADMINISTRATION PROMISE



SCHOOL ADMINISTRATION PROMISE

The faculty, staff and administration at Washington Yu Ying are dedicated to educating our students and keeping them healthy and safe so they can grow to their fullest potential. We pledge to:

1. **Hire certified and highly qualified teachers and support staff** to provide excellent classroom instruction and address student needs tied to our challenging curriculum.
2. **Communicate with families about their child** and provide consistent updates through progress reports, conferences and student-led conferences. We'll also willingly meet with parents or guardians if an issue arises. We'll share general school news through our weekly Managebac letter and other administration emails.
3. **Offer information on supplemental learning experiences** to fit a student's needs and interests.
4. **Provide learning-centered guidance and empowerment activities** outside of school through field trips, sports, after care program classes and clubs.
5. **Actively teach students social responsibility** by helping them be accountable for their behavior actions. We'll work with students who behave inappropriately and reward them for exceptional, positive behavior.
6. **Sponsor family- and community-oriented activities** and help communicate about the events.
7. **Be courteous** in all forms of communication and actions.





FAMILY PROMISE



FAMILY PROMISE

As valuable members of our Washington Yu Ying community, we ask parents and guardians to pledge they'll:

1. **Work toward establishing and maintaining positive, solution-centered relationships between their family and our school.**
2. **Make sure their child is prepared, willing and able to learn each day by:**
 - Monitoring and supporting students' nightly, in-home learning
 - Holding them accountable for their in-home learning, nightly studying, homework and reading
 - Monitoring their daily nutrition and hygiene
3. **Drop off their child on time for school and pick them up promptly** after school or when after care ends.
4. **Try to provide their child with waste-free, nut-free, healthy and balanced lunches.**
5. **Communicate any unique difficulties or situations** with our teachers and/or administrative staff in a timely and respectful way.
6. **Return forms, permission slips or similar on time.**
7. **Establish and maintain two-way communication** with their child's teachers and our administrators.
8. **Actively support our school's:**
 - Development and fundraising initiatives
 - Sponsored events
 - Public forums and spaces
9. **Adhere to our Parent and Guardian Code of Conduct**, which you can review on the next page.



PARENT AND GUARDIAN CODE OF CONDUCT

We want to maintain a positive, healthy and safe environment for everyone at our school. To help, we ask parents, guardians, visitors and the general community to agree to these guidelines while on our campus or when engaging with school personnel:

1. Be courteous in speech and actions, either written or verbal.
2. Support our school's efforts to educate their child.
3. When asked, meet with school staff to discuss their child's education or behavior.
4. Contact their child's teacher first about classroom issues before discussing with other school personnel or officials.
5. Notify our school in advance of planned visits or volunteer activities, or of their child's absences or tardies.
6. Visit the front office immediately upon entering the school to sign in. Visitors must also wear a visitor badge at all times and get permission before going to other areas of the building.
7. Not use profanity, threatening language or verbally abusive language when talking with their child, other students or school personnel.
8. Not use physical contact or force on school property or when meeting with school personnel.
9. Follow our school's chain of command and procedures when working with staff to resolve a concern or complaint.
10. Support our school's policy and efforts to maintain a violence-free, alcohol-free, drug-free and smoke-free environment.
11. Use fellow families' email addresses only for school-related matters and not personal or professional reasons. Contact information is provided as a courtesy, so please respect the time and privacy of fellow parents and guardians.

CONSEQUENCES

We reserve the right to take action if our Parent and Guardian Code of Conduct isn't followed. We may file charges for any abusive, threatening or profane language, or inappropriate physical contact on our school property. Offenders may also receive a no trespassing notice.

Other consequences may include a:

- Conference with one of our school administrators
- Written warning from our Executive Director, and/or
- Meeting before our Board of Trustees to discuss any inappropriate actions

I agree to the guidelines outlined in the Parent and Guardian Code of Conduct.

Printed parent or guardian name: _____

Signature of parent or guardian: _____ **Date:** _____





STUDENT PROMISE



STUDENT PROMISE

We want our students to be active participants in their education and to do everything they can to:

- Focus on learning so they can reach their fullest potential.
- Reach DC's high standards for education.
- Be caring and responsible to adults and their peers.

