

STUDENT & FAMILY HANDBOOK

2023-2024

www.thefamilyplacedc.org

Table Of Contents

Welcome.....	03
How to Contact Us.....	04
A. Who We Are	05
1. Educational Mission.....	05
2. Board of Trustees.....	05
3. Administrators and Teachers.....	06
B. How to get started	07
4. School Calendar.....	07
5. Enrollment Policy.....	07
6. Registration.....	08
C. Programs and Services	10
7. TFPPCS Programs.....	10
8. Class Schedules.....	11
9. Curricula.....	12
10. Testing.....	12
11. Other Services.....	13
12. Enrichment activities for students offered by TFPPCS.....	14
13. Enrichment activities for students organized and sponsored by TFP.....	16

Table Of Contents

14. Enrichment Workshops.....	16
D. Rights and Responsibilities	17
15. General Attendance Policies.....	17
16. Attendance -Virtual Classes.....	21
17. Student Rights and Responsibilities.....	21
18. Class Communication.....	22
19. Student Governance.....	23
20. FERPA Notice.....	24
21. Discipline Policy.....	25
22. Grievance Procedures.....	31
E. Special Services	32
20. Special Needs.....	32
21. Health & Safety.....	32
F. Leaving the Program	33
22. Withdrawal Policies and Procedures.....	33
G. Non-Discrimination	34
23. Statement of Non-Discrimination.....	34

Welcome Message



Haley Wiggins
Executive Director

Dear The Family Place PCS
Students and Families,

I welcome you to The Family Place
Public Charter School (TFPPCS)
and the services that we offer in
2023-2024.

The mission of The Family Place
Public Charter School is to improve
the literacy and workplace skills of
adults who want to learn English
and improve their income and
careers so that they and their
families can have a better life, get
a good job and become more
active in their community.

Any adult 18 years or older who is a resident of the District of Columbia is eligible to enroll in free instruction at The Family Place Public Charter School. TFPPCS offers three instructional programs for adults: English as a Second Language (ESL) classes to non-native speakers of English, Foundations of Literacy classes for students with low levels of literacy in Spanish, and a Bilingual Child Development Associate (CDA) training program.

We look forward to serving you and having you join our family.

How to

Contact Us

TFPPCS strives for effective communication with our adult learners and families through communication with our bilingual staff, translations of all-important documents and by offering the following ways to connect with us:

Address: 3309 16th Street, NW, Washington, DC 20010

Telephone: 202-265-0149

Website: www.thefamilyplacedc.org

Email: info@thefamilyplacepcs.org

Social Media: The following social media platforms are used to connect with adult learners and parents:

Facebook: <https://www.facebook.com/thefamilyplace>

Twitter: <https://twitter.com/familyplacedc>

Instagram: @TheFamilyPlaceDC

Complaints: please call 202-265-0149 or email at: info@thefamilyplacepcs.org

Emergencies: please contact Fernando Saldana at: fsaldana@thefamilyplacepcs.org

Text Message: You may share your cell phone number with us so we can contact you by text message. You may remove your number and stop receiving text messages at any time.

DISCLAIMER: TFPPCS has made every reasonable effort to ensure the policies in this Handbook comply with all applicable District of Columbia (also referred to as District) and federal regulations. If this Handbook contains a policy that does not comply with applicable law, that law takes precedence over the Handbook policy. If any part of the Handbook is for any reason held to be unenforceable, such provision is severable and the rest of the Handbook remains fully enforceable.

Who We Are

1. Educational Mission

The mission of The Family Place Public Charter School (TFPPCS) is to improve the literacy and workplace skills of low-income limited English proficient adults in the District so that they and their family are self-sustaining, employable, and engaged in their community.

2. Board of Trustees

TFPPCS's Board of Trustees is the chief governing body of the organization, with ultimate accountability and fiduciary responsibility for TFPPCS's charter. The Board sets the overall policy of TFPPCS consistent with state and federal laws. The Board's duties include monitoring operations of TFPPCS; ensuring that TFPPCS complies with applicable laws and provisions of its charter; monitoring progress of TFPPCS in meeting students' academic achievement expectations and goals specified in its charter; and ensuring that TFPPCS is fiscally sound, in accordance with the School Reform Act. The Board of Trustees consists of eleven individuals.

