



# Washington Yu Ying PCS

## Family Handbook

### School Year 2025 - 2026



<b>SECTION 1: Yu Ying's Vision, Mission, Credo and Core Values and Equity Statements</b>	<b>2</b>
<b>SECTION 2: About Washington Yu Ying</b>	<b>6</b>
<b>SECTION 3: General Information</b>	<b>6</b>
<b>SECTION 4: Communications (Ways We Share Information)</b>	<b>10</b>
<b>SECTION 5: Apps and Other Digital Tools (Apps, Payment Methods, and More)</b>	<b>10</b>
<b>SECTION 6: Enrollment</b>	<b>14</b>
<b>UPDATE! SECTION 7: Arrival and Dismissal</b>	<b>16</b>
<b>UPDATE! SECTION 8: Attendance and Truancy</b>	<b>23</b>
<b>SECTION 10: Health &amp; Wellness</b>	<b>31</b>
<b>SECTION 11: Food</b>	<b>35</b>
<b>UPDATED! SECTION 12: Technology</b>	<b>39</b>
<b>NEW!! SECTION 13: Library</b>	<b>42</b>
<b>SECTION 14: Volunteering</b>	<b>42</b>
<b>UPDATE! SECTION 15: REEF</b>	<b>43</b>
<b>SECTION 16: Parent Association</b>	<b>45</b>
<b>NEW!! SECTION 17: Academics</b>	<b>45</b>
<b>UPDATED! SECTION 18: Behavior Expectations for a Safe School</b>	<b>46</b>
<b>SECTION 17: Getting Help for My Child &amp; Family Intervention and Learning Support</b>	<b>62</b>
<b>SECTION 18: McKinney Vento Homelessness Act</b>	<b>65</b>
<b>SECTION 19: Compliance Policies</b>	<b>65</b>
<b>UPDATE! SECTION 20: Complaint and Grievance Process</b>	<b>73</b>
<b>SECTION 21: PreK Families: Additional Information</b>	<b>76</b>
<b>SECTION 22: School Administration Promise</b>	<b>80</b>
<b>SECTION 23: Family Promise</b>	<b>82</b>
<b>SECTION 24: Student Promise</b>	<b>85</b>
<b>SECTION 25: Who to Ask: Quick Reference Guide</b>	<b>86</b>



## **SECTION 1: Yu Ying's Vision, Mission, Credo and Core Values and Equity Statements**

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### **Vision**

Creating a strong community of learners who are confident in their ability to read, write and think in Chinese and English languages and have intercultural understanding and respect.

### **Mission**

Inspiring and preparing young people to create a better world by challenging them to reach their full potential in a nurturing Chinese and English educational environment.

### **Credo (English & Chinese)**

#### *Fostering Multi-Lingual Life Long Learners*

1. The community takes ownership of learning through strong thinking and communication skills.
2. Throughout the learning process, the learning community values and encourages taking action.
3. Inquiry and authentic learning experiences guide the learning community to critically assess knowledge by asking purposeful questions.
4. The learning community develops deep conceptual understanding through exploration, multiple experiences, and skill acquisition.
5. Through collaboration the learning community is encouraged to develop and share their ideas and embrace diverse perspectives.
6. The learning community is encouraged to take initiative and persevere when challenged.
7. All members of the learning community take responsibility for themselves and others.












## 华盛顿育英:培养多语种终身学习者

1. 育英人主动学习、独立思考、善于沟通。
2. 育英人注重实践、鼓励践行。
3. 育英人坚持探究学习和真实体验, 对所学知识进行反思。
4. 育英人通过努力探索、多重体验和技能习得深化概念理解。
5. 育英人在合作中分享所学、汇聚各方观点。
6. 育英人主动出击、迎接挑战、坚持不懈。
7. 育英人以身作则, 心怀他人。

## NEW! IB Learner Profile

Our Community's Guiding Stars: The IB Learner Profile

Our **community expectations** are built around the IB learner profile. We focus on being:

-  **Communicators:** Speak and share honestly to build strong relationships.
-  **Inquirers & Thinkers:** Be curious, ask bold questions, and solve problems together.
-  **Caring:** Be kind, helpful, and compassionate to all.
-  **Open-minded:** Respect diverse views and collaborate with understanding.
-  **Principled:** Be responsible for your actions and property, showing respect.
-  **Balanced:** Prioritize your intellectual, physical, and emotional well-being.
-  **Reflective:** Think deeply about your experiences to learn and grow.
-  **Knowledgeable:** Embrace learning across all subjects.
-  **Risk-takers:** Explore new ideas and situations with courage and independence.



## Core Values

### Diverse 多样社区

a community intentionally focused on a variety of backgrounds, cultures, and experiences, particularly given the I.B. and dual-language immersion model

育英旨在培养不同文化和背景的学生拥有丰富多样的体验尤其是在IB-PYP国际文凭组织课程和中英双语相结合的学习模式和方法里的体验

### Nurturing 培育氛围

a caring and family-like atmosphere, where community members know one another deeply and support one another in如家人般关爱的育英大家庭里，育英人深深地了解彼此、相互支持

### Collaborative 合作环境

an environment that values working together over working alone to get to the strongest possible place for students 相比独立做事，育英人更重视合作，来最好地发掘学生长处

### Rigorous 严格期望

high expectations for students, staff, and families in terms of the level of work and dedication 就学习、做事和奉献而言，无论是育英学生、教职员工还是学生家庭成员都高标准要求自己

### Innovative 创新的

teams who develop thoughtful, creative solutions that improve student achievement and organizational effectiveness 开发周到的、创造性的解决方案以提高学生成绩和组织效率的团队

## NEW! Equity Vision Statement



## Yu Ying's Equity Vision Statement

*We hold ourselves accountable for building the future we seek.*

**What We Do:** Yu Ying is a community committed to honoring each child's unique needs and fostering a kind, safe, and supportive environment where all members feel valued, empowered, celebrated, and connected.

**How We Do It:** We work collaboratively to dismantle systemic barriers by providing equitable access to resources, maintaining high academic standards, and promoting dignity.







## SECTION 2: About Washington Yu Ying

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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.

Yu Ying is one school with two campuses located in the Ward 5 Pleasant Hills neighborhood. The Early Years Campus (EYC) is the new and dedicated home to our youngest learners in PreK - Kindergarten. The Elementary Campus (EC) is the dedicated home to our grade 1-5 students and is just a short distance away from the EYC.

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. You can access this guide and more on the [Yu Ying website](#) under the Current Families section.

✓ **When you're finished reviewing this guide, please complete the [Washington Yu Ying Family Agreement Form](#) so that we know you're committed to a school family partnership.**

## SECTION 3: General Information

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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 the school has adequate financial resources and is 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](#) and stay up to date on our school's [governance](#) on the Washington Yu Ying [website](#).

### **UPDATE! Diversity, Belonging, Inclusion and Equity (DBIE)**

At Yu Ying, we believe addressing inequity is a shared responsibility. With knowledge, resources, and practice, our community can fully live our cultural values—Innovative, Nurturing, Diverse, Rigorous, and Collaborative—with equity at the center of our decisions.

The **Yu Ying Equity Team (YYET)** is a diverse group of caregivers, staff, and school leaders who



meet regularly to:

- Build and sustain an infrastructure that ensures equity informs school-wide decisions.
- Develop and advance our shared equity vision.
- Facilitate actions and conversations that strengthen equity across our community.

Caregivers are encouraged to get involved and help shape this important work. If you have any questions or comments, reach out to the YYET leadership at [equity@washingtoneyuying.org](mailto:equity@washingtoneyuying.org).

*Yu Ying stands against all forms of racism, bigotry, prejudice and mistreatment on the basis of difference. This is true across all lines including faith.*

### What to Bring to School – and What to Keep at Home

PreK3/4	Grades K-5	Grades 2-5
<ul style="list-style-type: none"><li>• School provided bag</li><li>• Communication folder</li><li>• Water bottle</li></ul>	<ul style="list-style-type: none"><li>• Backpack</li><li>• Communication folder</li><li>• Water bottle</li></ul>	<ul style="list-style-type: none"><li>• List for K-5</li><li>• Snack</li></ul>

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

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

- **Cell phones and smartwatches**– For more information, please see “Electronic Devices and Cell Phones” in the “Technology” section.
- **Electronic devices** – This includes gaming devices, ipads, smartwatches, etc. If a device is brought to school, the student may not use it during the school day 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 may be placed in a safe and non-distracting spot and then returned at the discretion of the teacher to be taken home.
  - If an item could be considered a toy, but is needed for learning, please discuss it with your child's teachers. We'll work with you to come up with a solution.
  - Yu Ying cannot be held responsible for lost or broken items brought to school.

### 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 twice 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 inside due to



weather.

- If a child needs a winter coat, please notify our Family Liaison and we'll provide one.
- **Open-toed shoes, including sandals, are unsafe for 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 available at school.** 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, string tank tops, and short shorts aren't considered appropriate. 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 at both campuses will have supervised **outdoor** recess every day. One adult per class, at minimum, 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 move recess indoors if the weather is:

- Severe or hazardous conditions – for example, heavy rain or storms
- Extremely cold – temperature lower than 28° F
- Extremely hot – temperature or heat index greater than 97° F
- Poor air quality- air quality that exceed 150 AQI (Orange Zone)

### Lost and Found

Lost items are collected from indoor and outdoor common areas throughout the week. We encourage families to clearly label all personal belongings with your child's full name.

Found items like clothing, water bottles, and hats are placed in the **REEF reception area at both the EC and EYC**. Please check these areas, as the school is not responsible for lost items.

Unclaimed items are donated quarterly, with donation dates announced in advance.

### School Photos and Photography/Videography

A professional photographer takes student photos annually. Individual pictures are taken in the fall, and class photos are taken in the spring. We will announce the dates at least one week in advance. All students will have their picture taken to avoid exclusion. To purchase photos, look for a link in the Tuesday letter or contact the front office at [reception@washingtoneyuying.org](mailto:reception@washingtoneyuying.org).

There may be times when photography or videography for media takes place at school. **When registering your child, you can opt in or out of allowing us to use their image for external purposes**, such as social media or newsletters. For questions, please contact the External



Relations Manager, Sung Balcom at [sung.balcom@washingtoneyuying.org](mailto:sung.balcom@washingtoneyuying.org) with any questions.

### **UPDATE! School Supply and Snack Donation**

At the start of each school year, we ask for a **one-time donation of \$150 per student** for school supplies, many of which are not available in stores. Your supply donation is tax-deductible.

Families with students in PreK - grade 1 are asked to give a **\$175 snack donation per child per year** to cover twice-daily snacks.

We collect donations from August to October via [e-Funds](#) or at the front office. Families in our Equitable Access<sup>1</sup> or Dragon Squad<sup>2</sup> programs are not required to give a donation.

If you're able, please consider paying extra to help families who can't afford the donations. **If you are unable to make a full donation, please contact our Family Liaison, Ayanna Free, at [ayanna.free@washingtoneyuying.org](mailto:ayanna.free@washingtoneyuying.org) or 202-635-1950.**

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

## **SECTION 4: Communications (Ways We Share Information)**

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We're a Green Ribbon School, which means that we try to limit our use of paper to help the environment. Our staff and teachers communicate with families through several methods. 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 [enrollment@washingtoneyuying.org](mailto:enrollment@washingtoneyuying.org) and [reception@washingtoneyuying.org](mailto:reception@washingtoneyuying.org) right away.

Parents and guardians who are divorced and separated must work out how we'll communicate with you 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
- Have separate student accounts for each caregiver.

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<sup>1</sup> Lottery preference for students who meet at least one of four measures: homelessness, in the District's foster care system, recipients of TANF or SNAP benefits from the District.

<sup>2</sup> Dragon Squad is the cohort term used at Yu Ying for students who are in need of additional family support in the areas of academics, social emotional learning or wrap-around services to fully access our school program. This includes families and students designated as "At Risk", families who qualify for Free and Reduced Lunch status, students who join Yu Ying after PK4 or those who self- identify as needing additional services for their child or family.



## Media Communication

Only our Executive Director (ED), Chief Operating Officer (COO) or External Relations Manager (ERM) 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.

## SECTION 5: Apps and Other Digital Tools (Apps, Payment Methods, and More)

We use several online platforms and encourage you to bookmark them. If you have questions, please contact Brian Nelson, our Director of Technology, at [techsupport@washingtonyuying.org](mailto:techsupport@washingtonyuying.org) and/or Amy Quinn, our Early Years Principal, at [aquinn@washingtonyuying.org](mailto:aquinn@washingtonyuying.org) or Dr. Mario Clopton, our Elementary Principal, at [mario.clopton@washingtonyuying.org](mailto:mario.clopton@washingtonyuying.org).

