



TheFamilyPlace
PublicCharterSchool

STUDENT *Handbook* 2026-2027



www.thefamilyplacepcs.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 2026–2027.

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.

Haley Wiggins
Haley Wiggins
Executive Director



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:

CURRENT ADDRESS

3309 16th Street, NW,
Washington, DC 20010

NEW BUILDING OPENING DURING SY 27:

1501 Park Road NW,
Washington, DC 20010

TELEPHONE

202-265-0149

EMAIL

info@thefamilyplacepcs.org

WEBSITE

www.thefamilyplacedc.org

SOCIAL MEDIA

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

[Facebook/](#) The Family Place

[Instagram/](#) TheFamilyPlaceDC

[LinkedIn/](#) The Family Place & Public Charter School

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.

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.

A.

Who
We are

1. Foundational Documents

Mission Statement

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.

- We do this by offering Spanish literacy, ESL, and workforce classes to students of different educational backgrounds, ages, and life experiences. We provide holistic and family support in partnership with our sister agency, The Family Place, Inc.

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 Student

- 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.

A.

Who We are

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.

- Gail Arnall, member
- Ann Barnet, M.D., member
- Michael Barnet, Ed.D., Chair
- Shawn Chakrabarti, M.A., Vice Chair
- Sarah Friedman, Ph.D., member
- Natalia Isaza Brando, M.D., member
- Oralia Puente, Ph.D., member
- Raj Thomas, member
- Elaine Weiss, Ph.D., member
- Student member
- Student member



A.

Who
We are

3. Administrators

- Executive Director: Haley Wiggins, M.A.
- Chief Academic Officer: Laurel Kircher, M.A.
- Chief Compliance Officer: Fernando Saldana, M.S.M
- Director of Operations, Marianella Morales
- Registrar: Lidia Fleitas

4. Teachers

Please check the website for a [list of current instructors](#).

5. Opening of New School Building!

The Family Place PCS is excited to share that we will open a new school building during SY 27. The new building is located just around the corner from our current facility at **1501 Park Road NW in Washington, DC**. The expansion of a new building reflects our continued commitment to providing a safe, modern, and supportive learning environment for all students.

The new facility will include updated adult classrooms, collaborative learning spaces, and enhanced resources designed to support both academic achievement and student well-being. In addition, the Park Road location will include a new early childhood education center, **The Ann Barnet Center**, on the lower level of the building.

Before the new building opens, we will share more information about classroom assignments, building access, and any schedule changes. Students and families will also be invited to an open house to tour the new space and become familiar with its layout.

We look forward to moving to a new facility and appreciate your support during this transition!

B.

How to *Get Stared*

6. School Calendar



TFPPCS's academic calendar consists of 184 instructional days starting August 31, 2026, and ending June 16, 2027 [planned make-up day for weather: June 17].

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

A copy of the most recent school calendar can be found online at:
<https://www.thefamilyplacedc.org/adult-public-charter-school>

7. 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.

Returning students who want to re-enroll must meet the conditions in the re-enrollment section below.



Applicants may apply for enrollment directly to TFPPCS because we will not participate in the My School DC common lottery. Admission is contingent on space available.

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 in 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.

- **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 eligibility for services and 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.

Virtual/Hybrid Classes:

All students who request virtual or hybrid classes will need to pass a technology screening test. Students who do not pass will not be enrolled in a virtual/hybrid class until they can demonstrate the required technology competence.

Re-Enrollment for Returning Students:

TFPPCS is committed to helping every student achieve meaningful academic advancement. Continued enrollment for returning students, students who were actively enrolled in the immediately preceding school year, is contingent upon academic progress and consistent attendance.

- **Academic Progress:** Students must demonstrate measurable growth in their academic skills, as validated by approved standardized or school-created assessments. Measurable growth can be defined as *any of the following* for a period of a student's enrollment:

ESL Students:

- A CASAS STEPS EFL gain or score gain of at least 8 points
- An average of 70% on internal assessments

FOL Students:

- Passing an INEA module (MEVyT or MEV)

CDA Students:

- Completing the 120 course hours, professional portfolio, 480 practicum hours, and/or passing the credentialing exam
- **Attendance:** Students are expected to attend at least 60% of scheduled classes for the period of their enrollment. See **Attendance Policy** for more details.