- Michael Barnet, Ed.D., Chair
- Shawn Chakrabarti, M.A., Vice Chair
- Sarah Friedman, Ph.D., member
- Natalia Isaza Brando, M.D., member
- Ann Barnet, M.D., member
- Oralia Puente, Ph.D., member

- Barbara Finkelstein, member
- Marcia Harrington, member
- Elaine Weiss, Ph.D., member
- Mavis Ardon, student member
- Maria Mejia, student member

3. Administrators and Teachers

- Executive Director: Haley Wiggins, M.A.
- Chief Academic Officer: Laurel Kircher, M.A.
- Chief Compliance Officer: Fernando Saldana, M.S.M
- Chief Financial Officer: Eileen Suffian, CPA
- Registrar: Lidia Fleitas
- Education Program Manager: Debora Namovicz
- Digital Literacy Teacher: Carlye Stevens, M.A.
- Foundations of Literacy Teacher: Silvia Webel, M.A.
- Foundations of Literacy Teacher: Tony Brun, PhD.
- Foundations of Literacy Instructional Assistant: Xamy Perez
- Foundations of Literacy Instructional Assistant: Tsegaye Gobena
- English as a Second Language Teacher: Debora Amidani, M.A.
- English as a Second Language Teacher: Gillian Stoodley, M.A.
- English as a Second Language Teacher: Crhistopher Lopez Mendoza, M.A.
- English as a Second Language Teacher: Allan Curry, M.A.
- English as a Second Language Teacher: Kellie Corbett, M.A.
- English as a Second Language Teacher: Xinxin Wang, M.A.
- English as a Second Language Teacher: Xamy Perez
- Child Development Associate Coordinator: Silvia Webel
- Child Development Associate Teacher: Michelle Marbury
- Math Teacher: Open

How to Get Started

4. School Calendar



TFPPCS's academic calendar consists of 181 instructional days starting August 29, 2023, and ending June 13, 2024 [planned make-up days for weather: June 14 and 20].

Please see the attached TFPPCS Student Academic Calendar for a complete list of dates.

5. Enrollment Policy



TFPPCS does not use admission preferences. Enrollment at TFPPCS is open to all adults who are residents of the District of Columbia and non-resident students who fulfill tuition requirements established by the Office of the State Superintendent of Education to the extent of available space.

Applicants may apply for enrollment directly to TFPPCS because we will not participate in the My School DC common lottery.

If eligible applicants for enrollment at TFPPCS for any Academic Year exceed the number of spaces available, the staff will select students using a random selection process.

Open Enrollment:

Each year, the Board of Trustees sets the maximum enrollment capacity, based on space, class sizes, and budgetary concerns. TFPPCS does not limit enrollment based on a student's race, color, religion, national origin, sexual orientation, gender identification, language spoken, intellectual or athletic ability, measures of achievement or aptitude, or status as a student with special needs.

Enrollment Deadlines:

TFPPCS will follow the timeline for enrollment and acceptance established by its Board of Trustees. Enrollment will be year-round as space becomes available. In general, new enrollments will happen in August and January. Students who apply after March 31st will be considered for enrollment the following school year. Specific enrollment and registration dates will be publicized on our website. Each student must complete an application which will be submitted to an enrollment lottery if one is required due to receipt of more applications than slots available..

Open Seats:

TFPPCS will fill open seats from its waitlist and contact those applicants at least twice to notify them of the vacancy.

Virtual Classes:

Students who work or have other commitments during daytime hours will be given preference for virtual classes.

Two-Step Process:

TFPPCS will use a two-step enrollment process; in the first step staff will collect only basic information required to determine the student's participation in the admissions lottery. After the student is admitted through the lottery or waitlist, the staff will collect more detailed information necessary to enroll and serve the student.

6. Registration

Preregistration:

An applicant who has registered but does not attend classes for four days, will be contacted by staff. TFPPCS may then unenroll the applicant in accordance with the Attendance Policy if the issue is not resolved.

To be enrolled in TFPPCS, an adult student must show documents as proof of DC residency. Each applicant must complete a DC Residency Verification Form to determine residency, and provide one of the following supporting documents:

- Pay stub;
- Supplemental Security Income annual benefits notification;
- A copy of Form D40 certified by the DC Office of Tax and Revenue;
- Military Housing Order;
- An embassy letter;
- Proof that a child is a ward of the District of Columbia, in the form of a Court Order; and
- Proof of financial assistance from the DC Government, in the form of either a:
 - Temporary Assistance for Needy Families (TANF) verification of income notice or recertification approval letter;
 - Medicaid approval letter or recertification letter;
 - Housing assistance letter from a housing shelter, including contact name and phone number or a letter from the Housing Authority; or
 - Proof of receipt of financial assistance from another DC Government program.

If none of the above supporting documents are available to verify residency, two of the following items are required:

- Unexpired DC motor vehicle registration;
- Unexpired lease or rental agreement;
- Unexpired DC motor vehicle operator's permit or another official non-driver identification; and
- One utility bill (only gas, electric and water bills acceptable).

In addition, each applicant must:

- Complete a TFPPCS Intake form;
- Sign an attendance agreement form;
- Take a placement/appraisal test; and
- Complete a registration packet.

