



LAYC Career Academy

Student and Family Policies Handbook

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Discipline Policy

LAYC Career Academy Behavior Protocol/Discipline Policy:

Purpose

The LAYC Career Academy (LAYCCA) is designed to allow students to gain skills and training to become productive members of society. Students will be held to the same standard that they will be held to in the workplace. It also provides clarity on the process for preventing and addressing harm in the school and the steps that the school will take for specific circumstances.

Scope

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

Preventing Harm ("Building and maintaining a safe school environment"). Creating a safe and supportive school environment in an adult learning program requires a proactive approach to preventing harm and fostering open communication. By implementing restorative practices, educators and learners can work collaboratively to address conflicts, repair harm, and strengthen relationships. Encouraging respectful dialogue, active listening, and acknowledging accountability practices helps build a culture of trust and inclusion. Establishing clear expectations for behavior, providing accessible support resources, and promoting emotional well-being are essential in maintaining a safe learning space. When individuals feel heard, valued, and respected, they are more engaged and motivated, contributing to a positive and thriving educational community.

Addressing Harm

Types of harms and possible consequences

Tier 1 – Minor

1. 1. Tobacco Use
2. 2. Disrupting Learning
3. 3. Willful defiance
 - a. Refusal to participate in class or do work, or homework
 - b. Using technology in class for non-academic purposes (including cell phone use)
 - c. Side conversations for non-academic purposes



- d. Leaving class without communication with the instructor or staying out of class for a prolonged period
- e. Use of profanity and excessive volume of voice
- f. Refusal to follow other classroom instructions
- 4. 4. Academic dishonesty (plagiarism, etc.)
- 5. 5. Excessive lateness and absences from school as a whole or individual classes
- 6. 6. Elevator use without permission
- 7. 7. Consensual sexual activity on school grounds

Tier 2 – Moderate

- 8. 1. Trespassing
- 9. 2. Destruction of Property
- 10. 3. Theft of Property
- 11. 4. Weapon possession without use or threat of use
- 12. 5. Possession of alcohol, drugs, or substances otherwise not permitted on campus

Tier 3 – Severe

- 13. 1. Bullying/Harassment
- 14. 2. Sexual Harassment
- 15. 3. Distribution of alcohol, drugs, or substances otherwise not permitted on campus
- 16. 4. Use or threatened use of a weapon
- 17. 5. Causing, attempting to cause, or threatening to cause bodily injury to another person
- 1. Other harms as experienced

Concerning Behavior Protocol

A student's behavior becomes a concern when there is a disregard for the learning of the student or the learning of others. When the behavior becomes concerning, LAYCCA will put forth the best effort to abide by the following process:

Addressing Minor Harms (Tier 1)

LAYC Career Academy believes that most minor harms should be addressed in time by the staff members who witnesses or experiences them.

When addressing harms of this nature, the following steps will be implemented to ensure needs are met by staff and students:

- The instructor's learning environment will be respected, and the instructor will be the first point of communication for students.



- The instructor will make a concerted effort to connect, communicate, and establish rapport with students.
- A verbal interaction will proceed with the instructor working to support, de-escalate, and evaluate the situation with affective statements.
- If more support is needed, the instructor will reach out to the supporting S3 for the student (per the caseload designation), with detailed information related to the student's name, situation details, and urgency requirements.
- The S3 will follow up with a message denoting a suggestion, a timeline for physical response, and follow-up intentions and suggestions.
- If necessary, the instructor or S3 can submit an RAF (Restorative Action Form) to request more support for the student.

If these actions occur frequently or at least more than once, depending on the severity, they may trigger Tier 2-level protocols.

Addressing Moderate Harms (Tier 2)

18. 1. A staff member submits a Restorative Action Form (RAF) (See Appendix A)
19. 2. The student's Student Support Specialist (S3) will discuss the behavior with the student.
20. 3. After the meeting, the student will receive a phone call, email, text, or letter from their S3 informing the student that a restorative community circle will take place to discuss the behavior with the staff member who submitted the RAF.
21. 4. A plan will be developed to hold the student accountable for the behavior and discuss what supports can be implemented for behavior improvement.

A scheduled restorative community circle will be held to address the infraction.

For repeated or more serious behaviors:

22. 1. A meeting will be held with the student's S3, the Director of Student Support, and the Director of Academics.
23. 2. The behavior will be discussed, and a Restorative Action plan will be created for improvement.
24. 3. If the behavior persists, Tier 3 level protocols may be considered.

Addressing Severe Harms (Tier 3)

25. 1. The S3, Director of Student Support, Director of Academics, and Principal will meet to evaluate the next steps. The student will be referred to the Student Support Team, and the student may be recommended for suspension or expulsion.
 - a. The student will be allowed to be heard through a conference with at least one of these individuals before a recommendation of suspension or expulsion is made.