Probationary Re-Enrollment:

Students with prolonged academic stagnation or poor attendance will face re-enrollment restrictions. The school will notify students of probationary enrollment during one-on-one teacher meetings, exit interviews, or registration intake.

- **Mandatory Academic Probation** – Students will be placed on Mandatory Academic Probation for any of the following conditions:
 - **Two Years of No Progress:** Failing to show measurable academic gains (as defined above) for two consecutive 12-month periods.
 - **Three Years of Plateaued Progress:** Showing no sustained academic improvement for three consecutive program years or 12-month periods (as defined above), but also includes:
 - Making the same EFL or approximate score gain on standardized CASAS tests year after year without advancing through the NRS Educational Functioning Levels (EFLs) for ESL students.
 - **Chronic Absenteeism:** Having an attendance rate below 60% in each of the past two program years.

Probation Requirements & Consequences:

Students allowed to return for a probationary year must commit to and sign a Student Success Plan and meet strict conditions to stay enrolled.

- **The Student Success Plan requires:**
 - At least 60% attendance.
 - Specific academic milestones and mandatory tutoring.
 - Monthly progress check-ins with the teacher or representative from the Academic or Compliance Team.
- **Immediate Dismissal:** Attendance below 60% or missing agreed-upon academic milestones during the probationary year can result in immediate exit from the school.
- **Future Enrollment:** Students who complete the probationary year but still fail to show any measurable progress will be counseled toward alternative options. If the student wants to remain in the school, they will have to complete a mandatory waiting period up to 12 months before re-enrollment. Alternatives will be discussed in a formal academic meeting with the Chief Academic Officer or Chief Compliance Officer.

All probationary re-enrollments will be reviewed monthly and, on an ongoing basis, by the Executive Director or by the Chief Academic Officer.

8. Registration

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;
- Complete a registration packet; and
- Complete a mandatory technology orientation for hybrid/online students.



C. Non *Discrimination*

9. 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:

- Fernando Saldana, Chief Compliance Officer (Students)
- Marianella Morales, Director of Operations (Staff)



D. Programs and Services

10. Middle States Accreditation

The Family Place PCS is proud to announce that we officially earned accreditation from the Commissions on Elementary and Secondary Schools of the Middle States Association of Colleges and Schools (MSA-CESS) in April 2026.

What does that mean for you? It means our school has been recognized for meeting high standards in teaching, learning, and student support—and we're just getting started.

To earn this accreditation, our school spent time reflecting on what we do well and where we can grow. Students, teachers, and community members shared feedback, and a team of educators from other schools visited to see our community in action.

Because of this achievement, you can expect:

- Strong, engaging classes that support your learning
- Teachers who are committed to helping you succeed
- A safe and supportive school environment
- Opportunities to share your ideas and make a difference

Earning accreditation is a big milestone, but it's not the finish line. We will continue to set goals, listen to your feedback, and improve your school experience every year.

If you're interested in learning more or being part of future school improvement efforts, talk to a teacher or a school leader—we value your input.



11. TFPPCS Programs

TFPPCS offers these programs:

PROGRAMS	DESCRIPTION
English as a Second Language (ESL)	Classes where you learn English. We offer classes from beginner through advanced 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 (MEV). [Guideline on Education for Life.]
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 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 at a childcare center approved by TFPPCS and the CDA Instructor.
- Prepare a CDA Professional Portfolio according to the requirements outlined in the CDA Competency Standards book.



12. Class Schedules

Below are the classes that TFPPCS plans to offer in 2026-2027. Please check the website for an updated schedule of classes.

TFPPCS will offer in-person, virtual, and hybrid classes. Students in virtual or hybrid classes should check with their teachers for the class link and the details of how and when their classes will meet.