Programs & Services

7. TFPPCS Programs

TFPPCS will seek accreditation for TFPPCS from at least one of the accrediting bodies listed in by the District of Columbia School Reform Act or a body otherwise approved by the District of Columbia Public Charter School Board by the end of its first nine years of operation. TFPPCS offers these programs:

PROGRAMS	DESCRIPTION
ESL	Classes where you can become fluent in English. We offer three levels of classes from beginner through advanced adult secondary ESL. You will gain fluency and proficiency to read, write, speak, and understand English.
Foundations of Literacy	Program to improve Spanish literacy skills and one of the few such programs offered in DC. You can earn a certificate of elementary and secondary education based on the Modelo Educación para la Vida y el Trabajo (MEVyT) [Guideline on Education for Life and Work].
Child Development Associate (CDA)	Bilingual program for infants and toddlers, preschool and home visiting CDA endorsement - one of the few such programs provided in the District. We are an accredited program based on the Council for Professional Recognition's competency standards.

To be eligible for the CDA Credential you must:

- Have earned a high school diploma or be a high school junior or senior in an early education/child development Career and Technical Program.
- Complete 120 clock hours of professional education covering the eight CDA Subject Areas.
- Obtain 480 hours of experience working with young children.
- Prepare a CDA Professional Portfolio according to the requirements outlined in the CDA Competency Standards book.

8. Class Schedules

Below is the approximate schedule of classes for the programs that will be offered at TFPPCS in 2023-2024. Some classes will be in-person, and some will be virtual. Students should check with their teachers for the details of how their virtual classes will meet.

Class	Class Times	Days
ESL Beginner	8:30 - 11:30 a.m.	Monday-Thursday
ESL Intermediate		
ESL Advanced		
Foundations of Literacy		
ESL Beginning	12:00 - 3:00 p.m.	Monday-Thursday
ESL Intermediate/Advanced		
ESL Beginner Virtual	6:00 - 9:00 p.m.	Monday-Thursday
ESL Intermediate Virtual		
ESL Advanced Virtual		
ESL Low Beginning		
ESL High Beginning		
ESL Intermediate/Advanced		
Foundations of Literacy		
CDA	9:00 a.m. - 3:00 p.m	Friday

9. Curricula

TFPPCS has adopted the CASAS Competencies & Content Standards, the College and Career Readiness Standards for Adult Education, and the Equipped for the Future framework for the development of our ESL curricula, lesson planning, and goal setting.

We use the accreditation standards for the Child Development Associate credentials. Foundations of Literacy uses the Plaza Comunitaria education program, which is made possible through Mexico's National Institute for Adult Education (INEA).

10. Testing

Comprehensive Adult Student Assessment System (CASAS) is a widely used national assessment tool which integrates assessment, curriculum and instruction. The results of the ESL exam help students and teachers to identify educational needs and to see the progress they are making when post-tested.

Child Development Associate assesses candidates using multiple sources of evidence, including an exam, observation and professional portfolio with resources and competency statements prepared by the Candidate.

Foundations of Literacy (Plaza Comunitaria): The program is divided into modules. To receive a certificate of elementary education, students need to complete 10 basic modules (three initial-level modules, which are included in the total number) and 2 diversified modules according to the student's areas of interest. To receive a certificate of secondary education, students need to complete 8 basic modules and 4 diversified modules according to the student's areas of interest.

11. Other Services

In collaboration with The Family Place nonprofit corporation, TFPPCS will offer the services listed below. Some of these services may be offered virtually during the 2023-2024 school year.

Early Childhood Development program uses the Creative Curriculum for Infants and Toddlers, which emphasizes the knowledge of child development from infancy through Pre-K, the benefits of purposeful play by intentional caregivers, and parent education. It outlines children's learning abilities during the first five years of life, the experiences they need to achieve these and future learning goals, and what staff and parents can do to help children reach these goals. The curriculum provides effective tools and strategies that teachers use to promote learning in all developmental domains.

Home Visits: The home visiting program is accredited by Home Instruction for Parents of Preschool Youngsters (HIPPIY) USA. Staff conduct home visits with families in order to create stronger school-family relationships. During home visits, teachers communicate about educational activities with the family, as well as answer any questions that the student might have regarding the class, their children's progress, and other topics. The home visit is a valuable opportunity to strengthen relationships and partner on approaches, services, and strategies that may be of assistance to the family.

Parent Support Group (PSG) sessions may be offered on an occasional basis by The Family Place to clients and students. The PSG sessions focus on topics relevant to students' lives and interests.

The Family Place offers a wide range of case management services to ensure an individual's or a family's well-being and stability. TFP staff takes the time to assist participants in basic, everyday needs such as setting up doctor's appointments or understanding a letter from their child's school. TFP staff and volunteers are also available for more in-depth case management with participants, in cases such as finding transitional housing opportunities, accompanying participants to court to file for child support, custody, or civil

protection orders, as well as applying for public benefits such as food stamps and health insurance.

TFP staff also accompany participants to court appearances and social service agencies as needed. As many participants may not understand where to find services, TFP staff accompany participants in order to provide language assistance, support and confidence in obtaining necessary services.

The Family Place recognizes that without meeting these basic needs, students have a difficult time participating in the classes offered at our center. By helping meet these needs, participants can reach their full potential as parents and educators for their children.

