



2025-26

Yu Ming Charter School

Student - Family Handbook

Chestnut Campus (TK-4):

2501 Chestnut Street
Oakland, CA 94607
510-452-2063

Adeline Campus (3-4):

1000 42nd Street
Oakland, CA 94608
510-788-7120

MLK Jr. Campus (5-8):

675 41st Street
Oakland, CA 94609
510-922-8631

Carolyn Campus (K-2):

16244 Carolyn Street
San Leandro, CA 94578
510-398-5203

Website: <http://www.yumingschool.org/>

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INTRODUCTION

Background on Yu Ming Charter School

Yu Ming Charter School ("Yu Ming" or "School") serves TK-8 students living in nearly every zip code of Alameda County. Our tuition-free charter school provides an academically rigorous, innovative, and comprehensive dual immersion bilingual education in Mandarin and English.

Location

Yu Ming Charter School is located in Alameda County on four campuses:

- **Chestnut Street Campus (Chestnut)** (TK-4): 2501 Chestnut Street, Oakland, CA 94607
- **Adeline Street Campus (Adeline)** (G3-4): 1000 42nd Street, Oakland, CA 94608
- **Martin Luther King Jr. Way Campus (MLK Jr.)** (G5-8): 675 41st Street, Oakland, CA 94609
- **Carolyn Street Campus (Carolyn)** (GK-2) : 16244 Carolyn Street, San Leandro, CA 94578

Mission Statement

As a leader in Mandarin Immersion education, we nurture our inclusive and diverse community to become empowered, engaged, and outstanding global citizens.

Core Values

Our core values help us achieve our mission within and outside of our curriculum, and guide our school, teaching and student life at Yu Ming.



Integrity: Having a strong moral character.
"We are honest, authentic, trustworthy, and accountable."



Perseverance: Striving with diligence and courage.
"We dream big, work hard, and never give up."



Empathy: Caring with deep understanding.
"We connect to each others' perspectives, feelings, and experiences."



Wisdom: Learning and reflecting to grow.
"We explore the world with curiosity and deepen our learning with self-awareness and critical thinking."

What is a charter school?

Charter schools are independent public schools which have some operational flexibility in exchange for more accountability. The "charter" is the five-year contract that establishes the school under the oversight of a district, county, or the state. The school is established as an independent organization from the charter authorizer, with governance established by its Articles of Incorporation and by-laws. All charter schools are tuition-free, open to all students, and non-sectarian. Like all public schools, charters receive state funding for each child enrolled in the school. Many also seek grants and donations to augment their programs. Unlike district public schools, charters have to pay for facilities. Yu Ming is authorized by the Alameda County Office of Education. Yu Ming's Charter is linked on Yu Ming's website:

<https://www.yumingschool.org/board-and-accountability/>.

Yu Ming Equity Statement

We work collectively to provide the support necessary for all students to achieve equitable academic, social, and emotional outcomes and success. We are a school family committed to creating a fully inclusive community where every member feels nurtured, a sense of belonging, and are valued for their multiple identities and experiences. These may include but are not limited to: *race, culture, gender, ability, religion, ethnicities, language, socioeconomic status, sexual orientation, family composition, or other identities.*

CONTACT INFORMATION

Yu Ming Charter School at Chestnut Campus (TK-4)

2501 Chestnut Street, Oakland, CA 94607
510-452-2063

Principal: Amy Salfen, asalfen@yumingschool.org

Associate Principal: Xinxin Liu, xliu@yumingschool.org

Office Manager: Sumi Vasquez, svasquez@yumingschool.org

Yu Ming Charter School at Adeline Campus (G3-4)

1000 42nd Street, Oakland, CA 94608
510-788-7120

Principal: Amy Salfen, asalfen@yumingschool.org

Associate Principal: Xinxin Liu, xliu@yumingschool.org

Office Manager: Moni Arrona, marrona@yumingschool.org

Yu Ming Charter School at MLK Jr. Campus (G5-8)

675 41st Street, Oakland, CA 94609
510-922-8631

Principal: Hua Zhang, hzhang@yumingschool.org

Office Manager: Karla Kaori Stine, kstine@yumingschool.org

Yu Ming Charter School at Carolyn Campus (GK-2)

16244 Carolyn Street, San Leandro, CA 94578
510-398-5203

Principal: Dandan Liu, dliu@yumingschool.org

Office Manager: Kawana Burroughs, kburroughs@yumingschool.org

Yu Ming Charter School Network Support

Chief Executive Officer
Chief Academic Officer
Chief Operations Officer
Director of Academics
Director of Academics, English Programs
Director of Student Support Services
Director of Talent and Culture
Development & Communications Manager
Family Engagement & Outreach Manager
Head of Enrollment & Compliance
Extended Learning Program Manager
Head of Finance Operations
Head of HR Operations
Head of School Operations
Head of Technology

Stacey Wang, swang@yumingschool.org
Celia Pascual, cpascual@yumingschool.org
Emily Wood, ewood@yumingschool.org
Wenting Wang, wwang@yumingschool.org
Yamini Bala, ybala@yumingschool.org
Crystal Simmons, csimmons@yumingschool.org
Henry Liu, hliu@yumingschool.org
Mathilde Andrejko, mandrejko@yumingschool.org
Sarah Abraham, sabraham@yumingschool.org
Andrea Siu, asiu@yumingschool.org
Karina Herrera, kherrera@yumingschool.org
Wendy Larson, wlarson@yumingschool.org
Courtney VanWinkle, cvanwinkle@yumingschool.org
Bethany Marrie Ito, bto@yumingschool.org
Hiram Jamison, hjamison@yumingschool.org

Go to Guide: Chestnut Campus (TK-4)

Go to Guide: Chestnut Campus (TK-4)



Office Manager, Sumi Vasquez
svasquez@yumingschool.org



Custodian, Lionel Van Lokeren
lvanlokeren@yumingschool.org



Student Culture Specialist, Daaiyah Shabazz
dshabazz@yumingschool.org



Associate Principal, Xinxin Liu
xliu@yumingschool.org



Principal, Amy Salfen
asalfen@yumingschool.org



Go to Guide: MLK Jr. Campus (G5-8)

Go to Guide: MLK Jr. Campus (G5-8)



Office Manager, Karla Stine
kstine@yumingschool.org



Day Custodian, Danny Lau
dlau@yumingschool.org



Principal, Hua Zhang
hzhang@yumingschool.org



Go to Guide: Carolyn Campus (GK-2)

Go to Guide: Carolyn Campus (GK-2)



Office Manager, Kawana Burroughs
kburroughs@yumingschool.org



ECP Staff and Custodian, Kris Lin
klin@yumingschool.org



Student Culture Specialist, LaMarr Thomas
lthomas@yumingschool.org



Principal, Dandan Liu
dliu@yumingschool.org



Go to Guide: Adeline Campus (G3-4)

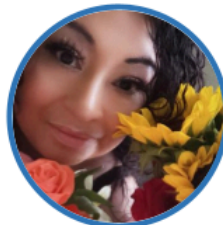
Go to Guide: Adeline Campus (G3-4)



Associate Principal, Xinxin Liu
xliu@yumingschool.org



Principal, Amy Salfen
asalfen@yumingschool.org



Office Manager, Moni Arrona
marrona@yumingschool.org



Go to Guide: Network Leadership Team

Go to Guide: Network Leadership Team

Operations Team		Student Support Services Team	Talent and Culture Team
 Stacey Wang Chief Executive Officer swang@yumingschool.org SEL and Equity Team	 Emily Wood Chief Operations Officer ewood@yumingschool.org	 Crystal Simmons Director of Student Support Services csimmons@yumingschool.org Academic Team	 Henry Liu Director of Talent and Culture hliu@yumingschool.org
 Greg Callahan Director of Social-Emotional Learning and Equity gcallahan@yumingschool.org	 Celia Pascual Chief Academic Officer cpascual@yumingschool.org	 Wenting Wang Director of Academics wwang@yumingschool.org	 Yamini Bala Director of Academics ybala@yumingschool.org



Go to Guide: Network Operations Team

Go to Guide: Network Operations Team

 Sarah Abraham Family Engagement and Outreach Manager sabraham@yumingschool.org	 Karina Herrera ELOP Manager kherrera@yumingschool.org	 Bethany Marrie Ito Head of School Operations bito@yumingschool.org	 Andrea Siu Head of Enrollment and Compliance asiu@yumingschool.org
 Wendy Larson Head of Finance Operations wl Larson@yumingschool.org	 Courtney Van Winkle Head of HR Operations cvanwinkle@yumingschool.org	 Hiram Jamison Head of Technology hjamison@yumingschool.org	 Elizabeth O'Neil Executive Assistant eoneil@yumingschool.org



Go to Guide: Student Support Services



Heather Hamilton
Special Education Department Head
hhamilton@yumingschool.org



Angie Tse
School Psychologist
atse@yumingschool.org



Kendra Pollock
School Psychologist
kpollock@yumingschool.org



Crystal Simmons
Director of Student Support Services
csimmons@yumingschool.org





Yu Ming Charter School

2025-2026

Calendar

Total Days of Instruction: 180

July 25						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

September 25						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October 25						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November 25						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

August 25						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

December 25						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January 26						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February 26						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March 26						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 26						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 26						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 26						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

July 26						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August 26						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Key Dates

August 5-12 - Staff Professional Learning Days
August 13 First Day of School
August 13-22 - Kindergarten Early Dismissal Days
September 1 - Labor Day - No School
Sept 22-26 - Family/Teacher Conferences - Early Dismissal
October 13-17 - Fall Recess - No School
October 30 - Early Dismissal Day
November 11 - Veterans Day - No School
November 14 - Pupil Free Staff Work Day - No School
November 24-28 - Thanksgiving Recess - No School
December 22 - January 2 - Winter Recess - No School
January 5 - Classes Resume
January 19 - Martin Luther King Day - No School
February 16-17 - Mid Winter Recess - No School
February 26 - Early Dismissal Day
March 9-13 - Family/Teacher Conferences - Early Dismissal
March 23 - Pupil Free Staff Work Day - No School
April 6-10 - Spring Recess - No School
May 25 - Memorial Day - No School
June 3-4 - Early Dismissal Days
June 5 - Last Day of School

Legend

- First/Last Day of School
- Holiday - No School
- Early Dismissal for K Students
- Early Dismissal
- School Event or Activity
- Staff Work Day

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COMMUNICATION GUIDELINES

We value our partnership with each of our families and encourage clear, kind, and direct communication in order to sustain the partnership so that we can provide the very best academic program and supports for your child. If you have a general inquiry, please email office@yumingschool.org or call the main office of your child's campus 510-452-2063 (Chestnut), 510-398-5203 (Carolyn), and 510-922-8631 (MLK Jr.).

