



Student and Family Handbook

2022-2023

Table of Contents

Welcome

How to Contact Us

A. Who We Are

1. Educational Mission
2. Board of Trustees
3. Administrators and Teachers

B. How to get started

4. School Calendar
5. Enrollment Policy
6. Registration

C. Health Measures Due to Covid-19

D. Programs and Services

7. TFPPCS Programs
8. Class Schedules
9. Curricula
10. Testing
11. Other Services

E. Rights and Responsibilities

12. General Attendance Policies
13. Attendance - Virtual or Situational Distance Learning
14. Student Rights and Responsibilities
15. Communication
16. Student Governance
17. FERPA Notice
18. Discipline Policy
19. Grievance Procedures

F. Special Services

20. Special Needs
21. Health & Safety

G. Leaving the Program

22. Withdrawal Policies and Procedures

H. Non-Discrimination

23. Statement of Non-Discrimination

Welcome

Dear The Family Place PCS Students and Families,

I welcome you to The Family Place Public Charter School (TFPPCS) and the services that we offer in 2022-2023.

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 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

Executive Director

Contact Us

TFPPCS strives for effective communication with our adult learners and families. We have several bilingual staff members and provide translations of all important documents. Students can connect with us at school or via any of the ways listed below:

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

Telephone: 202-265-0149

Website: www.thefamilyplacedc.org

Email: info@thefamilyplacepcs.org

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

- Facebook: <https://www.facebook.com/thefamilyplace>
- Twitter: <https://twitter.com/familyplacedc>

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

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

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

DISCLAIMER: TFPPCS has made every reasonable effort to ensure the policies in this Handbook comply with all applicable District 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. Educational Mission

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

2. Board of Trustees

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

- Michael Barnet, Ed.D., Chair
- Shawn Chakrabarti, M.A., Vice Chair
- Sarah Friedman, Ph.D., member
- Natalia Isaza Brando, M.D., member
- Ann Barnet, M.D., member
- Oralia Puente, Ph.D., member
- Barbara Finkelstein, member
- Marcia Harrington, member
- Elaine Weiss, Ph.D., member
- Mavis Ardon, student member
- Dania Diaz, student member

3. Administrators and Teachers

- Executive Director: Haley Wiggins, M.A.
- Chief Academic Officer: Laurel Kircher, M.A.
- Chief Compliance Officer: Fernando Saldana, M.S.M
- Chief Financial Officer: Eileen Suffian, CPA
- Registrar: Lidia Fleitas
- Digital Literacy Instructor: Carlye Stevens, M.A.
- Foundations of Literacy Teacher: Silvia Webel, M.A.
- Foundations of Literacy Teacher (Evening): Tony Brun, PhD.
- ESL Teacher: Debora Namovicz
- ESL Teacher: Gillian Stoodley, M.A.
- ESL Teacher: Debora Amidani, M.A.
- ESL Teacher: Crhistopher Lopez Mendoza, M.A.
- ESL Teacher: Allan Curry, M.A.
- ESL Teacher: Xinxin Wang, M.A.
- CDA Instructor: Michelle Marbury
- ESL Virtual Instructional Assistant: Tanja Morris
- FOL Instructional Assistant: Xamy Perez
- FOL Instructional Assistant: Tsegaye Gobena

B. How to Get Started

4. School Calendar

TFPPCS's academic calendar consists of 183 instructional days starting August 29, 2022 and ending June 16, 2023 [planned make-up day for weather: June 20].

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

5. Enrollment Policy

TFPPCS does not use admission preferences. Enrollment at TFPPCS is open to all adults who are residents of the District of Columbia and non-resident students who fulfill tuition requirements established by the Office of the State Superintendent of Education to the extent of available space. Applicants may apply for enrollment directly to TFPPCS because we will not participate in the My School DC common lottery.

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

- **Open Enrollment:** Each year, the Board of Trustees sets the maximum enrollment capacity, based on space, class sizes, and budgetary concerns. TFPPCS does not limit enrollment based on a student's race, color, religion, national origin, sexual orientation, gender identification, language spoken, intellectual or athletic ability, measures of achievement or aptitude, or status as a student with special needs.
- **Enrollment Deadlines:** TFPPCS will follow the timeline for enrollment and acceptance established by its Board of Trustees. Enrollment will be year-round as space becomes available. In general, new enrollments will happen in August and January. Students who apply after March 31st will be considered for enrollment the following school year. Specific enrollment and registration dates will be publicized on our website. Each student must complete an application which will be submitted to an enrollment lottery if one is required due to receipt of more applications than slots available.
- **Open Seats:** TFPPCS will fill open seats from its waitlist and contact those applicants at least twice to notify them of the vacancy.
- **Virtual Classes:** Students who work or have other commitments during daytime hours will be given preference for virtual classes.
- **Two-Step Process:** TFPPCS will use a two-step enrollment process; in the first step staff will collect only basic information required to determine the student's participation in the admissions lottery. After the student is admitted through the lottery or waitlist, the staff will collect more detailed information necessary to enroll and serve the student.