12. Enrichment activities for students offered by TFPPCS

Leadership Opportunities

There are several ways that TFPPCS students may become school leaders, including:

- serve as a student board member
- give written or oral student testimony to organizations like OSSE or Mayor's Office on Latino Affairs (MOLA)
- give a speech at the end of year graduation celebration
- participate in interviews with local media or in fundraising campaigns
- pursue volunteer or job opportunities with TFPPCS or TFP

Technology Classes

The Digital Literacy and Technology instructor provides weekly technology instruction to in-person ESL, FOL, and CDA students to enhance students' digital literacy skills. In addition, the Digital Literacy and Technology instructor provides periodic training and support to online students so they can access their virtual classes.

In-person digital lessons integrate technology such as Chromebooks with the skills needed to use that technology. For students with low levels of digital literacy, digital literacy lessons focus on very basic hard skills such as opening the computer, accessing Google Drive, and creating/naming a document. As students master those skills, digital tasks become more application-oriented and include writing an email, searching for information, and navigating a website. In addition, some digital literacy lessons are tailored specifically for the use of smartphones since most students use those devices in their daily lives. Digital literacy lessons are usually project-based and include job applications, presentations, digital stories, and interview workshops.

Child Development Associate (CDA) students use devices both in class and at home to research information, complete a professional portfolio, and fill out an application for the CDA exam. Digital lessons for online students teach them how to use borrowed devices and online platforms such as Zoom and how to behave in an online class.

Math Classes

Students in ESL classes receive weekly math instruction and students in CDA classes receive occasional math instruction from the Math Instructor. The Math Instructor is supported by the classroom instructor and teaches real-life and relevant math skills to students.

Civics Activities

TFPPCS students receive regular instruction on civics topics that are relevant to their lives. Students may participate in a wide variety of activities on holidays or during heritage month celebrations such as Hispanic Heritage, Black History, or Women's History months. These activities include reading about famous people, going on field trips to local museums, cultural centers, or libraries, and exploring traditions through class celebrations.

Extracurricular Activities

In SY 23-24, TFPPCS will offer the following extracurricular activities for students:

Conversation club

Book club

Yearbook

Extracurricular activities will meet during non-class hours.

13. Enrichment activities for students organized and sponsored by TFP

The following activities are open to current and former students as well as TFP participants (non-students).

Employment Specialist Services

The TFP Employment Specialist provides employment/career advising, job placement and retention services to all interested students. In addition, the Employment Specialist conducts career workshops on topics such as hard and soft skills, resume writing, job searches, and interviewing.

Micro-credentials

TFP offers CPR and ServSafe training to students several times/years. Students who successfully complete the training receive industry recognized credentials.

Circulo de Mujeres

TFPPCS students who have experienced an abusive family situation at some point in their lives can participate in a domestic violence support group led by TFP staff. The goal of this group is to empower women to positively improve their lives and the lives of their families. This support group is developed in Spanish.

Citizenship Classes

TFP hosts an extracurricular hybrid citizenship class to prepare eligible students for the naturalization interview and civics test in English. The class is open to students with an intermediate level of English.

14. Enrichment Workshops

The Family Place ECE team may occasionally offer parenting workshops on topics of interest to students. The Case Management team organizes periodic virtual workshops on vaccine awareness, lead exposure, and other topics.

Summer Enrichment Program

During July when TFPPCS does not offer classes, TFP plans, organizes, and staffs a summer program open to students, participants, and their children. The summer program is generally organized thematically with events planned for both adults and children. In the past, topics have included health, short stories, and movies. In addition, TFP plans weekly field trips to local tourist sites such as the zoo or a museum.

Special Celebrations

TFP sponsors special celebrations throughout the calendar year to raise our students' cultural awareness. In the spring, TFP hosts a Children's Day celebration with food and games at a local park. In the summer, TFP organizes bus transportation to take students and participants to a local water park. In the fall, TFP usually buses students to a local farm during Halloween to educate our students about US holidays and traditions.

Rights & Responsibilities

15. General Attendance Policies

An adult student 18 years or older who is a resident of the District of Columbia is eligible for free instruction at TFPPCS as long as they meet the criteria for admission. As legal adults, our students assume some or all of the educational rights previously held by the parent and are not subject to the compulsory attendance laws of the District. However, TFPPCS enforces policies that are designed to foster regular attendance.

1) Attendance

- TFPPCS will record daily student attendance data and instructional hours including tardy arrivals, partial attendances, and excused and unexcused absences.
- TFPPCS expects students to:
 - attend class every day but no less than 3 days/week
 - start the class on time
 - attend all scheduled classes

2) Partial Attendance

- A student who arrives late or leaves early may get partial attendance

3) Absence

- Students must:
 - let the school or the instructor know when and why they miss class
 - arrange to make up missed classwork with their teacher
 - meet with their teacher or case manager if missing more than four (4) days of class in one month to develop an attendance improvement plan.
- Teachers may mark students absent for:
 - lack of participation in a virtual class
 - failure to turn cameras or microphones on in a virtual class
 - arriving late
 - leaving class early

4) Excused or Unexcused Absence

- The following are excused absences only when documentation is provided as proof:
 - Personal emergencies (e.g., accidents, death in the family)
 - Emergency work schedule conflict
 - Personal Illness or illness of family member - (diagnosed with or caring for someone diagnosed with COVID-19, medical or dental appointment, prescription or medication refill)

- Moving residence - provide proof of residency (e.g., lease, letter, bill, ID, etc.)
- A student who is not in class and who has not contacted TFPPCS by phone or text message will be recorded as an unexcused absence.