Email Correspondence: The purpose of email correspondence between parents and our school is to provide direct and efficient communication for the sharing of information. If you would like to discuss something in greater depth, please make an appointment for an in-person meeting.

Procedures to Address Student Concerns: If you have a specific concern or question about your child, please contact your child's Teacher (Grades TK-5) or Advisor (Grades 6-8) first because they interact with your child on a daily basis and know them best. If you have any questions or concerns about behavior or school culture at Carolyn, please contact Principal Dandan Liu; at MLK Jr. Principal Hua Zhang; at Chestnut Principal Amy Salfen; at Adeline Principal Amy Salfen. If there is a serious concern, and you believe further action is needed than what has been provided by the Teacher (Grades TK-5) or Advisor (Grades 6-8), Associate Principals, or the Principals, then please reach out to the Chief Academic Officer Celia Pascual.

We have an open door policy and you should feel free to contact any member of the school leadership team or network support team at any time and the relevant staff member will respond within 48 hours.

Communication with Families about Student Academic Progress

To facilitate communication between families and teachers about students' behavioral and academic growth and supports, the School provides the following opportunities for reporting and discussion:

- *Teacher's weekly email:* Teachers will distribute a weekly email to families via ParentSquare to update them on key learnings from the week and any announcements.
- *School electronic newsletter:* The school will send a biweekly newsletter on Fridays to parents/guardians via ParentSquare to provide information about significant school developments, upcoming events and activities.
- *Report Cards and Progress Reports:* Standards-based report cards and progress reports will be sent home at the end of each trimester.
- *Parent/Family conferences:* Twice each year the school will hold conferences for families to discuss student progress and plan ways to best support the student. Conference attendance is required.
- *Phone:* Families can expect to receive periodic phone calls or voicemails from the school.
- *Text messages:* Families can expect to receive periodic text messages from the school.
- *Email:* All staff members have email addresses and will make their best effort to respond to parent inquiries within 48 hours. Because we spend most of the school day with students, email is the best method of contact.
- *Meetings by appointment:* Every staff member is available to meet with families; parents/guardians can make appointments by sending a parentsquare direct message, email or calling the school. Short drop-in conversations before and after school may be also possible, however appointments are strongly recommended.
- *Mandated communications:* Parents of English Learners will also receive mandated communications on reclassification per Title III through annual English Language Proficiency Assessments for California ("ELPAC") testing results. Parents of students with Individualized Education Plans ("IEP") will receive reports according to the plan specified in each IEP.

GOVERNANCE

Yu Ming is a not-for-profit 501(c)3 organization incorporated in the State of California and recognized by the Internal Revenue Service. It is governed by a volunteer Board of Directors as established by the bylaws. The bylaws are guided and defined based on our charter.

Role of the Board of Directors

The Board of Directors provides overall governance, including setting significant policies or the overall direction and goals of the School. Day-to-day management towards achieving the goals set by the board is the responsibility of the Chief Executive Officer (CEO). Where possible the Board focuses on establishing what ultimate outcomes will be achieved by the School, while the CEO, staff and/or committees focus on how to achieve those outcomes.

The Board’s primary responsibilities include, but are not limited to:

- Define or refine, consistent with the School’s charter, the School’s mission, values and vision.
- Set strategic direction and goals.
- Select and support the charter school administrator, and review their performance.
- Adopt policies to ensure that the School is run effectively, legally, and ethically.
- Approve and monitor the operational budget and finances for long-term viability.
- See that adequate funds are secured for the operating and capital needs of the school.
- Monitor academic achievement.

Regular Board meetings occur monthly during the school year to discuss policy and other matters relevant to the School. These meetings are open to the public and held in accordance with the Brown Act open meeting regulations. The agenda is developed by the Board Chair in concert with the CEO, and is posted on the Yu Ming web site and outside of school three days in advance.

Board members can be collectively reached at board@yumingschool.org or individually at the emails listed below and linked on Yu Ming’s website: <https://www.yumingschool.org/board-and-accountability/>

2025-2026 Board of Directors

Jessica Henry	Board Secretary	jhenry@yumingschool.org
Reggie Lee	Board Chair, Audit Committee Chair, Board Development Committee Member	rlee@yumingschool.org
Jonathan Schorr	Board Vice Chair, Board Development Committee Chair	jschorr@yumingschool.org
Yiaway Yeh	Board Treasurer, Finance Committee Chair	yeh@yumingschool.org
Keta Brown	Enrollment and Diversity Committee Chair	kbrown@yumingschool.org
Kendra Ferguson	Board Member	kferguson@yumingschool.org
Joi Jackson	Parent-Nominated Board Member, Enrollment and Diversity Committee Member	jjackson@yumingschool.org
Kenneth Maxey II	Board Member	kmaxey@yumingschool.org
David Stinfil	Funds Committee Chair	dstinfil@yumingschool.org
Shannon Williams-Zou	Parent-Nominated Board Member	swilliamszou@yumingschool.org

PARTNERSHIP BETWEEN FAMILIES AND YU MING

Having a strong and engaged volunteer parent community is vital to Yu Ming’s success and to the success of each Yu Ming student. We hope to build supportive and effective relationships in the service of our children’s academic, social, and emotional development.

Student-School-Family Contract

To ensure a shared understanding of each party's commitment to this partnership, all Yu Ming families are asked to sign a 3-Way Student-School-Family Contract. A copy is provided for signature at the beginning of the year and is included in the Handbook Appendix A. The Agreement will be used to guide decisions and priorities for the School, parents and students over the course of the school year.

Yu Ming Family Support Organization ("FSO") and Parent Advisory Committee ("PAC")

The Family Support Organization (FSO) is the parent organization for Yu Ming and supports the school to achieve its mission and vision and to build a stronger community. The FSO supports the school in engaging families in ways that build community, leverages the skills of our talented parents, and better meets the needs of our diverse community.

The FSO is made up of committees that offer parents a broad set of opportunities to support our school. Each FSO committee: is open to all parents; meets as needed depending on the nature of its work; determines its own organizational structure (leadership roles, sub-committees, etc.); works in concert with the Principal or designated staff liaison; and sends a representative to monthly FSO council meetings.

Each month, the FSO Co-Chairs and Principal holds an FSO Council meeting comprised of a representative from each FSO committee that is open to all family members of the Yu Ming community. The goal of the FSO Council meetings is to keep a collective pulse on parent activities, and to collaborate on decisions that affect the whole community. These meetings are open to all in the Yu Ming community. FSO General Meetings are also scheduled throughout the year.

At the beginning of each school year, FSO committees, leaders and representatives to the FSO council are determined. We welcome all parents to get involved in these committees. If you are interested in joining a committee, please email fso@yumingschool.org.

2025-2026 FSO Committees and Committee Leads:

Committee	Purpose	Responsibilities	FSO Leads
Co-Chairs	Lead and coordinate the Council and Committees	Chair FSO Council and General Meetings; populate the FSO newsletter, calendar; maintain records and correspondence	ADE: Alesandra Chao, Fanny Pan CAR: Jessica Kue-Yan, Sherilyn Tran CHE: Audris Shau, Karen Wei MLK: Karen Wei, Alesandra Chao <i>Staff Liaisons:</i> ADE: Amy Salfen, Xinxin Liu CAR: Dandan Liu CHE: Amy Salfen, Xinxin Liu MLK: Hua Zhang
Treasurer	Manage FSO funds promoting accountability and transparency.	Create annual budget; track FSO expenditures; reporting	OPEN <i>Staff Liaison: Wendy Larson</i>