6. Registration

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

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

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

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

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

In addition, each applicant must:

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

- Complete a registration packet.

C. Health Measures Due to Covid-19

During the 2022-2023 school year, TFPPCS will stay informed about the most recent health guidance issued by the CDC, D.C. Health, and OSSE related to the COVID-19 pandemic; however, TFPPCS reserves the right to require additional precautionary health measures or to modify its policies and procedures at any time as community transmission increases.

D. Programs and Services

7. TFPPCS Programs

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

TFPPCS offers these programs:

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

To be eligible for the CDA Credential you must:

- Have earned a high school diploma or be a high school junior or senior in an early education/child development Career and Technical Program.

- Complete 120 clock hours of professional education covering the eight CDA Subject Areas
- Obtain 480 hours of experience working with young children
- Prepare a CDA Professional Portfolio according to the requirements outlined in the CDA Competency Standards book

8. Class Schedules

Below is the approximate schedule of classes for the programs that will be offered at TFPPCS in 2022-2023. Some classes will be in-person and some will be virtual. Students should check with their teachers for the details of how their virtual classes will meet.

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

9. Curricula

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

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

10. Testing

Comprehensive Adult Student Assessment System (CASAS) is a widely used national assessment tool which integrates assessment, curriculum and instruction. The

results of the ESL exam help students and teachers to identify educational needs and to see the progress they are making when post-tested.

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

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

11. Other Services

In collaboration with The Family Place nonprofit corporation, TFPPCS will offer the services listed below. Some of these services may be offered virtually during the 2022-2023 school year.

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

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

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

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. TFP staff takes the time to assist participants in basic, everyday needs such as setting up doctor's appointments or

understanding a letter from their child's school. TFP staff and volunteers are also available for more in-depth case management with participants, in cases such as finding transitional housing opportunities, accompanying participants to court to file for child support, custody, or civil protection orders, as well as applying for public benefits such as food stamps and health insurance.

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

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

E. Rights and Responsibilities

12. General Attendance Policies

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

1) Attendance

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

2) Partial Attendance

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

3) Absence

- Students must:
 - let the school or the instructor know when and why they miss class

- arrange to make up missed classwork with their teacher
- meet with their teacher or case manager if **missing more than four (4) days of class in one month** to develop an attendance improvement plan.
- Teachers may mark students absent for:
 - lack of participation in a virtual class
 - failure to turn cameras or microphones on in a virtual class
 - arriving late
 - leaving class early
- Students who miss 50 percent or more of class time will be marked absent.

4) Excused or Unexcused Absence

- The following are excused absences **only when documentation is provided as proof:**
 - Personal emergencies (e.g., accidents, death in the family)
 - Emergency work schedule conflict
 - Personal Illness or illness of family member - (diagnosed with or caring for someone diagnosed with COVID-19, medical or dental appointment, prescription or medication refill)
 - Moving residence - provide proof of residency (e.g., lease, letter, bill, ID, etc.)
- A student who is not in class and who has not contacted TFPPCS by phone or text message will be recorded as an unexcused absence.

5) Tardiness

- For a student who is chronically tardy (late) for four or more consecutive days, TFPPCS will take these actions:

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

6) 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.

13. Attendance - Virtual Classes or Situational Distance Learning

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

1) Virtual

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

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

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

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

2) SITUATIONAL DISTANCE LEARNING

During SY 22-23, TFPPCS may pivot from in-person learning to situational distance learning—short-term, limited virtual learning—for several reasons. These include but are not limited to an outbreak of COVID-19 at the school or among a cohort of students, inclement weather, or other event.

Situational distance learning will occur during students' regularly scheduled in-person class times and not exceed a total of five (5) academic days for SY 22-23.

Attendance and Engagement for Situational Distance Learning

In-person students whose classes have moved to a situational distance learning environment are required to do asynchronous classwork and homework for each day of situational learning.

Instructors will communicate the classwork and homework requirements for each day of situational distance learning. Examples of situational learning activities may include:

- completing assigned pages from a textbook or workbook and sending pictures to an instructor
- submitting an assignment on Google Classroom or via text or email to an instructor
- providing the answers to any assignment verbally in a phone call
- another method approved by the instructor

Students will be marked “present” if their participation and engagement in situational distance learning meets one or more of the above criteria. Students can be marked “present” for a maximum of 5 days/school year for situational learning. If none of the above occur, students will be marked “absent.”

Students who are marked present will receive credit for instructional hours equivalent to in-person learning. Students who complete all of the day’s assignments will receive full credit for the class (3 instructional hours); students who complete some but not all of the assignments will receive partial class credit for instructional hours. Students who are marked absent will not receive any credit for instructional hours.