5) Chronic Absence

- If a student misses more than four (4) days of class in a month (any 30-day time period) and has not contacted the school, their teacher and/or case manager will try to contact them.
- If a student misses eight (8) days or more in a month (any 30-day time period) for any reason, they will be referred to case management.
- Students who do not improve attendance may be exited from the program.

6) Tardiness

TFPPCS expects students to start the instructional day on time and stay for the duration of the class. Teachers may mark students who arrive late and/or leave class early absent.

- A student who misses 50 percent or more of class time will be marked absent.

7) Absence and Tardiness Interventions

TFPPCS will take these actions for a student who is chronically absent (four or more days in a month) or chronically tardy (late) (four or more consecutive days):

TIER	INTERVENTION
ONE	All students will be monitored for attendance by the teacher.
TWO	Teacher will refer students who are chronically tardy to the Case Manager. The Case Manager will develop a plan with the student to identify barriers and challenges and set corrective goals for a specified period of time .
THREE	Students will be assigned a Case Manager for follow-up.
FOUR	If a student has not met the goals within the specified period of time, he/she will be unenrolled by the CAO.

8) Program Dismissal

- Students who miss eight consecutive days or more of class for any reason may be dismissed or exited from the program.
- Students who do not improve attendance or who have chronic attendance or tardiness problems may be exited or dismissed from the program.
- Re-enrollment is not guaranteed if a student has been exited.
- Students who are excited may be waitlisted and re-enrolled if seats are available. All re-enrolled students must contact Registration **BEFORE** returning to class.

16. Attendance - Virtual Classes

Virtual

Virtual classes will occur in a student's home and include synchronous video classes taught by an instructor four days/week. Virtual classes will be held on a video platform such as Zoom.

Students in virtual classes must commit to participating in class on a computer, Chromebook, or tablet and doing schoolwork at home.

Students will be marked "present" if they log on and actively participate in a virtual class held by their instructor on the day of their class. Students will be marked "absent" if they do not log on to the video class on their scheduled class day or they log on but do not actively participate in the class (cameras and microphones are off for the duration of the class) or do not arrange to make up the class with independent learning.

Students who cannot attend synchronous video classes should discuss doing independent, asynchronous work for attendance credit with their instructor.

17. Students Rights & Responsibilities

Each adult learner has the right:

- To participate in adult education programs, services, and activities without discrimination
- To choose whether to disclose a disability
- To receive reasonable accommodations in class and on tests
- To meet with staff to discuss his/her needs
- To receive procedural safeguards for students with disabilities.

Staff members are expected to:

- Be respectful and reasonable
- Be encouraging and helpful
- Be understanding
- Be enthusiastic and engaging
- Respect student space/privacy
- Not display favoritism

18. Class Communication

Students are encouraged to join class WhatsApp groups, and to use Google Classroom messages and email for class-related communication, including important information from the teacher, and to participate actively in class with teachers and classmates.

When communicating for any school purpose through email, text, social media, Zoom, or other online applications, students have the right to:

- Privacy of their personal information, which may not be shared without their permission.
- Opt out of participating in WhatsApp groups.

Students have the responsibility to:

- Keep other students' personal information private unless they have permission to share that information.
- Behave and speak respectfully at all times.
- Use cameras and microphones on Zoom to participate appropriately in class.
- Turn off cameras and mute microphones when asked.
- Not discriminate against other students or staff.
- Arrange an alternative method of communication with their teacher if opting out of WhatsApp class groups.

Staff has the responsibility to:

- Keep students' personal information private.
- Behave and speak respectfully at all times.
- Not discriminate against students.
- Enforce the Discipline Policy for misuse of these forms of communication.

If students need assistance, students may contact teachers, case managers, and other staff during regular work hours *for that staff person*. Each staff person may have a unique work schedule. Students should ask each staff member what hours they work and are available to help students. For example, some teachers teach in the mornings and in the evenings but do not work in the afternoons. Students should contact those staff in the mornings and evenings.

Students should always be respectful of staff. Students should not contact staff during their non-work hours and weekend hours from Friday at 5 pm. until Monday at 8:30 am. Staff will not respond to students who text or call during non-work hours.

If you need support from the Case Management team, students can call or text 443-776-1053 between 9 am to 5 pm, Monday to Friday. If a student has an emergency that requires immediate assistance, the student should call 911.

Students who call or text repeatedly during non-work hours may be subject to the discipline policy.

