



Briya

Public Charter School

Education Strengthens Families

Student Handbook 2018 – 2019



Bancroft Elementary School

1755 Newton St. NW
Washington, DC 20010
(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 2018

Dear Briya Family,

We would like to welcome you to Briya Public Charter School. Briya's mission is to provide a high-quality education for adults and children that empowers families through a culturally sensitive two-generation model. 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 Parent and Child Together 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, School Leader

Table of Contents

Mission	4
Educational Focus	4
School Day and School Year Structure	4
School Calendar	5
Enrollment Policy	6
Admissions	6
Application Process	6
Orientation	7
Enrollment and Tuition for Non-Resident Students	7
Philosophy	7
Adult School Organization	8
Adult Class Schedules	9
Pre-K	10
Pre-K Class Schedule	11
Parent Integration	12
Curricula	12
Home Visits	12
Assessment	13
Parent/Student-Teacher Meetings	13
Extracurricular Activities	14
Recognition Ceremonies	14
Student Services	14
Student Council	15
Student Agreement	15
Pre-K & Early Childhood Expectations	16
Attendance Policy	18
Tardiness & Absences Policies	19
Student Dress Code	19
Student Policies	19
Code of Conduct	20
Student Support Team	20
Safeguard of Student Information	21
Adults with Learning Disabilities	21
Children with Disabilities	21
Health & Safety	22
Disciplinary Procedure/Complaint Resolution Process	23
Withdrawal Policies and Procedures	24
Statement of Non-Discrimination	24
Staff	25
Board of Directors	26

Mission

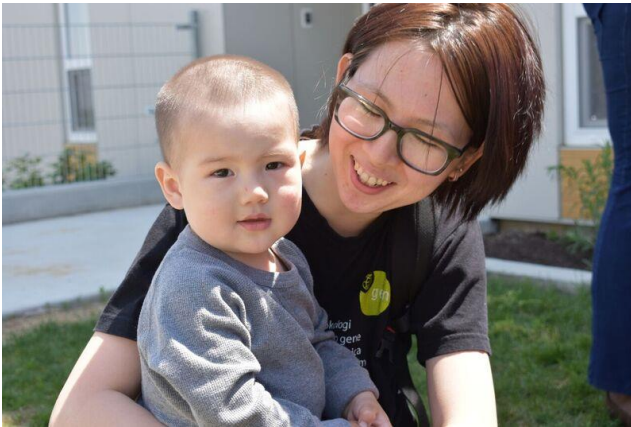
To strengthen families through culturally responsive two-generation education.

Educational Focus

Briya has four components: Adult Education and Job Training, Early Childhood/Pre-K Education, Parent and Child Together (PACT) 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. The Pre-K is a mixed age class for 3 and 4 year olds. Children ages 0 to 2 are in an 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 Parent and Child Together Time (PACT) 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 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 PACT/Parenting.

School Calendar

August 21: Classes Begin
September 3: Labor Day, No Classes
October 8: Columbus Day, No Classes, Student Council Meeting
October 24 – 26: Parent Teacher Conferences and Field Trips
November 6: No classes
November 12: No classes (Veteran's Day)
November 20: Thanksgiving Celebration
November 21 – 23: Thanksgiving Break, No Classes
December 21: End of Semester Celebration
December 24-January 2: Winter Break
January 21: Martin Luther King Jr. Day, No Classes
January 22 – January 23: No Class
January 23: No Classes, Student Council Meeting
February 18: President's Day, No Classes
February 19 – February 22: No Class
March 7 – March 8: Parent Teacher Conferences and Field Trips
April 4 – April 5: No Classes
April 15 – April 19: Spring Break, No Classes
May 6: No Classes, Student Council Meeting
May 23 – May 24: Parent Teacher Conferences and Field Trips
May 25 – May 28: No Classes
June 14: Briya Last Day of Classes
June 17: No class
June 18: Recognition Ceremony

Enrollment Policy

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. 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 Parent and Child Together 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 Parent and Child Together 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, Parent and Child Together Time, parenting classes and adult education to continue to function fully.