26. 2. Details and procedures of the suspension and expulsion process, and the rights of the student, are detailed below.

Restorative Practices

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

Restorative Goals for Students

Students will...

27. 1. Learn to value and regularly use proactive, positive ways to build and maintain a peaceful classroom community.

develop and enhance positive and supportive connections with peers.

28. 2. Develop an understanding of the principles and vocabulary of restorative justice.

29. 3. Learn how to participate in circle dialogues, including the four circle guidelines.

Use restorative questions to support conflict resolution and other types of communication.

30. 4. Learn to identify who is affected by misbehavior, and how.

31. 5. Contribute to developing appropriate ideas for how to make things right when harm has occurred. 6. Learn how and when to ask for a restorative circle.

32. 7. Learn to communicate how they are affected by given situations using affective statements and restorative questions.

Restorative Goals for Staff

Staff will...

33. 1. Understand the core principles of restorative justice and restorative practices and how they differ from traditional or punitive approaches.

34. 2. know how to use restorative practices in many situations where punitive discipline approaches might

have been used in the past.



35. 3. Know how to introduce and lead circle dialogues.
36. 4. Have an understanding of the principle of “connection before content” as it applies to restorative circles.
37. 5. Know how to sequence activities to build trust among students so they become more willing to communicate authentically.
38. 6. Understand effective communication and will experience how it supports classroom discipline and community building.

Restorative Circles

Circles generally have two types: community building and responding to harm. In the community building circle, individuals have the chance to contact each other and the time and opportunity to fully show up, to experience being seen and heard. In the second circle, responding to harm, people will have the opportunity to engage in dialogues that are sometimes difficult and in which harms are discussed, and pathways toward making things right are agreed upon.

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

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

Starting the Circle 5-10 minutes

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

Doing the work of the circle, 15-30 minutes

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

Once a student has been through the restorative circle due to a serious infraction, and the proper guidelines and supports have been set in place based on the infraction, they will



typically be able to re-apply the following trimester in the case of an expulsion or return to class with supports such as (Student Tracker, ISS option, or other in school remote support, and/or counseling supports with academic and S3 staff. If a student is given the option to return, he/she will re-enter with a behavior contract. The contract will incorporate conditions for return that may include, but are not limited to, the following:

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

Note: Even though we will use Restorative Circles, this will not be the case for all situations. We may use different methods that fall under the school philosophy. Examples of other methods may include restorative projects, motivational interviews, counseling with the school case manager, etc.

Extreme or Recurring Behavior: Some behaviors may warrant the school taking measures beyond the written protocol. The school reserves the right to respond to the behavior in a way that ensures the safety of all the members of the LAYCCA community.

LAYC CAREER ACADEMY SUSPENSION AND EXPULSION PROCESS

Suspension and Expulsion Criteria

While the school prioritizes prevention, intervention, and restorative practices, certain behaviors may result in disciplinary removal from school.

Short-term suspension (1-5 school days), long-term suspension (6-10 school days), or expulsion may be considered when a student:

Commits a Tier 3 offense;

Repeatedly engages in Tier 2 behaviors despite prior interventions and restorative supports;

Possesses, uses, or threatens to use a weapon;



Causes, attempts to cause, or threatens serious bodily injury;

Engages in serious harassment, bullying, or sexual harassment;

Distributes illegal drugs, alcohol, or prohibited substances;

Engages in conduct that presents an immediate and continuing danger to students, staff, or school operations.

In determining whether suspension or expulsion is appropriate, the school will consider the severity of the incident, the student's disciplinary history, the student's age, whether lesser interventions have been attempted, and any mitigating circumstances. The school will comply with all requirements of the Student Fair Access to School Amendment Act of 2018 and other applicable District of Columbia laws.

In-School Suspension (ISS):

An In-School Suspension (ISS) is a remediation that allows students to stay caught up on schoolwork by removing them from the traditional classroom. Students are afforded time to reflect, reconcile, and receive counseling to help with behavioral issues. For students 17 years or younger in ISS, parents/guardians will be notified via letter, phone, and email. For ISS, the student remains in school but is not allowed to be in contact with other students, to provide the opportunity for individual behavior modification. The Director of Student Support and the Restorative Behavior Coordinator will assign ISS time. Students in ISS will not be allowed to participate in any school activities and are expected to complete all classwork assignments. They must successfully comply with all requirements of the assigned ISS before they are allowed to return to classes. Failure to comply with ISS expectations will result in additional ISS and/or Out-of-School Suspension.