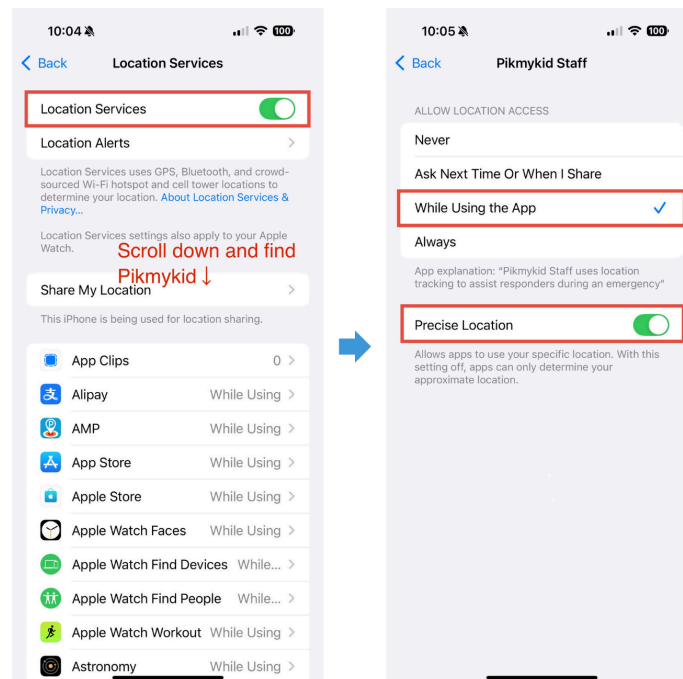
### NEW! Pikmykid (All families at both campuses)

We use the Pikmykid app and platform for dismissal and to allow families to indicate who is picking up their child. **All families** must download the Pikmykid Parent app from the [App Store](#) (iPhone) or Google [PlayStore](#) (Android). Create an account, and your children should appear. The association is based on the phone number you provided during enrollment. A [resource guide](#) is available to help you get started.

For PikMyKid to work correctly at dismissal, you **must** enable location services. This allows the app to detect when you are on campus.

**Update! iPhone users:** Go to Settings > Privacy > Location Services and turn it on. Then, go back to Settings, find the Pikmykid app, and set location access to "Allow when using the App (precise location)."





- **Android users:** Go to Settings > Connections > Location > On (high accuracy). Then go back to Settings > Apps > Pikmykid > Permissions > Location (check it on)

If you need help please contact [techsupport@washingtoneyu.org](mailto:techsupport@washingtoneyu.org).

### e~Funds

We use the e~Funds online payment system so families can easily pay their child's school lunch balance and other costs such as the school supply donation and field trip fees.

### Please follow these instructions to create your e~Funds account:

1. Go to the [Yu Ying e~Funds website](#).
2. Register your account.
3. Associate your account with your child using their PowerSchool student ID number and last name. Please email [reception@washingtoneyu.org](mailto:reception@washingtoneyu.org) if you need your child's PowerSchool ID number.
4. Set up a payment method, which can be a credit card or electronic bank transfer.

**Important note:** A transaction fee will be added to your payment for credit cards and bank transfers.

Families aren't required to use e~Funds. Yu Ying will continue to take checks or cash payments on campus.





## Apps

### Toddle

All PreK 3 - grade 5 teachers use the Toddle platform to organize each student's academic experience and to communicate with caregivers. On Toddle, you'll find:

- A calendar with your child's class learning experience assessments dates , and other important events including field trips, special class/grade events, standardized testing dates and whole school events.
- Contact information for all of your child's teachers
- Chats, email messages and newsletters from our leadership and from your child's classroom teachers
- Your child's portfolio, current progress on learning tasks and assessments, current learning units, and progress reports

Amy Quinn and Dr. Mario Clopton, Early Years and Elementary Campus Principals, also send **bi-weekly letters on Tuesdays** through Toddle. The Tuesday letter includes articles from our staff, education information, 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!

### SchoolMessenger

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 [enrollment@washingtoneyu Ying.org](mailto:enrollment@washingtoneyu Ying.org) and [reception@washingtoneyu Ying.org](mailto:reception@washingtoneyu Ying.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. Please add [info@washingtoneyu Ying.org](mailto:info@washingtoneyu Ying.org) to your list of email contacts. And, check your spam or "Promotions" folders regularly so you don't miss our messages.

### Facebook, Instagram and LinkedIn

Washington Yu Ying is committed to ensuring that social media platforms are used for professional and educational purposes, including staff and students, in a safe and responsible manner. Student images, voice, video, work and/or name must only be used in compliance with a release form that has been signed by the student's parents/guardians for the current school year. Please refer to the **School Photos and Photography/Videography section** for information on photo consent.

The Family Educational Rights and Privacy Act (FERPA) protects the privacy of student information. Any employee of Washington Yu Ying PCS sharing photos or videos of students on social media, from professional or personal accounts, must comply with the photo consent form.

Should any questions arise pertaining to social media, please contact the External Relations



Manager at [sung.balcom@washingtonyuying.org](mailto:sung.balcom@washingtonyuying.org).

### Social Media Engagement

- Facebook - [Washington Yu Ying Public Charter School](#)
- Instagram - [@washingtonyuyingpcs](#)
- LinkedIn - [Washington Yu Ying Public Charter School](#)

### PowerSchool Enroll

We use this cloud-based, online system for student registration. Each spring, you'll receive an automated email from PowerSchool Enroll 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
- Provide health and dental forms.
- And more!

### DocuSign

We use DocuSign to collect your annual DC Residency Verification Forms (DCRV) and Documents. You'll need to complete one form per child, verifying your information and uploading approved documents to prove you are a DC resident.

Families using the [Office of Tax and Revenue](#) system for residency must still complete the DCRV form through DocuSign.

*Platforms like WhatsApp, Slack, or the PA listserv are **not** official school communication channels and are **not** monitored by our staff. Please be mindful when sharing private information about your family or others in these spaces.*

## SECTION 6: Enrollment

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### 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](https://myschooldc.org). We welcome new student applications for PreK 3 through grade 2.

Washington Yu Ying has **several enrollment preferences**:

1. Children of Yu Ying founders
2. Children of Yu Ying staff
3. Siblings of current or newly enrolled Yu Ying or DC International School (DCI) students



4. Equitable Access Students (set aside program)

- a. To learn more about the Equitable Access criteria, click [here](#) and scroll down to "Lottery Preferences" and "Equitable Access."
- b. Applicants must opt-into the EA preference data check when applying.

In line with DC Public Charter School law, siblings of current Washington Yu Ying PCS and DCI 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.
- Attend either Yu Ying or DCI for at least one year at the same time, at some point. This usually means the siblings are six or less grades apart.
- Meet

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](https://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

Returning families must re-enroll by the spring deadline, which will be shared via email. If you're considering an alternate school for the upcoming year, please contact our enrollment team to discuss your options. Students may not be enrolled at more than one school simultaneously.

### 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 DCRV form.

When complete, please send everything to our Director of Enrollment and Accounts, at [enrollment@washingtoneyu Ying.org](mailto:enrollment@washingtoneyu Ying.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.

## **UPDATE! SECTION 7: Arrival and Dismissal**

Guidelines for arrival and dismissal procedures across both campuses can be found below. **Students must be in school on time and stay for the entire day.** We offer several options for arrival and dismissal, from drop-off lanes to carpool. We encourage you to be patient and talk with other families to find what works best for you in the first few weeks.

### **Arrival PreK 3 - Grade 5**

- Monday - Friday, 8:05 - 8:30 AM

### **Dismissal PK-K**

- Monday - Thursday 3:35 PM
- Friday 1:05 PM

### **Dismissal 1-5**

- Monday - Thursday 3:40 PM
- Friday 1:10 PM

\* Dismissal changes submitted after 2 PM Monday-Thursday or 12 PM on Fridays cannot be guaranteed. We aim to finalize all dismissal lists by 2:30 PM and 12:15 PM, respectively. All dismissal changes or updates should be communicated at the beginning of each week, including the classroom teacher, principal, and reception at [reception@washingtoneyu Ying.org](mailto:reception@washingtoneyu Ying.org).

### **Early Arrival**

Only children enrolled in REEF before care may enter the building before 7:55 AM. REEF before care is held at both campuses and you may review REEF fees in the "REEF" section of this guide.

Staff are not on site at the EC to receive and monitor students who arrive early. For safety reasons, students are not permitted to be on campus unattended prior to 8:05 AM. Parents who leave their student unattended will be noted and contacted by school personnel. Repeat offenders will be escalated to school leadership.

### **Late Arrival**

Students arriving after 8:35 AM miss instruction and disrupt class. This includes children who are on campus but not in their class by that time; please remind older children to go directly to class



after dropping off siblings. See the "Attendance and Truancy" section for more on tardiness.

- If your child arrives after 8:35 AM, an adult must sign them in at the front office.
- Adults may not walk students to class.

Late carpool drivers must park legally, enter the school, and sign in any children they dropped off after 8:35 AM. Families are responsible for resolving persistent carpool issues.

### **Helpful Reminders**

1. Please allow enough time for your child to unpack and **get to class independently**—we encourage them to do this on their own.
2. Staff are **unable to hold impromptu conversations** during arrival, dismissal, or the school day. To meet with teachers or staff, **please email to schedule at least 24 hours in advance.**

We understand it may take a couple of days to time your commute, so **we don't enforce our tardy policy during the first two weeks of school.**

### **Bike riders**

**Early Years Campus:** There are bike racks at the front of the school to stop and unpack.

**Elementary Campus:** Enter through the pedestrian gate or the left side of the car gate. Bikes may park and unpack in the small, car-free circle in front of the school during arrival.

### **Pedestrians**

Caregivers can park legally in the neighborhood and walk their child(ren) to the school doors. Enter through either pedestrian gate between 8:05 and 8:30 AM.

### **Bus**

Yu Ying supports the parent run buses and offers a special drop off area to monitor the bus student arrival.

### **Car Drop-off lanes**

**NEW!** The **EYC** has one drop-off lane. PK-K students will use the kiss and ride lane on 1st Street NE. The **EC** has two drop-off lanes.

- Two-campus families with students at the EYC and the EC may use the drop off lane on 2<sup>nd</sup> Street NE drop and continue to Varnum St., NE or Victor St., NE to drop off at the EYC.
- Families with students who only attend the EC may drop off on campus at the MPR doors. **PLEASE DO NOT GO AROUND CARS dropping off students, as this is a SINGLE FILE LANE ONLY.**
- Grades 1-5 students may also use the drop off lane on 2<sup>nd</sup> Street, NE. **Families must adhere to the parking signs and are not to park on 2nd Street, NE during arrival.**



**All car gates/arrival, including the Nature Center entrance gate, close every morning at 8:30 AM.** We do this to make sure students have enough time to get to class by 8:35 AM. The gate attendant will tell the last car in the carpool lane when the gate is about to close. If you're after the last car, you'll need to park in the neighborhood and walk your children in.

## Dismissal

### Dismissal Times:

#### **NEW! Early Years Campus:**

- Monday - Thursday, 3:35 - 3:55 PM
- Friday, 1:05 - 1:25 PM

**Elementary Campus:** Gates open to begin the dismissal process at 3:35 PM.

- Monday - Thursday, 3:40 - 3:55 PM
- Friday, 1:10 - 1:25 PM

## Dismissal Safety

**Anyone authorized to pick up your child must be listed on your registration forms, communicated to the front office, and added as an authorized driver in Pikmykid.** If someone isn't listed or we don't hear from you, we will ask for their ID and call you for confirmation before releasing your child.

### Where to pick up:

Students in grades 1 - 5 are dismissed from the back MPR door. Students in PK-K are picked up from the playground door of the designated classroom on the ground floor. Please follow these guidelines to help dismissal stay safe and efficient:

- At the **Elementary Campus:** Enter campus through the pedestrian gate closest to the carpool gate. Then, walk toward the back of the school to access the turf. Don't stay on the painted sidewalk dragon or you'll block foot traffic.
- Once inside Yu Ying's fence, open your Pikmykid app and press the "Pickup" button so we know you're on campus. If someone else is picking up your child, you'll need to add them as a contact in Pikmykid and assign them to pick up for that/those day(s). If they're not added in Pikmykid, we'll call you for approval and ask the person for formal identification. **Important note:** The "Pickup" button only works when you're on Yu Ying's campus. You must be physically on our campus for the app to recognize your location and allow a pick up.
- Stand facing the pick up door.
- Your child will come out of the door to you.

### 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 3:10 PM Mon-Thurs and 12:40 PM on Fridays.** We don't allow early dismissal in those last 30 minutes





because we're learning right up to the last moment and calls to the classroom are disruptive.

To notify the school of an early dismissal, please fill out the Attendance Notification section available on **Toddle** or you can email [reception@washingtoneyu Ying.org](mailto:reception@washingtoneyu Ying.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 front office door and sign in with our receptionist. Your child will come to you in the front office.

### **Carpool Lane-Elementary Campus Only**

Families may use the carpool at the EC for pick up if they:

- Are picking up three or more students
- Have a newborn or infant younger than six months
- Have a handicapped sticker

**To be eligible, you must fill out the [Afternoon Carpool Pass Request Form](#). Carpool use will not start until you receive confirmation from the school.**

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

- **The carpool gate opens at 3:35 PM.** Please don't block the entrance gate – we'll ask you to move your car if you're waiting outside the gate before 3:30 PM.
- **The gate is open for each car until 3:55 PM.** If you arrive after 3:55 PM, please park your car in the neighborhood and enter school through the REEF entrance (Multi-Purpose Room doors).
- Students not picked up by 3:55 PM Monday-Thursday or 1:30 PM Friday will be sent to the late pickup area (MPR) and incur fees. To request a drop-in to REEF, you must email [reefadmin@washingtoneyu Ying.org](mailto:reefadmin@washingtoneyu Ying.org) in advance with your child's full name and grade. Drop-in spots are not guaranteed and depend on capacity and eligibility. If you have an outstanding balance from a previous school year, you are ineligible for REEF. Fees are detailed in the "REEF" section.

### **Self-Dismissal - Elementary Campus Only**

Families can request self-dismissal for their child if they're in **grades 3-5**. To do this, please fill out the [Self-Dismissal Form](#) at least three full days before a student leaves campus alone for the first time. Self-dismissal is not for occasional times, it is for a daily routine. Your child will not be able to self dismiss until you have **received confirmation** from the school. The form is good only for the current school year.