Community Organizing & Advocacy Committee	Support Yu Ming's charter; build meaningful relationships with surrounding communities.	Build relationships with the Yu Ming community, the surrounding neighborhoods, community leaders, school board members and elected officials. Inform the parent community of local, regional, state and national charter school policies. Organize families, as needed. Attend related meetings.	Angie Awayan <i>Staff Liaisons: Stacey Wang, Mathilde Andrejko, Sarah Abraham</i>
Fundraising	Fulfill fundraising goals set by the CEO and Board which contribute to the school's budget gap.	Annual Auction & Benefit, Fall Giving, Read-A-Thon	Jamie Chen, Steve Chen, Wendy Chen & David Tjen <i>Staff Liaison: Mathilde Andrejko</i>
In-School Volunteers	Support ongoing needs of the school's daily operations, and act as a communications hub for other committees' volunteer needs.	Lunch and Recess Volunteers, Enrollment Tours, Support during the day and aftercare	ADE: Louella Ramos CAR: Thao Chung & Sandy Ngo CHE: Tania Gupta MLK: OPEN <i>Staff Liaisons:</i> ADE: Amy Salfen, Xinxin Liu CAR: Dandan Liu CHE: Amy Salfen, Xinxin Liu MLK: Hua Zhang
Parent Education	Provide opportunities for families to share ideas and learn from experts on relevant topics.	Parent Learning Events, Curriculum Nights, 2 FSO General Meetings	FSO Co-Chairs Committee Co-Chairs <i>Staff Liaison: Wenting Wang</i>
Room Parent Coordinator	Support community building among class/grade families, communication between families and school, and class-specific volunteering.	FSO monthly communications to class parents; class and grade-wide social events/playdates; work with Teacher Appreciation committee on teacher milestone birthdays, special occasions and Teacher Appreciation week.	FSO Co-Chairs <i>Staff Liaison: Andrea Siu</i>
Events & Community Building	Strengthen our school culture and deepen bonds through shared events and experiences.	Night Market, Community Events (CV Light Parade, Oakland Lunar New Year Parade, SL Cherry Festival Parade) Mandarin Bingo	FSO Co-Chairs Night Market - Claire Siu & Sandy Ngo <i>Staff Liaison: Emily Wood</i>

Art	Evaluating and supporting ways to strengthen Art.	Evaluate programs and work with Yu Ming teachers and administration to determine feasibility.	Art: Stephanie Pullen & Tiffany Yang <i>Staff Liaison: Celia Pascual</i>
Safe Routes to Schools	Help Yu Ming create safer streets for our students and campus communities through all modes of transportation	Collaborate with Alameda County's Safe Routes to Schools program, support Drop-Off and Pick-Up	ADE: OPEN CAR: OPEN CHE: OPEN MLK: OPEN <i>Staff Liaisons:</i> ADE: Amy Salfen, Xinxin Liu CAR: Dandan Liu CHE: Amy Salfen, Xinxin Liu MLK: Hua Zhang
Technology	Support technical infrastructure needed for smooth operations at the school.	Website, Parent Portal, IT Support	Project Based Volunteers <i>Staff Liaison: Hiram Jamison</i>
Yearbook	Work on Yu Ming yearbook including with students working on the yearbook.	Annual TK-8 Yearbook	Jeanne HuangLi, Tabetha Chau, Sheryle Lee & Jackie Solinsky <i>Staff Liaison: Karla Stine</i>
Teacher Appreciation	Coordinate tokens of appreciation and gratitude for teachers and staff	Staff Appreciation breakfasts and/or lunches, Teacher Appreciation week, teacher/staff holiday and birthday gifts; plan Teacher / Staff Appreciation week in May.	Wendy Chen <i>Staff Liaisons: Celia Pascual, Principals, and Office Managers</i>
Campus Improvement	Maintain safe, nurturing, and attractive school facilities.	Garden, Nature, Shade Solutions. (specific projects are being piloted at CHE for now. ADE, CAR and MLK can be added when projects extend to those campuses)	Patricia Weber- Nature Kenny Endo - Shade Solutions <i>Staff Liaisons: Emily Wood</i>

Note: While the FSO has been established to encourage parent involvement in the School, it does not replace opportunities for parents to discuss concerns or interests directly with the teachers, Principal, CEO or Board of Directors. Further, no parent or guardian is required to participate in FSO and participation will not impact a student's continued enrollment or admission status.

VOLUNTEERS & VISITORS

Yu Ming starts with you! Parent and volunteer involvement can make the difference between a good school and a great school. At Yu Ming, there are many ways that family and community members can

participate and contribute, based on each volunteer’s availability, skills or interests. Volunteers must [be cleared by the school](#) before coming on campus. See the [Volunteer Handbook](#) for more details about volunteering in the school.

Volunteer Responsibilities

Yu Ming encourages each family to volunteer for a minimum of 30 hours per school year. We hope that all our families will be able to bring their talents and enthusiasm to the school. Parental involvement is not a requirement of enrollment or attendance.

We ask all parents/guardians to complete a volunteer form upon enrollment or at the beginning of year to identify your interests and availability and match them with opportunities to make volunteering at Yu Ming a fun and rewarding experience.

Volunteer Opportunities

During the year, parents can learn about specific volunteer opportunities via the weekly newsletter, through FSO meetings and committees, via room parent newsletters and emails from the volunteer coordinator.

Community Fundraising at Yu Ming

Community fundraising is essential to Yu Ming’s success. Yu Ming’s annual calendar of fundraising events and activities provide a range of opportunities and ways for families to participate, including:

Fundraisers	Timeline
Contributing individual donations during the annual Fall Giving Campaign	Aug-Sept
Getting your child to participate in the Read-A-Thon , with the support of family members and friends	Nov-Dec
Participating in online and live auctions and gala at the Annual Auction & Benefit , including Yu Ming's Fund-a-Need	March-April
Collectively contributing a pooled graduating Class Gift in 8th grade	Spring of 8th Grade

The FSO Fundraising committee works closely with the CEO, the Communications and Development Manager, and the Board of Directors’ Funds Committee Chair (a Board-appointed position) to raise funds towards Yu Ming’s overall annual goal and fundraising priorities. The annual fundraising target for Yu Ming is established by the Board of Directors with input from the CEO during the budget development process. The FSO Fundraising Committee is responsible for Yu Ming’s primary community fundraising events throughout the year (including the Spring Auction & Benefit, Read-A-Thon, and Fall Giving Campaign).

Volunteer Driver Requirement

Any parent or adult driver that is a volunteer driver for the school must have a current “Volunteer Driver Requirements and Agreement” form on file which includes the following requirements.

The requirements to be a volunteer driver are as follows:

- 1. Drivers should be at least 24 years of age.

2. Drivers must provide a copy of the vehicle registration and proof of current personal auto insurance limits of at least \$50,000 per person, \$100,000 per occurrence, \$50,000 property damage (50/100/50). The copy you provide the school should include name, expiration date, and actual coverage (minimum coverage can be found under the "Bodily Injury Liability" section)
3. Drivers must provide a copy of their current CA driving record; it is available online on the DMV website for \$2. Any individual who has a total of 2 or more points including any pending offenses will not be allowed to transport students.
4. Drivers must have a clear (negative result) Tuberculosis ("TB") test on file with the administrative office. This can be achieved by asking your general practitioner to fill out an Adult Tuberculosis Risk Assessment Questionnaire or you can make an appointment with your doctor or local clinic to undergo a TB test. Please note that if you test you will need to be available for the doctor/provider to read your results 48 hours after you have undergone the first step. Your provider will then fill out the form during your second visit.
5. Drivers must complete the Livescan fingerprint clearance. Please bring [this form](#) to a [Livescan service provider](#) near you.
6. Drivers must show proof of vaccination.

Guidelines for driving students:

- Acceptable vehicles include: Private passenger (sedan) vehicles up to seven (7) passengers; sport utility vehicles of nine (9) passengers or less; seven (7) or eight (8) passenger minivans; eight (8) or nine (9) passenger vans (vans should not be used when they have a capacity of more than 11 people, including the driver). All vehicles shall have adequate working seat belts, brakes, wipers, and lights.
- Recommended rule of three (3): At least two (2) adults are required to transport a single student (unless responding to a medical emergency). At least two (2) students must be present if transported by a single adult.
- No stops other than to and from the activity should be made.

When a school employee uses a personal auto for the approved transporting of students, the above rules of safety for the occupants also apply.

Classroom and School Volunteer, Visitation, and Removal Policy

While Yu Ming encourages parents/guardians and interested members of the community to visit the charter school and view the educational program, Yu Ming also endeavors to create a safe environment for students and staff. Additionally, parents volunteering in the classroom can be extremely helpful to our teachers and valuable to our students. We thank all parents for their willingness to volunteer in this manner. See the Volunteer Handbook for more details about volunteering in the school.

Nevertheless, to ensure the safety of students and staff as well as to minimize interruption of the instructional program, Yu Ming has established the following procedures, to facilitate volunteering and visitations during regular school days:

Volunteering

Parents or guardians who are interested in volunteering in the classroom must adhere to the following guidelines:

1. All volunteers shall be (1) fingerprinted, (2) receive background clearance prior to volunteering without the direct supervision of a credentialed employee, and (3) provide the required documentation as outlined in the [volunteer requirements](#).
2. A volunteer shall also have on file with Yu Ming a certificate showing that, upon initial volunteer assignment, the person submitted to a tuberculosis risk assessment and, if tuberculosis risk factors were identified, was examined and found to be free of infectious tuberculosis. If no risk factors are identified, an examination is not required. At the discretion of the Yu Ming Board of

Directors, this paragraph shall not apply to a volunteer whose functions do not require frequent or prolonged contact with pupils.