Short-Term Suspensions (1-5 Days or Less)

The Director of Student Support (DSS) and Restorative Behavior Coordinator (RBC) may make referrals for short-term out-of-school suspensions (OSS) due to violation of school policies. Before a student is assigned to OSS, the student will meet with the DSS and RBC or their designee to discuss the behavior and tell their side of the story. During this meeting, the DSS and RBC will discuss the behavior of concern and the information the school believes caused the behavior. If the student is suspended, the DSS or RBC will notify the student (or parent in the case of a minor student) and send a written notification, by the end of the school day to the student or parent/guardian that includes: The disciplinary infraction, length of the suspension, student's right to return to school at the end of the suspension, and any conditions for that return.

If the student's continued presence at school poses an immediate and continuing danger to other students or school staff, the DSS or RBC may dismiss the student from the premises for the rest of that day, there may occur an immediate out-of-school suspension or



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

Suspended students are not permitted on school grounds and cannot attend school-related activities or events for their short-term suspension.

Long Term Suspensions (6 to 10 Days) and Expulsion

The Director of Student Support (DSS) or Restorative Support Coordinator (RSC) may make a recommendation for long-term suspension or expulsion. or other designated administrator) makes the final decision after a disciplinary hearing is held with the student regarding long-term suspension or expulsion. If the adult student, minor student, and parent/guardian fail to appear for the scheduled hearing, the right to appeal is waived, and the original disciplinary decision will stand. The hearing will not be recorded by any means. Once a recommendation for long-term suspension or expulsion is made, the student (or parent or guardian of minor students) will be notified in written form and via phone.

Before the DSS or RSC makes a recommendation for long-term suspension or expulsion, a thorough investigation will be conducted, and the DSS and RSC will meet with the student to discuss the behavior and allow the student to tell their side of the story. During this meeting, the DSS and RSC will share with the student what the behavior of concern is and the information obtained by the school. If necessary, the

DSS and RSC will investigate the circumstances of the behavior and the student's explanation. The investigation will be completed within three days of the incident or within three days of when the school was notified of the incident. If appropriate, the DSS or RSC may issue a short-term suspension pending the investigation.

If the student's continued presence at school poses an immediate and continuing danger to other students or school staff, the DSS or RSC may suspend the student for the rest of that day. However, before any further suspension time is issued, the DSS or RSC will meet virtually or via phone with the student and follow up with a written notification.

If long-term suspension or expulsion is recommended, the DSS will notify the student (or parent(s) for minor students) in writing of the reason for and length of the recommended suspension. This notice will include information about the basis for the recommendation, the information that the school has to support the recommendation, and the disciplinary hearing process. A disciplinary hearing will be held within five school days of the date that the recommendation for long-term suspension or expulsion is issued. Extensions of this deadline may be made on a case-by-case basis if necessary.

At the disciplinary hearing, the administrator will share the information relied on to support the recommendation for long-term suspension or expulsion. The student will be



allowed to fully respond to the information shared by the DSS and RBC and to present any additional information. The student may have a parent or guardian present. The Principal, or their designee, will serve as the impartial decision maker at the disciplinary hearing.

Disciplinary hearings will be conducted by the DSS, RBC, Principal, and other staff designees as needed. During the hearing, the DSS, RBC, or a school administrator(s) will carry out the following procedures:

48. 1. A statement of the Policy violated by the student and a summary of the Discipline Hearing procedures will be communicated.
49. 2. An explanation and review of the evidence or facts for which potential long-term suspension/ expulsion is being considered. If video footage is available of the incident, the panel will view the footage as long as written permission has been provided by all parties involved.
50. 3. Any school member (staff, student, visitor, etc.) who was directly involved in the incident leading to the Disciplinary Hearing may provide a written statement of facts or may corroborate his/her statement in person at the beginning of the hearing, after which s/he will depart from the rest of the proceedings.
51. 4. The student may be represented by his/her parent/guardian (for minor students) and one additional adult.
52. 5. The student may present any information that he/she wants the Disciplinary Review Panel (DRP) to consider. The panel may ask questions regarding the matter to anyone present at the hearing. An advocate may speak on the student's behalf. The student has the right not to speak on his/her behalf. Neither the school's representative at the hearing nor the student nor his/her representative(s) will be given the opportunity for cross-examination during the hearing. 6. Within one business day of the conclusion of the hearing, the Director of Student Support, RBC, or Principal will notify the student in writing of the final determination on the next school day following the hearing.

Appeals for Long-Term Suspensions and Expulsions

Students who disagree with the principal's decision after the disciplinary hearing may appeal that decision to the Executive Director. The appeal must be made in writing to the Executive Director within three (3) business days of the decision. The Executive Director may schedule a meeting with the student to further discuss the appeal as needed. The Executive Director will issue a written decision on the appeal within five (5) business days of receiving the appeal.