**Important note:** We expect students who self-dismiss to leave campus by 3:40 PM after checking out with the carpool monitor. For student safety, please notify the front desk if you are running



late and need your child to dismiss regularly.

### Dismissal Schedule Changes

Please call the front office or email [reception@washingtonyuying.org](mailto:reception@washingtonyuying.org) and your child's teachers **at least one day before** a dismissal schedule change. This helps us make sure your child is safely brought to the right location.

**If changes are sent after 1:00 PM, we can't guarantee your child will be dismissed in a timely manner to the right location that same day.**

### Transportation

Our school doesn't provide bus service. However, there are family-led bus routes you may participate in for a fee to the bus company. Please call the front office or email [reception@washingtonyuying.org](mailto:reception@washingtonyuying.org) for more information. \*Families are responsible for notifying the bus drivers and the school team of any changes to your bus schedule at least one day before the scheduled change. If there is a time sensitive bus change, you must make it by 1:00 PM that day.

### Late Pickup

Students who aren't picked up by 3:55 PM Monday - Thursday or 1:30 PM on Friday will not be allowed to stay with staff in the front office. They'll be sent to a designated late pickup area, at each campus, and chaperoned by a staff member.

When students arrive at the late pickup area, they'll be added to the late pickup list. Late pickup fees begin accumulating at **4:15/1:45 PM**.

If you wish for your student to drop-in to REEF the request must be made **before 2:00 PM, Mondays - Thursdays, and before 11:30 AM, on Fridays**, via email to [reefadmin@washingtonyuying.org](mailto:reefadmin@washingtonyuying.org). Be sure to create a new email and include your child's full name and grade level in the message. Families can expect a confirmation or denial within 1 hour. Dropping into REEF is **not** guaranteed, and depends on capacity and eligibility. If you have a balance from a previous school year you are not eligible for REEF. REEF fees can be reviewed in the "REEF" section of this guide.

### Late Pickup Fees:

After 4:15 PM Monday - Thursday or 1:45 PM Friday families will be charged \$5 per minute for the first 5 minutes (\$25 for the first five minutes) and then \$1 per minute after that. (Example: Your child is picked up at 4:37 PM the family/guardian will be charged \$32). Each family will receive one warning before any fees are assessed. It is imperative that timely pickup occurs as it keeps staff after their work hours, impedes REEF programming and School Operations/Safety.

### Post-Dismissal Campus Rules

#### Elementary Campus



Families are welcome to stay on campus and use the older-child playground and turf/the hill playground until 3:55 PM. At the EC, the child-care/north-entrance playspace is off-limits for use by anyone other than child care after dismissal. **Children must be supervised at all times.**

- Turf play is allowed until 3:55 PM, before REEF begins.
- The playground by the garden is open with **close parent supervision (within 10 ft).**
- No play in the Yu Ying Garden or Nature Center after hours.
- Children must stay off fences and be supervised at all times.
- No eating, drinking, rough play, or climbing fences/platforms.
- Use all spaces safely and respectfully.

At 3:55 PM, 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.

Parents or guardians must actively supervise their children and stay within 10 feet of them at all times. Students may not re-enter the building after **4:00 PM.**

### Parking

Parking on our campus is only for school staff, persons with disabilities, 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"> <li>• Legally on 2<sup>nd</sup> Street NE (opposite side from car-line)</li> <li>• Legally on Taylor Street</li> <li>• Legally on First Street NE</li> <li>• Harewood Road NE</li> <li>• Unzoned parking in the neighborhood</li> </ul>	<ul style="list-style-type: none"> <li>• Brookland Ridge Apartments</li> <li>• St. Josaphat's Ukrainian Catholic Seminary across the street</li> <li>• Along Taylor Street NE in front of school</li> <li>• Pleasant Hills Apartments (on 2nd St. NE)</li> <li>• Blocking in another car</li> <li>• Blocking crosswalks</li> <li>• Designated handicap spaces without a legal handicap decal</li> </ul>

## UPDATE! SECTION 8: Attendance and Truancy

All students are expected to attend school every day as consistent attendance is vital for academic success, especially in our rigorous Mandarin immersion program. Absences should be limited to cases of illness, family emergencies, or real need. We have a school-wide attendance goal of 95%, meaning students should miss no more than eight days a year. **Attendance now models the importance of education and future success of your child.**

Please schedule appointments outside of school hours, such as on Friday afternoons. If an appointment during the school day is unavoidable, ensure your child attends as much of the day as possible.

### What to Do When Your Child Is Absent

We follow OSSE truancy guidelines, which require a **written statement from a parent or guardian** explaining the absence. This can be submitted via the **Toddle Attendance** platform under "Excusals."

If possible, provide the statement in advance, including your child's expected return date. Otherwise, submit it on the morning of the absence or upon your child's return. Any absence without a valid, written excuse will be considered unexcused.



## Tardies

Students who come to school **after 8:35 AM** are tardy. This includes children who arrive at school on time, but aren't in their class by **8:35 AM**. Please remind your older children to go straight to class after dropping off younger siblings.

Students must be present for 60 percent of the instructional day to be considered "present" on that day. Arriving at school late and leaving school early affects student access to learning. If a student is often late or leaves early, 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 attend 100% of the day. We don't want them to miss class and hurt their academic progress.

We may need to take action or further steps if a student has a large number of tardy arrivals or early dismissals. The following table shows what actions we'll take depending on how many unexcused tardies (late arrival and early dismissal) a student has.

## Excused Absences

Number of Tardies resulting in less than 60% attendance per day	School Action	Next Steps
10 per trimester	Classroom teachers will reach out to the student's family to discuss what is being missed and how to support the family with 100% attendance.	We'll document the number of tardies and learning missed as an incident report in Toddle. We'll support the student for any academic learning loss.
20 per trimester	We'll schedule a mandatory meeting with the student's support team, including our Family Liaison.	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"> <li>We'll share the effect on student academic achievement.</li> <li>We'll schedule a mandatory meeting with the student's support team, including our Family Liaison.</li> <li>We may schedule a home visit.</li> </ul>	We'll determine next steps to ensure student access to all academics based on the student's family circumstances.

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 or significant family event.
- Student physical or mental illness – a medical certificate or doctor's note may be required; see "Sickness" in the "Student Health" section for details
- Any required quarantines based on illness

If your child has **three or more consecutive excused absences** because of sickness, a doctor's note is required for the 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 share a doctor's note (via Toddle message or in person) with our school nurse if your child was absent because of a contagious disease, including strep throat or pink eye.** Your child will need to be absent with head lice, upon return you must come in and 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." When this happens, Yu Ying staff try to contact the child's caregiver for information on the absence.

- After 10 unexcused absences without notification, we are **required** to contact the DC Child and Family Services Agency (CFSA) and submit an educational neglect form.
- We may unenroll a student if they have accumulated twenty or more consecutive days of full-school-day unexcused absences.
- Students do better when they attend school on a regular and full time basis. We monitor attendance for all of our students, ages 3 - 12, and document absence from school whether excused or unexcused. The following tables show **what actions we'll take based on the number of consecutive unexcused absences and cumulative absences** a student has.

### Consecutive Unexcused Absences Without Notification

Number of days	School Action	Next Steps
One to two days	We'll record the unexcused absence(s) in our information system, and look out for notification from the family.	Classroom teachers will reach out to the caregiver via Toddle chat.
Three to four days	We'll reach out to the student's family using Toddle, phone and email contacts, including emergency contacts.	If we don't hear from the family by the fourth day, we may initiate a home visit on the fifth day
Five to seven days	<ul style="list-style-type: none"> <li>• We'll continue to try to contact the student's family.</li> </ul>	We'll continue to monitor the student's absences. If the





	<ul style="list-style-type: none"> <li>We'll send a notification letter to the student's caregivers.</li> <li>If we haven't already, we'll initiate a home visit.</li> <li>We'll schedule a mandatory meeting with the student's support team.</li> </ul>	family can't be reached, we'll send a welfare request to the police department.
Eight days	<ul style="list-style-type: none"> <li>We'll try to call the student's family and emergency contacts again.</li> <li>We'll send another notification letter to the student's parents or guardians.</li> <li>We'll schedule a mandatory meeting with the student's support team.</li> </ul>	After 8 consecutive absences with no contact from the family, we'll contact CFSA.

When a student begins to show a pattern of tardiness or absences, the classroom teacher will promptly contact the family via Toddle to share concerns. A member of our school's Student Support/Attendance team (SST), then partners with the teacher and the family, to uncover any underlying barriers and co-create an attendance improvement plan, which the team monitors together for **progress**.

### Cumulative Absence

Number of Absences	Possible School Action
5 Unexcused Absences cumulatively in a trimester	<ul style="list-style-type: none"> <li>Referred to Assistant Principal</li> <li>Action plan developed</li> <li>Referral to Student Support Team (SST)</li> </ul>
10 Unexcused Absences cumulatively in a trimester	<ul style="list-style-type: none"> <li>Attendance Contract and Support Plan through SST</li> <li>Required referral to Child &amp; Family Services Agency (CFSA)</li> </ul>
17 Excused or Unexcused Absences in the school year	Student promotion to the next grade level is at risk

### Note:

- All actions are triggered within 2 school days of reaching the absence threshold.
- "Unexcused absences" refer to absences without a valid excuse as defined by school policy.

### Vacations

**In general, vacations are considered unexcused absences.** They negatively affect your child's learning and sense of belonging in school as there is no replacement for in-person learning. Extended unexcused absences also affect our school's attendance rating and Tier status with



the DC Public Charter School Board (DCPCSB). Our directors and teachers will do our best to work with you, but we appreciate your taking vacations only during scheduled school breaks.

If your child is taken out of school for more than a day for a vacation, please:

- **Submit information on the absence through the Toddle platform.**
- **Email your child's classroom teachers and Assistant Principal.**
  - Your child's teachers and the Assistant Principal will tell you what work your child needs to complete while they're away.
  - The Assistant Principal 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 submit through the Toddle Attendance and tell your classroom teachers.

Absences for religious holidays and cultural observances are excused when we are notified.

## SECTION 9: Campus Safety

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We want to make sure our campus is as secure as possible, so every year we review and update our 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 emergency drills – safety, severe weather, 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.

### Safety Drills

Our safety drills are important learning opportunities. All students and staff need to be aware of every part of our school environment, inside and outside, and to know how to be nimble and flexible with the unexpected. Students and staff take these practice opportunities seriously so we can learn how to be safe in different scenarios and at different times.

#### Fire Drills

**We hold fire drills once a month during the school year, and twice within the first two weeks of**



**school.** The fire drill schedule is mandated and set by The Office of the State Superintendent of Education (OSSE). Washington Yu Ying PCS reports all drills and non-drills to the PCSB on a monthly basis.

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. Fire drills are pre-scheduled and announced via Toddle.

### **Lockdown Drills**

**We have two practice lockdown drills every school year.** We'll announce the day to families and students before the drill happens. The lockdown drill is **not** a practice active shooter drill. The lockdown drill teaches students how to stay safe from danger inside or outside our building. They're 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 create social stories for students to explain the procedure in simple terms. We send this to families to review it at home, and to teachers to share with their classes. 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 DOO.

In 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.

Similar to the practice lockdown drill, we'll tell families about the shelter-in-place drill before it happens. If you have more questions, please reach out to our COO, or DOO.

### **UPDATE! Building Safety**

The safety and security of both of our campuses is extremely important to us. We have many



features inside and outside of our buildings 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
- Fenced and gated campus

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

- 8:05 - 8:30 AM
  - EYC: use the ground floor level entrance and exit only.
  - EC: Use the south stairwell entrance, MPR entrance, or front office door to enter or exit only
- 8:30 AM - 4:00 PM
  - EYC: **Only** use the front ground floor level entrance and exit.
  - EC: **Only** use the front office door. Please don't enter the building through the multipurpose room/REEF door. The only exception is for bad weather dismissal.
- 4:00 - 6:00 PM
  - EYC: **Only** use the front ground floor level entrance and exit.
  - EC: **Only** use the multipurpose room/REEF door to enter and exit the building.

**Important note: Students should only open doors for other students or our staff. They should not open any doors, at any time, for visitors.**

### Visitor Policy

All visitors and families must enter and exit through the main entrance during school hours and sign in at the front office. A visitor badge will be issued and must be worn at all times while on school property. Staff members are instructed to challenge anyone not wearing a badge and direct them to the front office to sign in.

Additional policies include:

- **Campus Access:** Ring the buzzer at the pedestrian gate near 2nd Street to be admitted. Driving onto campus is not permitted after arrival and dismissal times.
- **Drop-off:** Do not leave students on the street if the pedestrian gate is closed. Park and walk your child onto campus instead.



- **Sign-out:** Notify the front office if you are taking your child off campus during school hours. After hours, go to the REEF reception desk.
- **Authorized Pickup:** Anyone picking up a child must be listed on registration forms, communicated to the front office, and added as an authorized driver in Pikmykid. If an unlisted person arrives, they must show ID and the office will call you for confirmation before releasing the student.
- **Early Dismissal:** Must occur before 3:10 PM, Monday-Thursday, and before 12:40 PM on Fridays.
- **Self-Dismissal:** Students can only self-dismiss if we have a completed [Self-Dismissal Form](#) and the guardian has received confirmation.
- **Late Pickup:** A fee will be applied for late pickups after 4:15 PM.

