



Briya

Public Charter School

Education Strengthens Families

Student Handbook

2020 – 2021



Briya at Sharpe
4300 13th St NW
Washington, DC 20011
(202) 797-7337

Fort Totten
100 Gallatin St NE
Washington, DC 20011
(202) 232-7777

Mary's Center—Kalorama
1707 Kalorama Rd. NW
Washington, DC 20009
(202) 420-7200

Mary's Center—Georgia Ave
3912 Georgia Ave. NW
Washington, DC 20011
(202) 545-2020

June 2020

Dear Briya Family,

We would like to welcome you to Briya Public Charter School. Briya's mission is to strengthen families through culturally responsive two-generation education. The family literacy model utilized by Briya builds upon successful experience in providing family literacy services since 1989. Briya is a model school and the only one of its kind in the District equally meeting the needs of both parents and children.

The educational program is available to any family living in the District who is interested in participating in all components of the program including English language instruction, computer instruction, parenting classes and Family Time. The school includes adult education and pre-k education for children ages 3 to 4. Early childhood education services are also provided for the children of adult students, ages 0 to 2, in partnership with Mary's Center.

We look forward to working together to meet your family's goals as you work to improve your future. We encourage you to take advantage of all the services provided by Briya by attending regularly and participating actively. We value your input and welcome any ideas or suggestions you may have for maximizing services. Feel free to contact us at any time if you have any questions or are in need of assistance.

We look forward to your participation!

Sincerely,
Christie McKay,
Executive Director

Table of Contents

Mission	4
Educational Focus	4
School Day and School Year Structure	4
Orientation	4
Application and Enrollment	5
Admissions Process	5
Admissions Preference Policy	6
Enrollment and Tuition for Non-Resident Students	6
Philosophy	6
Adult School Organization	7
Pre-K	8
Parent Integration	9
Curricula	9
Assessment	9
Student-Teacher Meetings	10
Recognition Ceremonies	10
Student Services	10
Student Council	10
Student Agreement	11
Pre-K & Early Childhood Expectations	12
Attendance Policy	12
Tardiness & Absences Policies	13
Student Dress Code	13
Student Policies	14
Code of Conduct	14
Student Support Team	15
Safeguard of Student Information	16
Adults with Disabilities	17
Children with Disabilities	18
Health & Safety	18
Disciplinary Procedure/Complaint Resolution Process	20
Withdrawal Policies and Procedures	20
Statement of Non-Discrimination	21
Staff	21
Board of Directors and Open Meetings Policy	22

Mission

To strengthen families through culturally responsive two-generation education.

Educational Focus

Briya has four components: Adult Education and Workforce Training, Early Childhood/Pre-K Education, Family Time, and Parenting Education. The adult education classes have six levels including Basic I, Basic II, Intermediate I, Intermediate II, Advanced I and Advanced II.

While parents are in the adult education classroom, their children are next door in the early childhood education classes. Pre-K is a mixed age class for 3 and 4 year olds. Children ages 0 to 2 are in infant and toddler classrooms. Early childhood classes focus on all areas of child development and learning including: language, literacy, cognitive, social/emotional, physical development, math, science, and the arts.

Weekly Family Time activities and parenting classes help parents learn how to support their children's educational development.

School Day and School Year Structure

The school generally follows the DC Public School's annual calendar. The school year is 180 to 185 days.

Adults, infants and toddlers receive 12.5 hours of school-based instruction weekly in either the morning from 9:00 to 11:30 or in the afternoon from 12:30 to 3:00 daily. Pre-K students come from 9:00 to 3:00 each day. Each week adult students receive instruction in ESL, technology, and Family Time /Parenting.

Orientation

Following the admissions process, students participate in a week-long orientation during the first week of the academic year. Adults who bring children to the program will also spend an entire half day in the early childhood classroom as part of the orientation to child development and the education program. During the orientation, students are assisted in gathering the required proof of DC residency, in addition to experiencing the four components of the program and other activities. Any student who is unable to provide the documentation required to prove DC residency may request a home visit to certify DC residency. The required certification process is then completed by the director or her designee as established by charter school guidelines. Applicants are required to submit all documentation of residency required for enrollment during the period beginning April 1 and prior to October 5 of the enrollment year as establish by charter guidelines.

Application and Enrollment

Briya admits students to its program as a family unit in order to promote educational advancement of the entire family. The adult files an application on behalf of the adult student and his or her child. These applications are then submitted to an enrollment lottery if one is required due to receipt of more applications than slots available.

The enrollment and lottery dates are publicly announced through the Briya website, flyers, and the newspaper. Names of student applicants who complete applications within the enrollment period are selected at random and placed on the enrollment/waiting list in the order selected. Students are either placed within any open class slots or assigned to the waiting list from the order in which they are selected in the lottery. Applications received after the deadline are placed on the waiting list in the order received. As spaces at each class level become open, students are contacted in order from the waiting list to fill the spaces.

Under this enrollment policy, any adult student age 16 years or over who is a resident of the District of Columbia is eligible for admission to Briya, and any child of an adult student ages 3 to 4 years as of December 31st of the enrollment year is eligible for enrollment in the Pre-K program of Briya subject to the availability of spaces at each class level. Prospective students are otherwise considered without regard to any measures of aptitude or achievement, ethnicity, national origin, gender, disability, language proficiency or any other basis prohibited by law.