STUDENTS WITH DISABILITIES

The basis for disciplining, suspending, or expelling students with disabilities shall be no different than the basis for such actions taken against students without disabilities. Reasonable accommodation of a student's disabilities shall not prevent LAYCCA from



disciplining, suspending, or expelling students when behavior not related to the disability threatens the health, safety, or welfare of a student, teacher, or staff member or repeatedly impairs instruction for the student's classmates. However, under IDEA and Section 504, students with disabilities are entitled to certain additional procedural protections during the discipline process. These protections include, but are not limited to, requirements for a meeting to determine if behaviors resulting in expulsion or suspension longer than ten (10) days are a manifestation of a student's disability (i.e., a manifestation determination review). Copies of the procedural safeguards afforded by the IDEA and Section 504 are available upon request.

Manifestation Determination Review (MDR)

Before a student with a disability is subjected to a disciplinary removal that constitutes a change in placement, including a suspension exceeding ten (10) cumulative school days in a school year or an expulsion recommendation, LAYC Career Academy will conduct a Manifestation Determination Review (MDR) in accordance with the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act.

The MDR team will include relevant members of the student's IEP or Section 504 team, the parent or guardian (or eligible student), and appropriate school personnel.

The team will review all relevant information in the student's file, including the student's IEP or Section 504 Plan, teacher observations, and information provided by the parent or guardian, and determine:

Whether the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability; or

Whether the conduct in question was the direct result of the school's failure to implement the student's IEP or Section 504 Plan.

If either condition is met, the behavior will be determined to be a manifestation of the student's disability. In such cases, the student will not be subject to disciplinary removal in the same manner as a student without a disability, except as otherwise permitted by law. The school will take appropriate steps to address the behavior through the IEP or Section 504 process, including reviewing and revising behavioral supports as necessary.

If the behavior is not determined to be a manifestation of the student's disability, the school may apply disciplinary consequences in the same manner and for the same duration as it would for students without disabilities, while continuing to provide educational services as required by law.



Attendance Policy

LAYC Career Academy Attendance Protocol:

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

Excused Absences

We understand that students have responsibilities outside of school and that situations can arise. Each student can obtain an excused absence. Below is a list of what is considered an excused absence:

- An Illness (More than three consecutive sick days requires a medical note). If the student is experiencing COVID-19, illness protocols must be followed.
- Medical/Dental Appointment (Please provide documentation such as a medical note. This also includes children's medical appointments.)
- Court appointment (Please provide proof of court documentation)
- Childcare issues (Five excused absences or childcare/child illness per session) ● Family emergency (After three days, we need a medical note from the family member's provider. For example, an immediate family member is hospitalized.)
- Bereavement: Loss of an immediate family member (Up to three days, however, up to discretion of the S3, SSD, or SST. Please provide documentation such as an obituary or funeral program.) ● Religious holiday
- Work (For students in the alternative program. Please provide proof to the Principal regarding schedule change.)

Student MUST:

53. 1. Notify their respective S3 before or on the day of the absence.
54. 2. Provide institutional documentation before 3 pm the day of absence. Institutional documentation must reflect the day(s) of absence. (Documentation can be sent to S3 by text, email, or provided in person.)
3. Be responsible for making up any missing assignments for school days missed. Please communicate with instructors about class assignments.

Unexcused Absences

Students are responsible for communicating with their S3 and staying up to date with their attendance. Any student with 5 or more unexcused absences will receive an email notification about their attendance. Students will also have a re-engagement meeting with their respective S3 to discuss plans and support to improve attendance and academic progress. Below is a list of what is considered an unexcused absence:

- Oversleeping
- Not communicating a reason; No phone call, text message, or email



- Not providing documentation such as a doctor's note, court appointment, or other legal documents (I.e., immigration, passport office, name change decree, etc.)

An accumulation of unexcused absences can result in unenrollment. If a student reaches 10 unexcused absences per session, it will result in unenrollment.

Excuse Tardy

Students must arrive by 8:55 am every day. Students who are going to be late must communicate with their respective S3. Below is a list of what is considered an excused tardiness:

- Being stuck in traffic and communicating on the same day
- Not finding parking and communicating on the same day
- Appointments that occur before school. For example, medical, dental, child medical support, and legal. (All appointments do require documentation, such as a note. We also encourage students to make medical/dental/family/legal appointments in the afternoon or after school hours.)