3. Volunteering must be arranged with the classroom teacher and Principal or designee, at least forty-eight (48) hours in advance.
4. Except for special circumstances, approved by the Principal, a volunteer may not volunteer in the classroom for more than three (3) hours per month.
5. Prior to volunteering in the classroom, the volunteer should communicate with the teacher to discuss the expectations for volunteering needs. Classroom volunteers are there to benefit the entire class and are not in class solely for the benefit of their own child. Classroom volunteers must follow the instructions provided by the classroom teacher or aide. Classroom rules also apply to volunteers to ensure minimal distraction to the teacher. If a volunteer is uncomfortable following the direction of the teacher or aid the volunteer may leave their volunteer position for that day.
6. Information gained by volunteers regarding students (e.g. academic performance, grades or other personally identifiable student records, or behavior) is to be maintained in strict confidentiality in accordance with the Family Educational Rights and Privacy Act (FERPA). Volunteers must sign in agreement that they have read and understand and agree to follow the School's Student Information Policies.
7. Volunteers shall follow and be governed by all other guidelines indicated elsewhere in this Policy. This includes, but is not limited to, the process of registering and signing out of the campus at the main office as indicated below.
8. Volunteer hours are applied to the non-mandatory 30 hours of volunteering requested in this Student-Family Handbook.
9. This Policy does not authorize Yu Ming to permit a parent/guardian to volunteer or visit the campus if doing so conflicts with a valid restraining order, protective order, or order for custody or visitation issued by a court of competent jurisdiction.
10. Volunteers must show proof of vaccination prior to entering the school premises.

Visitation

1. Visits during school hours should first be arranged with the teacher and Principal or designee, at least forty-eight (48) hours in advance. If a conference is desired, an appointment should be set with the teacher during non-instructional time, at least forty-eight (48) hours in advance. Parents seeking to visit a classroom during school hours must first obtain the approval of the classroom teacher and the Principal or designee.
2. All visitors shall register in the main office immediately upon entering any school building or grounds during regular school hours. When registering, the visitor is required to provide their name, address, age (if under 21), their purpose for entering school grounds, and proof of identity. Visitors must wear a visible badge at all times while on school premises.
3. If the visitor is a government officer/official (including but not limited to local law enforcement officers, social workers, district attorneys, or U.S. attorneys) the officer/official will also be asked to produce any documentation that authorizes school access. Yu Ming shall make reasonable efforts to notify parents or guardians prior to permitting a student to be interviewed or searched, consistent with the law and/or any court order, warrant or instructions from the officer/official. A copy of the documentation provided by the officer and notes from the encounter may be maintained by Yu Ming, consistent with the law. The Yu Ming Governing Board and Bureau of Children's Justice in the California Department of Justice, at BCJ@doj.ca.gov, will be timely informed regarding any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes, as recommended by the Attorney General.
4. For purposes of school safety and security, the Principal or designee may design a visible means of identification for visitors while on school premises.

5. Except for unusual circumstances, approved by the Principal, Yu Ming visits should not exceed approximately sixty (60) minutes in length and may not occur more than twice per semester.
6. While on campus, visitors are to enter and leave classrooms as quietly as possible, not converse with any student, teacher, or other instructional assistant unless permitted, and not interfere with any school activity. No electronic listening or recording device may be used in a classroom without the teacher's and Principal's written permission.
7. Before leaving campus, the visitor shall return the Visitor's Permit and sign out of the Visitors Log Book in the main office.
8. The Principal, or designee, may refuse to register a visitor or volunteer if it is believed that the presence of the visitor or volunteer would cause a threat of disruption or physical injury to teachers, other employees, or students.
9. The Principal or designee may withdraw consent to be on campus even if the visitor has a right to be on campus whenever there is reason to believe that the person has willfully disrupted or is likely to disrupt Yu Ming's orderly operation. If consent is withdrawn by someone other than the Principal, the Principal may reinstate consent for the visitor if the Principal believes that the person's presence will not constitute a disruption or substantial and material threat to Yu Ming's orderly operation. Consent can be withdrawn for up to fourteen (14) days.
10. The Principal or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or withdrawn, promptly leave school grounds. When a visitor is directed to leave, the Principal or designee shall inform the visitor that if he/she reenters the school without following the posted requirements he/she will be guilty of a misdemeanor.
11. Any visitor that is denied registration or has their registration revoked may request a conference with the Principal. The request shall be in writing, shall state why the denial or revocation was improper, shall give the address to which notice of conference is to be sent, and shall be delivered to the Principal within fourteen (14) days of the denial or revocation of consent. The Principal shall promptly mail a written notice of the date, time, and place of the conference to the person who requested the conference. A conference with the Principal shall be held within seven (7) days after the Principal receives the request. If no resolution can be agreed upon, the Principal shall forward notice of the complaint to the Yu Ming Board of Directors. The Yu Ming Board of Directors shall address the Complaint at the next regular board meeting and make a final determination.
12. At each entrance to the campus, signs shall be posted specifying the hours during which registration is required, stating where the office of the Principal or designee is located, and what route to take to that office, and setting forth the penalties for violation of this policy.
13. The Principal or designee shall seek the assistance of the police in managing or reporting any visitor in violation of this Policy.

Penalties

1. Pursuant to the California Penal Code, if a visitor does not leave after being asked or if the visitor returns without following the posted requirements after being directed to leave, he/she will be guilty of a crime as specified which is punishable by a fine of up to \$500.00 (five hundred dollars) or imprisonment in the County jail for a period of up to six (6) months or both.
2. Under California Education Code section 44811, disruption by a parent, guardian or other person at a school or school sponsored activity is punishable, upon the first conviction by a fine or no less than \$500.00 (five hundred dollars) and no more than \$1,000.00 (one thousand dollars) or by imprisonment in a County jail for no more than one (1) year, or both the fine and imprisonment.
3. Disruptive conduct may lead to Yu Ming's pursuit of a restraining order against a visitor, which would prohibit him/her from coming onto school grounds or attending school activities for any purpose for a period of up to three (3) years.

ATTENDANCE POLICIES

California law requires that all children between the ages of 6 and 18 attend school every day. It is the parent or guardian's responsibility to ensure that a child gets to school every day. Regular absences can be detrimental to a child's academic progress, particularly in a language immersion school. For each day a child does not attend school, Yu Ming loses vital state funds that help to run the educational program at school. If a child is sick and cannot participate at school or has a communicable illness, it may be best for the child to stay at home to rest and recover. Students are required to make up any and all work missed during their absence. Students must be present at school the entire day and may not leave school before the regular dismissal time without prior approval of an administrator.

Please see the complete Attendance Policy in Appendix A of the Yu Ming Family Handbook for further details about excused/unexcused absences, the truancy process, and Independent Study Policy.

Independent Study

Students participating in off-campus independent study must:

- Demonstrate daily participation in distance learning lessons and content,
- Participate in a clearly detailed minimum day's worth of assignments as assigned by a credentialed teacher, and
- Participate in daily/weekly live and synchronous instruction as required by the independent study policy and master agreement.

Ultimately, final Independent Study Master Agreement approval will be by the Principal's discretion. Students are expected to complete all assigned work weekly.

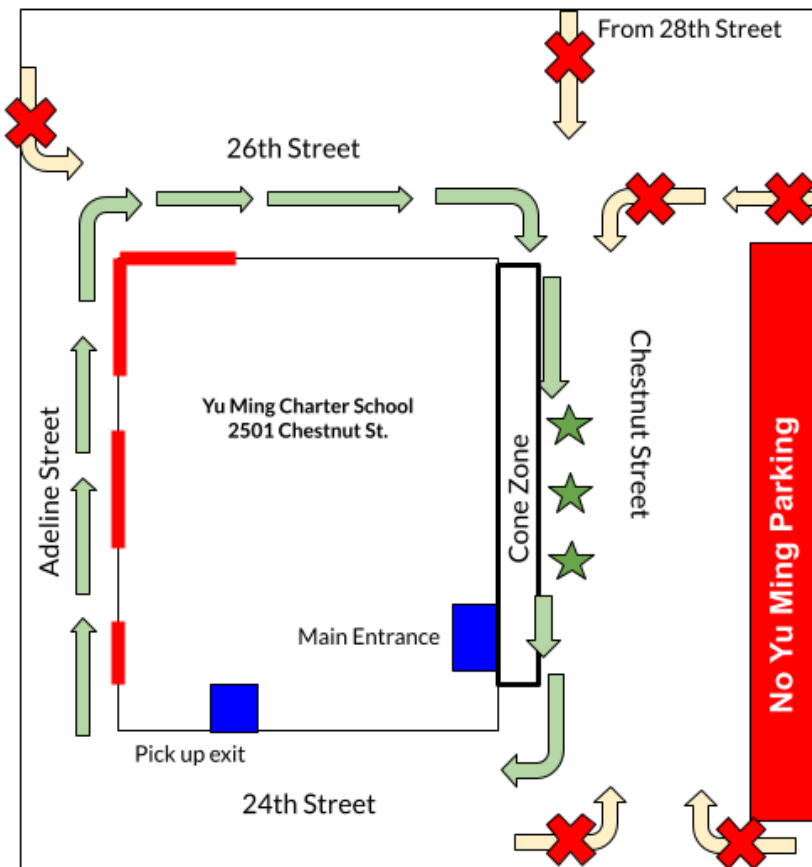
DROP-OFF AND PICK-UP PROCEDURES

All families should prepare a placard to display when picking up your child to ensure a quick dismissal process. The placard can be a piece of paper, or written on your phone, but should clearly show your child's first and last name, as well as their class (for example, John Doe, Panda). This placard should be displayed daily as dismissal duty staff changes day to day.

Because of the impact on the Chestnut neighborhood, families are encouraged to use the vehicle lines for arrival and pick up.