We ask our students to follow these guidelines, which are tied to the IB learner profiles and our community agreements:

1. Make an effort to learn every day in class.
2. Ask for help when needed.
3. Read at least 20 minutes every day outside of school.
4. Come to school and arrive in class on time every day.
5. Wear school-appropriate clothing and shoes.
6. Show respect for adults and peers at all times.
7. Give parents or guardians any notices or information handed out at school.
8. Adhere to our community expectations described in the "Behavior Expectations for a Safe School" section in the Washington Yu Ying Policies and Procedures Guide.

I agree to the Student Promise and our community expectations.

Printed student name: _____

Signature of student: _____ **Date:** _____



WHO TO ASK: QUICK REFERENCE GUIDE



Have a question? Check this list of ones we commonly get so you know where to go for answers.

1. For academic questions, start with your child's classroom teachers.

If your question wasn't answered and it's tied to academics including specials, please contact your child's grade level PYP Coordinator:

PreK 3 - Grade 1

Becky Rosenberg

Email: becky.rosenberg@washingtoneyu.org

Grades 2 - 5

Sarah Harris

Email: sharris@washingtoneyu.org

If your question wasn't answered and it's tied to Chinese language learning, please contact our Chinese Language Coordinator:

LJ Yang

Email: lyang@washingtoneyu.org

2. For behavioral or disciplinary questions, start with your child's classroom teachers.

If your question wasn't answered and it's tied to behaviors and expectations in the classroom or during specials, please contact your child's grade level PYP Coordinator:

PreK 3 - Grade 1

Becky Rosenberg

Email: becky.rosenberg@washingtoneyu.org

Grades 2 - 5

Sarah Harris

Email: sharris@washingtoneyu.org

3. If you have questions about special education, contact your child's classroom and special education teachers.

If your question wasn't answered, please contact our Learning Support Coordinator:

Stephanie James

Email: sjames@washingtoneyu.org



4. For questions about our English Language Learner (ELL) program, contact your child's classroom teachers and our ELL teachers:

Hannah Chen

Email: hchen@washingtoneyuying.org

Ashley Geohaghan

Email: ashley.geohaghan@washingtoneyuying.org

If your question wasn't answered, please contact our RTI Coordinator:

Moira Clarkin Evans

Email: mevans@washingtoneyuying.org

5. If you have questions about student emotional support, ask your child's classroom teachers and our School Counselor:

Tynill Jones

Email: tjones@washingtoneyuying.org

If your question wasn't answered, please contact our Learning Support Coordinator:

Stephanie James

Email: sjames@washingtoneyuying.org

6. If you have questions about attendance or tardies, please contact our School Receptionist:

Egypt Lyons

Email: reception@washingtoneyuying.org

7. If you have questions about your child's school lunch account, please contact our Operations Associate:

Beth Yurasko

Email: lunchbilling@washingtoneyuying.org

8. If you have questions about applications or enrollment, please contact our Director of Enrollment and Accounts Receivable:

Annie Schleicher

Email: apply@washingtoneyuying.org or enrollment@washingtoneyuying.org

9. If your family is in need of support or if you have questions about the support we offer, please contact our School Counselor:

Tynill Jones

Email: tjones@washingtoneyuying.org



10. If you need general information such as school hours and location, please email:
info@washingtoneyuying.org
11. If you have questions about REEF, please contact our REEF Director:
Kareem Nuri
Email: kareem@washingtoneyuying.org
12. If you have REEF billing questions, please contact our Director of Enrollment and Accounts Receivable:
Annie Schleicher
Email: annie@washingtoneyuying.org
13. If you have questions about volunteer hours, please contact our Human Resources Manager:
Audrey d'Assignies
Email: audrey@washingtoneyuying.org

For any other questions, please call our front office at **202-635-1950**.

THANK YOU!



育英

WASHINGTON
YU YING
PUBLIC CHARTER SCHOOL



(202) 635-1950

220 TAYLOR ST NE
WASHINGTON, DC 20017

WASHINGTONYUYING.ORG