Unexcused Tardiness

Unexcused tardies are calculated as unexcused absences. Five unexcused tardies will result in 1 unexcused absence. Below is a list of what is considered an unexcused tardiness:

- Oversleeping
- Not communicating a reason; No phone call, text message, or email
- Not providing documentation such as a doctor's note, court appointment, or other legal documents (I.e., immigration, passport office, name change decree, etc.)

Attendance Letters

Every month, an attendance letter is mailed to the student's home to notify them of their attendance. Students who have 4 or more unexcused absences (depending on the number of instructional days for that month) will receive an attendance letter.

Minor Attendance Protocol

After 10 unexcused absences, DC law requires that a truancy notification be filed to OSSE, and the next steps will be determined by the OSSE Responder.

Alternative Program

This program allows students who work during school hours flexibility of having a school schedule that consists of a minimum of 12 hours per week of school in person. Below is a list of requirements:



- Students are required to attend school 12 hours a week as part of this program
- Students are required to provide proof of employment and hours
- 30-day probation period (Completion of all work and attendance abiding by the alternative program schedule)
- Students are required to abide by their alternative program schedule
- Students are required to maintain 80% attendance in all academic classes and 80% in all academic grades.
- Students not abiding by their alternative schedule are required to meet with the Principal, who is in charge of the program, and be put under a student contract.
- Due to DC laws and regulations, minors are not allowed in the alternative program

Student MUST:

55. 1. Meet with the Principal (either in person or request to be part of the alternative program via email) 2. Provide documentation (Paystub and work schedule)
56. 3. Communicate with the Principal about work schedule changes to adjust the alternative schedule

Normal Hours

Arrival time: 8:55 am

57. 1. A student is considered tardy at 8:56 am.

Lunch Hour: 11:55 am – 12:55 pm

58. 1. A student is considered late at 12:56 pm.

Departure time: 2:55 pm

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

Further Explanation of the Attendance Protocol

Students must maintain 80% attendance in all academic classes and 80% in all academic grades. Students who are consistently below that requirement will be put under a student contract created by their respective S3 to improve their attendance and academic performance. Failure to follow the student contract can result in unenrollment.

Overall Attendance Protocol

59. 1. After 5 unexcused absences, students will be notified via email and other forms of communication. If a student is a minor, the parent or guardian will be notified as well.
60. 2. The student will have a re-engagement meeting with their respective S3



61. 3. After 10 unexcused absences, students will be notified of unenrollment via email and other forms of communication. If a student is a minor, the truancy protocol will be followed.

TRUANCY PROTOCOL (STUDENTS UNDER 18 YEARS OF AGE)

Critical Dates Local School Responsibilities

Day 1: Contact Parent

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

Day 3: Investigate Absences

Conduct an absence investigation. Students' respective Student Support Specialist contacts parents via phone/letter home.

Day 5: Conduct Parent Truancy Conference

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

Day 5: Conduct Home Visit

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

Day 10: Contact CFSA (students ages 16-17)

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

Day 10: Refer to the Attendance Committee (students ages 16+)

The student is referred to the Student Support Team for review of progress and updates to the student's attendance intervention plan. Parents must be notified by certified letter that the DC Compulsory School Attendance Law requires minors from age five (5) until their 18th birthday to be enrolled in school with regular attendance.

Day 15: Court Referral

In cases where absences have been unabated by documented local school interventions, the Student Support Specialist/S3 & Director of Student Support will refer the student/family



to DC Superior Court Social Services, documenting all prior interventions before any student is withdrawn for absences.

Day 20: Students 18 years old and older will be unenrolled after 20 consecutive unexcused absences(consecutive). A student who has been dropped and wishes to re-enter the school must re-enroll. Parents should be encouraged to re-enroll their child(ren) under 18 years of age. School staff must make attempts to locate the student to verify where the student is currently enrolled. D.C. Law 21-140. School Attendance Clarification Amendment Act of 2016. AN ACT

LAYC Career Academy complies with all applicable District of Columbia attendance and truancy laws, including the School Attendance Clarification Amendment Act of 2016.

For students subject to compulsory attendance requirements, the school will implement attendance interventions and make referrals as required by law. These referrals may include notifications to the Child and Family Services Agency (CFSA), Court Social Services, the Office of the State Superintendent of Education (OSSE), and other appropriate agencies when legally required.

Attendance interventions may include parent conferences, attendance improvement plans, home visits, counseling referrals, Student Support Team meetings, and referrals to community-based support services. The school will document all attendance interventions before making any mandatory referral required by law.