Chestnut Campus (Grades TK-4)

- Drop Off
 - K-Grade 4: 7:55-8:15 am
 - TK: 8:15-8:30 am
- School Day
 - K-Grade 4: 8:15 - 3:00 (1:00 dismissal Fridays and early dismissal days)
 - TK: 8:30 - 11:50 (11:50 - 3:00 pm aftercare)
- Pick Up Windows
 - K-Grade 4: 3:00 - 3:15 pm (1:00 - 1:15 on Fridays and early dismissal days)
 - TK: 11:50 - 12:00 pm (3:00 - 3:15 M-Th; 1:00-1:15 Fri, if in aftercare)



Chestnut Drop-Off and Pick-Up Procedures:

Families have two options:

- **Curbside Drop-off/Pick-up (Preferred):** Parents place their student name card on vehicle dashboard and line up their vehicles on Chestnut Street.

Please do not get out of your car, block neighbor driveways nor make u-turns within a 3-block radius. Pull all the way up to the main entrance, students will exit their car where the green stars are pictured.

Note: The City of Oakland has designated the area in front of the school as a drop-off zone 7:00-8:30 am, and 3:00-4:30 pm. You may NOT park at this curb. This will be strictly enforced.

- **Vehicle Drop-off Procedure**

- Stay in your car and wait for a staff member to open your car door.
- Do not allow students to exit your car until you are in the “cone zone”. If your student is able to open and close the door themselves, they may exit while in the cone zone. If your child needs assistance, a staff member or volunteer will open the door for them.
- Students should be ready to hop out, with backpacks ready to go
- Keep good-byes quick
- If your child exits early, do not pull out in the traffic—wait to go through the line

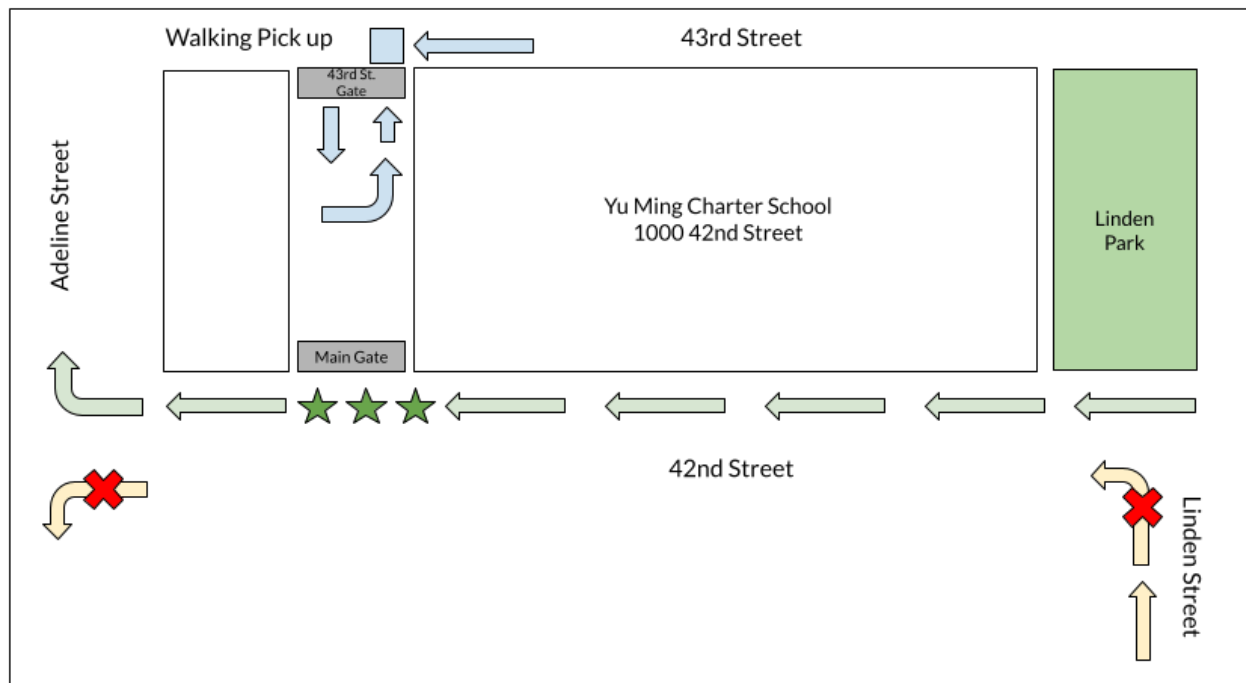
- **Vehicle Pick-up Procedure**

- During your pick up time, stay in your car and wait for a staff member to open your car door.
 - Display your student name card on dashboard
 - Staff member will radio your student’s name to the teachers inside
 - Student will wait by the gate until your car is in the cone zone
 - Keep hellos for once you have pulled away through line
 - If you need to buckle your children, please teach them how to do this on their own quickly
- Note: The City of Oakland has designated the area in front of the school as a drop-off zone 7:00-8:30 am, and 3:00-4:30 pm. You may NOT park at this curb. This will be strictly enforced.

- **Park and walk (only if necessary):** Park nearby and drop off or pick up students at the Chestnut gate. When parking, please avoid blocking the driveways of our neighbors at ALL times. During pick-up, parents should line up by the main entrance fence and show your student name card (paper or on your phone). Families will walk in through the gate to pick up their child, and then continue to the exit through the cafeteria back door. Students will not be released until their name is called. This method for dropping off and picking up should be kept to a minimum to minimize impact on the neighborhood.

Adeline Campus (Grades 3-4)

- 7:55-8:15am Daily Drop-Off Window
- 8:15am School Day Begins
- 3:00pm School Day Ends
- 3:00-3:15pm Monday-Thursday Pick Up Window
- 1:00-1:15pm Friday and Early Dismissal Days Pick-Up Window



Adeline Drop off and Pick up Procedure

Families have two options:

- **Curbside Drop-off/Pick-up (Preferred):** Parents place their student name card on vehicle dashboard and line up their vehicles on 42nd Street. Please do not get out of your car, block neighbor driveways nor make u-turns within a 3-block radius. Pull all the way up to the main entrance, students will exit their car where the green stars are pictured.
Note: The City of Oakland has designated the area in front of the school as a drop-off zone 7:00-8:30 am, and 3:00-4:30 pm. You may NOT park at this curb. This will be strictly enforced.
- **Vehicle Drop-off Procedure**
 - Do not allow students to exit your car until you are in the drop off zone. If your student is able to open and close the door themselves, they may exit while in the cone zone. If your child needs assistance, a staff member or volunteer will open the door for them.
 - Students should be ready to hop out, with backpacks ready to go
 - Keep good-byes quick
 - If your child exits early, do not pull out in the traffic—wait to go through the line
- **Vehicle Pick-up Procedure**
 - During your pick up time, stay in your car and wait for a staff member to open your car door.

- Display your student name card on dashboard
 - Staff member will radio your student's name to the teachers inside
 - Student will wait by the gate until your car is in the cone zone
 - Keep hellos for once you have pulled away through line
 - If you need to buckle your children, please teach them how to do this on their own quickly
- Note: The City of Oakland has designated the area in front of the school as a drop-off zone 7:00-8:30 am, and 3:00-4:30 pm. You may NOT park at this curb. This will be strictly enforced.
- **Park and walk (only if necessary):** Park nearby and drop off or pick up students at the 43rd Street gate. When parking, please avoid blocking the driveways of our neighbors at ALL times. During pick-up, parents should line up by the main entrance fence and show your student name card (paper or on your phone). Families will walk in through the gate to pick up their child, and then exit through the gate back towards 43rd street. Students will not be released until their name is called. This method for dropping off and picking up should be kept to a minimum to minimize impact on the neighborhood.

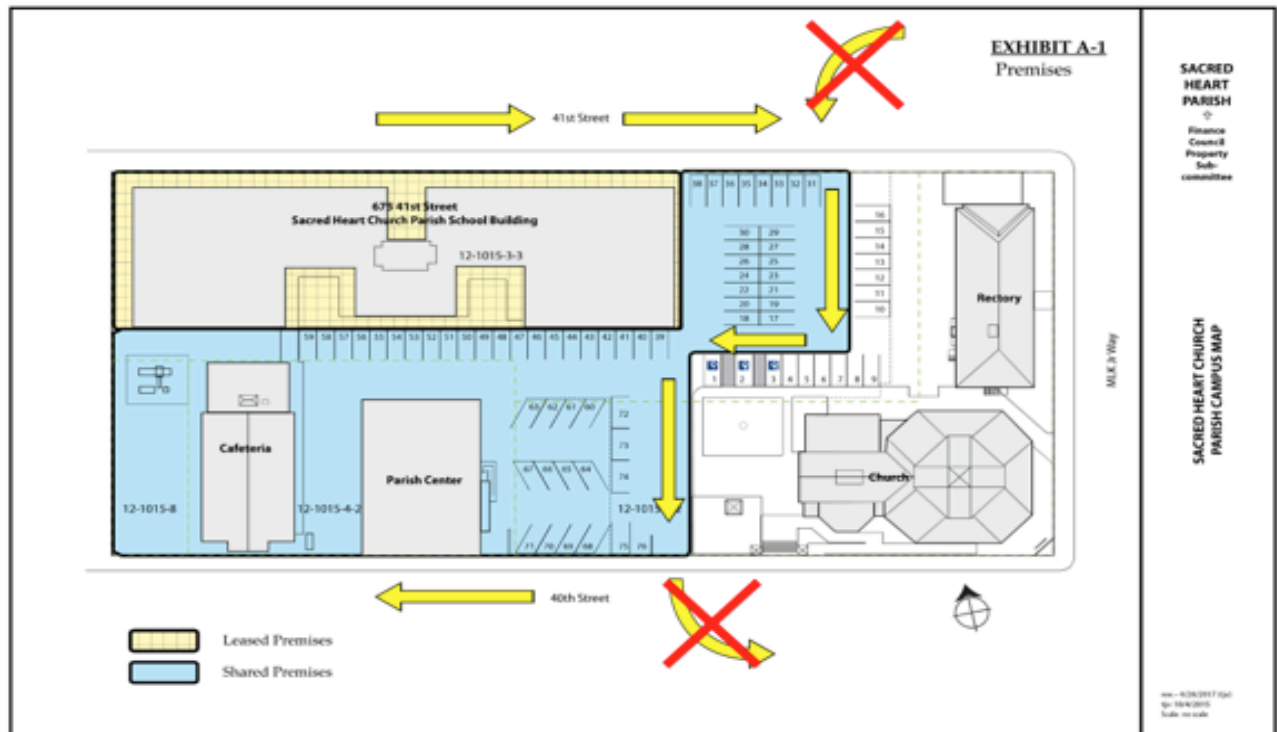
MLK Campus (Grades 5-8)