Application Process

Applicants are required to submit an application 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 in order to determine the number of spaces that have been filled at each adult class level.

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 established by charter guidelines.

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 \$9,486 for adults, \$14,282 for 3-year-olds and \$13,856 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. Instructor's 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 sensitive 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.

Adult Class Schedule

Ontario Center 1707 Kalorama Rd. NW	9:00-11:30am - Basic
	12:30-3:00pm - Intermediate
Bancroft Elementary School 1755 Newton St NW	9:00-11:30am - Advanced 2
	12:30-3:00pm - Advanced 1
Georgia Center 3912 Georgia Ave. NW	9:00-11:30am - Basic 1
	9:00-11:30am - Basic 2
	12:30-3:00pm - Intermediate 1
	12:30-3:00pm - Intermediate 2
Fort Totten Center 100 Gallatin St NE	9:00-11:30am - Intermediate 1
	9:00-11:30am - Intermediate 2
	9:00-11:30am - Advanced 1
	12:30-3:00pm - Basic
	12:30-3:00pm - Advanced 2

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 is 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 RTI for language and social emotional development and teach 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.



Sample Pre-K Schedule

9:00am – 3:00pm		
Time	Activity	Description
9:00am	Breakfast, Choice Time (math/literacy embedded)	Morning greetings and conversations with children and families. Children use books and table activities (play dough, puzzles, games, drawing and writing materials). Children eat their breakfast as needed.
10:00 am	Morning Meeting and Read-Aloud	Morning meeting is an excellent time for community building and includes greetings, songs/fingerplays, discussions related to study topic, math and literacy learning activities, and a read-aloud using dialogic reading techniques.
10:20am	Small Groups, (math, literacy, art, fine motor, science)	Children make choices about which interest areas they want to work in and complete projects. They participate in teacher-led small groups that have been designed by teachers to build content learning and critical thinking skills
10:45am	Outdoor Time	Children go outside, weather permitting, or go to music class once a week. During inclement weather gross motor activities are performed indoors using materials such as parachutes, mats, balls, etc...
11:30am	Lunch	Eat lunch together, enjoy conversations
12:00pm	Independent Reading, Transitions	Children read books and wind down, individually as they finish their lunch.
12:30pm	Rest	Children rest or sleep on mats or engage in quiet rest activities.
1:45 pm	Snack (optional)	Snack and milk provided for those who want it.
1:45pm	Choice Time & Math/Literacy Small Groups	Children choose from limited learning activities and participate in additional small group activities.
2:45pm	Afternoon Meeting: Movement & Day Review	Music and movement activities, and review of the day's events and learning.
3:00pm	Pick Up & Goodbyes	Parents come to take children home



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 PACT (Parent and Child Together) 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.

Home Visits

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 in regard to 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.

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 offers 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).



Parent/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.

Extracurricular Activities

Extracurricular Activities at the school include music and yoga classes for children as well as family field trips to educational and recreational sites. Field trips include the entire family and adult student's spouses, significant others and extended family members (as space is available) are able to attend. On non-school days, families' school-aged children attending other schools are also encouraged to participate. Families vote on the types of field trips they would like to participate in each year. Field trip options include places such as: The National Zoo, the Museum of Natural History, the American History Museum, Wheaton Park, and several field trips to the Mt. Pleasant Library. Goals of the field trip program include: encouraging parents and children to learn together through new experiences, exposing families to the free educational opportunities available in our city, and learning about sites important to children's educational advancement such as the public library system.