For more information, please refer to the "Arrival and Dismissal Times and Details" and "Arrival and Dismissal 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 (PA) 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 [Event Space 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. Limited access to the building may be granted on a per use basis. Access to campus and rooms can only be given by specific allowance and monitored by assigned point of contact.

### Emergency and Weather Closings During Non-School Hours

If there's an emergency during non-school hours, please check our website. 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 SchoolMessenger 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 SchoolMessenger system. **We won't dismiss students with the regular process.** 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 10: Health & Wellness**

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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 OSSE requirements for vaccinations/immunizations, and health and dental examinations.

**Before your child's first day of each school year, you must send the following forms to [enrollment@washingtoneying.org](mailto:enrollment@washingtoneying.org):**

- Current [District of Columbia Universal Health Certificate](#), which includes proof of vaccinations/immunizations
- [District of Columbia Oral Health \(Dental Provider\) Assessment Form](#)
- [DC Health Universal School Health Services Consent Form](#)

You can find these forms online at OSSE's [website](#) or on the [YY website](#). Or, you can get hard copies in our front office.





**Proof of vaccinations/immunizations is a [DC requirement to attend school](#).** If we don't receive this information, your child may only come to Yu Ying for 20 days. In the meantime, we'll ask you again to send us the proof. You'll need to give it to us right away or make an appointment with your child's health care provider to have the vaccinations done.

### **School Nurse**

Yu Ying has a health suite at each campus. Nurse Jones, our School Health Manager, is the school nurse for the EYC. Nurse Jones is a Washington Yu Ying PCS employee and ensures that we are in compliance with DC Department of Health (DC Health) rules and policies.

DC Health assigns us a school nurse or health technician for the EC based on our student numbers and medical needs. They are not a Yu Ying employee and must follow DC Health rules and policies.

The school health suites email is [nurse@washingtoneyu Ying.org](mailto:nurse@washingtoneyu Ying.org). **Nurse Jones can be reached at [camelia.jones@washingtoneyu Ying.org](mailto:camelia.jones@washingtoneyu Ying.org).**

### **Mental Health Clinicians**

School-based mental health clinicians at Yu Ying help students overcome issues that interfere with their success. We have three clinicians:

- **School Counselor:** Works with students in grades 1-5 based on their IEP or 504 plans.
- **DC Department of Behavioral Health (DBH) Clinician:** Bill McNulty, a non-employee, collaborates with us to support students. His services are based on our student numbers and needs.
- **School Social Worker/Counselor:** Supports students in PreK3-K based on their IEP, 504 plans, or other individual needs.

These clinicians provide prevention, early intervention, case management, and clinical services. They address issues such as behavior support, mental health concerns, and truancy.

All three also conduct classroom lessons with teachers on mental health, prevention, and social skills. They also provide training for school staff on various mental health topics.

To request mental health support for your child, please contact their classroom teacher or the campus Assistant Principal. DBH also offers a resource link for services in the district.

### **Non-Emergency Medical Care**

Students who feel ill or need minor medical attention will be sent to the school health suite. If a health practitioner isn't available, an Administrator of Medicine (AOM) trained staff member will assist. Students with minor issues will be sent back to class, while those needing more attention will be sent home.



- You will receive a **phone call** if a health practitioner provides care.
- If an AOM provides care, you will receive either a phone call or a Toddle chat.

#### **How we will communicate about medical care:**

- **Phone Call:** You'll receive a phone call from the Health Suite for illnesses like fever, vomiting, lice, or for allergic/asthma reactions.
- **Phone Call + Written Injury Report:** A phone call and a written report from the teacher will be used for injuries needing further medical care beyond first aid, such as head, eye, mouth, or emergency injuries.
- **Email/Toddle Message + Written Injury Report:** A family message from the teacher with a written injury report will be sent for minor injuries that can be treated with simple first aid.

#### **Emergency Medical Care**

If a student is in an accident at school, we'll notify their caregiver ASAP. 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.

#### **Injury Report**

We will write a report for any injury (beyond minor scratches, etc) experienced while at school. The report will be shared through Toddle. We'll provide the caregiver with the report within one school day of the injury. This report is in addition to any phone call provided by the health practitioner, if consulted.

**If you are 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.

#### **Illness**

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             | • Suspected scabies or impetigo  |
| • Acute skin rashes or eruptions                          | • Swollen glands around jaws, ears or neck                               |
| • <b><u>Persistent diarrhea</u></b>                       | • Temperature of 99.8° F (37.5° C) or higher                             |
| • Earache   | • Weeping skin lesions, unless protected and diagnosed as non-infectious |
| • Head lice   | • Other symptoms of severe illness                                       |
| • Nausea, <b><u>vomiting</u></b> or severe abdominal pain |  |
| • Red or inflamed eyes, eyes with discharge, or pink eye  |  |



**If your child went home or stayed home because of illness, they may not return to school until they have no symptoms for 24 hours without medication.**

**For example:** If your child has vomited, they must stay home for 24 hours after the last episode.

If your child sees a doctor for an illness, DC Health requires a doctor's note before they can return to class. The note must specify when they are cleared to come back.

A [DC Health chart](#) for communicable conditions is available, detailing when students must stay home and when a doctor's note is needed for their return.

Please **notify the school of any illness via Toddle Attendance**. You can attach a doctor's note and include symptom details or a diagnosis in your submission.

**Covid-19 Policy:** COVID-19 sickness is treated like any other illness. If your child has symptoms, please keep them home. Students who show symptoms at school will be masked and sent home. We do not conduct on-site COVID-19 testing; we encourage families to test at home following symptoms or before returning to school after being symptom-free for 24 hours without medication.

### **Head Lice**

You play a key role in helping us prevent the spread of head lice. **Students with one or more live lice must stay home or will be sent home from school.** We ask that you let the school nurse or your school Principal know if your child has lice. To return to school, you must:

1. Provide treatment for your child promptly.
2. Keep your child home for at least 24 hours following active treatment.
3. Show the school nurse proof of lice treatment and the date of the treatment.
4. Report to the school nurse upon returning to school so the student can be checked and cleared before going to class.
5. Check the child again every day for at least 14 days after lice treatment.

DC Health has a comprehensive [Lice Fact Sheet available](#) and here is further information in [English](#) and in [Spanish](#).

### **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 Health Medication and Medical Procedure Treatment Plan](#) and give it to the school nurse or AOM. 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, in the original container and with the prescription



information attached, and give it to the school nurse or AOM. **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 with a doctor's prescription. If the nurse isn't available, we have trained and certified AOM staff who can do it.

Questions? Please contact the school nurse at [nurse@washingtoneyu Ying.org](mailto:nurse@washingtoneyu Ying.org) or **202-635-1950, extension 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 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.

### **Over-the-counter applications**

Yu Ying staff cannot administer any over-the-counter medications or ointments to students without a doctor's order.

This includes, but is not limited to:

- pain medication
- insect repellent
- sunscreen
- antibiotic cream/ointment
- lotion/cream
- vitamins
- eye drops
- ear drops

### **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 Ying.org](mailto:nurse@washingtoneyu Ying.org) and our Meal Operations Team at [lunch@washingtoneyu Ying.org](mailto:lunch@washingtoneyu Ying.org) if your child has a new food or other life-threatening allergy that has not already been recorded on the enrollment forms.**

**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:



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

### Activities Exclusion

Students who can't participate in their PE class or go outside for recess 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 your child's classroom teacher, [reception@washingtoneyu Ying.org](mailto:reception@washingtoneyu Ying.org) and [nurse@washingtoneyu Ying.org](mailto:nurse@washingtoneyu Ying.org), or bring a copy to the front office.

### Service Animals

Animals are not allowed on campus, unless they are service animals with proper badging and documentation. Pets are not allowed on campus or in the building. Animals in cars must be managed, and not released on campus or allowed to be pet by strangers.

## SECTION 11: Food

Yu Ying is a healthy and green school and we follow the guidelines of the [Healthy Schools Act of 2011](#). Studies show kids who eat healthy lunches with limited sugar tend to learn better throughout the afternoon. **Please do not allow your children to bring or send with them candy, gum or other junk food to school, even on holidays.** If they do, we will have to take them away.

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

- Candy
- Soda
- Energy Drinks (e.g. Prime, Bang, Celsius, Red Bull)
- Sweet desserts such as cupcakes or pudding
- Non-fruit based juices (e.g. Capri Sun)

**You can read more about our health and wellness policy on our [website](#).** If you have questions, please email [lunch@washingtoneyu Ying.org](mailto:lunch@washingtoneyu Ying.org).

Yu Ying currently participates in the National School Lunch Program (NSLP) and the School Breakfast Program (SBP). Under these programs we serve healthy and nutritious meals to students and do not discriminate. For more information about our Non-Discrimination Policy, as well as other policies please visit the Policies and Information Page on our [website](#).

### 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
- Ginkgo nut
- Hickory nut
- Lichee nut
- Macadamia nut
- Pecan
- Pili nut
- Pine nut
- Pistachio nut
- Shea nut
- Walnut

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

**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 milk/Almond pudding
- Crackers
- Granola bars/trail mix
- Nut cookies
- Peanut butter sandwiches/Almond butter sandwiches
- Prepackaged Lunchable-type meals containing items/snacks with nuts

### **Food Allergies and Dietary Accommodations**

If your child has a food allergy, please:

1. Complete the relevant section of the DC Universal Health Certificate, signed by a licensed medical provider and a parent/guardian when you enroll/re-enroll your student. Submit this in a timely manner.
2. List allergies on the online registration form each year when you enroll/re-enroll.
3. Email your child's team: nurse at [nurse@washingtoneyuying.org](mailto:nurse@washingtoneyuying.org), Meal Operations at [lunch@washingtoneyuying.org](mailto:lunch@washingtoneyuying.org) and teachers about the allergies and any changes.
4. Submit a **Dietary Accommodations Form**, completed by a medical practitioner, for allergies and dietary restrictions.
5. Ensure all relevant staff (teachers, nurse, Meal Ops and REEF (if applicable)) are aware of what to look for in an allergic reaction.

We cannot accommodate food and taste preferences. Food substitutions for non-disability reasons are generally not required. Families can request a substitution based on religious or philosophical beliefs by completing the "Milk Substitution and Philosophical Dietary Accommodations Form." For special meals, please contact our Meal Operations Team for more information.

Food and taste preferences cannot 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 "[Milk Substitution and Philosophical Dietary Accommodations Form](#)." Please email completed requests to [lunch@washingtonyuying.org](mailto:lunch@washingtonyuying.org) and one of the Meal Operations staff will reach out.

Families of students who require a special meal may contact our Meal Operations Team for more information at [lunch@washingtonyuying.org](mailto:lunch@washingtonyuying.org).

### **Breakfast/Lunch**

**School breakfast is free for all students and served in classrooms from 8:05 - 8:45 AM daily.**

School lunch, provided by Top Spanish, costs \$5.50. Students may bring their own balanced lunch; if it doesn't meet nutritional guidelines or if a student eats their lunch for a snack, they will be given a school lunch at their family's expense.

- PreK-K students eat in their classrooms
- 1st-5th graders eat in the Lunchroom/MPR

Field trips: Lunches must be pre-ordered weeks in advance, and accounts will be charged regardless of whether a home lunch is brought. Extra field trip meals may not be available on the day of the trip.

Free and Reduced Meals (FARM): Applications are available for qualifying families at the front office, and at the REEF reception desk. Applications must be completed annually, and new forms are available **starting July 1st**.

Lunch menus are on our [website](#) and the menu board by the REEF entrance, with monthly nutritional information also posted [online](#). To order school lunch, you must pay ahead of time monthly at the front office or through e-Funds. Contact [lunchbilling@washingtonyuying.org](mailto:lunchbilling@washingtonyuying.org) with any billing questions.

### **Free and Reduced Meals**

Some students may qualify for free and reduced lunch under the NSLP. To be eligible, families must complete a FARM application form so their child can get free meals. The form is available to complete after July 1st and a message is sent home to families after July 1.

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@washingtonyuying.org](mailto:reception@washingtonyuying.org) or stop by the front office.

### **Snack**

Families in PreK - grade 1 provide a snack donation at the beginning of the year so we can provide daily snacks to our younger students. For more information about the donation, please see the "General Information" section of this guide. Students in grades 2 - 5 must bring their own



snacks from home. Teachers will give you more information about snacks at the start of the school year.

### ***Helpful Reminders for sending snack with your student(s)***

1. All snacks must be **peanut- and nut-free** and **healthy**.
2. Healthy options include fruits, vegetables, yogurt, and whole-grain crackers.
3. Please avoid sending sweets, chips, or candy, as these will be sent home.
4. Ensure your child has enough food for snack time and understands the difference between snack and lunch.
5. Check in with your child regularly about their food needs as they grow and become more active.
6. If your child has dietary restrictions, please remind their teachers at the start of the school year and confirm you have already submitted this information to the school nurse and Meal Operations.

### **Birthdays**

We know birthdays are so important. Each grade-level will share their specific guidelines for celebrating. **Our strong focus on health means cakes, cupcakes or other sugary sweets can't be brought to school.** Please contact classroom teachers to organize a food free celebration.

We also don't allow birthday invitations to be distributed during the school day including in cubbies or after school in front of other students. Parents should use the class directory on our [website](#) to contact families directly.

### **UPDATED! SECTION 12: Technology**

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In alignment with the "Heads Up! Distraction-Free Learning Amendment Act of 2025," this policy is designed to minimize distractions, support student learning, protect mental health, and foster healthy social interactions during the school day by **limiting the use of personal wireless communication devices by students**.