Admissions Process

The school's recruitment and admissions process includes an in-depth explanation of the focus of the school's curriculum and activities on family literacy, parenting skills and Family Time. If the school's adult slots are filled through the enrollment lottery before the Pre-K slots are filled, the school will continue to accept Pre-K students for admission. The Pre-K students will start participation in the classes immediately, while the parents will be placed on a waiting list for adult education and parenting classes. These adults will then be called from the waiting list as spaces become available. The prospective students will, in the meantime, be required to attend Family Time activities at the school with their Pre-K students while they are on the waiting list for adult education and parenting classes. This policy will allow the entire four component program including early childhood education, Family Time, parenting classes and adult education to continue to function fully.

Applicants are required to submit an application for enrollment as described above and attend a pre-registration/orientation session during the admissions period. During this session, families are informed of the goals and mission of the school, are given an overview of academic and non-academic programs, and are notified of school policies and procedures. The school makes especially clear the requirements related to proof of residency, immunizations and required participation in all aspects of the academic program. Adult students

also take an oral and written placement test to determine the number of spaces that have been filled at each adult class level.

Admissions Preference Policy

This policy describes the preferences in admission that Briya Public Charter School (Briya) may give to its prekindergarten applicants in compliance with the DC School Reform Act. As noted in Briya’s charter, parents and children enrolling in two-generation programs at Briya submit one application for the family; therefore, parents and children are admitted together. Briya applies additional preferences in the following order:

1. Preference in admission may be given to an applicant who is a child of a member of the public charter school's full-time staff so long as enrollment of employees’ children is limited to no more than 10% of the school's total enrollment.
2. Briya may give enrollment preference to siblings of current students.

Regardless of the aforementioned preferences, Briya will comply with DC residency requirements for all students.

Enrollment and Tuition for Non-Resident Students

Students from the District of Columbia will have priority in enrolling in the charter school, and any non-resident students must pay tuition in the amount of \$9,770 for adults, \$14,710 for 3-year-olds and \$14,271 for 4-year-olds (or the amount determined by the DC Public Charter School Board). Students who do not meet the DC Public Charter School residency requirements and who cannot pay this tuition may be served by non-charter school funding only if available.

Philosophy

Briya’s school design is based upon its core beliefs about the parent-child relationship in education and about how adults and children learn best.

The Parent-Child Relationship in Education:

- Parents are children’s first and most influential teachers.
- Children are most successful in school when their parents act as strong educational models.
- Parents who develop a more positive self-image in relation to their own and their children’s abilities to be successful in school and work will be stronger role models.
- Increasing parents’ literacy and educational level increases their children’s school success and ability to graduate from high school and attend college.
- Early family reading is one of the most important elements of educational success.
- Parents will read more to children if they understand the importance of family reading, have access to books, and feel confident in their reading skills.
- Children will have greater success in reading if they start experiencing

literature at a younger age.

- Parents and children must continue to value their native culture and language while learning about the culture of the United States.

Adults and Learning:

- All adults can learn. Those with limited educational background and learning disabilities need extra support.
- Adults learn best if their self-expressed needs are targeted.
- Adults require a supportive, non-threatening learning environment to succeed.
- Adults learn best by doing.
- Adults must experience small successes in order to continue toward their long-term goals.
- Adults will only be able to continue their education if their family's basic needs are met.

Children and Learning:

- All children can learn.
- Children with limited English proficiency should be supported in developing their home language skills and maintaining their culture while developing proficiency in English.
- Children benefit when their teachers reflect their cultural and linguistic background.
- Children learn best in a supportive, nurturing environment, which provides ample opportunity for active exploration.
- Social and emotional competence is the foundation for all learning.
- Children's development is inter-related; development in one area affects other areas, and all must be addressed.
- Learning is an ongoing process that occurs in formal and informal learning settings.

Adult School Organization

Briya strives to provide a supportive, safe, welcoming environment where it acknowledges that all students come with valuable skills and knowledge regardless of their educational level. Instructors help students recognize and value their gifts and abilities utilizing those to maximize learning while at the same time making students feel comfortable to learn at their own pace.

Student Grouping:

School organization and placement of learners is an important part of creating a supportive educational environment. There are six levels of English instruction: Basic I, Basic II, Intermediate I, Intermediate II, Advanced I, and Advanced II. The initial intake assessment places adult students into their appropriate level. Children are placed into the Pre-K class corresponding to their parent's class.

Goal Assessment:

Adult students identify goals for themselves and their family during the orientation as well on an on-going basis in the adult classes. Classroom

instruction is tailored to meet those goals to capitalize on learners' motivation, maximize retention, and increase outcomes.

Progress/Monitoring:

Through a comprehensive system of assessments and monitoring, we ensure that students receive the appropriate services, culturally responsive instruction, and the highest quality education. Differentiated instruction is used to meet the individual needs of learners who may be struggling with the course work or who need more challenging content. Students are reassessed throughout the year and have the opportunity to advance into higher levels if they show sufficient progress. Adult students meet with their teacher and their child's teacher for Parent/Student-Teacher Conferences each semester to discuss individual progress and goal achievement.