PROGRAM	CLASS TIMES	DAYS
ESL Level 1 - In-person	8:30 - 11:30 a.m.	Monday-Thursday
ESL Levels 2 and 3 - Hybrid*		
Foundations of Spanish Literacy - In-person		
ESL Levels 1, 2, 3 - In-person	12:00 - 3:00 p.m.	Monday-Thursday
ESL Levels 1 and 2 - In-person	6:00 - 9:00 p.m.	Monday-Thursday
ESL Levels 1, 2, 3, and 4 - Virtual*		
Foundations of Spanish Literacy - In-person		
CDA Hybrid	6:00 - 9:00 p.m. 9:00 - 3:00 p.m.	Tuesdays online Fridays in-person

*Students enrolling in hybrid or virtual classes must demonstrate competency with technology devices during registration. Preference for evening virtual classes is given to students who work during the day.

13. Curricula

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

We use the competency 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).

14. 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 throughout the school year.

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.

Foundations of Spanish Literacy (Plaza Comunitaria):

This program supports Spanish-speaking students by providing access to educational resources in Spanish and opportunities to continue or complete their education.

Through this program, participants can:

- Build reading, writing, and math skills
- Work toward elementary (primaria) and middle school (secundaria) certificates recognized by INEA
- Learn through INEA's Modelo Educación para la Vida (MEV), which focuses on practical, real-life skills

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.

15. The Family Place Services

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

Early Childhood Development Program/Homework Support: The Family Place offers early childhood education classes for children (0 – 4 years) of adult learners while they attend daytime classes and offers homework support for their children up to 12 years old during in-person, evening classes.

Ann Barnet Center, Early Childhood Campus, opening in SY 27

- **A new early childhood education center** on the lower level of the 1501 Park Road building
- **Bilingual, culturally responsive** classrooms for ages 0–5
- **Two-generation learning:** child + parent support
- **Practicum site for CDA students** (hands-on teacher training)
- Designed to meet the rising demand for **reliable, quality childcare**
- Will serve **26 children per day** in infant and preschool programs

Home Visiting: The home visiting program is accredited by Home Instruction for Parents of Preschool Youngsters (HIPPY) US. TFP staff visit families at home to support parents as their children’s first and most important teachers. The HIPPY program strengthens school-family relationships, provides educational activities parents can use with their children, and connects families with services or strategies that may support them.

Emergency Brief Services: TFP accepts donations of food, diapers, clothing, and other items and distributes these, when available, to participants on an as needed basis.

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 with 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.

The Case Management team also organizes periodic virtual workshops on vaccine awareness, lead exposure, and other topics.

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.

Other TFP Services:

- **ServSafe Micro-credentials**
- **Citizenship Classes**
- **Summer Enrichment Program**
- **Special Celebrations**



16. The Family Place PCS Services

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 to the school, and give a voice to their needs and aspirations.

TFPPCS establishes a Student Leadership Council (SLC) in October of each school year and members will be nominated from the ESL, Foundations of Literacy, 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 on its roles and responsibilities as well as the mission and goals of the charter school.

The SLC will talk with their classmates and ask for their ideas and comments about decisions on:

- Curriculum
- School schedule
- Social events
- School policies and activities
- Advocacy

Employment Specialist Services

The TFPPCS 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.

Other TFPPCS Services:

- **Technology Instruction and Support**
- **Math Instruction**
- **Civics Activities**
- **Extracurricular Activities**
- **Field Trips**



E. *Policies*

17. 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 if they meet the criteria for admission. As adults, TFPPCS students are not subject to the compulsory attendance laws of the District. However, TFPPCS enforces policies that are designed to promote regular attendance and may use attendance data from prior school years in deciding whether to re-enroll returning students.

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

1) Attendance

- ESL and FOL students must attend at least **three days** of class per week.
- CDA students must attend **25 hours each month**.
- Students are expected to be present for **the entire class**.