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/PACT 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 hours a week.
- I understand that I will participate for a minimum of one school year in order to meet my family's educational goals.
- I understand that the attendance policy states that I am allowed a maximum of 4 absences per month, it is important to call your site when you are absent
- I understand that I will participate in Parent and Child Together time, story time, library visits, parent-teacher conferences, and home visits.
- I understand that as a participant in Briya, I will be able to participate in decision making through the Briya 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. 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. There will also be parent orientation sessions at the beginning of the school year and parents may spend additional time in the early childhood classroom to learn about the day's routines and approach to education.
3. Parents are expected to arrive on time and participate in all Parent and Child Together Activities (PACT) including story-time and Reading Journals.
4. 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.
5. 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 academic and developmental goals.
6. 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.
7. 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.
8. Please bring ONLY your own children. The program will not accept children that are not enrolled. Children attending school, who have been kept home for any reason, WILL NOT BE ADMITTED in the Early Childhood classroom.
9. Please bring an extra set of clothes for your child, labeled with your child's name to be stored in the child's classroom. If your child's teacher must use an item of clothing from the extra set, please take home the soiled item, wash it, and bring another clothing item to replace what was used.
 - a. The work done with children in the Early Childhood classroom involves arts and crafts activities that involve painting, clay, water, crayons, markers, etc... so please dress your child accordingly. Children should be dressed comfortably in clothing appropriate to the weather, and wear comfortable shoes for walking and playing at the park.

10. Children should come to school on time and every day in order to receive the maximum benefit of the program.
 - a. If children miss more than 4 days of class per month parents will be 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.
11. Please put your child's name on all bottles, snacks and belongings.
PLEASE DO NOT BRING GLASS BOTTLES OR CONTAINERS.
 - a. Snack and lunch foods must be healthy.
 - b. Juice is not permitted; children may drink milk or water while at school.
 - c. Soda, chips, gum, and candy are never permitted in the school. Children must not come to school with small things in their pockets such as candy or coins.
 - d. Peanut-butter is not permitted at all in case of known or unknown peanut allergies.
12. Children will be in the Early Childhood classroom ONLY. As soon as class is over, please report IMMEDIATELY to the preschool area to pick up your children. During class hours infant and toddler parents MUST remain in the building at all times.
13. 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. If you bring a baby, please be sure to bring a small blanket, diapers, wipes, a bottle and all the supplies that you may need.
14. Children do not need to bring personal toys from home unless requested by the teacher for a special activity, and if they do bring personal toys, parents will need to either remove the toy or assist child in storing it in his/her cubby, depending on teachers' recommendations.



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, 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 (x. 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 talks to student with excessive tardiness or absences.

Phase 2: The Site Coordinator talks to student with excessive tardiness or absences.

Phase 3: The Teacher, Site Coordinator, or Academic Dean 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 4: The Student Support Team meets to discuss case and determine if student will be put on the wait list until the student is able to adhere to the Attendance Policy.

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, or Academic Dean 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, and/or Academic Dean) 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. 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 fire arms 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 Mary's Center 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.

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

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 fire arm to school
4. Theft

Major Infractions (5-10 day suspension)

1. Vandalism
2. Graffiti or defacing private property

Student Support Team

Purpose: The primary purpose of the Student Support Team (SST) and the Response to Intervention Team (RTI) 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 RTI team. Through RTI, 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 RTI process. Parents may request an evaluation of their child at any

time. At either of these junctures, the RTI 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 RTI 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 RTI/SST discusses other options. The RTI 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, Kate Van Slyck, Lorie Preheim, Lena Johnson, Raquel Farah-Robinson (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 attached FERPA notices for more information.

Adults with Learning 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- Academic Dean
 Lisa Luceno - Director of Early Childhood
 Silvia Arias - Early Childhood Manager
 Noelani Mussman - Director of Curriculum & Instruction (Early Childhood)
 Gladis Canizales - Early Childhood Coordinator
 Amy Gonzalez - Director of Operations
 Judy Kittleson - Adult Education Coordinator
 Jessica Rosenberg - Adult Education Coordinator
 Paige Reuber - Adult Education Coordinator
 Mirna Guardado - Administrative Manager
 Jodi Ihaza- Director of Charter Data & Administrative Manager
 Wendy Guardado – 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 Julia Toro (202) 467-8340, 2333 Ontario Road NW Washington, D.C. 20009; e-mail: juliamtoro@aol.com. 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 26.

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. All 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.