Tutoring:

Individual tutoring sessions are offered to students who are in need of extra academic support.

Pre-K

The Pre-K classes provide Briya students with a high-quality education that is safe, stimulating, developmentally appropriate, and appeals to children's interests and needs. Teachers use the *Creative Curriculum* to plan studies that address topics that are relevant to children's daily lives and learning needs. Examples of past studies include insects, trees, buildings, clothes, habitats, water, the human body, and wheels. Curriculum and assessment are aligned with the DC Early Learning Standards. The classroom includes learning centers that infuse academic learning with content areas. Examples of the learning centers found in Briya's Pre-K classrooms include: dramatic play, blocks, library, art, discovery, and toys and games. Academic content such as literacy, math, science social studies, and the arts are planned for within the daily and weekly schedule as well as embedded in the interest areas. Teachers interact with children inside and outside of the classroom in ways that build the critical skills necessary for success and lifelong learning. Pre-K children develop a variety of social and school readiness skills throughout the day. Briya utilizes MTSS for language and social emotional development and teaches important skills via large group, small group, and individualized instruction. They learn in a print and numeracy rich environment and participate in guided activities to learn essential literacy and math skills in both Spanish and English. Teachers facilitate cooperative play skills, help children learn to follow routines, develop strategies for regulating their own emotions and behavior, and be a part of a caring classroom community of adults and children. Weather permitting, children go outside for walks or to the playground. Children must bring clothing appropriate for the weather, and comfortable shoes. Teachers often take materials such as notebooks, clipboards and pencils, digital cameras, beanbags, balls or other gross motor materials. Teachers draw children's attention to print in the environment, nature and weather changes, and community events such as construction projects. Teachers also plan occasional field trips that relate to the

current topic of study, for example during a study on wheels children might go visit a local car wash or mechanic shop.

Parent Integration

Parent integration is critical in providing a family literacy environment where parents play an important role in their children's education. The first few days of class parents often accompany their children in the pre-k to ease the adjustment to a new environment and give parents an opportunity to see their children's daily schedule and the learning activities that take place. Parents are encouraged to arrive early to spend time playing in the classroom with their child. Story times and regularly scheduled Family Time are opportunities for parents and children to learn together. Teachers and parents regularly dialogue about children's development, learning, and progress. Parents are encouraged to take books home daily from the classroom lending libraries to read with their children.

Curricula

Adult Education Curriculum: Briya has adopted the CASAS Competencies & Content Standards, the College and Career Readiness English Language Proficiency Standards for Adult Education, and the *Equipped for the Future* framework as key tools for the development of the adult student content and performance standards, curricula, lesson planning, and goal setting. The curriculum is designed to raise English proficiency and literacy levels; to improve computer, job, and parenting skills; to promote problem solving, critical and creative thinking; and to strengthen successful interpersonal skills and the ability to work as a team. These skills are essential for full participation in daily American life, for supporting one's child's education and for economic success.

Pre-K & Early Childhood Curriculum: Briya uses the *Creative Curriculum for Pre-K* 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.

Assessment

The school uses a variety of assessment methods including standardized testing, portfolio assessment, teacher-created assessments, progress reports and goal setting to make certain that it is meeting the needs of students and offering high quality services.

Adult Assessment: Adult students are pre-tested using the Comprehensive Adult Student Assessment System (CASAS). The CASAS system is a widely used national assessment tool which integrates assessment, curriculum and instruction. The results of the exam help students and teachers to identify

educational needs and to see the progress they are making when post-tested.

Pre-K Assessment: Briya uses Teaching Strategies GOLD, (ongoing curriculum-based assessment throughout the year), the Ages and Stages Questionnaire (ASQ) and ASQ SE, the LAP-3 for language, and additional developmental and learning assessments when necessary for obtaining information to support children's success. Teacher-child interactions are evaluated using the CLASS assessment in Pre-K, toddler, and infant classrooms. Additionally, the Pre-K classroom uses the TPOT (Teaching Pyramid Observation Tool).

Student-Teacher Meetings

Student-teacher and parent-teacher conferences are scheduled 3 times per year. In the adult student-teacher conferences, the discussion covers the student's progress in class, CASAS scores, results of teacher-created assessments, attendance, progress towards individual goals, and any other concerns. Conferences with parents of the children cover the child's academic progress, and parents and teachers communicate and collaborate on establishing learning plans and activities for each child.

Recognition Ceremony

A recognition ceremony is held in June. In acknowledgement of their hard work and effort, all students are presented with individual certificates stating the total number of hours they have participated in English, technology, and parenting/Family Time classes. Children also receive a certificate for their participation in the school.

Student Services

Student services coordinators provide support and referrals to community resources, including Mary's Center. They also plan workshops, information fairs and other events for students. Student services coordinators help with a variety of needs, including health insurance, medical care, legal services, food, clothing, housing, jobs, domestic violence, mental health, school lottery applications and more. Briya is a Community School, which means we work closely with partner organizations, including Mary's Center and Bancroft Elementary School, to assess needs and coordinate programs and services that support students and their families.