2) Absence

- If students cannot attend class, they must inform their instructor of the reason for their absence. If a student cannot reach the instructor, they must call the front desk at **202-265-0149** to report their absence(s).
- Students who arrive late, leave early, do not actively participate, or fail to turn on cameras and microphones in online or hybrid classes may be marked absent, at the teacher's discretion.
- Students **who miss more than half of the class will be marked absent**.
- Some absences will be excused if documentation is provided as proof. These may include personal emergencies, student illness or illness of family members, or moving residence.
- Teachers will assign makeup classwork and homework to absent students.



3)Chronic Absence

The following are chronic absences and require intervention:

- ESL or FOL students who:
 - miss more than four (4) days of class in a row
 - miss eight (8) days or more in a 30-day time period for any reason
- CDA students who:
 - miss more than 2 Friday classes and 1 Tuesday class in a 30-day period

4)Tardiness

- Students are expected to be present for the entire class.
- Students who are consistently late may be marked absent.

5)Absence and Tardiness Interventions

TFPPCS will take these actions for a student with attendance or tardiness problems:

TIER	INTERVENTION
ONE	Teachers will monitor attendance for all students.
TWO	Teachers will refer chronically absent and/or tardy students to the Case Manager. The Case Manager will develop a plan with the student to identify barriers and challenges and set corrective goals. The student will sign an attendance agreement and have two weeks to improve attendance. Students who need a schedule or class change will be referred to the Chief Academic Officer.
THREE	Registration and the Chief Compliance Officer will follow up with chronically absent and/or tardy students.
FOUR	The Chief Compliance Officer will exit students who have not met the corrective goals.

6) Program Exit

- Students who do not improve chronic attendance (below 60%) or tardiness problems may be exited from the program.
- Students who exit a program for any reason may only be re-enrolled if seats are available. Exited students must contact Registration BEFORE returning to class. Students will be waitlisted if classes are full.
- Students exited because of chronic absence must sign an attendance agreement before they can re-enroll.

18. Attendance – Online/Hybrid Classes/Continuous Learning

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

Online and hybrid classes will include regular virtual instruction. Continuous Learning will refer to any change from regular in-person or hybrid classes to fully virtual learning for any period of time.

Virtual instruction will occur in a student's home or other private space and include synchronous classes taught by an instructor during regular class times. Virtual instruction will be on a video platform such as Zoom or Google Meet.

Students in virtual classes must:

- attend class on a computer, Chromebook, or tablet (NOT A PHONE!)
- have a quiet and private space to attend class (NOT ON THE BUS or METRO!)
- not attend class while in bed
- be appropriately dressed during class
- **keep the camera on** during class
- mute the microphone when there is background noise
- use Google Classroom for classwork and homework
- do make-up work when absent

Students will be marked "present" if they log on and actively participate in a virtual class during the scheduled class time. Students will be marked "absent" if they do not log on during class time, or they log on but do not actively participate in the class (cameras and microphones are off for the duration of the class), or they do not make up the class with independent learning. Students will be marked "present asynchronous" if they do classwork and homework to make up the missed class.

19. Technology Policy

A. Device Loans

Chromebooks may be loaned to all active virtual, hybrid, and CDA students for the duration of the academic year. Students borrowing a chromebook must meet with the Technology Instructor and sign a contract before obtaining a school device. The student must contact the Technology Instructor or teacher immediately if the device or its accessories stop working correctly or are lost, stolen or damaged. Failure to immediately contact the school will result in the student being responsible for repairing or replacing the device. Devices and accessories must be returned in their original condition upon exit or the end of the school year.

B. Chromebook Rules

All students in possession of a school Chromebook must:

- Be the only user.
- Use only their school email account to access the computer.
- Use the computer for educational purposes only.
- Treat the computer and its accessories with respect and care.
- Keep the computer in English for ESL classes.
- Keep the computer out of reach from children and/or pets.
- Return the computer upon completion of or withdrawal from the class.

C. Inappropriate Use of School Devices

The following actions are prohibited:

- Downloading unauthorized applications or software.
- Using the device for social media, video games, YouTube, or any other non-educational websites or applications.
- Sending or sharing inappropriate, offensive, or explicit content.
- Adding personal accounts to the device.
- Eating or drinking while using the device.
- Traveling with the devices or using them outside of the student's home.
- Changing the device settings.