19. Student Governance

TFPPCS believes that our adult learners can play a significant leadership role. If we encourage them to take on a leadership role, they will bring energy, creativity, ideas, and give a voice to their needs and aspirations.

Therefore, TFPPCS will establish a Student Leadership Council (SLC) and three members will be nominated from the ESL, Foundations and CDA programs. The SLC will elect its officers annually and will consist of chair, vice chair and secretary. The SLC will be provided an orientation and technical assistance by TFPPCS staff (who will serve as advisor) concerning its roles and responsibilities as well as the mission and goals of the charter school.

They will be charged with providing their ideas and comments about decisions on:

- Curriculum.
- School schedule.
- Social events.
- School policies and activities coming before the Board of Trustees and the City Council.

20. FERPA Notice

Adult learners have a right to privacy and for TFPPCS to respect your privacy rights. You, therefore, have a right to:

- Expect that your personal information and school records will be protected by TFPPCS in accordance with the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g; 34 C.F.R. Part 99.
- Expect that TFPPCS's staff will not ask you about your immigration status.

Privacy and Student Information

It is the responsibility of the student to inform TFPPCS promptly of any changes that include, but are not limited to: home address, telephone numbers and email address, marriage, separation or divorce, guardianship, health status, immunizations, and medication needs. TFPPCS complies with the Family Educational Rights and Privacy Act (FERPA);

FERPA NOTIFICATION: FERPA affords parents and students over 18 years of age the following rights with respect to a student's education records:

- The right to inspect and review the student's education records.
- The right to request amendment of the student's education records.
- The right to consent to the disclosure of personally identifiable information contained in the student's education records.
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by TFPPCS to comply with requirements of FERPA. Notification of Rights under FERPA, with a summarized explanation of these rights, is posted near the Registrar's office; parents and students may request a copy from the office staff.

FERPA directory information is information contained in a student's education record that generally would not be considered harmful or an invasion of privacy if disclosed. Under current TFPPCS policy, the following information is designated as directory information: student name, dates of attendance, and enrollment status. A student may request that his/her information not be included in the directory information by informing the ED, CCO, or CAO in writing.

A school official is considered to have a legitimate educational interest if the official is: performing a task that is specified in his or her position description or contract agreement; performing a task related to a student's education or to discipline of a student; providing a service or benefit related to the student or student's family; or maintaining the safety and security of the campus. An example would be a Case Manager meeting with a student to review the student's record on what goals they set for employment. This review of a student record is related to the task of advising and supporting the student with a goal they set upon enrollment. The advisor would not be authorized to view records that are not relevant to the task at hand. School officials include administrators, Case Managers, and teachers working for TFPPCS and TFP.

21. Discipline Policy

All discipline and behavior policies apply to in-person and virtual classes and any online communications through email, text, social media, or other online applications.

A. Infractions leading to suspension and/or expulsion at TFPPCS: the following are a description of infractions leading to out-of-school suspension.

- **BULLYING** - Bullying is behavior that is repetitive and intended to harass, frighten, insult, threaten an individual psychologically or physically. This includes verbal, written, and physical abuse. Written abuse, or "cyber-bullying," can include emails, and online insults. In addition, unwanted sharing of embarrassing pictures or videos, maintaining an online presence while pretending to be the victim, unsolicited surveillance, and invasion of privacy, such as reading private emails or text messages, are all considered bullying behaviors.

- **HARASSING CONDUCT** - Harassing conduct includes verbal or written actions that are abusive to any person or conduct which threatens or endangers the physical, emotional health, or safety of any person that may be sexual in nature.
- **DAMAGE TO PROPERTY** - Damage to TFPPCS property, or that of a member of TFPPCS, while on TFPPCS property or at TFPPCS sponsored activities including, but not limited to, hotspots and Chromebooks, walls, bathrooms and classrooms is prohibited.
- **DISORDERLY CONDUCT** - Disorderly conduct includes indecent or obscene behavior in which it is an obstruction or disruption of TFPPCS sponsored activities.
- **FIRE SAFETY** - Tampering with or misuse of fire alarms, fire exits, fire-fighting equipment, smoke/heat detectors, sprinkler systems, and other safety devices.
- **FORGERY** - Forgery is the alteration or misuse of TFPPCS documents, records, or identification.
- **FRAUD** - Fraud includes but is not limited to, knowingly furnishing false information to the TFPPCS staff.
- **NON-COMPLIANCE** - Non-compliance is the failure to comply with directions of TFPPCS staff.
- **PHYSICAL ASSAULT or PHYSICAL VIOLENCE** - Intentionally inflicting bodily harm upon any person; taking reckless action that results in harm to any person; or threatening by the use of force to harm or injure any person.
- **PHYSICAL HARASSMENT** - Physical harassment includes but is not limited to inappropriate touching of any person or similar conduct that threatens or endangers the physical or emotional health or safety of any person that may be sexual in nature.
- **THEFT** - The stealing of property belonging to another member of the TFPPCS community and or possession of stolen property is prohibited.
- **VANDALISM** - Intentional damage, destruction, or defacement of property of TFPPCS.