"Wireless communication devices" include, but are not limited to: Cellular phones, Smart watches, Gaming devices, Tablets, Laptops (when not explicitly authorized for instructional use). Students are not permitted to use or access personal wireless communication devices during the *Full School Day* unless granted explicit permission as outlined below.

#### **Exceptions**

- **Instructional Use:** Educators may permit students to use devices for specific educational activities.
- **Health or Safety:** Students may request permission to access a device in the event of a





health issue or safety concern.

- **Disability Accommodation:** Device use included in a student's **IEP** or **504 Plan** is fully permitted during instructional time.

### Storage of Devices

- All students must store personal devices in their book bags upon arrival and keep them stored for the duration of the school day. All devices must be powered off while stored.
- Devices may not be kept on the student's person or used between classes or during recess/lunch unless approved.

### Enforcement Structure

- Each campus Principal and Assistant Principal is responsible for monitoring and supporting implementation of the policy.

### Violations and Consequences

- If a student violates the policy, appropriate responses may include reminders, temporary collection of the device, and parent communication.
- **Students will not be suspended, expelled, or removed from instructional time** or from receiving IEP/504 services for a violation of this policy.

### Internet

We're committed to supervising all students while they're using the internet. We filter content and use monitoring tools on all devices connected to our network. 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 or giving another person your sign-on and/or password for both school-based and social media apps and sites.
- Using obscene language
- Using the internet or our network for commercial purposes



- Violating copyright laws

Parents will be notified of any tech misuse. If there are multiple incidences of tech misuse, the student team will need to meet to discuss the tech use plan to ensure appropriate actions.

### **Student use of Artificial Intelligence (AI)**

AI has the potential to greatly enhance education by offering innovative ways to support learning and personalize instruction. However, this transformative technology also carries risks, including concerns about privacy, security, academic integrity, and ethical use. This policy seeks to harness the productive capabilities of AI while addressing its potential harms, ensuring that AI tools are used responsibly and ethically to create a safe and effective educational environment.

- Students are required to use AI tools exclusively for educational purposes as directed by teachers or school authorities. Using AI for non-educational activities or presenting AI-generated work as original student work within the school context is not allowed.
- Students must adhere to IB ethical standards when using AI technologies, ensuring respect for copyright laws, privacy norms, and the intellectual property rights of others. AI should not be used for dishonest practices such as plagiarism or cheating in academic work, and AI-generated content should not be submitted as original student work
- Students must not use AI to access or share harmful or inappropriate content. Any security breaches, suspicious activities, or encounters with inappropriate content must be reported to school authorities immediately.

### **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 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.

- Example: John Smith's username is [john.smith@washingtoneyu.org](mailto:john.smith@washingtoneyu.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 has 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 is 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 parents or guardian.
- Review and sign the [Washington Yu Ying Acceptable Use Agreement](#).

### **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.

### **NEW!! SECTION 13: Library**

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The Washington Yu Ying Library is located at the Elementary Campus and currently serves students in grades PK3 through 5. You can read more about our Library's mission and objectives in our [collection development policy](#). Please reach out to [library@washingtonyuying.org](mailto:library@washingtonyuying.org) with any questions about the Library.

### **SECTION 14: Volunteering**

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We require all of our families to volunteer 20 hours each school year for each child they have enrolled. Here are some areas where we can use your help:

- |                    |                     |                      |
|--------------------|---------------------|----------------------|
| • Classroom helper | • Guest reader      | • Special events     |
| • Annual Gala      | • Library helper    | volunteer            |
| • Field trip       | • Project organizer | • Grade level events |
| chaperone          | • Room parent       |                      |

You can learn more about upcoming opportunities at our Back-to-School Night and throughout the year in our bi-weekly Tuesday letter, PA 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 **8 hours** during the school year. The check must be done **before** a volunteer's first job. Your volunteer point of contact will help you connect with HR to get the background check done.

You can find more information about our background checks on our [website](#) or by emailing our Human Resources team at [HR@washingtonyuying.org](mailto:HR@washingtonyuying.org).

## Field Trips

We encourage school-sponsored field trips, which require written permission from a parent or guardian. At the start of the year, a general permission slip covers local neighborhood walks. For trips using public transit or a bus, a separate permission slip will be sent home via communication folder or Toddler, and must be signed and returned.

- Field trips are a privilege. Students with a pattern of unsafe behavior may be excluded or required to have a parent chaperone. Teachers will notify parents at least two weeks in advance if they must attend.
- Trips normally start and end at school. Siblings, including infants, may not accompany chaperones unless they are a confirmed chaperone. We typically maintain a ratio of four students per chaperone.
- Field trip lunches must be ordered weeks in advance through teachers. Pre-ordered meals will be charged to student accounts regardless of whether a home lunch is brought. Extra meals may not be available on the day of the trip.

## UPDATE! SECTION 15: REEF

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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 our website for the REEF handbook, class listings, registration, field trip schedules and more.**

### Before Care

REEF before care is offered **Monday - Friday, 7:00 - 7:55 AM**. Students have multiple activities to choose from including board games, coloring, and various forms of building blocks. At the end of before care students are offered bagged breakfast that they can take to class and eat with their friends. Before care for all students is **held at both campuses**.

### After Care

REEF after-care is offered Monday through Thursday, from 3:40 - 5:30 PM, and on Fridays from 1:10 - 5:30 PM. **Dismissal begins at 5:30 PM and all students must be picked up by 6:00 PM to avoid late fees.**



EC students have two activity periods with a supervised snack break, led by their REEF teacher. EYC students stay with their class and engage in a variety of activities, including art, music, sports, and Chinese cultural experiences. Some specialized programs may require an additional fee. Friday REEF features a different set of activities each week.

Grade-level field trips occur during Friday REEF throughout the year; a schedule is available on the [REEF page](#) on our website. **A single permission slip, signed during online registration, covers all field trips.** Parents will be notified of trips in advance and must RSVP to ensure their child's attendance.

### Class Selection

REEF enrollment is for the school year. Where applicable (Grades 1-5) families will have the opportunity to rank order class preferences. This process is separate from enrollment in REEF and happens three times through the school year.

Some of the class offerings are provided by vendors. Any classes that are run by vendors will be indicated in the class descriptions. Students that have attended something like violin will be prioritized to maintain continuity of practice.

You can complete your registration on the [Yu Ying REEF EZChildTrack Parent portal](#).

### Updated for SY25-26! Monthly Enrollment Rates

Category	Monday	Tuesday	Wednesday	Thursday	Friday	Totals
Aftercare						
Standard	\$106.67	\$106.67	\$106.67	\$106.67	\$173.31	\$600.00
Sibling*	\$74.67	\$74.67	\$74.67	\$74.67	\$121.32	\$420.00
Reduced**	\$64.00	\$64.00	\$64.00	\$64.00	\$103.99	\$360.00
Subsidized***	\$18.00	\$18.00	\$18.00	\$18.00	\$0.00	\$72.00
Beforecare						
Standard	\$40.00	\$40.00	\$40.00	\$40.00	\$40.00	\$200.00
Sibling*	\$28.00	\$28.00	\$28.00	\$28.00	\$28.00	\$140.00
Reduced**	\$24.00	\$24.00	\$24.00	\$24.00	\$24.00	\$120.00
Subsidized***	\$6.64	\$6.64	\$6.64	\$6.64	\$6.64	\$33.21

\*The sibling discount is the rate for each child after the first.

\*\*If you qualify for the reduced rate all children are billed at the reduced rate.

\*\*\*The subsidized rate is **only** for those families identified **AND** enrolled in our school as Equitable Access, or are considered at risk.

REEF offers a reduced rate for qualifying families. You can apply by completing an application and submitting documentation. The application is available as a [printable PDF](#) or as an [electronic form](#). **Families who qualify for the subsidized rate are exempt from Friday after-care enrollment fees.**



Families who use autopay via credit card through the [REEF EZChildTrack portal](#) will receive a 3% discount.

REEF is a prepaid service, billed monthly for enrolled students. **All fees are due on the first of the month.** A drop-in option is also available and must be paid for in advance. **Any account with a balance older than 30 days is subject to removal from the REEF program.**

### **Helpful Reminders**

- Students who are absent from school are **not** eligible to attend REEF that same day.
- Students must be in school at the time of dismissal in order to attend REEF. Meaning if you pick up your child early for a Dr's appointment and do not make it back in time for dismissal your child may not attend REEF.
- 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.

For additional details and more in depth information please refer to the most up to date REEF Family Handbook located on the [REEF page on our website](#). If you have any questions about REEF please contact REEF Administration at [reefadmin@washingtoneyu Ying.org](mailto:reefadmin@washingtoneyu Ying.org).

### **SECTION 16: Parent Association**

The Parent Association is comprised of caregivers (parents/guardians, grandparents, or another adult) of Yu Ying students. Members can vote for leaders, serve on committees, and participate in school activities. Its mission is to support the entire Yu Ying community by:

- Supporting student education.
- Advocating for caregivers to the administration and Board.
- Assisting faculty and staff.
- Fostering a sense of belonging.
- Collaborating to create a safe environment.

The PA operates independently from the school and has its own volunteer leadership. It is funded annually by the school, with fiscal oversight provided by the Director of Accounts and Enrollment and the COO.

Some of the events, services and volunteer opportunities that the PA organizes and provides are:

- |  |                           |
|--|---------------------------|
| • Morning and afternoon bus transportation | • Community wide events   |
| • Grade level playdates                    | ◦ Fuel Free Fridays       |
| • Neighborhood happy hours                 | ◦ KidFest                 |
| • New family buddy program                 | ◦ Hispanic Heritage Month |
|  | ◦ Diwali                  |



- Black History Month
- Fall Fest
- Chinese Cultural Committee and Lunar New Year
- Asian American and Pacific Islander Heritage Month
- Staff Appreciation Week
- Annual Gala
- Room Parents
- Monthly Parent Association meetings
- Yu Ying [Swag Store](#)

The PA maintains its own [site](#), which provides helpful and up to date information for families as well as details on how to join the PA listserv. The PA listserv is a platform for open dialogue and information sharing to bring awareness to community concerns. The expectation is that communications on the listserv are done in a respectful and productive manner in line with the school's cultural and DBIE values.

**Families who volunteer 8 hours or more on campus must complete a [background check form](#), and submit it to [hr@washingtoneyuving.org](mailto:hr@washingtoneyuving.org).**

## **NEW!! SECTION 17: Academics**

Yu Ying is an International Baccalaureate World School (IB). Students are taught in an inquiry-based instructional environment where teachers:

- use inquiry, action and reflection to develop natural curiosity in students,
- focus on conceptual understanding to support students in developing their ideas.
- use local and global contexts to establish the relevance of the curriculum.
- remove barriers to learning to enable every student to develop, pursue and achieve challenging personal learning goals.

And students:

- actively develop thinking, research, communication, social and self-management skills.
- demonstrate and reflect on their continued development of the IB learner profile attributes.
- identify and foster healthy relationships, an understanding of shared responsibility, and the ability to collaborate effectively
- grow in their ability to make informed, reasoned, ethical judgments.
- exercise the flexibility, perseverance and confidence they need to bring about positive change in the wider community and beyond.
- take ownership of their learning by setting challenging goals and pursuing personal inquiries.
- pursue opportunities to explore and develop their personal and cultural identities.

More detailed Information about the Yu Ying Primary Years Programme, Language Immersion, Instructional and Assessment Practices can be found [here](#).



## UPDATED! SECTION 18: Behavior Expectations for a Safe School

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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 behavior expectations for everyone to follow. Our **community expectations** are built around the IB learner profile.

### Behavior Actions

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

### Whole Child Model

The approach we work with is the **Whole Child Model**, a locally developed approach with a DC cultural and equity focus. This model aims to reduce problem behaviors, power struggles, and aggression, while increasing a student's resilience, self-regulation, emotional health, and overall achievement. We've also adapted these practices for our specific Washington Yu Ying community.

Our emphasis is on developing students' social and emotional skills, fostering connections and relationships, and teaching self-regulation strategies to each child.

### Tier 1: All students

- Morning Greetings
- Strong Start and Close
- Essential Agreements
- Intentionally warm classroom design
- Nurturing and empathetic language
- Whole school and classroom routines
- Restorative Justice Practices
  - If issues arise, we use **restorative justice** to find solutions building on the foundation of SEL skills learned and practiced with the implementation of the Whole Child Model. Restorative justice practices are 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. Restorative justice is used in all relationships – teacher to student, student to student, teacher to teacher, and school to larger community.

### Self-Guided Problem Solving: PreK 3 - Grade 2

We encourage students to use these five 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 and their family to help minimize issues and inappropriate behaviors.

### Tier 2

- **Structured Recess** Structured recess is a logical consequence that emphasizes integrating physical, social, emotional and cognitive activities into recess time as a result of a student not meeting expectations (of safe behavior when interacting with peers and staff). This approach ensures that recess is not only a break but also an opportunity to teach pro-social skills in a small, structured setting.
- **TLC (Time, Love and Connection)** The goal of TLC is to increase connection, and is designed to provide children with consistent, unconditional, positive attention, from an adult other than their classroom teacher. The child and adult spend a few minutes chatting to build a caring relationship.

### Tier 3

#### Restorative In-School Suspension

The Whole Child Model notes that, "when students communicate through extreme behaviors, we respond in ways that maintain safety for everyone. A non-punitive system develops safety, connection, and replacement skills so that students can succeed in the future." Restorative In-School Suspension offers a safe, neutral space for children to reflect on past behaviors, participate in action plans to change future behaviors, and to complete missing classwork.