Any misuse could result in the loss of privilege to use school devices in addition to other potential disciplinary actions. TFP and TFPPCS staff have the right to ask a student to return their device if the student has stopped attending class or if they believe the devices are being used inappropriately.



D. Technology Support

The Technology Instructor is available to provide support to students with loaned school devices. Immediate assistance may not always be available. Students should contact the school, their teacher, or the technology instructor directly to schedule an appointment.

20. Student Code of Conduct

Your Rights

As an adult learner, you have the right to:

- **Fair Treatment:** Participate in all programs, services, and activities without discrimination.
- **Respect & Safety:** Learn in a safe, secure, and respectful environment.
- **Privacy:** Keep your personal information private. This includes your contact details and your choice to disclose or not disclose a disability.
- **Support:** Meet with staff to discuss your learning needs.
- **Communication Choices:** Opt out of class WhatsApp groups.

Your Responsibilities

As an adult learner, you are responsible for:

- **Respect & Fairness:** Treat others fairly, speak and behave respectfully, and keep other students' personal information private.
- **Academic Commitment:** Attend at least 75% of classes, maintain academic integrity, and complete your post-test before leaving the program.
- **Care of Property:** Take care of all TFPPCS devices and facilities.
- **Professional Communication:**
 - Contact staff only during *regular work hours*.
 - If you opt out of class WhatsApp groups, set up an alternative communication method with your teacher.
 - During Zoom classes, use your camera and microphone to participate, and mute or turn them off when asked.

Note: Misusing school communication channels or failing to meet these responsibilities will lead to disciplinary action under the school's Discipline Policy.



21. 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 when they 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.

Students who need support from the Case Management team 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.

22. 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.

23. Discipline Policy

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.

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



A. Behaviors that may lead to Intervention, Suspension and/or Expulsion

- **ACADEMIC INTEGRITY**– means doing your own work. TFPPCS expects all students to do their own schoolwork. The following are violations of academic integrity.
 - Plagiarism is presenting the work of another person as your own work. Students are not allowed to copy from another student, a book, the internet, or any other source, or have family members complete their work. Plagiarism violates copyright law and fair use guidelines.
 - Use of Artificial Intelligence (AI): Students must get permission from their instructor to use artificial intelligence and translation apps for classwork, homework, and portfolio assignments. Students using AI without permission or not following the teacher’s AI guidelines are subject to the discipline policy.
 - Document Integrity & Copyright Policy – TFPPCS expects all students to respect intellectual property and document security and adhere to the following guidelines regarding course materials, official documents, and student CDA portfolios:
 - Do Not Remove Watermarks: Official school documents and certain course materials may contain watermarks or security features. Altering these documents or removing watermarks is strictly prohibited. This is considered misrepresentation and a violation of the Student Code of Conduct.
 - Respect Copyrighted Materials: The materials provided in your classes—including textbooks, slides, worksheets, and exams—are protected by copyright law.
 - **Personal Use Only:** These resources are for your private educational use to help you succeed in your course.
 - **No Public Sharing:** You may not copy, sell, share, or upload these materials to public websites, study forums, or social media groups without permission.
 - For more information, please read the complete TFPPCS policy on Academic Integrity.
- **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. A copy of the complete policy can be found online at [TFPPCS Bullying Prevention Policy](#).

- **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 intentionally giving 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.
- **WEAPONS** – TFPPCS completely forbids the carrying of any weapon on school property. This includes any handgun or rifle, ammunition, knife or other sharp object (ice pick, razor, etc.), or any object intended for use as a weapon. TFPPCS will expel any student who brings a weapon to school.



B. Consequences for Behaviors

If the Positive Behavior Approach is not effective, the school may take any of the following actions, depending on the nature of the behavior and the student's past performance.