Student Council

The Student Council is comprised of two students from each adult class. Student Council members have input into decisions that affect curriculum, school schedule, social events and other school policies and activities. In addition to these duties, the Student Council gives input on improvements for the coming semesters. They are also called upon to represent the program to visitors and evaluators of the school. Student Council members may be invited to represent Briya and its student body at relevant city and nationwide events. Student Council meetings are held three times per year. Before each meeting, teachers provide an opportunity for students/parents to give input. The representatives present their classes' comments during the Student Council

meeting where the Briya School Leader and student services staff are present. Student/parent recommendations are then presented at Board of Trustees meetings and appropriate actions are taken as needed.

Student Agreement

- I agree to fully participate in parent education, the education of my children, computer education, and English Education.
- I understand that the program is for a total of 12.5 hours a week.
- I understand that the attendance policy states that I am allowed a maximum of 4 absences per month. It is important to call, text or email my site when I am absent.
- I agree that I will participate for a minimum of 6 months in order to meet my family's educational goals. If am also enrolling my child at Briya, I commit to participate for a minimum of a year.
- I understand that I will participate in field trips including library visits, parent-teacher conferences, and home visits.
- I understand that as a member of Briya, I can participate in the decision making of Briya through the Student Council.
- I acknowledge receipt of the student handbook and agree to follow school policies.

Pre-K & Early Childhood Expectations

1. Briya recognizes that parents are children's first and most important teachers and believes in the benefits of strong home-school partnerships. **Briya expects parents and teachers to work in partnership for the educational development and well-being of the children.**

2. **Children should come to school on time and every day** in order to receive the maximum benefit of the program. If children miss more than 4 days of class per month parents will need to talk with the director. Excessive absences will require that an attendance improvement plan is created, and doctor's notes will be needed to justify absences.

3. When a child is in the Briya classroom for the first time, **the parent should plan to stay with the child at least for the full class period or longer** until the child has adjusted and becomes familiar with staff members and his/her new environment.

4. Parents are expected to arrive on time and **participate in the weekly Family Time activity**. As soon as class is over, please report immediately to the infant/toddler or preschool area to pick up your children. During class hours infant and toddler parents must always remain in the building.

5. All children in the program will be given a developmental screening called the Ages and Stages Questionnaire (ASQ). **Parents will be asked a series of questions about their children's development and skills** and this will help staff and parents to monitor children's development and identify any delays that may require attention.

6. Parents are expected to participate in **three parent-teacher meetings per year** to discuss their children's progress and share information about how to help children meet their goals.

7. Briya teachers use **positive behavior guidance** to help teach children about appropriate behavior and interactions. Parents must also refrain from using physical punishment at school and all school events such as field trips, parties, etc. Briya teachers and staff are available to support parents in utilizing positive discipline techniques.

8. **Please keep sick children at home.** If your child becomes sick during class and vomits, has diarrhea or a fever, someone will come to tell you or call you so you can take the child home or to the doctor. Children must be fever-free for 24 hours before returning to school.

9. Please bring only your own children. **The program will not accept children that are not enrolled.**

10. Please **dress children with comfortable clothes** and bring an extra set of clothes for your child, labeled with your child's name to be stored in the child's classroom.

11. If you bring an infant or toddler, please be sure to **bring a small blanket, diapers, wipes, a bottle** and all the supplies that you may need. Please put your **child's name on all bottles**, snacks and belongings.

12. **If your child needs a diaper change, a member of the staff will let you know.** Please report to the early childhood classroom to change your child's diaper.

13. Snacks need to be healthy. **No peanut-butter or juice is permitted in the school.**

14. **Children do not need to bring personal toys** from home and if they do bring personal toys, parents will need to either remove the toy or assist their child in storing it in his/her cubby.

Attendance Policy

Students are expected to come to school every day. It is mandatory for all students and parents of Pre-K students to call in to let us know when and why they are missing class.

If adult students miss more than **four (4) days** of class per month, they are required to meet with a teacher or social worker to develop an attendance plan. If they miss ten days or more of class due to travel or a medical emergency, they may be put on a waiting list to re-enter. Individuals who take maternity leave may return at any time if there is space for their newborn child and if they return within the timeframe arranged with staff. Pre-K students are expected to remain in class while the adult student is on maternity leave.

Adult students can only miss **four (4) days** within a one-month period. If they accumulate four absences within one month, a teacher will call to inform them that they have already missed four days of classes, and they will have to participate without missing any classes for the rest of that month. They must also develop an attendance plan with their teacher. If the student misses another

class during the month and/or does not make or follow the attendance plan, the student may be dismissed from the school and will have to re-register at a later registration date if they want to continue at Briya. If a Pre-K student misses four or more days of class during one month, whether excused or unexcused, the Pre-K child's parents may also need to meet with Early Childhood Management to develop an attendance improvement plan.

If a particular adult student has a special arrangement with their teacher and the program regarding a specific work schedule (i.e. they can only come on Monday, Tuesday, and Wednesday), then an absence for them will count as two days of absences towards their four-day allotment, since they are on a special, modified attendance plan.

The following will be considered excused absences. Documentation should be provided as proof. Note: Absences due to poor weather or over-sleeping are not excused absences.