B. Remedies for Infractions leading to suspension:

Depending on the nature of the infraction and the student's past performance, any of the following may be applied.

- Student warning, oral or written: Immediate resolution of the problem or issue is expected. Any faculty or staff member may give a warning.
- Participation in Instructional Program: A student may be expected to: attend a course such as anger management, conflict resolution, peer mediation or stress reduction; participate in group or individual counseling, or attend other programs.
- Remuneration: A student may be expected to perform service to correct or repair any damages or harm which may have been caused. Examples of this may include service projects.
- Written reprimands will be issued by the Chief Academic Officer for violations.

C. Manifestation Determination Review

The Family Place Public Charter School shall implement disciplinary policies and procedures, including policies and procedures for the suspension and expulsion of students that are age-appropriate and consistent with applicable law including, but not limited to, IDEA, Section 504 and the Americans with Disabilities Act. TFPPCS serves adult learners 18 years or older who are residents of the District as long as they meet all other criteria for admission.

If TFPPCS disciplines an adult learner 18 years or older who is eligible as a student with disabilities, we will ensure IDEA requirements governing the discipline and placement of students with disabilities are followed. We will conduct a Manifestation Determination Review during the disciplinary process if such a review would result in a change of placement.

D. Staff Responsible for Compliance

The Chief Academic Officer is the responsible administrative officer for ensuring staff's compliance and training in the use of the Code of Conduct and Discipline Policy.

TFPPCS uses a positive behavior approach (PBA) to teach and reinforce expected behavior. However, physical assault and harassment of another student or staff and/or destruction of property will not be tolerated and will result in immediate expulsion.

E. Your Rights for Due Process, Hearings and Appeals for Suspension or Expulsion

1. Hearings:

In the case of a recommendation for suspension/expulsion, an administrative officer who is impartial and not involved in the instance will conduct a hearing, determine outcomes, and make recommendations to the Board of Trustees. The student and other representative may appear at the hearing to be heard, present testimony and other information to the administrative officer. The student will be notified in writing of the decision.

The following minimal procedures will be followed:

- The student shall be advised of the time and place of the hearing.
- The student shall be advised of the breach of rules of which or she or he is charged.
- The student shall be advised of the following rights:
 - The right to present his or her case.
 - The right to be accompanied by an advisor.
 - The right to call witnesses on his or her behalf.
 - The right to confront witnesses against him or her. Three staff members not involved in the infraction or incident will conduct hearings.
 - An official record will be kept and shared with the student upon request.

The student shall be advised of the method of appeal.

2. Appeals:

- A Committee of the Board of Trustees will review the appeal and render a decision within five working days.
- The decision will be provided to the student within five working days.
- If the decision is to expel the student, the student may petition the Board for readmission one year after the date of expulsion.

F. Policy for Equitable Enforcement and Application by Staff

TFPPCS staff will be provided training and guidance on how to equitably enforce and apply TFPPCS's Code of Conduct and Discipline Policy. The Tiered Consequences and Intervention matrix below provides guidance on how the staff can administer the policy in a fair and equitable manner.

G. Tiered Consequences and Interventions for Suspension

TFPPCS uses a positive behavior approach (PBA) to teach and reinforce expected behavior. PBA uses three steps, or tiers, of support, to help adult learners comply with expectations:

1. Teaching expected behaviors to all adult learners and recognizing and encouraging students when they are following the rules and being good citizens of TFPPCS.
2. Providing additional lessons and practice for adult learners who do not behave as expected.
3. Working with individual adult learners and teachers to help the students learn new behaviors or new ways to express strong emotions.

The chart below outlines progressive levels (A-C) of interventions and consequences along with examples of actions that may be taken at each level. In any given situation, based on the unique circumstances of a situation, the Chief Academic Officer may utilize a different level of intervention than is indicated on the chart.

Code of Conduct and Discipline Policy

Level A	Intervention Options: If these interventions are successful, referral to the Chief Academic Officer may not be necessary.
	<ul style="list-style-type: none"> • Reinforcement of appropriate behavior • Reminder and/or redirection • Re-teach expectations and skills • Warning • Referral to counselor • In-class time-out and/or take a break • Written reflection about incident • Loss of privileges
Level B	Discretionary: Up to referral to Chief Academic Officer
	<ul style="list-style-type: none"> • Records review by staff • Referral to Case Manager
Level C	Required: Referral to Chief Academic Officer
	<ul style="list-style-type: none"> • Possible expulsion

Consequences for Adult Learners: The following is a matrix of consequences that the Chief Academic Officer may use to ensure fair and equitable consequences for students.

Offense/Level	A	B	C
Bullying		x	x
Damage to property	x	x	x
Disorderly conduct	x		
Fire safety	x	x	
Forgery		x	x
Fraud		x	x
Harassing conduct			x
Non-compliance	x		
Physical assault			x
Physical harassment			x
Theft		x	x
Vandalism	x	x	x

22. Grievance Procedures

As an adult learner, you have the right to be informed, to be involved in decisions regarding your education, to file a complaint and appeal any decision you disagree with, and to have your privacy protected.