- 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 or Suspensions: The Chief Compliance Officer will issue written reprimands or out-of-school suspensions for serious violations.
- Immediate Expulsion: Physical assault and harassment of another student or staff and/or destruction of property will not be tolerated and will result in immediate expulsion.

C. Tiered Consequences and Interventions for Suspension

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 Compliance 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 Compliance Officer may not be necessary.
	• 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 Compliance Officer
	• Records review by staff • Referral to Case Manager • Possible Written Reprimand or Suspension
Level C	Required: Referral to Chief Compliance Officer
	• Possible expulsion

Consequences for Adult Learners

The following is a matrix of consequences that the Chief Compliance Officer may use to ensure fair and equitable consequences for students.

Offense/Level	A	B	C
Lack of Academic Integrity	x	x	x
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
Weapons			x



D. Manifestation Determination Review

The Family Place Public Charter School will 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.

E. Staff Responsible for Compliance

The Chief Compliance Officer is the administrative officer responsible for ensuring student'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.

F. 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.

G. 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.

24. 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 oralipuente@aol.com or Michael Barnet at mdjb@rcn.com from the Board of Trustees.

25. Gift Policy

Students who wish to express appreciation to their teachers are encouraged to do so through non-monetary gestures, such as thank-you notes, positive feedback, or class parties.

F.

Special Services

26. 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.

27. Health & Safety

Medical Emergencies on Campus

This section outlines procedures for handling medical emergencies on campus, ensuring timely care while protecting student safety and school liability.

Feeling Unwell During Class

- Students must notify staff immediately if they feel unwell.
- Staff will inform the operations team for support.
- After receiving initial care, students may be required to leave campus until they are fully recovered.

Serious Medical Emergencies

In the event of a serious medical issue (e.g., fainting, injury, severe illness), the school will:

- Call emergency medical services (EMS/911) if necessary.
- Notify the student's emergency contacts.
- Require medical clearance before returning to class.
- Require the student to remain home for at least 48 hours, unless otherwise directed by a healthcare provider.



Refusal of Care

If a student declines recommended medical attention:

- The student may not remain on campus as the school is not equipped to provide care.
- Staff will document the refusal in writing.
- The school is not liable for the resulting consequences.

Denial of Return to Campus

The school may deny a student's return if:

- The student has a contagious illness without medical clearance.
- Return would violate public health guidance or federal, state, or local laws.
- Adequate medical documentation is not provided after a serious illness.
- Refusal of return is aligned with state and federal health laws, including OSHA and CDC guidance for infectious diseases. [Preventing Spread of Infections in K-12 Schools | CDC](#)

Students denied return will be offered alternative learning options when feasible (e.g., hybrid or remote access).

Health and Safety Compliance

TFPPCS complies with all applicable health, safety, and building regulations.

- Facilities are maintained to ensure proper ventilation, cleanliness, temperature control, and pest prevention.
- Staff receive required health and safety training, including regular CPR and First Aid certification.
- First aid kits are maintained on-site.
- The building complies with the Americans with Disabilities Act and applicable DC fire and safety codes.
- Facilities undergo regular internal and government inspections.
- Emergency response plans are current, with quarterly evacuation and fire drills conducted.
- Certificates of occupancy and insurance policies are up to date and properly filed.
- The school maintains all required licenses from relevant government agencies.

Medication and Injury Protocol

- Students may take medication during school hours only if necessary for their health.
- Students are responsible for their own medication and must keep it secure.
- Staff may not administer medication unless all required conditions are met.
- In case of illness or injury during the school day, the school will contact the student's emergency contact.

G. Leaving *The Program*

28. Withdrawal Policies and Procedures

Students may withdraw at any time but must provide prior notice so TFPPCS can accurately report attendance. Staff will conduct an exit interview to document the reason for withdrawal and the student's progress toward individualized educational goals.



IMPORTANT INFORMATION FOR ADULT LEARNER

By signing and returning to this page, you acknowledge that you have received the Student Handbook for 2026–2027 and understand its policies. 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.



TheFamilyPlace
PublicCharterSchool

STUDENT *Handbook* 2026-2027

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