- 8:00-8:25am Daily Drop-Off Window
- 8:25am School Day Begins
- 3:15pm School Day Ends
- 3:15-3:30pm Monday-Thursday Pick-Up Window
- 1:15-1:30pm Friday and Early Dismissal Days Pick-Up Window

MLK Drop-Off and Pick up Procedures:

Families have two options:

- **Park and walk:** Park in the neighborhood nearby and drop-off or pick-up students at the MLK blacktop. When parking, please be mindful to avoid blocking the driveways of our neighbors at ALL times. Due to limited spaces, only staff are permitted to park in the MLK parking lot.
- **Parking Lot Drop-Off/Pick-up:** Parents place "student name card" on the vehicle dashboard and line up their vehicles on 41st St. heading east towards MLK Jr. Way, to wait to turn right onto the campus parking lot. Do not leave your car, block neighbor driveways nor make u-turns within a 3-block radius.

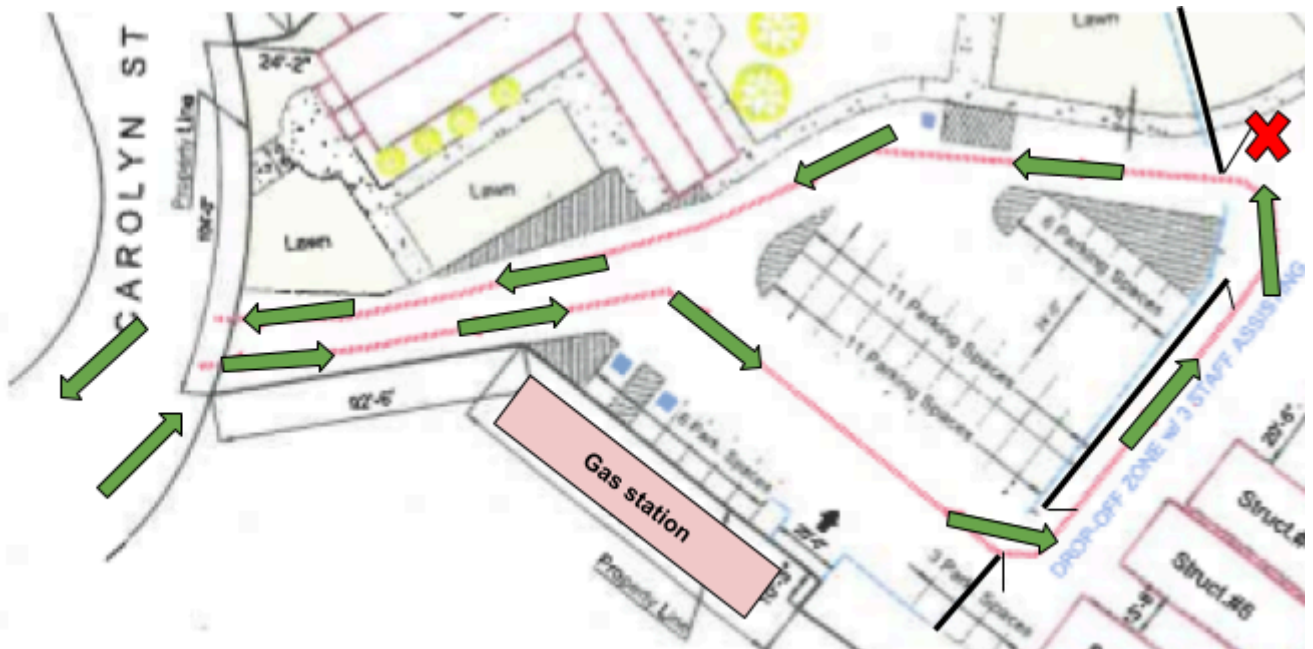


Carolyn Campus

- 7:55-8:15am Daily Drop-Off Window
- 8:15am School Day Begins
- 3:00pm School Day Ends
- 3:00-3:15pm Monday-Thursday Pick Up Window
- 1:00-1:15pm Friday and Early Dismissal Days Pick-Up Window

Carolyn Drop-Off and Pick up Procedures:

- Enter the parking lot on the RIGHT side
- Form a line following the path of the green arrows pictured above. **DO NOT park in the parking lot during drop off or pick up.** Even if there are spaces available, these are reserved for staff.
- Stay in your car and wait for a staff member to open your car door.
- If you are the first car in line, please pull forward and stop at the stop sign. Do not allow students to exit your car until a staff member opens the door for them.
- Upon exiting, you may **only** turn left onto Carolyn Street.



Program	Time	Location	Contact for Site Info	Contact During Program
TK CHE Extended Care Program	11:50-6:00 pm (Mon-Fri)	TK Classroom	Issau Dearaujo idearaujo@yumingschool.org	Chestnut Extended Care Program 510-290-6345
K-3 CHE Extended Care Program	7:30-7:55am 3:00-6:00pm (Mon-Th) 1:00-6:00 pm (Fri)	CHE Front Office	Issau Dearaujo idearaujo@yumingschool.org	Chestnut Extended Care Program 510-290-6345
G4-8 MLK Extended Care Program	7:45-8:15am 3:15-6:00pm (Mon-Th) 1:15-6:00 pm (Fri)	MLK Front Office	Lauren Smith, Site Manager lsmith1@yumingschool.org	MLK Extended Care Program 510-701-8815
K-2 CAR Extended Care Program	7:30-8:00am 3:00-6:00 pm (Mon-Th) 1:00-6:00 pm (Fri)	CAR Front Door	Shih Chi Lin, Site Manager sclin@yumingschool.org	Carolyn Extended Care Program 510-398-5203
G3-4 ADE Extended Care Program	7:30-7:55am 3:00-6:00pm (Mon-Th) 1:00-6:00 pm (Fri)	ADE Front Door	Lauren Smith, Site Manager lsmith1@yumingschool.org	Adeline Extended Care Program

Early Pick-up

In order to pick up a child prior to the normal dismissal time, the parent/guardian must check-in at the school office to sign out the student. Students may not be picked up 30 minutes before school dismissal time. Any student missing more than 30 minutes of instruction without a valid excuse three times during the school year must be classified as a truant.

Permission to Walk Home

Parents and/or guardians of middle school students in grades 6-8 can complete a form that allows their child to walk home at the end of the school day without the parent/guardian being present. This form also allows siblings in grade 5 to leave with their Yu Ming middle school sibling at the end of the school day. Students are never allowed to leave school before the end of the school day without being signed out and picked up by a parent and/or guardian.

GENERAL POLICIES

Authorization to Pick-Up and Emergency Contact Information Form

Every student must have a complete and up-to-date Authorization to Pick-Up and Emergency Contact Information, properly signed and on file in the school Office. Students may only leave campus with adults listed on the authorized pick-up and emergency contact form. To permit a parent or caretaker not on your child's authorized list to pick him/her up, the office must receive a signed and dated written note or email granting permission at least 24 hours in advance, whenever possible, and no later than 12:00 noon on the day of pick-up. The person picking up your child will be required to show a photo I.D. and provide their contact information before leaving the school with your child. Send emails to office@yumingschool.org.

Dress Code

Uniforms help to establish a clear focus on academics, increase safety and security on the school campus, decrease differences based on socioeconomics, improve student behavior, and increase school pride. Yu Ming students are expected to be in full school uniform while on campus and on field trips, including the use of uniform outerwear. Yu Ming's dress code includes:

- Navy bottom (pants, skirts and pinafores)
- White or Navy top with Yu Ming logo (polo shirts or button down shirts)
- Burgundy sweater with Yu Ming Logo (cardigan, sweater, or sweatshirt)
- Athletic shoes required for G3-8 and highly encouraged but optional for TK-2
- No roller shoes are allowed
- White, ivory, burgundy, or navy blue knee-highs, socks or tights

For physical education activities, students must wear athletic shoes. Yu Ming logo wear is available through several websites (ym.brandingblvd.com, landsend.com, frenchtoast.com). The School provides two (2) free logo patches to every student, one for the student's top and one for the student's sweater. Additional Patches are available at the school office for a donation of \$2. Families can receive free new or gently-used uniforms and patches from the school. Please contact Sarah Abraham, Yu Ming's Family Engagement and Outreach Manager (sabraham@yumingschool.org), for more information.

When dress code violations occur, faculty may either lend students appropriate clothing to wear for the day or call home for parents to provide a change of clothes. A limited supply of new uniforms is also kept at the school for purchase.

Birthdays

If a student wishes to celebrate a birthday with their classmates please notify their homeroom teacher so that they can designate a specific day and time. The student may bring a small, non-food gift (such as stickers, pencils or erasers) for each child in their class. No food treats are permitted.