Grievance Procedures

LAYCCA is committed to providing the best possible conditions for all members of the school community, including students, families, visitors, teachers, and administrators. Part of this commitment is encouraging an open and frank atmosphere in which any problem, complaint, suggestion, or question receives a timely response from school supervisors and administrators. LAYCCA strives to ensure fair and honest treatment of all students, families, visitors,s and employees. Everyone is expected to treat each other with mutual respect. If a student, parent/guardian, or visitor disagrees with established rules of conduct, policies, or practices, or their treatment, they may express their concerns through the processes outlined below. No person will be retaliated against or penalized formally or informally for voicing a complaint with LAYCCA in a reasonable, business-like manner or for participating in the investigation of a complaint pursuant to the grievance or complaint procedure.

Students, parents, and guardians may share concerns using the procedures outlined below:

62. 1. Complaints about suspension or expulsion decisions are governed by the disciplinary appeals process.
63. 2. Complaints about bullying are governed by the Bullying Policy.



64. 3. Complaints about sexual harassment are governed by the Sexual Harassment policy.
65. 4. Complaints about discrimination based on race, color, national origin, sex, age, or disability are governed by the Grievance Procedure outlined below. 5. All other complaints are governed by the Community Complaint Process outlined below.

Grievance Procedure

Individuals may initiate the grievance procedure to resolve complaints of discrimination based upon race, color, national origin, sex, age, or disability. The grievance procedure outlined below establishes how complaints will be investigated and resolved. The grievance procedure is intended to provide a prompt and equitable resolution of complaints. This grievance procedure does not bar individuals from filing claims in other forums to the extent permitted by state or federal law. LAYCCA will not retaliate against any person who files a complaint or participates in an investigation in accordance with these procedures.

A. This policy does not apply in the case of suspension or expulsion or in the case of alleged sexual harassment or bullying, where the provisions of the Sexual Harassment and Bullying Policies apply.

B. Individuals are encouraged to discuss their concerns with appropriate school officials before resorting to a formal grievance. However, individuals are not

required to do so before filing a formal grievance. Individuals who wish to move straight to the grievance procedure may do so as follows.

C. Step I – Written Grievance – An individual wishing to invoke the grievance procedure shall make a written request to the Principal. If a complaint of discrimination is being made against the Principal, the written request can be submitted to the Executive Director, who will designate an appropriate individual to investigate the complaint. The request shall state in detail the basis for the grievance, name the specific policy, rule, or law believed to have been violated, and specify the relief being sought. The written complaint can be sent or delivered to 750 First Street NE Suite 300, Washington, DC 20002 or via email. The following additional guidelines shall be observed in Step I:

66. 1. No grievance will be heard unless it has been filed in writing within thirty (30) calendar days after the act or condition giving rise to the grievance, and such filing must state with particularity the basis for the grievance, the policy regulation and/or procedure, rule, or law believed to have been violated, and the remedy sought.
67. 2. The principal shall initiate an adequate, reliable, and impartial investigation within five (5) school days following receipt of the written complaint. Each investigation will include, as necessary, interviewing witnesses, obtaining documents, and allowing parties to present evidence. All documentation related to the investigation will remain confidential.



68. 3. The person making the complaint will be permitted to present any information, documents, or witnesses that they would like to be considered as part of the investigation.

69. 4. Within thirty (30) school days of receipt of the written complaint, the Principal will respond to the complaint in writing, summarizing the course and outcome of the investigation and any corrective or remedial action necessary. If, as a result of the investigation, it is determined that

discrimination or harassment has occurred, appropriate corrective and remedial action will be taken. Extensions of this timeline may be made on a case-by-case basis for good cause, provided that the individual is notified in writing of the basis for that extension. Extensions may not exceed fifteen (15) school days.

D. Step II – Appeal to Executive Director – If the individual is not satisfied with the outcome of Step I, the individual may appeal the decision in writing to the Executive Director. The written appeal can be sent or delivered to 750 First Street NE Suite 300, Washington, DC 20002 or via email. The appeal must be made within ten (10) school days following receipt of the Principal's written response. The Executive Director or designee shall review the complaint, Principal's response, and all information presented as part of the investigation, and meet with the

individuals involved if necessary. Within 15 school days of receiving the appeal, the Executive Director will respond in writing summarizing the outcome of the appeal and any corrective or remedial action necessary.

E. Step III – Appeal to the Board of Directors – If the individual is not satisfied with the outcome of Step II, it may be appealed in writing to the Chair of the school's Board of Directors. Contact information for the Board Chair is as follows: Board Chair, LAYCCA, 750 First St Suite 300, Washington, DC 20002; boardchair@laycca.org. In an attempt to resolve the grievance, the Board shall review all relevant information and meet with the concerned parties and their representatives within thirty (30) calendar days of the receipt of such an appeal. A copy of the Board's disposition of the appeal shall be sent to each concerned party within fifteen (15) business days of this meeting.