- Employment (for adult students) – work schedule conflict
- Illness – provide proof from Doctor's office if available (ex. appointment card, prescription, medication)
- Doctor's Appointments – provide proof from Doctor's office if available (ex. appointment card, prescription, medication)
- Quarantine of family – provide proof such as a doctor's note
- Moving residence – provide proof of residency (ex. lease, letter, bill, ID, etc.)
- Renewing health insurance – provide proof (ex. paperwork)
- Emergencies (ex. accidents, death in the family).

Tardiness and Absences Policy

Phase 1: The teacher/coordinator talks to student with excessive tardiness or absences.

Phase 2: The coordinator, or Director of Adult Education does a Student Attendance Report where issues related to tardiness or absences are discussed, referrals for services are provided, and an improvement plan to reduce tardiness is developed.

Phase 3: The Student Support Team meets to discuss case and determine if student is following the plan or not; and what steps need to be in place if situation continues.

Student Dress Code

Briya recognizes that expectations for dress vary widely among cultures. Briya's dress code policy is to respect and embrace the cultural differences in dress. Briya does not delineate what can and cannot be worn to school. In the case that a student's dress disrupts instruction and learning, the ESL Instructor, Site Coordinator, Adult Education Coordinator, Director of Outreach & Adult Education Strategy, or Director of Adult Education will have a conversation with the students involved individually to assess the situation. The Student Support Team (including the ESL Instructor, Site Coordinator, Adult Education Coordinator, Student Services Coordinator, Director of Outreach & Adult

Education Strategy, and/or Director of Adult Education) will then make a determination as to how to proceed with the case. All decisions are made on a case-by-case basis.

Student Policies

1. No food or drink is allowed near the computers.
2. No children are allowed near the computers in the adult classrooms.
3. No student or visitor under the influence, or in the possession of illegal drugs or alcohol is permitted to enter the building.
4. Being under the influence of, possession, distribution, sale, transfer, or use of alcohol or illegal drugs while on school property is strictly prohibited.
5. Disruptive/Disrespectful behavior in the classroom/school setting is prohibited.
6. Harassment, intimidation, and bullying are prohibited.
7. Students must participate in all components and activities of the school.
8. Theft or inappropriate removal or possession of school property is strictly prohibited.
9. Students are prohibited from carrying weapons or explosive materials, using profane language, or conducting physical aggression upon other students.
10. Negligence or improper conduct leading to damage of school and/or student property is prohibited.
11. All students must adhere to all safety and health rules.
12. Sexual or other unlawful or unwelcome harassment is strictly prohibited.
13. Unauthorized use of telephones, mail system, computers, school equipment, and improper use of the Internet are strictly prohibited.
14. Do not park your car in the staff parking lot. Violators will be towed at their own risk and expense.
15. Students of the adult classes at Briya Public Charter School should always use their student identification card provided by the Briya Public Charter School.

Code of Conduct

All staff are authorized to enforce all rules. Disciplinary action is executed by school administrators with appropriate documentation. Pre-K students are not subject to suspension or expulsion. For minor infractions, adult students will be suspended for 1-5 days. For major infractions, adult students will be suspended for 5-10 days. Expulsions are for up to one year. The disciplinary action for each violation of the code of conduct is as follows:

Minor Infractions (1-5 day suspension)

1. Smoking in school
2. Profane language
3. Disruptive behavior
4. Use of physical punishment at school and all school events
5. Damage to school property
6. Improper use of school equipment

Major Infractions (5-10 day suspension)

1. Vandalism
2. Graffiti or defacing private property
3. Disrespect to staff or students
4. Falsely activating alarm system
5. Sexual harassment
6. Failure to adhere to health & safety rules

Expulsions (Up to one year)

1. Use or sale of drugs or alcohol
2. Fighting or assault
3. Bringing a weapon to school
4. Theft

For a student who is eligible for special education services or who is suspected of having a disability, the Student Support Team will hold a manifestation determination meeting to consider whether or not the conduct subject to disciplinary action was a manifestation of the student's disability and to consider whether the infraction may have been the result of failure to implement the student's IEP. The Student Support team will determine the appropriate action to be taken in accordance with the Student Fair Access to School Amendment Act of 2018.

Student Support Team

Purpose: The primary purpose of the Student Support Team (SST) and the Response to Intervention Team (MTSS) is to ensure that all students are supported in their academic progress and achievement. The SST plays a large role in the identification of students suspected of or diagnosed with developmental delays.

Procedures: Children are screened for developmental delays using normed and reliable early childhood screening tools. If screen scores are below test norms, and/or classroom observations and conversation between teachers and parents/students reveals developmental or learning concerns, the Special Education Coordinators are notified and bring the matter to the attention of the MTSS team. Through MTSS, a multi-tiered system of intervention supports that focus on social emotional and language skills, a differentiated hierarchy of support that matches the students' needs and helps struggling students before they reach the point of significant educational deficits is being delivered to students. Additionally, weekly Family Support Team meetings (SST) are held to discuss and identify children having difficulty in any area that is not addressed through the MTSS process. Parents may request an evaluation of their child at any time. At either of these junctures, the MTSS team and the SST works closely with parents to initiate a systematic process involving teachers, appropriate administrators, and support personnel to determine how the school can best meet the needs of the student. The MTSS team and SST may also recommend classroom and/or curriculum modifications for the student. The SST may also recommend the student begin a formal evaluation process. If

parents provide consent for formal evaluation, the student begins the evaluation process, and the SST along with the parents determine which assessments will be administered according to the student's needs. If the student's needs cannot be met by Briya, the MTSS team/SST discusses other options. The MTSS team/SST at Briya gives utmost consideration to parent's wishes and to how the school can most help the student in his/her academic achievement.