Invitations to birthday parties being held outside of school should be distributed during non-school hours via mail, email or phone, not by distributing paper invitations at school.

Photographs and Videos of Students

Yu Ming staff, volunteers, or media may take photos, audio recording or videos for professional learning purposes, school publications, displays, the website, news stories, or other such purposes. Students may appear in photographs, audio recording or video recording that may appear in print, online, radio or television. Students may also record video using tools such as FlipGrid to be shared internally with their classmates. If you object to having your student being recorded or photographed, please provide a letter notifying the school of your request via mail or email office@yumingschool.org. Never post pictures or videos of students who are not your own on social media, even if it is to provide a compliment.

Electronic Devices

Use by students of cell phones, music players, hand-held electronic games, tablet computers, smartwatches, and other private electronic devices (collectively, “private devices”) is prohibited during the school day unless they are distributed by the teacher as part of a planned lesson. If a student must bring any of these items for use during after-school hours, the item must be kept in the student’s backpack and turned completely off during the school day. Any private electronic device in use during school hours and in violation of school policy will be confiscated and returned only to a parent/guardian at the end of the school day.

Smartwatches used solely as timekeeping devices are permissible. However, if a smartwatch is used as a device (for activities such as listening to music, recording, playing games, communication), we will need to confiscate the watch temporarily, and the student will lose the privilege of bringing it to school. Smart watches must be worn in “school mode”.

Private devices may be used:

- Off campus before or after school.
- Before or after any Charter School sponsored activity occurring before or after the regular school day.
- In the case of an emergency, or in response to a perceived threat of danger.
- When a teacher or administrator of the Charter School grants permission to a student to possess or use a private device, subject to any reasonable limitation imposed by that teacher or administrator.
- When a licensed physician or surgeon determines that the possession or use of a private device is necessary for the health or well-being of the student.
- When the possession or use of a private device is required in a student’s individualized education program (“IEP”).

Private devices shall be turned off (or if a smartwatch, switched to “school mode”) and shall not be used:

- During instructional classroom time, including assemblies, and any other school activity, which takes place during the regularly scheduled school day on or off campus.
- During break periods, between class periods, or during lunch.
- During events sponsored by the Charter School held before or after regular school hours.
- On field trips or excursions sponsored by the Charter School.

Toys at School

Except for pre-approved items brought for a school lesson (e.g. Circle Badge Work), toys (such as dolls, stuffed animals, vehicles, playing cards, action figures, etc.) are not allowed to be brought to school for use during the school day. Students should not bring any items from home to share with other students.

Alcohol and Illegal Drugs

At no time may students, staff, parents or visitors possess or use alcohol or illegal drugs while on the Yu Ming campus.

CLIMATE FOR LEARNING & GROWTH

At Yu Ming we strive to create a culture of community built on caring and nurturing relationships so that students and all members of the community feel a sense of belonging and responsibility. We strive to create an environment that is engaging, warm, and conducive to learning. Yu Ming fosters a commonality of purpose and a sense of cohesiveness among parents, school staff, and the community-at-large.

Five Keys to a Positive School Climate and Culture

1. All students and adults feel welcomed, respected, and connected to the school.
2. Clear behavioral expectations are affirmed, modeled, taught, practiced, and assessed.
3. The entire school community supports a positive, high-performing learning culture.
4. The school promotes students' personal, social, emotional, civic, and ethical development, in alignment with their academic development.
5. Students' individual learning styles are honored and supported, as well as their practices in school citizenship.

Restorative Practices and PBIS Philosophy

In traditional school settings, discipline often follows a punitive model—break a rule, and face consequences like detention or suspension. While this approach aims to deter misconduct, it frequently interrupts students' education and may inadvertently lead to repeated behavioral issues without addressing the underlying causes. These conventional methods often fail to equip students with necessary conflict resolution skills.

Restorative justice in schools focuses on repairing harm and rebuilding relationships rather than punishing students for misbehavior. Restorative practices emphasize the importance of relationships and the power relationships have to positively influence human behavior. Encompassing both proactive and responsive processes, restorative practices aim to minimize conflict and tensions by building healthy connections.

By shifting from a punitive model to one that seeks to understand and resolve the root causes of behavior, schools implementing restorative practices report significant reductions in suspensions, improved student behavior, decreased incidents of bullying, and better overall school climate. This approach not only helps in managing individual incidents of misconduct but also fosters a culture of care, respect, and community, essential for educational success and social development.

Positive Behavior Interventions and Supports (PBIS)

In developing structures to support our Restorative Practices, we use Positive Behavioral Interventions and Supports (PBIS). PBIS is a framework that helps schools create a safe and effective learning environment for students by addressing their behavioral, academic, social, emotional, and mental health needs. PBIS is evidence-based and proactive, focusing on preventing unwanted behaviors and increasing positive ones.

PBIS is a multi-tiered framework that integrates data, systems, and practices, and requires that all systems and interventions are culturally responsive to the community. PBIS has three tiers:

- Tier One
 - Universal foundational supports for all students that are culturally responsive, differentiated, and routinely reviewed for efficacy
- Tier Two
 - Specialized interventions and supports for students who struggle with Tier One interventions, focusing on specific groups of students and the underlying issues that may be causing the behavior
- Tier Three

- Behavioral interventions that involve a functional behavioral assessment (FBA) and an individualized plan of support

PBIS doesn't ignore problem behavior, but schools still use discipline without focusing on punishment. Instead, the focus is on teaching expectations, preventing problems, and using logical consequences.

What does this mean for you and your child?

Our teachers spend time at the beginning of the school year to very explicitly teach our expectations and how students can meet those expectations. This includes clearly naming acceptable and unacceptable behaviors at school. When a student at Yu Ming exhibits unacceptable behaviors, our staff make sure to respond immediately to let them know that those behaviors are unacceptable, and alternative ways to appropriately meet their needs.

In situations where simple redirection from staff is not enough to change a student's behavior, logical consequences are employed to help students understand how their behavior affects others. For example, disrupting their friend's learning by talking to them at inappropriate times results in a seat change; unsafe interactions at recess may entail reflecting on/practicing safer ways to interact with peers.

In instances where another person is harmed by behavior (emotionally or physically), students must acknowledge and repair that harm (through staff or peer-mediated conversations or other methods resulting in mutual agreements, apology, or other plans for repair) prior to moving forward. If the harm was minimal, and the repair process is a quick one (such as a student playing too roughly at PE, but the other student is not hurt and apology is swift), we may not always contact parents/guardians about the situation. In more severe cases of hurt (emotional or physical), we will also contact the parent/guardian of the harmed student and share the results of any mediation or other repair.

To most effectively support students in changing their behavior, Yu Ming staff document incidents and track that data to identify recurring behavior and patterns necessitating deeper follow-up.

As inappropriate behaviors repeat or escalate, our Multi-Tiered response system necessitates finding out more about the context of the behavior, to enable us to get to the root causes and come up with a more thorough plan to change behavior. This generally entails conversations with staff members, affected peers, individual students, and/or meeting with parents/guardians. Once we have identified the root causes of undesired behaviors, staff will roll out support plans that often involve additional social skills learning and practice, mediated conversations and agreements with affected peers and other reflective development. Sometimes, root causes are not immediately apparent, and may take more time to identify after implementing various interventions and monitoring how effective they are.

Only in extreme circumstances (such as situations that create an extreme physical or emotional safety threat to our community) do we consider use of escalated consequences such as suspensions or expulsions (see Appendix A for more details).

If you have concerns about another Yu Ming student's behavior, please encourage your child to bring those concerns directly to the attention of their teacher or other staff member. When necessary, please support your child in communicating those concerns to Yu Ming staff - and please keep in mind that there is often important information missing when receiving reports only from the perspective of your child (or their friends). When a concern is brought to our attention, we take time to investigate those concerns by interviewing others involved (staff and students) to put together the clearest understanding of the situation, and then follow up to clarify with families.

Also please understand that we are legally obligated to protect our students' privacy, and thus cannot (and will not) share specifics about individual consequences with adults that are not that student's family members.

Bullying

Yu Ming Charter School does not tolerate bullying or intimidation of any kind and will respond to such instances in accordance with its disciplinary procedures. **A copy of the school's complete Harassment and Bullying Policy is located within Appendix A.**

At Yu Ming, when we become aware of behavior that may fall into this definition of bullying, it is important for us to take many factors into account and get the full picture before taking any extreme action.

Important things to consider when investigating potential acts of bullying:

- What are the ages of the students? Younger students (especially early-elementary age students) often get into physical conflict due to a developmentally-appropriate lack of social skills. What would be identified as bullying between two middle school students may be expected (albeit unwanted) behavior between younger children and may require a different approach to resolve.
- What are the social dynamics at play? Is there a power imbalance between the students involved? Are the students friends who don't understand the difference between playful teasing and hurtful comments?
- What is the environmental context? Are students getting overly-aggressive during competitive play at recess? Are behaviors more targeted and happening throughout the day and across different contexts?

When inappropriate conduct does not rise to the level of "bullying":

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing a reasonable student ¹ or students in fear of harm to that student's or those students' person or property.
- Causing a reasonable student to experience a substantially detrimental effect on the student's physical or mental health.
- Causing a reasonable student to experience substantial interference with the student's academic performance.
- Causing a reasonable student to experience substantial interference with the student's ability to participate in or benefit from the services, activities, or privileges provided by Charter School.

Conduct that meets the above definition of bullying can result in suspension and/or expulsion per the terms of the school's Suspension & Expulsion Policy (please see Appendix A).