Individuals also have the right to file a complaint with the Office for Civil Rights by: (1) mailing the complaint to Director, District of Columbia Office, Office for Civil Rights (OCR), U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-1475; (2) faxing it to (202) 453 6021; or (3) filing it electronically at: www.ed.gov/ocr/complaintprocess.html. For more information, you can contact OCR at (202) 453-6020 (voice), (877) 521-2172 (TDD), or ocr.dc@ed.gov.



Dismissal of Grievances

Grievances may be dismissed without a complete investigation under the following circumstances:

70. 1. The allegation(s), on their face or as clarified, fail to state a claim of discrimination based on race, color, national origin, sex, age, or disability even if true. Before dismissing an allegation(s) on this basis, LAYCCA will contact the family to gather additional details about the allegation. If those details do not amount to a viable claim of discrimination, the complaint will be dismissed.
71. 2. LAYCCA receives credible information that the allegation(s) has been resolved, and there is no systemic allegation(s). If there is a determination that the fact(s) underlying the allegation(s) are no longer present, it will close the complaint.
72. 3. LAYCCA determines that its ability to complete the investigation is substantially impaired by the individuals' refusal to provide information that is reasonably accessible to the individual and is necessary for the investigation of the allegation(s).
73. 4. LAYCCA's ability to complete the investigation is substantially impaired by its inability to contact the individual to obtain information that is necessary for the investigation of the allegation(s).
74. 5. The allegation(s) are a continuation of a pattern of allegations previously filed by the individual, that are the same or involve the same issue(s) that are without merit.
75. 6. The individual withdraws the allegation.
76. 7. The allegation is moot or unripe.

If LAYCCA dismisses an allegation(s), it will issue a dismissal letter to the individual explaining the reason(s) for the dismissal.

Community Complaint Process for All Other Concerns

Individuals are welcome to share concerns or complaints with the school. The following steps shall be followed:

If the complaint is towards a teacher:

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



If the complaint is towards an S3:

The student or parent should start by addressing the problem directly with that S3. If this does not lead to a resolution, the student or parent should schedule a meeting with the Director of Student Support to discuss the matter. Once the student has spoken to the Director of Student Support, a meeting will be scheduled with all parties to find a resolution.

If the complaint is towards the Principal:

The student or parent should schedule a meeting with the Executive Director. Once the student has spoken to the Executive Director, a meeting will be scheduled for all parties to find a resolution.

If it is the complaint is towards the Executive Director:

The student or parent should schedule a meeting to speak with the board chair (Contact: boardchair@laycca.org). Once the student has spoken to the board chair, a meeting will be scheduled for all parties to find a resolution.

If the complaint is towards other staff:

The student should address the problem directly with the Director of Academics. If the student or parent is not comfortable speaking to the Director of Academics directly, then he or she should schedule a meeting to speak with their advisory team (consisting of a student support specialist and two academic advisors). If the Director of Academics cannot find a suitable resolution, then the complaint can go to the Principal.

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

To reach the board chair, the party may call the school at 202-319-2228 and leave a message, or the party may email the board chair directly at boardchair@laycca.org

Non-Discrimination Policy

LAYC Career Academy Policy of Non-Discrimination

LAYC Career Academy does not discriminate based on race, color, national origin, sex, disability, age, religion, marital status, personal appearance, sexual orientation, gender identity or expression, family responsibilities, or political affiliation in its programs and activities. Discrimination on any of these bases will not be tolerated.

LAYC Career Academy's Section 504 Coordinator, responsible for overseeing compliance with Section 504 of the Rehabilitation Act of 1973 ("Section 504"), is:



[Mrs. Martha Sanchez and email: martha@laycca.org for 504 Coordinator]

LAYC Career Academy's Title IX Coordinator, responsible for overseeing compliance with Title IX of the Education Amendments of 1972 ("Title IX"), is:

[Dr. Jacqueline Fernandez and email: jacqueline@laycca.org Information for Title IX Coordinator]

Anyone having inquiries or concerns about compliance with Section 504 or Title IX should contact the designated coordinators above.

All other inquiries or concerns related to PCS's nondiscrimination policy, contact:

[Ericka Rivera and email: ericka@laycca.org for all other concerns/questions]

Any person who believes that PCS has discriminated on the basis of race, color, national origin, sex, disability, age, religion, marital status, personal appearance, sexual orientation, gender identity or expression, family responsibilities, or political affiliation may submit a complaint pursuant to PCS's Grievance Procedures. A copy of the grievance procedures can be obtained by request through the individual(s) identified above or on the PCS website.