Members of the Student Support Team include: Lisa Luceno, Silvia Arias, Noelani Mussman, Lena Johnson, Katia Gomez, Gladis Canizales, Lorie Preheim, Elizabeth Bowman, Lena Johnson, Johanna Ulseth (Homeless Liaison), Christie McKay, Jessica Rosenberg & Paige Reuber. Membership on the team is flexible based on the needs of the students.

Safeguard of Student Information

Briya PCS complies with laws regarding student privacy. Please see FERPA notice below for more information -

The Family Educational Rights and Privacy Act (FERPA) affords parents and students age 18 or older ("eligible students") certain rights with respect to the student's education records. These rights are:

- (1) The right to inspect and review the student's education records within 45 days of the day Briya Public Charter School (Briya) receives a request for access. Parents or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The school principal or other appropriate school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
- (2) The right to request amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading or otherwise in violation of the student's privacy rights under FERPA. Parents or eligible students may write the school principal, clearly identify the part of the record they want changed, and specify why it should be changed. If Briya decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
- (3) The right to consent (in writing) to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. For example, FERPA authorizes disclosure without consent to: school officials whom Briya has determined to have legitimate educational interests (a school official is a person employed by Briya as an administrator, manager, instructor, or support staff member including health or medical staff); a contractor, consultant, or volunteer to whom Briya has outsourced institutional services or functions; person or company with whom Briya has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); an official of another school system where a student seeks or intends to enroll, or where the student is already enrolled; an authorized representative of the DC Public Charter School Board, the District of Columbia Office of the State Superintendent of Education, the U.S. Department of Education, the U.S. Attorney General, or the U.S. Comptroller General for audit, evaluation, or compliance activity with respect to Federal or state education programs; Briya's accrediting agencies; to appropriate parties if necessary to protect the health or safety of a student or other individuals; and to comply with a judicial order or lawfully issued subpoena. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.
- (4) The right to withhold disclosure of directory information. At its discretion, Briya may disclose basic directory information that is generally not considered harmful or an invasion of privacy without the consent of parents or eligible students in accordance with the provisions of District law and FERPA. Directory information includes: student name, student address, student telephone listing, name of school attending, participation in officially recognized activities, diplomas and awards received, students date and place of birth, names of schools previously attended, and dates of attendance. Parents or eligible students may instruct Briya to withhold any or all of the information identified above (i) by completing the "Release of Student Directory Information" form available at the school (see below), or (ii) by providing notice in writing to the Director of Development and Accountability, Karen Hertzler, at 2333 Ontario Road NW Washington, DC 20009. The release or

notification must be provided within 30 days of the issuance of this notice.

(5) The right to file a complaint with the U.S. Department of Education concerning alleged failures by DCPS to comply with the requirements of FERPA. The name and address of the office that administers FERPA are: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Ave. SW, Washington, DC 20202.

Release of Student Directory Information

To: All Parents and Adult Students (18 years of age and older)

The Family Educational Rights and Privacy Act (FERPA) is a federal law that requires Briya, with certain exceptions, to get your permission before disclosing personally identifiable information from education records. However, Briya may disclose basic "directory information" that is generally not considered harmful or an invasion of privacy without your consent. The primary purpose of directory information disclosure is to allow Briya to include this type of information in certain school publications. Directory information can also be disclosed to outside organizations such as federal and state agendas and media sources. The information listed below has been designated as directory information under District of Columbia law and FERPA and may therefore be released at the discretion of Briya. You have the right to instruct Briya that it may not release any or all of this information without obtaining your prior written consent by completing this form. Your decision on this form will be valid for the remainder of the current school year. A new Release of Student Directory information form must be completed each school year.

Please place a check mark on the line beside any directory information items listed below that you do not want Briya to disclose without your consent, if any.

Student Name

Student Address

Student Telephone Listing

Name of School Attending

Participation in Officially Recognized Activities

Diplomas and Awards Received

Student's Date and Place of Birth

Names of Schools Previously Attended

Dates of Attendance

By signing, I am giving written notification to Briya that it may not disclose the directory information items I have placed a check mark beside above unless I give prior written consent. I understand that such information may still be disclosed by Briya if disclosure is otherwise permissible under FERPA.

Adults with Disabilities

Briya PCS follows the guidance of the Office of the State Superintendent of Education for the provision of services to adults with qualifying disabilities under the Individuals with Disabilities Education Act. Briya teachers utilize LD-appropriate instruction which is beneficial for all students. A screening tool is administered to all students to assess their learning needs. Adult instructors review the screen results with students during student-teacher conferences, as needed. Accommodations and adaptations in the classroom are made for learners with special needs such as: larger print; larger fonts for computers; sitting at the front of the class; and individual assistance, auditory explanations, first language translation as available, and modeling. Assignments are differentiated as needed to meet the needs of lower and higher-level learners within each ESL classroom. The tutoring program provides individualized tutoring for learners needing extra support during and outside of regular class hours.