**The following table gives examples of possible student behaviors and our corresponding actions, aligned with the Whole Child Model and IB Learner Profile, to support students and their families.**



Tier	Behavior Examples	Possible Response & Support Actions
<b>Tier 1: Universal Supports</b>	<b>Minor, infrequent, low-impact behaviors, e.g.:</b> <ul style="list-style-type: none"> <li>– Off-task during learning</li> <li>– Inappropriate language</li> <li>– Unauthorized areas</li> <li>– Not following expectations</li> <li>– Spitting/littering</li> <li>– Bringing non-school items</li> </ul>	<ul style="list-style-type: none"> <li>– Redirection using Essential Agreements</li> <li>– Mindfulness or movement breaks</li> <li>– Verbal/nonverbal reminders</li> <li>– Restorative circle/conversation</li> <li>– Logical consequences (e.g., cleaning up)</li> <li>– Time in Centering Space</li> <li>– Modeling expected behaviors</li> <li>– Coaching/Counseling via IB traits (Reflective, Caring)</li> <li>– Written reflection</li> </ul>
<b>Notification for Tier 1 Behaviors</b>	<b>Caregivers will be notified through Toddle chat. If the behavior affects another student, caregivers may be notified via an incident report. Caregivers can reach out to classroom teachers to discuss the incident or behaviors if they want further details.</b>	
<b>Tier 2: Boost Supports</b>	<b>Repeated tier 1 (over days and weeks and with support actions) and/or more disruptive behaviors e.g.:</b> <ul style="list-style-type: none"> <li>– Defiance</li> <li>– Unsafe actions</li> <li>– Technology misuse</li> <li>– Teasing/unkind behaviors</li> <li>– Stealing/swearing</li> </ul>	<ul style="list-style-type: none"> <li>– Family conference</li> <li>– Peer/adult mediation</li> <li>– Restorative circle</li> <li>– Structured Recess with SEL coaching</li> <li>– Counseling referral or TLC referral</li> <li>– Student-based problem-solving plan</li> <li>– Learning and Play Accommodations</li> <li>– Use of centering space outside of the classroom</li> </ul>
<b>Notification for Tier 2 Behaviors</b>	<b>Caregivers will be notified through an incident report <u>and</u> a phone call or Toddle chat. Caregivers can reach out to classroom teachers to discuss the incident or behaviors if they want further details.</b>	
<b>Tier 3: Intensive Supports</b>	<b>Repeated Tier 1 and 2 behaviors (despite support) or harm to others e.g.:</b> <ul style="list-style-type: none"> <li>– Intentional physical aggression</li> <li>– Bullying (physical and mental)</li> <li>– Substance possession</li> <li>– Vandalism</li> <li>– Threats to others (students and staff)</li> </ul>	<ul style="list-style-type: none"> <li>– Restorative In-School Suspension with reflections, supports, and academic work</li> <li>– Structured Recess with reflection</li> <li>– Restorative practices (family/teacher/student mediation)</li> <li>– Individual safety/support plan</li> <li>– Student-team meeting with parents</li> <li>– Temporary removal if needed</li> </ul>



<b>Notification for Tier 3 Behaviors</b>	<b><i>Caregivers will be notified by a phone call from the Assistant Principal followed by an incident report from the classroom teacher, and possible further fact-finding report from the AP. Caregivers can expect to meet with the classroom teachers and the Assistant Principal to discuss the plan to support a shift/change in behaviors.</i></b>	
<b>Tier 3: Crisis Response</b>	Extreme or repeated dangerous behaviors e.g.: – Multiple physical attacks with serious intent – Possession of weapons with intent to harm	– Restorative In-School Suspension – Out-of-School Suspension (short-term, if required) – Re-entry planning – Referral to external support (if needed) – Expulsion (last resort)
<b>Notification for Tier 3 Behaviors</b>	<b><i>Caregivers will be notified by a phone call from the Assistant Principal followed up with an incident report from the AP. Caregivers can expect to meet to discuss the student needs.</i></b>	

**Important note:** According to 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. Additionally, Washington Yu Ying staff does not mediate conflicts between families.

### **Record Keeping Incident Report**

Yu Ying will submit an incident report in Toddle for most Tier 1 and any Tier 2, 3 or 3+ incidents. A caregiver incident report will be provided through the student portfolio in Toddle within one school day of the incident.

#### **The incident report will include this information:**

- Location of the incident
- Staff members involved, both during and after the incident
- Description of the incident
- Description of the steps taken to shift the student behavior after the incident
- Tiered actions or consequences will be included in the incident report, though they may be added after the initial report is shared.

### **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 targeted and repeated severe, pervasive or persistent act or conduct whether physical, electronic or verbal that:

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

To learn more, please review the entire **DC Youth Bullying Prevention Task Force report**. The report is our basis for teaching bullying prevention, and developing solutions to issues that arise. If you have questions, please contact our School Counselor.

## **School Response: Bullying**

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

- Fact-find.
- Communicate with the families involved.
- Determine next steps based on the fact-finding.

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 their campus Principal. This starts a mandatory full fact-finding mission by our Assistant Principals, which aligns with the **DC Bullying Prevention**



Policy. The fact-finding 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. **Damage includes, but is not limited to:** property damaged due to student action (for example, cars hit by rocks), vandalism, damage to technology, intentional water damage, fire alarm, graffiti, fence destruction, damage to vehicles, glass damage.

All concerns and incident reports should include the DOO, please copy the Senior DOO through email: [yonia.bowie@washingtoneyuying.org](mailto:yonia.bowie@washingtoneyuying.org).

Failure to pay for damages may impact your ability to enroll your student in REEF.

### **School Response: After School or Out-Of-School Incidents**

Unless there are unique circumstances, we do 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 the issue happened during REEF, please contact the REEF managers at [reefadmin@washingtoneyuying.org](mailto:reefadmin@washingtoneyuying.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 appropriate school mental health practitioner 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, school social worker, DBH



clinician and/or school leadership will meet with the student to assess the concern.

2. **The appropriate school mental health practitioner and/or school leadership will call the student's caregiver.** Depending on the situation, the student may need to be removed from school. In this case, their parents or guardian must pick them up immediately. If the parent doesn't come to school within two hours or by 3:30 PM, 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 caregiver 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**

Yu Ying is committed to a drug-free workplace to protect the safety and well-being of everyone on our school grounds. We have a drug-free program that balances individual respect with the need for an alcohol- and drug-free environment.

We maintain age-appropriate drug and alcohol education programs for students, emphasizing that the use of illicit drugs and unlawful possession of alcohol are harmful and wrong. Our policy strictly prohibits the unlawful possession, use, sale, or distribution of alcohol, illegal drugs, or intoxicants by any student or staff member.

Entering school grounds implies consent to searches. Individuals suspected of violating this policy may be subject to a search or inspection at any time.

Violating these standards will result in sanctions consistent with federal, state, and local law, including expulsion for students and immediate dismissal for staff.

Any employee convicted of a criminal drug statute must notify Human Resources within five calendar days of the conviction.

### **Seclusion and Physical Restraint Policy**

We prioritize using positive behavior support to manage and de-escalate behaviors. However, if a student's behavior becomes an imminent danger to themselves or others, emergency intervention through seclusion or physical restraint may be necessary. The procedures for these instances are described below.

### **Definitions**

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



the purposes of this policy:

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

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

- **Supportive physical guidance:** A temporary, minimal physical contact—such as holding the student's hand, wrist, arm, shoulder, or back—used solely to help guide a dysregulated student to a safe location in a calm and respectful manner.
- **Certain behavioral interventions may be used to help a student regulate their emotions or return to a calm state.** Examples include proximity control, verbal reassurance, or sensory strategies (such as providing a calming 'squeeze'). When implemented as part of an approved behavior support plan, these approaches are not considered forms of restraint.

**“Emergency circumstance”** is defined as a circumstance that meets both of the following criteria:

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

### **Use of Seclusion**

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

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

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

Designated school staff must be able to see the student who's in seclusion at all times and speak



with them at least once every 5 minutes. After 20 minutes of seclusion, a Principal, Assistant Principal, or another senior member of our staff will personally observe the student to assess the need for continued seclusion. No seclusion will continue longer than 40 minutes.

### **Use of Restraint**

Physical restraint will only be used in emergencies to prevent imminent, serious physical harm to a student or others, and only after less intrusive methods have failed.

Restraint may only be applied by trained staff using authorized techniques. To the extent possible, another adult should witness the restraint. However, this policy does not prevent a staff member from using reasonable force to protect themselves or others from assault or imminent harm.

### **The following requirements apply to any restraint:**

- a) The use of physical restraint will be limited to the use of reasonable force and to the shortest time period necessary to protect the student or other person from imminent, serious physical harm. The restraint must end as soon as the student or other person is no longer in imminent danger.
- b) Physical restraint is prohibited as a means of punishment or as a response to property destruction, disruption of school order, a student's refusal to comply with a school rule or staff directive, or language that doesn't constitute a threat of imminent, serious physical harm.
- c) Restraint will be administered in a manner to prevent or minimize physical harm to the student.
- d) A restraint will not be administered in a manner that prevents the student from speaking or breathing.
- e) Prone restraint is strictly prohibited.
- f) During a restraint, a staff member will continuously monitor the physical status of the student including skin color and respiration.
- g) If, at any time during the restraint, the student displays significant physical distress, the restraint will immediately end and medical assistance will be sought.
- h) Staff will review and take into consideration any known medical or psychological limitations and/or behavioral intervention plans regarding physical restraint on an individual student.
- i) During a restraint, staff will continuously talk with and engage the student in an attempt to de-escalate behavior and end the restraint as soon as possible.
- j) Trained staff administering physical restraint will use the safest method available appropriate to the situation.
- k) The administrator in charge will review the incident with the trained staff member who administered the restraint to ensure proper procedures were followed. They'll consider if any follow-up is appropriate for students who may have been present during the restraint.





## **Record Keeping**

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

### **The incident report will include this information:**

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

## **Training: Guiding Principles**

Along with the requirements and procedures for seclusion or restraint as outlined in this policy, **Washington Yu Ying PCS staff follows these 15 principles on [Restraint and Seclusion](#) from the U.S. Department of Education.**

## **Students With Disabilities**

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

### **The team will:**

- Determine appropriate next steps and interventions to address the student's behavior and alleviate the need for future seclusion or restraint.
- Consider whether the use of seclusion or restraint should be addressed in the student's IEP or 504 plan.
- Consider whether a re-evaluation is needed for the student.
- Complete a current functional behavior assessment (FBA) if the student doesn't have one.
- Consider the need for a behavior intervention plan (BIP). If the student has a BIP, the team should review and revise it as appropriate.
- Think about the need for a crisis intervention plan.

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



school officials are secluding or restraining a student for behavioral challenges, the child may have a disability and need special education or related services to address the behavioral challenges.

### **Weapons, Drugs and Alcohol**

We do not allow weapons, drugs and alcohol on campus while school is in session, which applies to students, staff and visitors. If this policy is violated, we may evaluate circumstances on a case-by-case basis. Examples of unacceptable 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/loaded/starter pistols
  - Used/Unused Ammunition
  - Explosives
  - Fireworks
  - Knives with blades longer than three inches
  - Loaded or unloaded firearms
  - Mace
  - Razor blades
  - Revolvers
  - Rifles
  - Shotguns
  - Tasers
  - Tear gas
- Possession or distribution of alcohol with students
- 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 this 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**

Yu Ying follows the guidelines mandated by the Student Fair Access to School Amendment Act established in 2018. 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**

### **Restorative In-School Suspension**

Restorative In-school suspension (RISS) is a consequence for extreme misbehavior, used only after consistent, documented behavioral supports have failed. With RISS, a student remains at school but on an altered schedule. Families will be notified and included in the conversation and plan.

Students in RISS are placed in a different location than their classroom. They may be with a school administrator or our student liaison, but other placements may be used depending on the student's situation.

### **Out-of-School Suspension**

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

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

If a student is suspended, we'll contact their caregiver so they can be picked up from school. If a caregiver 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. No Kindergarten - grade 5 student can receive an OSS or expulsion, unless the student has willfully caused, attempted to cause, or threatened to cause bodily injury or emotional distress to another person, including behavior that happens off school grounds.
- 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.

### **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 20 or more cumulative 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 appropriate Principal and Assistant Principals are involved every step of the way.

- If a student is under consideration for long-term suspension or expulsion, the grade-level Assistant Principal will:
  - Meet with the student, multiple times
  - Talk with the student about the repeated behaviors or actions of wrongdoing
  - Meet with others who may have witnessed the behaviors
  - Give the student a chance to share their perspective and/or reasons behind the behavior.
- If necessary, the Assistant Principal will investigate the circumstances of the student's repeated behavior and their explanation. The investigation will be done within three days of the latest incident, or within three days of when our administration was notified of the incident.
- After the student meeting and investigation, the Assistant Principal will send a written notice to caregivers 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 caregivers 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 the Principal, make an impartial decision on the proposed disciplinary action.
- At the conference, the Assistant Principal will:
  - Share the information used to support the recommended disciplinary action.
  - Give the student an opportunity to fully respond to the information. If desired, the student may be represented by an attorney.
  - Allow the student to share any additional information they'd like the committee and Executive Director to consider when making the final decision.
- After the conference, the disciplinary committee will present all of the information to our Executive Director. Within two school days after the hearing, the disciplinary committee and Executive Director will notify the caregivers in writing of the final determination and the reasons for making the decision.
- Caregivers 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 suspended or 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 5 School Days or Less**

We can suspend students with disabilities for up to 5 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 5 days a student is suspended in a school year.