Administrative Team

Director - Christie McKay
 Academic Dean - Lorie Preheim
 Director of Development and Accountability - Karen Hertzler
 Director of Charter Data & Administrative Manager - Jodi Ihaza
 Adult Education Director- Elizabeth Bowman
 Chief Finance Officer - William Bletzinger
 Finance and Business Administrator -Brenda Martinez
 Director of Operations - Amy Gonzalez
 Early Childhood Director - Lisa Luceno
 Early Childhood Manager - Silvia Arias
 PreK Instructional Leadership - Noelani Mussman & Lorena Gomez
 Early Childhood Coordinators - Gladis Canizales, Maribel Escamilla, Lorena Gomez, Silvia Arias, Melissa Lorenzana
 Speech and Language Pathologist- Marisa Vaccalluzzo
 Adult Education Coordinators - Judy Kittleson, Jessica Rosenberg, Paige Reuber, Kirsten Wittkowski
 MA Manager and Program Developer - Reena Gadhia
 CDA Coordinator- Mau Castro
 CDA Administrator- Rikssi Sevilla
 Child Care Licensing Coordinator- Maria Das G.C. Depaula (Gracia)
 Student Services - Stephanie Mintz, Raquel Farah-Robison, Ana Acevedo, Johanna Ulseth
 School Nurse - Nayeli Mendoza
 Registration Manager- Ivana Valenzuela
 Outreach & Registration Team- Mireille Wotcho, Clara Araujo
 Administration Manager - Wendy Guardado, Kimberly Rivera, Mirna Guardado, Kirsten Karttunen
 Administrative Coordinator- Marcela Benavides
 Development Specialist- Shanika Hapuarachchi
 IT Manager - Berta Perez
 IT Technicians - Pedro Diaz, Percy Diaz, Kenny Diaz, Michael Williams, Moris Guardado
 CASAS Coordinator - Sandra Marin
 Communications Coordinator - Lauren Stoltzfus
 Security/Administration - Jose Alfaro

Facilities - Octavio Perez
 Environmental Services Worker - Marisol Morales
 HR Generalist- Tatyana Murithi

Adult ESL-Family Literacy

Fort Totten: Jessica Rosenberg, Anne Macheel, Elizabeth Bergner, Jamey Sadownick, Melissa Mahfouz, Zuhra Abbamin
 Georgia: Paige Reuber, Elaine Evarts, Elizabeth Poston, Paul Ngouabeu, Sara Sweeney
 Bancroft: Judy Kittleson, Elizabeth Kubicki, Marlee Davis, Mark Faloni, Thomas Gerkin
 Ontario: Kirsten Wittkowski, Alicia Pease
 Professional Development: Barbara Toure
Workforce:
 CDA: Mau Castro, Gracia de Paul
 MA: Reena Gadhia, Chelsea Rohrer-Dann, Ingrid Andersson, Natalia Barolin, Nayeli Mendoza
 Transitions: Beth Kushner

Early Childhood Infant & Toddler Teachers

Daysi Guardado, Maria Dolores Gaitan, Yolanda Mendoza, Anima Mejia, Pooja Adhikari, Alicia Morales, Gloria Cruz, Sonia Grijalva, Sonia Canaviri, Rosa Rivera, Claudia Rivas, Florinda Morillo, Yolanda Mendoza, Alejandra Granados, Luwam Kebade, Susana Robinson, Roxana Benitez, Guillermina Perez, Zannatul Ferdous, Maria Torres, Sawsan Rached, Elvira Mendoza, Ezra Accad, Martha Velásquez

Pre-K Teachers

Carlos Quintanilla, Shiela Escamilla, Lucia Flores, Nury Sandoval, Patti Alexander, Katia Gomez, Lydia Mackie

Inclusion (Special Education)

Lena Johnson

Board of Directors

Chair: Charlotte Baer
 Vice Chair: Doris Garay
 Secretary: Yapsis Palacios
 Treasurer: Nick Sheth
 Board members: Emmanuel Caudillo, Marc Griego, Whytni Kernodle, Yizel Romero

Octaviano, Todd Shears, Deborah Spitz,
Julia Toro



Briya

Public Charter School

Education Strengthens Families

Bancroft Elementary School

1755 Newton St. NW
Washington, DC 20010
(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