However, not all inappropriate conduct that is otherwise contrary to the school's code of conduct and civility will rise to the level of "bullying."

It is important to distinguish bullying from other unkind, mean and harmful behavior. Calling someone a name or pushing someone once, being rude or having an argument with someone may not rise to the level of bullying if the conduct is not severe or pervasive and does not cause a substantial detrimental effect on

¹ "Reasonable student" is defined as a student, including, but not limited to, a student with exceptional needs, who exercises average care, skill and judgment in conduct for a person of the student's age, or for a person of the student's age with the student's exceptional needs.

the recipient. Of course, these behaviors should and will be addressed by school staff, but may have different consequences and interventions short of suspension/expulsion, which is why the distinction is critical.

When we don't differentiate between actions that are bullying and not bullying, it prevents us from effectively addressing the behaviors, getting to the root of the problem, and implementing restorative approaches aimed at educating students about appropriate conduct in ways that prevent recurrence. .

If you are concerned about potential bullying at Yu Ming, please immediately bring your concerns to the attention of our staff. If you or your child are unsure of who to go to, you can always contact your school site Principal or Assistant Principal, as we take bullying very seriously and want to know about any potential situations as soon as possible, so that we can address it.

Please also [see our Yu Ming Anti-Bullying Campaign document](#) for suggestions for proactive ways to discuss bullying with your child, as well as many additional helpful resources.

Please see Appendix A for more information for escalation of bullying concerns at Yu Ming, as well as the complete Harassment and Bullying Policy and complaint form. Students and families are asked to submit any complaints of discrimination, hazing, harassment, bullying or retaliation to the Chief Academic Officer (CAO).

STUDENT HEALTH & WELL-BEING

Breakfast, Lunches and Snacks

The school provides breakfast and lunch to all students for free each school day. Breakfast and lunch provided will be nut-free. Students should arrive 15 minutes before the start of school to allow enough time to eat breakfast. Vegetarian and dairy-free options are available daily. Those with severe allergies or sensitivities should contact bito@yumingschool.org.

At Yu Ming, we strive to have a healthy school environment in all ways. To continue to serve as role models for our students when making nutritional decisions, we encourage all families to pack a healthy snack for each school day. We ask that parents limit foods that are high in sugar (juices and sweet treats included). The following are prohibited at Yu Ming during the school day or school events: soda, candy, fast food, or deep-fried or highly-processed chips. **For health reasons, such as allergic conditions, children may not share lunches or snacks.* For further details, please refer to the Health and Wellness Policy in Appendix A.

Free Lunches

All families should submit a Free and Reduced Priced Meals application form to the school office during the first week of school each year. Please see Appendix A for more information about the school's Universal Free Meals program.

Illness and Injury

Yu Ming makes every effort to support the health and well-being of all students in order to decrease absences and maximize learning time.

Other Illness and Injuries

Staff members are trained in first aid and CPR and will provide routine first aid. Students who exhibit symptoms of or complain of illness or injury will be referred to the school office and Head of School Operations.

In the event of more serious illness or injury, parent(s), guardian(s), designated emergency contact(s), and/or paramedics will be contacted. In these situations, parent(s)/guardian(s) may be requested to pick up their student as soon as possible.

To protect the students and staff from communicable diseases, parents are asked to report all illnesses to the office by phone, email, note, or in person. The Head of School Operations keeps confidential track of student illnesses. In cases of some communicable ailments (e.g. Pink Eye, Strep Throat, Lice, etc.), the Head of School Operations will inform other families as needed. Any child who shows signs of contagion should not attend school and will be sent to the office by the classroom teacher to be sent home. Students with communicable illnesses will need a doctor's note clearing them to return to the classroom.

All incidents that occur on school grounds and receive any first aid attention are reported to the office using an Injury/Incident Report ("Ouch Report"), completed by the supervising staff member. A copy is given to the parent(s)/guardian(s) of the student(s) involved.

If a student is absent due to illness or injury for five or more consecutive days, the absence is considered an excused absence if a medical doctor provides notification in writing.

The school office should be informed promptly if your child has a communicable disease so that we can notify other parents, if necessary.

Keeping your child home when they are sick: Please help keep our entire community healthy by keeping your child home if your child:

- Has a temperature of 100 degrees or higher or has had a fever in the last 24 hours
- Has vomited in the last 24 hours
- Has red, crusty, or irritated eyes
- Has any sign of head lice
- Has a severe cough

Student Medication

Whenever possible, students should receive medication during non-school hours. If necessary, medication given at school will be dispensed by the Head of School Operations, the Office Manager, or other qualified personnel.

ACADEMIC POLICIES

Yu Ming's academic policies help to create a rigorous and supportive learning environment for students to become bilingual in Chinese and English. Instructional strategies are aligned with the school's mission and provide for a diverse range of learning styles to meet student needs.

School Books and Materials

Yu Ming recognizes that instructional materials are costly resources and that each student is entitled to sufficient instructional materials in accordance with law. Instructional materials provided for use by students remain the property of the school. Students are responsible for returning borrowed materials in good condition, with no more wear and tear than usually results from normal use.

If any student has lost or willfully damaged instructional materials provided to them, it is the expectation of the Yu Ming Charter School that funds be collected so another can be purchased to provide to the child. Yu Ming Charter School may withhold grades, diploma, or transcript until the replacement costs are resolved and will notify the parent/guardian in writing.

Technology Support

All students with needs for school-issued devices will be provided with a chromebook for use in the classroom and during independent study. Students without access to reliable internet may also be

provided with hotspots for home use if such devices are available. Please contact the Help Desk tech@yumingschool.incidentiq.com for technology support if you need a device. Parents can also ask for technical support or schedule onsite technical support appointments. **Please see Appendix A of the Yu Ming Family Handbook for the School's complete Student Use of Technology Policy.**

Homework and Daily Reading Expectations

At Yu Ming, we believe that learning continues beyond the classroom. Parents and family members play an essential role in supporting students’ academic growth by fostering consistent homework habits, reading routines, and engaging conversations about school learning.

Homework is intended to reinforce what students have already learned in class and provide meaningful opportunities for independent practice. Families are expected to ensure that students complete their homework regularly and to support them with a quiet, well-lit workspace, encouragement, and praise for their effort and growth.

Students are assigned homework according to research-based time guidelines, which increase gradually by grade level:

Grade Level	Estimated Homework per week
TK	0 Minutes
K	30 minutes
G1	40 minutes
G2	50 minutes
G3	75 minutes
G4	100 minutes
G5	120 minutes
G6-8	150-200 minutes

In grades K–5, students receive a weekly homework folder with assignments to complete over the course of the week. This folder should be returned to the teacher at the beginning of the following week.

In addition to assigned homework, all students should engage in daily reading:

- For younger students (TK–2): Parents and caregivers are encouraged to read aloud to their child for 15 to 30 minutes each day, in English, Mandarin, or both.
- For older students (Grades 3–8): Students are expected to read independently for 20 to 30 minutes daily, building literacy, stamina, and enjoyment.

These reading routines build language fluency, strengthen comprehension, and nurture a lifelong love of reading.

Student Support Services

When your student is struggling, it can be difficult to know how to best support them. As a general rule of thumb, the first point of contact is your child's teacher. Making your child's teacher aware of your concerns and challenges can help establish a collaborative system of support for your child in the classroom. However, if you feel that your child is experiencing challenges that require more intense support, has a disability that impacts their learning, or if you have general inquiries about our support process and programs, please reach out to consult with a member of our Student Support Services team. Our contact information is found below.

Concern	Title	Name	Email
Socioemotional/ Behavioral	School Psychologist	Kendra Pollock, M.A.	kpollock@yumingschool.org
Academic	Education Specialist/Special Education Department Head	Heather Hamilton, M.A.	hhamilton@yumingschool.org
General Inquiries about Support Process	Director of Student Support Services	Crystal Simmons, PhD	csimmons@yumingschool.org

If your child(ren) are already receiving Special Education or Section 504 Accommodation Plan services, please contact the appropriate case manager or related service provider with your concerns.

Special Education Case Managers and Service Providers

Title	Name	Email
Education Specialist/Special Education Department Head	Heather Hamilton, M.A.	hhamilton@yumingschool.org
Education Specialist	Ellen Wen, M.A.	ewen@yumingschool.org
Education Specialist	Donghuan Fu, M.A.	dfu@yumingschool.org
Speech and Language Pathologist	Woody Zong, SLP	wzong@yumingschool.org
Mental Health Clinician	Morgan Dolginow, M.A.	mdolginow@yumingschool.org
Mental Health Clinician	Julian Shipnuck, MSW	jshipnuck@yumingschool.org
Mental Health Clinician	Danny Feinberg, PhD	dfeinberg@yumingschool.org
School Psychologist	Angie Tse, M.S.	atse@yumingschool.org
School Psychologist	Kendra Pollock	kpollock@yumingschool.org
504 Coordinator/ Case Manager	Crystal Simmons, PhD	csimmons@yumingschool.org



2025-2026 YU MING CHARTER SCHOOL FAMILY HANDBOOK ACKNOWLEDGEMENT FORM

We acknowledge by our signature below that we have read, discussed, understood and agreed to abide by the expectations outlined in the “2025-2026 Yu Ming Charter School Student-Family Handbook” including the “Appendix A: Annual Notifications.”

Student Name (please print): _____ Grade: _____

_____	_____	_____
Parent/Guardian Signature	Printed Name	Date

_____	_____	_____
Parent/Guardian Signature	Printed Name	Date