



TheFamilyPlace
PublicCharterSchool

STUDENT & FAMILY *Handbook*

2024-2025

www.thefamilyplacedc.org



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Welcome Message



Haley Wiggins
Executive Director

Dear The Family Place PCS Students and Families,

Welcome to The Family Place Public Charter School (TFPPCS) and the services that we offer in 2024-2025.

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>

X: <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. Text messages will be sent through WhatsApp or QuickBase.

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.

Core Values

All reasons for learning are valid.

- Our learners set their own goals and work towards them.

We are a place of welcome.

- Our school provides a safe and accepting learning environment.

We are more than an educational institution.

- Our agencies provide resources to meet students' basic needs.
- Our two-generational model supports students with young children.

We build community.

- Our immigrant learners enrich each other, our school, and their DC neighborhoods.

Profile of a Graduate

- An empowered, critical thinker with improved literacy, English proficiency, and technology skills.
- A more engaged, contributing member of their community.
- A member of the workforce equipped with relevant workplace skills.

Who We are

2. *Board of Trustees*

TTFPPCS'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
- Marcia Harrington, member
- Elaine Weiss, Ph.D., member
- Mavis Ardon, member
- Jaqueline Lopez Ponce, 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 Feitas

Teachers

Please check the website for a **list of current instructors.**



How to *Get Started*

4. *School Calendar*



TFPPCS's academic calendar consists of 183 instructional days starting August 26, 2024, and ending June 12, 2025 [planned make-up days for weather: June 13, 16, 17, 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.

Returning students who want to re-enroll must have had an average of 70% attendance during the prior school year. Students with an average attendance rate below 70% must sign an attendance agreement before being re-enrolled.

Students with interrupted educations who test below 183 on the CASAS Steps exam will be referred to the Foundations of Spanish Literacy (FOL) program for testing and possible placement.

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/Hybrid Classes:

Students who work or have other commitments during daytime hours will be given preference for seats in virtual or hybrid classes. All new students who request virtual or hybrid classes will need to demonstrate competency with the school's technology devices.

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 and been offered a space 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. *Candidate for Accreditation*

The Family Place PCS is pursuing accreditation from The Middle States Association Commissions on Elementary and Secondary Schools (MSA-CESS). TFPPCS must be accredited by 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. Accreditation is an improvement process and an accountability system that schools undergo to evaluate their commitment to their mission, vision, and values and ensure that students' needs are met now and in the future. In May 2023, MSA-CESS offered TFPPCS accreditation candidacy and TFPPCS is now in the self-study phase of the process.

During the self-study process, The Family Place PCS has formed accreditation committees, surveyed its stakeholders (staff, students, and community members) and evaluated its internal processes. TFPPCS is analyzing the survey findings and other evidence to identify objectives for a school improvement plan. This plan will ensure that TFPPCS offers the level of quality in its educational programs, services, activities and/or other resources expected by its community of stakeholders as it grows. TFPPCS anticipates hosting an MSA-CESS Team Visit in Spring 2025.

Interested students who want to participate on accreditation committees or in the self-study process should contact Debbie Namovicz, dnamovicz@thefamilyplacepcs.org.

Our work together will lead to a bright future for TFPPCS students, staff, and community!

Programs & Services

8. TFPPCS Programs

TFPPCS offers these programs:

PROGRAMS	DESCRIPTION
ENGLISH AS A SECOND LANGUAGE (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 (FOL)	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)	BBilingual 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 a copy of your 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.

9. Class Schedules

Below are the classes that TFPPCS will offer in 2024-2025. Please check the website for an updated schedule of classes.

Some classes will be in-person, and some will be virtual/hybrid. Students should check with their teachers for the details of how their virtual classes will meet.

Class	Class Times	Days
ESL Beginner – Intermediate/In-Person	8:30 – 11:30 a.m.	Monday-Thursday
ESL Intermediate – Advanced Hybrid		
Foundations of Spanish Literacy – In-person		
ESL Beginner – Intermediate In-person	12:00 – 3:00 p.m.	Monday-Thursday
ESL Beginner, Intermediate, Advanced In-person	6:00 – 9:00 p.m.	Monday-Thursday
ESL Beginner, Intermediate, Advanced Virtual		
Foundations of Spanish Literacy– In-person		
CDA	9:00 a.m. – 3:00 p.m	Friday

10. *Curricula*

TFPPCS has adopted the CASAS Competencies & Content Standards, the College and Career Readiness Standards for Adult Education 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).

11. *Testing*

ESL: 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.

Foundations of Spanish 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.

CDA: 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.

12. *The Family Place Services*

In collaboration with The Family Place nonprofit, TFPPCS will offer the services and enrichment activities listed below.

Early Childhood Development Program: The Family Place offers early childhood education classes, for children (0 – 4 years) of adult learners while they attend class.

Home Visiting: The home visiting program is accredited by Home Instruction for Parents of Preschool Youngsters (HIPPY) US. Staff conduct home visits with families to create stronger school-family relationships. During home visits, teachers communicate about educational activities with the family and answer any questions the student might have about 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.