### **Suspensions Lasting More than 10 School Days**

For students with disabilities suspended for more than 10 days, we follow additional procedures. A **manifestation determination review meeting** is held to determine if the behavior was a result of their disability. If it was, the student must return to school unless the parent and administration agree otherwise. If the behavior was not a manifestation of the disability, the student can be disciplined under the school's standard policy. We also provide services during the suspension period.

#### **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.

For students with disabilities suspended for more than 10 days, we'll continue their educational services in an alternative setting. This ensures they can still participate in the general curriculum and make progress toward their IEP goals. As needed, we will also provide a functional behavior assessment and behavior intervention services to address and prevent future behaviors.

#### **We'll hold a manifestation determination review meeting if:**

- A student is suspended for more than 5 consecutive or 10 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. **Caregiver notification** – A student's 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 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 guardian expressed their concern **in writing** about the need for special education and related services to our Assistant Principals, Director of Teaching and Learning, and/or instructional personnel.
- The student's 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 guardian refused to allow us to evaluate their child.

### **Reinstatement After Suspension**

We encourage students and their guardian to attend a reinstatement meeting with the grade-level Assistant Principal to review expectations before they return to school after a suspension. While it is not mandatory for caregivers to attend, joining in the meeting helps to set the right supports for a successful reentry.

### **Appeal Process: Suspension and Expulsion**

Guardians who want to appeal a suspension or expulsion must complete our [Appeal Form](#), which will go to the Executive Director. Our Executive Director may invite the student and their parent or guardian to appeal in person. **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 appeal outcome can contact our Executive Director. Families can further appeal to our Board of Trustees by sending a letter to [board@washingtonyuying.org](mailto:board@washingtonyuying.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 17: Getting Help for My Child & Family Intervention and Learning Support**

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Our Intervention and Learning Support teams use the Multi-Tiered System of Support (MTSS) model to address student needs early. This "whole child" approach identifies struggling learners and provides timely support for academics, behavior, social-emotional needs, and attendance.

MTSS, which includes the three tiers of Response To Intervention (RTI), also helps us make referrals for special education services. Our team consists of Principals, the Director of Intervention,



Directors of Learning Support, specialists in Intervention and English Language Learning (ELL), Learning Support Teachers, and our Mental Health team.

If you'd like to learn more, please review our [special education policy](#).

### **Intervention Support**

Our teaching teams from PreK3 to Grade 5 meet regularly to review student data. If a student needs more help, they may be referred for **short-term intervention support** to help them meet grade-level expectations. If more or continued support is needed, the student may be referred for **learning support (special education)** evaluations and 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 skills and classroom assessments (including observations), social emotional assessments and surveys, and teacher recommendations.
- We offer support through differentiated accommodations within the general education learning experiences.
- 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 targeted support and progress in Toddle.

### **Learning Support**

We offer special education services to students with an Individualized Education Plan (IEP) or 504 plan or related services of Occupational Therapy, Physical Therapy, Speech Therapy, Vision Therapy. Students may also be referred to the program if we've tried other interventions with limited progress or no 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 Toddle.





### **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.

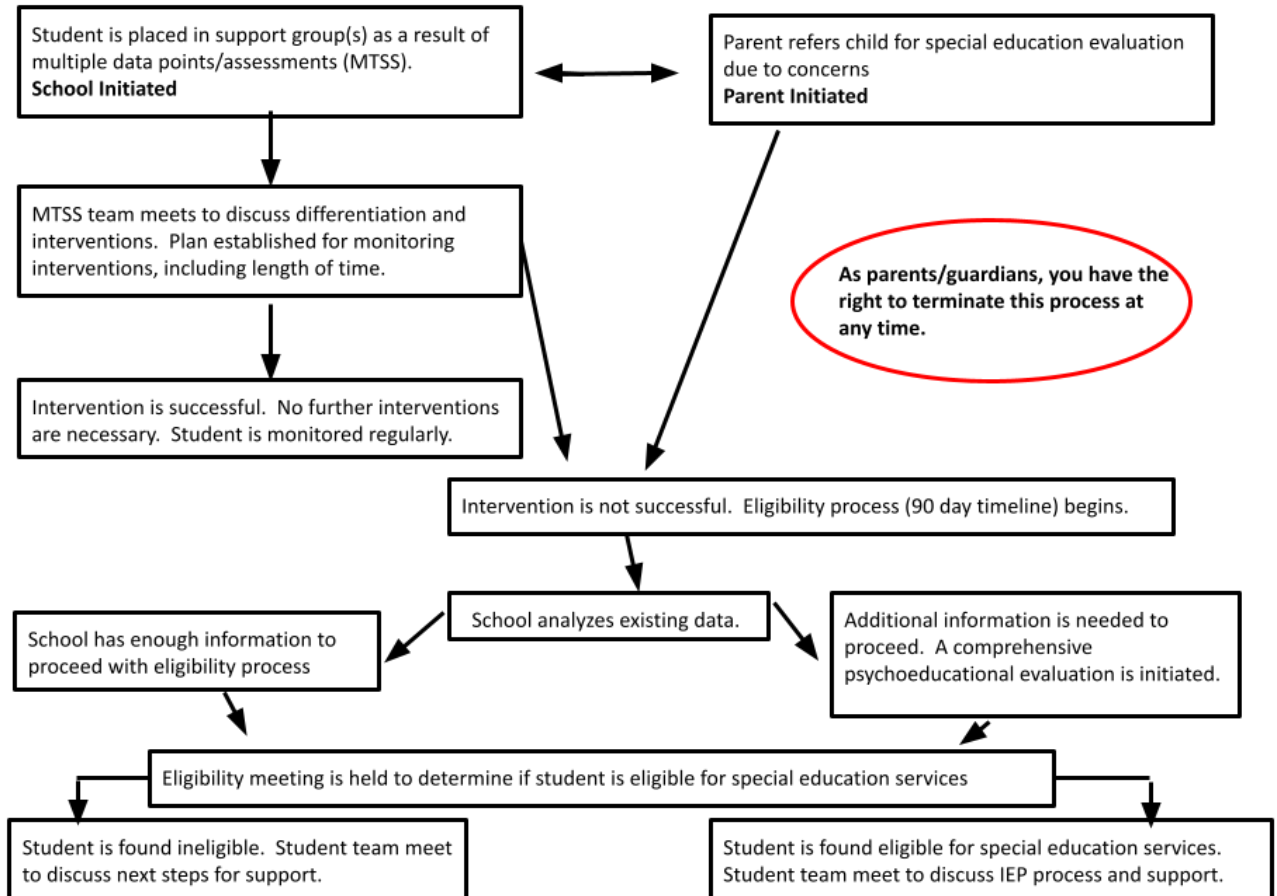
You're also welcome to email the campus Principal (PK3-K: Amy Quinn [aquinn@washingtonyuying.org](mailto:aquinn@washingtonyuying.org) and grades 1-5: Dr. Mario Clopton [mario.clopton@washingtonyuying.org](mailto:mario.clopton@washingtonyuying.org)) with questions about support for your child.

### **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 Toddler.
- 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 18: McKinney Vento Homelessness Act

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The McKinney-Vento (MKV) Homelessness Assistance Act is a federal law that protects the educational rights of homeless students. MKV defines homelessness as:

- (A) Individuals who lack a fixed, regular, and adequate nighttime residence; and
- (B) Includes
  - (a) Children and youths who are sharing the housing of another person due to loss of housing, economic hardship, or similar reason; are living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals
  - (b) Children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings
  - (c) Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
  - (d) Migratory children

If your family is experiencing housing instability and would like us to help, please contact our Homeless Liaison, Ayanna Free, at [ayanna.free@washingtonyuying.org](mailto:ayanna.free@washingtonyuying.org). [Washington Yu Ying's Family Resource Guide provides an overview of how our school provides support to families experiencing housing instability.](#)

## SECTION 19: Compliance Policies

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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.

### **Student Fair Access to School Amendment Act of 2018**

Yu Ying follows the guidelines mandated by the [Student Fair Access to School Amendment Act](#) established in 2018. The Student Fair Access to School Amendment Act sets limits on schools' use of suspensions, expulsions, and involuntary transfers as disciplinary consequences.

*Attendance-related Discipline Outlawed:* Schools are prohibited from using OSS, expulsions, or involuntary transfers for unexcused absences or late arrivals to schools. However, students can be unenrolled after accumulating 20 or more consecutive full-school-day unexcused absences.

*OSS Limit of 5 Days in Elementary School:* The duration of each OSS cannot exceed five consecutive school days in Kindergarten through Grade 5.

*OSS Limit of 20 Days Total in All Grades:* Regardless of grade, a student cannot be suspended



from school for more than twenty cumulative school days in a school year.

However, an exception may be made if the head of the LEA provides written justification to the student and parent of the student's conduct resulting in an emergency removal and written justification is provided by the head of the LEA to the student and parent.

### **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 assistants 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 teaching assistants 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 our Human Resources Department, at [HR@washingtonyuying.org](mailto:HR@washingtonyuying.org).

### **Notice of Nondiscrimination**

Our school does not 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 our Title IX Coordinator at **202-635-1950**.



## Section 504 of the Rehabilitation Act

[Section 504 of the Rehabilitation Act of 1973](#) prohibits the discrimination of students with disabilities. You can get a copy of your procedural safeguards from our Intervention Support or Learning Support team. You can reach them at **202-635-1950**.

### Discrimination

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 our Intervention Support or Learning Support team at **202-635-1950**.

## Learning Support: Notice of Procedural Safeguards

### Child Find Policy

Under [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 [Washington Yu Ying 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 our Intervention Support or Learning Support team at 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 and send it to your campus Principal. You can also get a hard copy of the referral form from our Intervention Support or Learning Support team at **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 our Intervention Support or Learning Support team at **202-635-1950**.

### **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 our Intervention Support or Learning Support team at **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 4:00 PM
- Enrolled in REEF, but are left at school until after 6:15 PM

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. Instructional staff will participate in regular training.** 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/Assistant Principal and 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/Assistant Principal 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, Principals, Assistant Principals 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 our School Social Worker at [claressa.everett@washingtoneyuying.org](mailto:claressa.everett@washingtoneyuying.org) or our School Counselor, at [lallencrosby@washingtoneyuying.org](mailto:lallencrosby@washingtoneyuying.org)

**Annual Notification of FERPA Rights:**  
**Every student has the right to a public education.**

Washington Yu Ying PCS **does not collect or share private information** about our students or families. Any personal information provided is kept strictly confidential under the **Family Educational Rights and Privacy Act (FERPA)**. No information will be released without legal authorization or guardian consent.

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 to 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 contracted service providers, 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 review of the education record is necessary in order to perform tasks that are part of their professional responsibilities. This may include activities related to the student's instruction, academic progress, discipline, or the provision of support services. It may also involve tasks necessary to maintain the safety and security of the school environment or functions that support the overall operation of the school.

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

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

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

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

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



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

**If you don't want Washington Yu Ying to disclose directory information from your child's education records without your prior written consent, you must notify Washington Yu Ying in writing at [reception@washingtoneyuying.org](mailto:reception@washingtoneyuying.org).** Washington Yu Ying has designated the following information as directory information:



- Student's name
- Date and place of birth
- Address
- Phone number
- Email address
- Grade level
- Dates of attendance
- Student ID number, user ID or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. **Important note: A student's Social Security Number (SSN), in whole or in part, can't be used for this purpose.**
- Photograph

*We also urge consideration when sharing private information about your own child or family in large format communication platforms like WhatsApp, Slack, Signal, or the PA Listserv. Please do not share information about other children, families or staff here either. These are not confidential spaces, and they are not monitored, or responded to.*

## **UPDATE! SECTION 20: Complaint and Grievance Process**

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At Washington Yu Ying PCS, we believe concerns are best resolved by those closest to the situation. That's why we've developed two pathways for addressing issues that arise—our **Complaint Resolution Process** and our **Grievance Procedures** (both outlined below).

The **Complaint Resolution Process** is designed to support timely and effective communication between families and school staff, ensuring that the individuals most directly involved can work toward a solution before involving others who may have less context. By following this approach, we aim to resolve concerns more efficiently and collaboratively. If a step is skipped, families may be asked to return to that part of the process.

The **Grievance Procedures** provide a formal process for addressing serious concerns—such as harassment, discrimination, or violations of rights—that require investigation and legal compliance. These procedures are designed to protect the rights of all members of our community while ensuring issues are handled thoroughly, confidentially, and fairly.

Both pathways reflect our commitment to respectful, transparent, and solutions-oriented dialogue between families and our school.

### Complaint Resolution Process

Our complaint resolution process is designed to ensure that concerns are addressed efficiently, respectfully, and at the appropriate level:



**Step 1: Contact the Directly Involved Person or Group** – For example, reach out to the classroom teacher via email or Toddle chat.

**Step 2: Follow Up After the Conversation** – After your meeting, follow up to confirm understanding and next steps.

**Step 3: Escalate to a School Leader** – If the issue remains unresolved, request a meeting with the person involved and a school administrator to develop a plan of action.

**Step 4: Contact the Executive Director or Chief Operations Officer**– If no resolution is reached after meeting with school leadership, contact Executive Leadership for further review.

**Step 5: Reach Out to the Board of Trustees** – As a final step, families may submit a written description of the issue to the Secretary of the Board at [board@washingtoneyu.org](mailto:board@washingtoneyu.org). The Board will respond in writing within one week.