When a student or community member wishes to lodge a complaint, they should provide the following:

- Complainant's contact information, including telephone number and email.
- A detailed account of the complaint.
- Whether this is the first time the individual is calling to report this complaint
- The explicit steps that the caller has made following the school's complaint process including any evidence of responsiveness and/or unresponsiveness of the school, including date(s).

- If a student or parent has a complaint, they should contact the management staff of TFPPCS. If TFPPCS staff and the school are unresponsive or unwilling to assist in resolving the issue in a timely manner, they should contact the school's Board of Trustees. Students may contact Oralia Puente at oraliapuente@aol.com or Michael Barnet at mdjb@rcn.com from the Board of Trustees.

Special Services

23. Special Needs

TFPPCS provides services and accommodations to students with disabilities in accordance with the Americans with Disabilities Act of 1990 (42 U.S.C. § 12101 et seq.), Section 504 of the Rehabilitation Act of 1973 (20 U.S.C. § 794), and any other federal requirements concerning the education of adult students with disabilities.

24. Health & Safety

- TFPPCS complies with all applicable health and safety inspections and takes any and all necessary steps to ensure appropriate ventilation and air quality, building condition, cleanliness, temperature control, and absence of pests/infestation in compliance with applicable health and safety and building laws and regulations.
- TFPPCS will provide required and appropriate health and safety training to its staff including annual CPR and First Aid training. TFPPCS will be equipped with appropriate first aid kits.

- TFPPCS complies with the DC Code concerning facility safety and other requirements, including compliance of facilities with the Americans with Disabilities Act and the DC Fire Prevention Code. Our building is accessible to all persons with disabilities.
- TFPPCS facilities undergo regular inspections conducted both internally and by relevant DC government agencies. TFPPCS maintains an up-to-date emergency response plan and holds quarterly emergency evacuation and fire drills. The certificate of occupancy and insurance policy are both up to date and on file with DC PCSB.
- TFPPCS will maintain proper licenses from the DC government and applicable agencies therein.
- Students may only take medication during school hours if it is essential to maintaining their good health. Staff members are prohibited from giving medicine to a student unless the following requirements are met: If a student experiences injury or illness during TFPPCS day, TFPPCS will contact the nearest of kin. If the nearest of kin is not available, whoever is listed on the Emergency Contact Form will be contacted.

Leaving the Program

25. Withdrawal Policies and Procedures

Students may withdraw from the school at any time, but we require prior notice so that we can properly be accountable for attendance records. TFPPCS' staff will work with each student when a request for withdrawal is made to conduct an exit interview to determine the reasons for withdrawal and record the extent to which the student has met his/her individualized educational goals.

Non- Discrimination

26. Statement of Non-Discrimination

TFPPCS does not discriminate on the basis of actual or perceived race, color, religion, national origin, sex, age, disability or any other classification protected by law in any of its activities, including its educational programs and activities which comply fully with the requirements of state and federal law.

This is done in accordance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, Title II of the Americans with Disabilities Act of 1990, the Boy Scouts of America Equal Access Act and applicable state laws.

The following people have been designated to handle inquiries regarding TFPPCS's non-discrimination policies:

- Haley Wiggins, Executive Director
- Fernando Saldana, Chief Compliance Officer

IMPORTANT INFORMATION FOR ADULT LEARNER AND FAMILY

By signing and returning this page, you acknowledge that you have received the Student and Family Handbook for 2023-2024. This form will be kept by TFPPCS. Please sign below to acknowledge receipt of all items listed above.

To enable us to properly record that you have returned this sheet, please carefully print the information below:

Your Name: _____

Date: _____

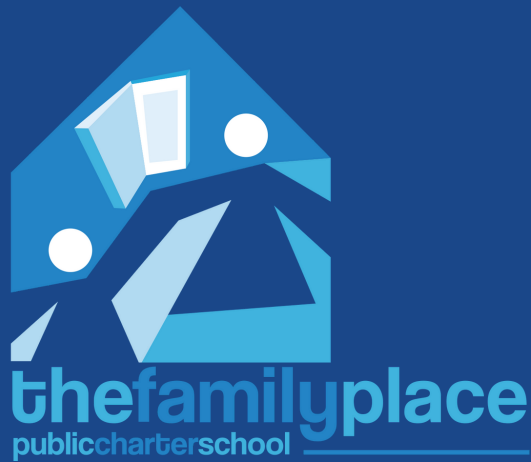
Program Name (please check one box):

- ESL
- Foundations of Literacy
- CDA

Signature: _____

By signing the above statement, you have not waived other rights protected under DC and Federal laws and you have the right to express disagreement with TFPPCS's policies or decisions

The Family Place Public Charter School



STUDENT & FAMILY HANDBOOK

2023-2024

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