Case Management: The Family Place offers a wide range of case management services to ensure an individual's or a family's well-being and stability. The Family Place recognizes that students may have a difficult time participating in classes if their basic needs are not met. By helping meet these needs, participants can reach their full potential as parents and educators for their children.

TFP staff assists 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 may accompany participants to court appearances and social service agencies as needed. to provide language assistance and support in obtaining necessary services.

Employment Specialist Services

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

Circulo de Mujeres

TFPPCS students/participants 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 and may be offered virtually. Meetings are held the first and third Tuesday of each month from 6 – 7:30 pm. Students interested in joining the Circulo de Mujeres should contact Case Management at 443-776-1053.

Micro-credentials

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

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/participants with an intermediate level of English who score at least 207 on the CASAS exam.

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

TFP 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 and may include weekly field trips to local tourist sites.

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.

13. *Enrichment activities for students offered by TFPPCS*

Leadership Opportunities

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

- serve as a student board member
- become a member of the Student Leadership Council (SLC)
- 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.

Math Instruction

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 may participate in civics 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

TFPPCS offers extracurricular activities for students during non-class hours. Extracurricular activities may include conversation club, book club, and workshops on pronunciation or other topics.

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.

TFPPCS will establish a Student Leadership Council (SLC) in October of each school year and 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. TFPPCS will provide an orientation for the SLC and advise the SLC its roles and responsibilities as well as the mission and goals of the charter school.

The SLC will interface with their classmates and solicit 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.

Rights & *Responsibilities*

14. *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.

TFPPCS will record daily student attendance data and instructional hours including tardy arrivals, partial attendances, and excused and unexcused absences.

1) Attendance

- TFPPCS expects students to:
 - attend class every day
 - start the class on time
 - attend all scheduled classes
- Students enrolled in English as a Second Language (ESL) or Foundations of Spanish Literacy (FOL) classes **are required to attend at least 3 days of class per week.**
- CDA students attend classes weekly on Fridays. **CDA students must attend 80% of scheduled classes** (29 of 36 total 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 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 an ESL or FOL 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 an ESL or FOL 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.
- If a CDA student misses more than 2 classes in the first two months or during any 3-month period, they must meet with their teacher or case manager to develop an attendance improvement plan.
- Students who do not improve attendance may be immediately 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	Teachers will refer students who are chronically absent and/or 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. Students who need a schedule or class change will be referred to the CAO.
THREE	Students should follow up with their case manager.
FOUR	Students should follow up with their case manager.

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 exited may be waitlisted and re-enrolled if seats are available. All re-enrolled students must contact Registration BEFORE returning to class. Students who were exited because of chronic absence must sign an attendance agreement before they are re-enrolled.

15. *Attendance - Online/Hybrid Classes*

This attendance policy is in addition to the General Attendance Policies.

1) Virtual

Online and hybrid classes will include virtual instruction. Virtual instruction will occur in a student's home and include synchronous classes taught by an instructor four days/week. Virtual instruction will be 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 in-person or synchronous virtual classes should discuss doing independent, asynchronous work for attendance credit with their instructor.

16. *Students Rights & Responsibilities*

Each adult learner has the right to:

- Participate in adult education programs, services, and activities without discrimination
- Choose whether to disclose a disability
- Meet with staff to discuss his/her needs
- Be treated with respect
- Privacy of their personal information
- Safety and security at school

Each adult learner has the responsibility to:

- Treat others fairly (Not discriminate)
- Keep information about other people private
- Behave and speak respectfully at all times
- Attend class 75% or more
- Post-test before exit
- Communicate with staff during work hours
- Take care of TFPPCS devices and facilities
- Have academic integrity



17. *Class Communication*

Teachers use WhatsApp to communicate with students. Students are encouraged to join class WhatsApp groups for class-related communication, including important information from the teacher, and to participate actively in class with teachers and classmates. Some teachers may also choose to use Google Classroom for classwork and homework. 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.
- Use cameras and microphones on Zoom to participate appropriately in class.
- Turn off cameras and mute microphones when asked.
- Arrange an alternative method of communication with their teacher if opting out of WhatsApp class groups.

Staff will enforce the Discipline Policy for misuse of these forms of communication.

General 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.

18. 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 students' 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.

19. 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 is description of infractions leading to out-of-school suspension.

- **BULLYING** – Bullying is a 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 or disclosing personal information about other students or staff without permission, 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 damage or harm which may have been caused. An example 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 administrative officer responsible 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 representatives 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 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:

- The 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:

- Teaching expected behaviors to all adult learners and recognizing and encouraging students when they are following the rules and being good citizens of TFPPCS.
- Providing additional lessons and practice for adult learners who do not behave as expected.
- 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

20. 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 taken 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 oraliapuentes@aol.com or Michael Barnett at mdjb@rcn.com from the Board of Trustees.

Special Services

21. 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.

22. 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. Students are responsible for their own medication and must ensure that no other students have access to it. 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*

23. 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*

24. 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 to this page, you acknowledge that you have received the Student and Family Handbook for 2024-2025. 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



TheFamilyPlace
PublicCharterSchool

STUDENT & FAMILY *Handbook*

2024-2025

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