Family Educational Rights and Privacy Act (FERPA) Notice

LAYCCA FERPA Policy

(Adapted from: <https://www2.ed.gov/policy/gen/guid/fpco/ferpa/students.html>)

FERPA is a Federal law administered by the Family Policy Compliance Office (FPCO) in the U.S. Department of Education (Department). 20 U.S.C. § 1232g; 34 CFR Part 99. FERPA applies to all educational agencies and institutions (e.g., schools) that receive funding under any program administered by the Department.

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



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

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

Access to Education Records

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

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

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

Amendment of Education Records

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



to insert a statement in the record setting forth his or her views. That statement must remain with the contested part of the eligible student's record for as long as the record is maintained.

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

inaccurate information, this right cannot be used to challenge a grade or an individual's opinion, or a substantive decision made by a school about a student. Additionally, if FERPA's amendment procedures do not apply to an eligible student's request for amendment of education records, the school is not required under FERPA to hold a hearing on the matter.

Disclosure of Education Records

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

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

An LAYCCA school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. LAYCCA is also permitted to disclose personally identifiable information from an eligible student's education records, without consent, to another school in which the student seeks or intends to enroll. LAYCCA will provide an eligible student with a copy of the records that were released if requested by the student.



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

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

- Student's name
- Electronic mail address
- Photograph
- Date and place of birth
- Major field of study
- Dates of attendance
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- Degrees, honors, and awards received
- The most recent educational agency or institution attended
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's SSN, in whole or in part, cannot be used for this purpose.)

In addition to the exceptions above, LAYCCA is also permitted to disclose student information to:

- to authorized representatives of the Comptroller General of the United States, the Attorney General of the United States, the U.S. Secretary of Education, and State and local educational authorities for audit or evaluation of Federal or State supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs;
- to organizations conducting studies for or on behalf of the school making the disclosure for the purposes of administering predictive tests, administering student aid programs, or improving instruction;

- to comply with a judicial order or a lawfully issued subpoena;
- to the victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense concerning the final results of a disciplinary hearing concerning the alleged crime; and
- to any third party, the final results of a disciplinary proceeding related to a crime of violence or non-forcible sex offense if the student who is the alleged perpetrator is found to have violated the school's rules or policies. The disclosure of the final results only includes: the name of the alleged perpetrator, the violation committed, and any sanction imposed against the alleged perpetrator. The disclosure must not



include the name of any other student, including a victim or witness, without the written consent of that other student.

Opt-Out Notification

If you do not want LAYC Career Academy (LAYCCA) to disclose any or all of the types of information designated below as directory information from your child's education records without your prior written consent, you must notify LAYC Career Academy (LAYCCA) in writing by the second week of the academic year. Please send this information to Erin Tarpley, erin@laycca.org, or mail to 750 First St NE Suite 300, Washington, DC 20002, with "Attention: Erin Tarpley". The following information has been determined as directory information:

- Student's name
- Electronic mail address
- Photograph
- Degrees, honors, and awards received
- Photograph
- Date and place of birth
- Major field of study
- Dates of attendance
- Participation in officially recognized activities and sports
- Weight and height of members of athletic teams
- The most recent educational agency or institution attended
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's SSN, in whole or in part, cannot be used for this purpose.)

Right to File a FERPA Complaint

Parents and eligible students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by LAYC Career Academy to comply with the requirements of the Family Educational Rights and Privacy Act (FERPA).

Complaints may be directed at:

Student Privacy Policy Office

U.S. Department of Education

77. 400 Maryland Avenue, SW

Washington, DC 20202



Additional information regarding FERPA rights and complaint procedures may be obtained from the U.S. Department of Education.

Admissions Policy:

LAYC Career Academy accepts applications year-round. We enroll new students on a rolling admissions basis. LAYC Career Academy does not discriminate in admissions based on race, color, national origin, sex, disability, age, religion, sexual orientation, gender identity or expression, family responsibilities, political affiliation, or any other characteristic protected by law.

Eligibility requirements:

- Students MUST be between the ages of 16-30
- Students MUST be a DC Resident

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

78. 1. Apply

□ Students can apply either:

- in person at 750 First St NE Suite 300, Washington, DC 20002

Monday – Friday from 9 am - 3 pm

OR

- online at www.laycca.org

79. 2. Return with ALL required documents

- Application
- Proof of Age
- Proof of DC residency
- Vaccination records and up-to-date tuberculosis test results
- Withdrawal form from previous school, copy of HS diploma/Transcript, or GED scores
- 3. Complete internal documents and student survey onsite at the school □ Internal Documents (Intake Form, Release of Information, Media Release, Lunch application, Open Lunch Permission form, Home Language survey)
- Online Enrollment Form (PowerSchool)

80. 4. Orientation



It is MANDATORY that all new students attend an orientation upon completion of the steps listed above.

81. 5. CASAS Exam

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