#### Grievance Procedures

Washington Yu Ying PCS has formal grievance procedures to address serious concerns including discrimination, harassment, or other legal violations.

#### **What May Be Grieved:**

This grievance process may be used to resolve complaints concerning:

- The educational environment, employment arrangements, or interpersonal conflicts; and/or
- Harassment or discrimination based on race, color, religion, creed, sex, national origin, age, disability, veteran status, sexual orientation, or any other protected status.

#### **Who May File a Grievance:**

These procedures are available to students, employees, parents/guardians, or visitors.

#### **Other Legal Remedies:**

Using this process does not prevent anyone from filing complaints in other legal forums, if permitted under state or federal law.

**Note:** You are not required to discuss your complaint with the alleged harasser or perpetrator prior to filing a formal grievance.

#### Formal Grievance

To file a formal grievance:



1. Submit a written notice **within 90 days** of the incident.
  - a. A [grievance form](#) is available from school administration or on our [website](#).
  - b. The notice must include: a description of the complaint, relevant dates, the desired outcome, and signatures from the grievant (and guardian, if the grievant is a student).
2. The school will immediately assign a point of contact to begin a prompt, impartial investigation. This may include interviews, documentation review, and collection of evidence from involved parties. All materials and discussions in the grievance process will remain confidential, except when disclosure is required by law or government agencies.
3. A written response summarizing the investigation and decision will be provided within 30 business days. If harassment or a valid grievance is substantiated, appropriate corrective action will be taken.

### Appeals

If the grievant is unsatisfied with the response, they may appeal in writing to the Board of Trustees within 30 days of the decision. Appeals should include:

- The full grievance documentation,
- The original response, and
- Reasons the outcome was not acceptable.

The Board (or designee) will issue a written response within 15 days of receiving the appeal. Send appeals to: [board@washingtoneyuying.org](mailto:board@washingtoneyuying.org)

### Prohibition Against Retaliation

Washington Yu Ying strictly prohibits retaliation against any person who files a complaint or grievance, or who participates in an investigation in good faith. Any confirmed retaliation will result in disciplinary action.

### Modification Clause

Washington Yu Ying may modify these procedures in individual cases when: (a) the modification serves good cause, and (b) it does not violate due process or school policy.

### Key Contacts

For formal grievances, **Jose Sousa, Chief Operating Officer, serves as Washington Yu Ying's Lead Grievance Coordinator**. He will ensure that grievances are routed to the appropriate investigator and handled in accordance with this policy.

Jose C. Sousa, Chief Operating Officer

Lead Grievance Coordinator

[jose.sousa@washingtoneyuying.org](mailto:jose.sousa@washingtoneyuying.org) | 202-635-1950



Carlie Fisherow, Executive Director  
[carlie.fisherow@washingtoneyu Ying.org](mailto:carlie.fisherow@washingtoneyu Ying.org) | 202-635-1950

Amy Quinn, Early Years Principal  
[aquinn@washingtoneyu Ying.org](mailto:aquinn@washingtoneyu Ying.org) | 202-908-5333

Dr. Mario Clopton, Elementary Principal  
[mario.clopton@washingtoneyu Ying.org](mailto:mario.clopton@washingtoneyu Ying.org) | 202-635-1950

Washington Yu Ying Board of Trustees  
[board@washingtoneyu Ying.org](mailto:board@washingtoneyu Ying.org) | 202-635-1950

## SECTION 21: PreK Families: Additional Information

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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                              | • schedule                | • Lunch                        |
| • Arrival and dismissal times and details | • Attendance              | • Snack                        |
| • Typical PreK day and master             | • What to bring to school | • Toilet training requirements |
|   | • Dress and clothing      | • 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** – An 8:1 student:teacher ratio with a lead teacher and an assistant teacher/teaching fellow
- **PreK 4** – An 11:1 student:teacher ratio with a lead teacher and an assistant teacher/teaching fellow

### 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 "Arrival and Dismissal 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 and K students can:
  - Park in the neighborhood and walk on to school grounds.
  - Drop off at the carline during arrival times.



- **Dismissal** – PreK and Kindergarten students are dismissed from designated ground floor classrooms starting at 3:35 PM. PreK and Kindergarten students who take the bus are in a designated space from 3:35 PM until their ride arrives.
- **Regular PreK early dismissal** – While we encourage full participation in our PreK program, we recognize that the long day may not be best for a handful of little learners. In this instance, and with notification to our PreK-K Assistant Principal, Becky Rosenberg, 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 PM, while PreK 4 students may leave at 2:00 PM. This must be on a regular basis.

### **Typical EYC Day and Master Schedule**

EYC students arrive between 8:05 - 8:30 AM. They'll start their day with engaging and age-appropriate play activities as they settle into their classroom.

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

### **Here's an example of a typical PK day:**

- 8:05 - 8:30 AM: Students arrive at school and may eat breakfast in the classroom before playing.
- 8:00 - 9:00 AM: Play/Explore time
- 9:00 - 9:30 AM: Strong Start (Community Belonging, Social Skills experiences and Movement)
- 9:30 - 10:00 AM: Snack
- 10:00 - 10:15 AM: Whole group language-oriented experience
- 10:15 - 10:45 AM: Outside play
- 10:45 - 11:00 AM: Story time
- 11:00 AM - 12:00 PM: Content (science, social studies, Chinese language arts) learning experiences
- 12:00 - 12:45 PM: Lunch in the classroom and Story time
- 12:45 - 1:15 PM: Outside play
- 1:15 - 2:00 PM: Math-related learning experience
- 2:00 - 2:45 PM: Quiet time
- 2:45 - 3:15 PM: Play time and preparation for home
- 3:15 - 3:40 PM: Closing circle and dismissal

### **Attendance**

If a PreK student has 10 unexcused absences in a trimester, we will require a meeting with their caregiver. Consistent attendance is crucial for Chinese language development. This meeting is to understand and help resolve the attendance issues. A home visit may be conducted by the student's teacher, school social worker, or an educational leader.



## What to Bring to School

By the first full 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 (if your child likes to snuggle one) 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 PK student with a canvas tote on the first full day. Your child doesn't need a backpack.**

## Dress and Clothing

For your child's safety, please ensure they are dressed appropriately for all school activities and the weather. Only closed-toed shoes are permitted for outdoor activities. Dress them in clothing and shoes they can manage themselves, as slip-ons and Velcro are highly encouraged.

Unclaimed clothing is collected in our lost and found. Named items will be returned to the student. All unclaimed items will be donated or disposed of on the last Friday of each month. We are not responsible for uncollected items, and it is the family's responsibility to retrieve them in a timely manner.

## 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 send them back home. 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 contribute to a snack donation at the beginning of the year so we can provide daily snacks to our younger students. For more information about the donation, 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 should be at a more independent stage of toilet training by the start of school (Please note the Exceptions outlined below).** Our teachers don't have the capacity or the sanitary space for **frequent accidents** because it takes them away from the whole group of students. 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.

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 on a regularly scheduled time frame.
- Encourage children to tell them when they need to use the toilet.
- Help with changing clothes – without touching - talking through 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.

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

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

**Please Note: If a student frequently (multiple times on a daily basis) has accidents and needs changing, a caregiver will be requested to come to school and help.**

## 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, easy to pull down and up.
  - Snaps and zippers can be very hard for children to use when they're in a hurry.
3. 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.
4. Practice independently changing out of wet undergarments at home.



**Students still in 'potty training' transition:** We understand that many just turned 3 year olds are only semi-independent at their toileting. Be sure to talk with your child's teacher and/or Becky Rosenberg, Assistant Principal, to figure out an individual plan that will work for your child while still keeping the student ratio and sanitary conditions healthy.

**Exceptions:** Students may have a known or suspected disability which contributes to toilet training inabilities or delays. If a disability is already documented, accommodations will be made according to the student's 504 plan or IEP. If a disability is suspected, accommodations will be made according to the individual student's need.

### **Learning Support**

We offer special education and related services and supports to PreK students in accordance with the [IDEA](#). To learn more, please review the "Intervention and Learning Support" section in the general part of this guide.



## SECTION 22: School Administration Promise

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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 bimonthly Tuesday 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 support their exceptional, positive behavior.
6. **Sponsor family- and community-oriented activities** and help communicate about the events.
7. **Be courteous and respectful** in all forms of communication and actions.



## SECTION 23: Family Promise

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**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 aftercare 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. Act as courteous, responsible neighbors by driving safely, paying close attention to pedestrians and cyclists, obeying road rules and parking only in designated locations.**
- 10. Adhere to our Parent and Guardian Code of Conduct**, which you can review on the next page.



## Parent and Guardian Code of Conduct

To maintain a positive and safe environment, we ask all parents, guardians, visitors, and community members to agree to the following guidelines while on campus or engaging with school staff:

- **Be courteous** in both speech and actions.
- **Support our school's mission** to educate your child.
- **Communicate effectively** by meeting with staff when requested and contacting your child's teacher first for classroom issues.
- **Notify the school in advance** of visits, volunteer activities, or your child's absences.
- **Check in at the front office** upon arrival, wear a visitor badge, and get permission before moving to other areas.
- **Avoid profanity, threats, or abuse.**
- **Do not use physical contact or force** on school property.
- **Follow the school's chain of command** when addressing concerns.
- **Support a violence-free, alcohol-free, drug-free, and smoke-free environment.**
- **Be a good neighbor** by following road rules and parking in designated locations.
- **Respect privacy** by using contact information from the family directory only for school-related matters.

### 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:** \_\_\_\_\_



## SECTION 24: Student Promise

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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:**

**Demonstrate** effort to learn every day in class.

**Read** for at least 20 minutes every day outside of school.

**Ask** for help when needed.

**Get** to school and arrive in class on time every day.

**Observe** the dress code by wearing school-appropriate clothing and shoes and follow our community expectations [described in the "Behavior Expectations for a Safe School" section in the Washington Yu Ying Policies and Procedures Guide].

**Notify** your caregivers of any notices or information handed out at school.

**Show** respect for others at all times.

**I agree to the Student Promise and our community expectations.**

**Printed student name:** \_\_\_\_\_

**Signature of student:** \_\_\_\_\_

**Date:** \_\_\_\_\_



## SECTION 25: 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.

Topic	PreK-K Contact	Grades 1-5 Contact
<b>Academic Questions</b>	Becky Rosenberg, Assistant Principal Becky Rosenberg	Jillian Crandall, Director of IB PYP Jillian Crandall
<b>Chinese Language Learning</b>	Aini Fang, Director of Chinese Curriculum Aini Fang	LJ Yang, Director of Chinese Curriculum LJ Yang
<b>Behavioral or Disciplinary Questions</b>	Becky Rosenberg, Assistant Principal Becky Rosenberg	Malcolm Harvin-Conner, Assistant Principal Malcolm Harvin-Conner
<b>Special Education</b>	Gabby Morrow, Director of Learning Support Gabiella Morrow	Michelle Hess Michelle Hess
<b>English Language Learner</b> For additional support after the primary contact: Dean Harris, Director of Intervention Dean Harris	Hannah Chen, EL Specialist Hannah Chen	Rochelle Jenkins, EL Specialist Rochelle Jenkins  Ally Muck, Learning Support Lead Ally Muck
<b>Student Emotional Support</b>	Becky Rosenberg, Assistant Principal Becky Rosenberg	Malcolm Harvin-Conner, Assistant Principal Malcolm Harvin-Conner
<b>School Meals</b>	Meal Operations Team lunchbilling@washingtoneyuying....	Meal Operations Team lunchbilling@washingtoneyuying.org
<b>Enrollment and Billing</b>	Annie Schleicher, Director of Enrollment and Accounts enrollment@washingtoneyuying.... billing@washingtoneyuying.org	Annie Schleicher, Director of Enrollment and Accounts enrollment@washingtoneyuying.org billing@washingtoneyuying.org
<b>Mental Health Support</b>	Claressa Everett, School Social Worker Claressa Everett	L. Allen Crosby, School Counselor L. Allen Crosby
<b>Attendance &amp; General Info</b> <a href="http://www.washingtoneyuying.org">www.washingtoneyuying.org</a>	Front Desk (202) 908-5333 Yu Ying Reception	Front Desk (202) 635-1950 Yu Ying Reception



 <b>REEF</b>	Alexandra Perrin, Administrative Asst Artesia Coleman, Operations Mgr <a href="mailto:reefadmin@washingtonyuying.org">reefadmin@washingtonyuying.org</a>	Armani Robertson, Administrative Asst Juan Pablo Amaya, Operations Mgr <a href="mailto:reefadmin@washingtonyuying.org">reefadmin@washingtonyuying.org</a>
 <b>Background Checks</b>	Human Resources Team <a href="mailto:hr@washingtonyuying.org">hr@washingtonyuying.org</a>	Human Resources Team <a href="mailto:hr@washingtonyuying.org">hr@washingtonyuying.org</a>
 <b>Supportive Services</b> (community services, attendance support, child care, etc.)	Ayanna Free, Family Liaison <a href="#">Ayanna Free</a>	Ayanna Free, Family Liaison <a href="#">Ayanna Free</a>
 <b>Parent Association</b> <a href="https://sites.google.com/view/yuyingpa">https://sites.google.com/view/yuyingpa</a>	Alice Chen, PA Co-lead Tequia Hicks Delgado, PA Co-lead <a href="mailto:yypaboard@gmail.com">yypaboard@gmail.com</a>	Alice Chen, PA Co-lead Tequia Hicks Delgado, PA Co-lead <a href="mailto:yypaboard@gmail.com">yypaboard@gmail.com</a>

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

**Thank you!**