14. Student Rights and Responsibilities

Each adult learner has the right:

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

Staff members are expected to:

- Be respectful and reasonable
- Be encouraging and helpful

- Be understanding
- Be enthusiastic and engaging
- Respect student space/privacy
- Not display favoritism

15. Communication

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

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

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

Students have the responsibility to:

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

Staff has the responsibility to:

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

16. Student Governance

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

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

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

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

17. FERPA Notice

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

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

Privacy and Student Information

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

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

- The right to inspect and review the student's education records.
- The right to request amendment of the student's education records.
- The right to consent to the disclosure of personally identifiable information contained in the student's education records.
- The right to file a complaint with the U.S. Department of Education concerning

alleged failures by TFPPCS to comply with requirements of FERPA. Notification of Rights under FERPA, with a summarized explanation of these rights, is posted near the Registrar's office; parents and students may request a copy from the office staff.

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

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

18. Discipline Policy

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

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

- **BULLYING** - Bullying is behavior that is repetitive and intended to harass, frighten, insult, threaten an individual psychologically or physically. This includes verbal, written, and physical abuse. Written abuse, or "cyber-bullying," can include emails, and online insults. In addition, unwanted sharing of embarrassing pictures or videos, maintaining an online presence while pretending to be the victim, unsolicited surveillance, and invasion of privacy, such as reading private emails or text messages, are all considered bullying behaviors.
- **HARASSING CONDUCT** - Harassing conduct includes verbal or written actions that are abusive to any person or conduct which threatens or endangers the physical, emotional health, or safety of any person that may be sexual in nature.

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

B. Remedies for Infractions leading to suspension:

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

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

C. Manifestation Determination Review

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

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

D. Staff Responsible for Compliance

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

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

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

1. Hearings

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

The following minimal procedures will be followed:

- The student shall be advised of the time and place of the hearing.

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

The student shall be advised of the method of appeal.

2. Appeals

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

F. Policy for Equitable Enforcement and Application by Staff

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

G. Tiered Consequences and Interventions for Suspension

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

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

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

Code of Conduct and Discipline Policy	
Level A	<i>Intervention Options: If these interventions are successful, referral to the Chief Academic Officer may not be necessary.</i>
	<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	<i>Discretionary: Up to referral to Chief Academic Officer</i>
	<ul style="list-style-type: none"> ● Records review by staff ● Referral to Case Manager
Level C	<i>Required: Referral to Chief Academic Officer</i>
	<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

19. Grievance Procedures

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

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

- Complainant's contact information, including telephone number and email
- A detailed account of the complaint
- Whether this is the first time the individual is calling to report this complaint
- The explicit steps that the caller has made following the school's complaint process including any evidence of responsiveness and/or unresponsiveness of the school, including date(s)
- If a student or parent has a complaint, they should contact the management staff of TFPPCS. If TFPPCS staff and the school are unresponsive or unwilling to assist in resolving the issue in a timely manner, they should contact the school's Board of Trustees. Students may contact Oralía Puente at oraliapuate@aol.com or Michael Barnet at mdjb@rcn.com from the Board of Trustees.

F. Special Services

20. 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.

21. Health & Safety

TFPPCS complies with all applicable health and safety inspections and takes any and all necessary steps to ensure appropriate ventilation and air quality, building condition, cleanliness, temperature control, and absence of pests/infestation in compliance with applicable health and safety and building laws and regulations.

TFPPCS will provide required and appropriate health and safety training to its staff including annual CPR and First Aid training. TFPPCS will be equipped with appropriate first aid kits.

TFPPCS complies with the DC Code concerning facility safety and other requirements, including compliance of facilities with the Americans with Disabilities Act and the DC Fire Prevention Code. Our building is accessible to all persons with disabilities.

TFPPCS facilities undergo regular inspections conducted both internally and by relevant DC government agencies. TFPPCS maintains an up-to-date emergency response plan

and holds quarterly emergency evacuation and fire drills. The certificate of occupancy and insurance policy are both up to date and on file with DC PCSB.

TFPPCS will maintain proper licenses from the DC government and applicable agencies therein.

Students may only take medication during school hours if it is essential to maintaining their good health. Staff members are prohibited from giving medicine to a student unless the following requirements are met:

If a student experiences injury or illness during TFPPCS day, TFPPCS will contact the nearest of kin. If nearest of kin is not available, whoever is listed on the Emergency Contact Form will be contacted.

G. Leaving the Program

22. 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's 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.

H. Non-Discrimination

23. Statement of Non-Discrimination

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

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

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

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

IMPORTANT INFORMATION FOR ADULT LEARNER AND FAMILY

By signing and returning this page, you acknowledge that you have received the Student and Family Handbook for 2022-2023. 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