Children with Disabilities

Special education services are provided to all eligible students in accordance with the District and federal regulations as outlined in the Individuals with

Disabilities Education Act. All children are screened at the beginning of the school year using normed and reliable early childhood screening tools, and teachers take written observations of children's behavior in the classroom. At parent request or when a child's screening results indicate that further evaluation or support is needed, the Special Education Coordinator works with families and the Response To Intervention Team (RTI) and/or the Student Support Team (SST) to determine the appropriate next steps for the child. Children under 3 may receive support services through Mary's Center Early Intervention Program or DC Public Schools.

If a student is identified as having a disability, Briya will use an inclusion model of special education services. The Student Support Team that includes the parents, classroom instructors, school administrators, and relevant specialists will meet to develop an Individualized Education Plan (IEP). The school will contract with specialists to provide services such as speech/language, physical or occupational therapy, or psychological and educational assessments. The student's progress toward school and IEP goals will be reviewed regularly with the parent during parent-teacher conferences and as needed. The IEP will be implemented during regular programming as much as possible. Strategies will include:

- Individualized instruction (as outlined by the IEP)
- One-on-one instruction and assistance within the classroom
- Differentiated instruction
- Supplementary aides (i.e. text with larger print, larger writing tools, picture communication)
- First language support when working with the child if possible
- Scaffolding of skills
- Instruction and activities that build the individual's phonological awareness

Health & Safety

Briya follows the rules and regulations for DC Public Charter Schools related to health, safety, and fire codes for buildings. Staff are trained in First Aid, CPR, fire evacuation procedures, and lock down procedures.

The school prohibits any behavior that could potentially harm other students or staff including carrying of firearms, smoking, drug use, and physical violence. Such serious violations of the rules of conduct are subject to immediate suspension or expulsion following rules of due process. In the rare case that an adult's or child's behavior would necessitate suspension or expulsion due to a significant threat to oneself or others, the school will work with the family to find ways to reinstate the student to the classroom following the suspension period and/or will help the family to obtain a placement more appropriate to the student's particular needs. Staff will refer the individual to appropriate services (i.e. counseling, drug rehabilitation) to receive help resolving their problem.

Students are prohibited from engaging in behavior that endangers or threatens to endanger the safety of others or themselves, or that damages property, or that hinders the orderly conduct of the school. The school follows the mandated CFSA handbooks for reporting child abuse and neglect cases. The school is a

drug-free workplace and complies with all health and safety standards. The school has a zero tolerance policy for weapons and violence. Individuals who conduct theft in the school or during school sponsored events will need to meet with a counselor, teacher, or director and may face dismissal.

Mandated Reporting

Information discussed with Briya staff will be kept confidential except under the following circumstances: suspicion of abuse or neglect of children or vulnerable adults, suicidal or homicidal thoughts or by court order. The purpose of a report of suspected child abuse or neglect is to connect families to needed services.

Fire Drill Procedures

The school ensures fire evacuation routes throughout the building and maps are posted in every classroom. There are fire drills throughout the school year. When the fire alarm rings, all students must leave the building quickly leaving all personal items behind. Parents in adjoining classrooms and staff in adjoining offices escort the children out of the building. Upon exiting the building, all persons meet at a designated location where role call is taken to ensure everyone is present.

Emergencies

The school follows a School Emergency Response Plan, and staff are informed to activate the plan in the event of an emergency. Lock-down procedures are reviewed and practiced throughout the school year.

The School Emergency Response Team includes:

Christie McKay - School Director
 Lorie Preheim- Director of Outreach & Adult Education Strategy
 Amy Gonzalez - Director of Operations
 Jose Alfaro - Security/Administration
 Elizabeth Bowman – Director of Adult Education
 Lisa Luceno - Director of Early Childhood
 Silvia Arias - Early Childhood Manager
 Gladis Canizales - Early Childhood Coordinator
 Melissa Lorenzana - Early Childhood Coordinator
 Judy Kittleson - Adult Education Coordinator
 Jessica Rosenberg - Adult Education Coordinator
 Kirsten Wittkowski- Adult Education Coordinator
 Paige Reuber - Adult Education Coordinator
 Mirna Guardado - Administrative Manager
 Wendy Guardado – Administrative Manager
 Kirsten Karttunen - Administrative Manager
 Kimberly Rivera - Administrative Manager

Disciplinary Procedure and Due Process/Appeals/Complaint Resolution Process

Minor disciplinary issues related to students or complaints on the part of the student or parent/guardian should be addressed by the teacher or director in a one-to-one or small group setting. Every attempt should be made to resolve the conflict with the student(s) or parent/guardian concerned and to establish a resolution of the problem agreeable to all parties. In the case of a minor

infraction of the student policies which has not been resolved satisfactorily in an informal manner, a major infraction, or complaints on the part of the student or parent/guardian, the individual(s) will be taken through the following procedure:

1. Within ten working days from the occurrence of the matter on which a complaint or appeal of a disciplinary procedure is based, the staff member or student/parent/guardian will file a written report with the School Director on a form provided for that purpose. The School Director must respond in writing within ten working days of receiving the written report. In the case of complaints alleging sex discrimination or sexual harassment carried out by employees, other students, or third parties, a student/parent/guardian may contact the Title IX Coordinator, Stephanie Mintz, (202) 232-7777, 100 Gallatin St NE, Washington, DC 20011

2. If the student/parent/guardian is not satisfied with the written response of the School Director (or Title IX Coordinator, if applicable), he or she has ten working days from receipt of the School Director's response to file a written notice of appeal with the Board contact which shall state the reasons for the appeal. The Board contact shall appoint a review committee consisting of three members of the Board of Directors. The review committee shall thoroughly review the appeal and submit its conclusions to the Board Chair and to the student/parent/guardian in writing. The decision of the review committee shall be final and binding. The Board contact for Briya is Doris Garay, 2333 Ontario Road NW Washington, D.C. 20009; e-mail: BoardViceChair@briya.org
 In all steps of the disciplinary procedure and due process/appeals/complaint resolution process, failure of Briya to comply with the time limits specified will permit the student/parent/guardian to advance the appeal to the next step of the procedure, if any. Failure of the student/parent/guardian to comply with the time limits will end the appeal process and the School Director's response will be final. For a complete listing of Board Members, see page 24.

Withdrawal Policies and Procedures

Students will be able to withdraw from the school at any time. The school's staff will work with each family when a request for withdrawal is made. Staff will attempt to contact the family to conduct an exit interview to ascertain the student's reason for withdrawal, and to determine whether the family met its individualized educational goals. Reasons for leaving will be shared with appropriate staff to inform program improvement measures and to assist in the elimination of barriers to service.

Statement of Non-Discrimination

Everyone is equal at Briya Public Charter School regardless of socio-economic status, language proficiency, or educational level. We expect all individuals to treat each other with mutual respect, whether it be between teachers and students or among students themselves. The school will seek to model with adult students and children the behavior required for positive relationships within the home, school and workplace. The school will actively promote respect between students and staff.

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, and the D.C. Human Rights Act of 1977, applicants for admission and employment, students, parents, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Briya Public Charter School are hereby notified that Briya Public Charter School does not discriminate on the basis of race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, family responsibilities, political affiliation, or disability in admission or access to, or treatment or employment in, its programs and activities. Students, parents, and/or guardians having inquiries concerning Briya Public Charter School's compliance with Section 504, ADA, Title VI, Title IX, and/or the Age Act as they apply to Briya Public Charter School students, or who wish to file a complaint regarding such compliance should contact: Stephanie Mintz, Director of Student Services, 2333 Ontario Road NW Washington, DC 20009, 202-797-7337, or, Lena Johnson, Special Education Coordinator, 2333 Ontario Road NW Washington, DC 20009, 202-797-7337 who have been designated by Briya Public Charter School to coordinate its efforts to comply with the regulations implementing Section 504, ADA, Title VI, Title IX, and the Age Act as they relate to students. For further information on notice of non-discrimination, visit <http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm> for the address and phone number of the office that serves your area, or call 1-800-421-3481.

Staff

Briya's staff are caring, highly qualified individuals who help carry out the mission and philosophy of the school and who help create a positive, mutually respectful culture where there is cooperation between students, staff and students, staff and administration, the Board and staff, and the school and the broader community. All staff members have an extensive background in serving immigrant populations and understanding the problems families encounter when adapting to the United States. The staff take into account immigrant family structure and dynamics, acculturation, and links with the extended family in the country of origin when planning curricula and programs. Current staff speak English, Spanish, and French. The school has an Amharic speaker that may be contracted to provide language services as the need arises.

Board of Directors

Chair: Daniela Grigioni-Carozza

Vice Chair: Doris Garay

Secretary: Flor Buruca

Treasurer: Nick Sheth

Board members: Darryl Clay, Thomas Gerkin, Judy Mortrude, Cara Sklar, Alejandra Sandoval, Todd Shears, Deborah Spitz

Open Meetings Policy

Briya's Board of Trustees gathers a quorum of Trustees six times a year in January, March, May, July, September, and November. All meetings are on the second Wednesday of the month from 6:00-7:30 pm at Briya's Adams Morgan site (1707 Kalorama Road NW) except for the March meeting, which is held on a Saturday. The board meeting schedule can be found on Briya's website at www.briya.org/board-schedule/. Two meetings each year will be designated as open to the public. Please contact BoardChair@briya.org if you plan to attend.

*Board meetings will be held virtually during the COVID-19 health crisis. Meetings will resume meeting in-person once Washington, DC has reached Phase III of reopening.



Briya

Public Charter School

Education Strengthens Families

Briya at Sharpe

4300 13th St NW
Washington, DC 20011
(202) 797-7337

Fort Totten

100 Gallatin St NE
Washington, DC 20011
(202) 232-7777

Mary's Center—Kalorama

1707 Kalorama Rd. NW
Washington, DC 20009
(202) 420-7200

Mary's Center—Georgia Ave

3912 Georgia Ave. NW
Washington, DC 20011
(202) 545-2020