



Briya

Public Charter School

Education Strengthens Families

Student/ Family Policies 2022-2023

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

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. Briya may give enrollment preference 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 or recently admitted Pre-K students.
3. Briya may give enrollment preference to the child of a current or recently admitted student.

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

Attendance Policy

Students are expected to come to school every day. Instructional days include field trips, celebrations, and PT conferences.

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.

Briya's attendance policy is to promote student learning and community building. Adult learners have complicated lives, face barriers and have competing priorities that can interfere with attending class. The intent of this policy is to support learners in addressing barriers and mitigate competing priorities to enable them (and their infant and toddler children) to attend class regularly. When this is not possible, we will be in conversation with the student so that they have the support they need to focus on immediate matters and return to class when they are able to attend regularly.

If adult learners miss more than four (4) days of class per month, they are required to meet with a Briya staff to develop an attendance plan. If a 2-Gen ESOL adult student, infant or toddler is absent (excused or unexcused) 10 instructional days in a month, they are unenrolled and removed from the class list.

Individuals who take parental 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 parental leave or has been unenrolled.

If a Pre-K student misses four or more days of class for one month, whether excused or unexcused, the Pre-K child's parents may need to meet with Early Childhood Management to develop an attendance improvement 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
- 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 and staff meet to discuss if student is following the plan or not; and what steps need to be in place if situation continues.

Standards of Conduct

Early Childhood Students:

Briya implements a developmental approach that is based in neuroscience to help preschool children learn to appropriately regulate their own behavior and express themselves. In addition to using child development knowledge to inform behavior expectations and supports, the individual temperaments and needs of each child, as well the social and cultural contexts in which they live, shape the approach and intervention. Building positive relationships between teachers and students/families is foundational to the success of the model. Teachers, behavior specialists, and other designated school staff who participate in teaching, reinforcing, and utilizing any aspect of the behavior support system always work in collaboration with families to address the root causes of behavior with the

premise that all behavior has meaning and is a child's attempt to communicate. Furthermore, Briya explicitly teaches positive behavior and discipline techniques to parents enrolled in Briya's two-generation program through its child development curriculum.

Multi-Tiered System of Supports (MTSS):

Briya uses an MTSS framework to ensure successful outcomes for all children through a data-based problem-solving process with multiple levels that help teachers, children, and families to support behavior in ways that are aligned with early learning standards and the school's objectives for development and learning. Instruction and support for behavior are embedded within play and routines, as well as in small group activities, and have a core focus on promoting peer social interaction and concept development.

There are three tiers of support:

Tier 1: Universal instruction: supports general behavior, and the instruction and supports are provided to all students.

Tier 2: Targeted supplemental interventions and supports that are aligned with core curriculum.

Tier 3: Intensive individualized intervention and support, based on the individual student need and aligned with Tier 1 and Tier 2 support.

Adult Students:

Everyone in Briya's community (students and staff) is expected to create and nurture a safe learning environment for all students on school grounds, at Briya-sponsored events and activities, and while participating in virtual Briya programming. To realize this expectation, Briya sets the following standards:

- **Everyone at Briya will fully participate in learning.**
 - See attendance policy above.
 - No one under the influence, using, or in the possession of drugs or alcohol is to be at Briya or participating in Briya-sponsored activities (e.g., field trips, distance learning).
- **Everyone at Briya should feel safe.**
 - All students must adhere to all safety and health rules.
 - Disruptive/disrespectful behavior is prohibited.
 - Harassment of all forms, intimidation, and bullying are prohibited.
 - Students are prohibited from carrying weapons or explosive materials, using profane language, or exhibiting physical aggression against other students or staff.
- **Everyone at Briya is expected to create and maintain a healthy environment so everyone can learn.**
 - Recycling and composting are to be implemented to the fullest extent possible
 - Negligence or improper conduct leading to damage of school and/or student property is prohibited.

- Students will not use Briya technology for games or other electronic resources that have objectionable content or that engage in an inappropriate simulated activity. Students will not view pornographic or sexual material on Briya technology. Students will use any technology and Internet connection provided by Briya for school use or respectful personal use.
- Unauthorized use of telephones, computers, and school equipment is strictly prohibited.
- **Everyone at Briya can express their culture through their dress.**
 - Briya’s dress code policy is to respect and embrace 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 designated restorative justice leader (Briya-wide or site-based) will have a conversation with the student(s) involved to assess the situation and will decide how to proceed with the case.
 - All decisions are made on a case-by-case basis. Workforce programs will provide specific information regarding dress for their programs/professions.

Restorative Practices

Briya’s restorative practice model is designed to support our mission and values and promote the characteristics of Briya students. Our restorative practices are one way we affirm our commitment to lifelong learning and community. We understand that when people demonstrate behaviors that don’t align with our code of conduct, we have opportunities to:

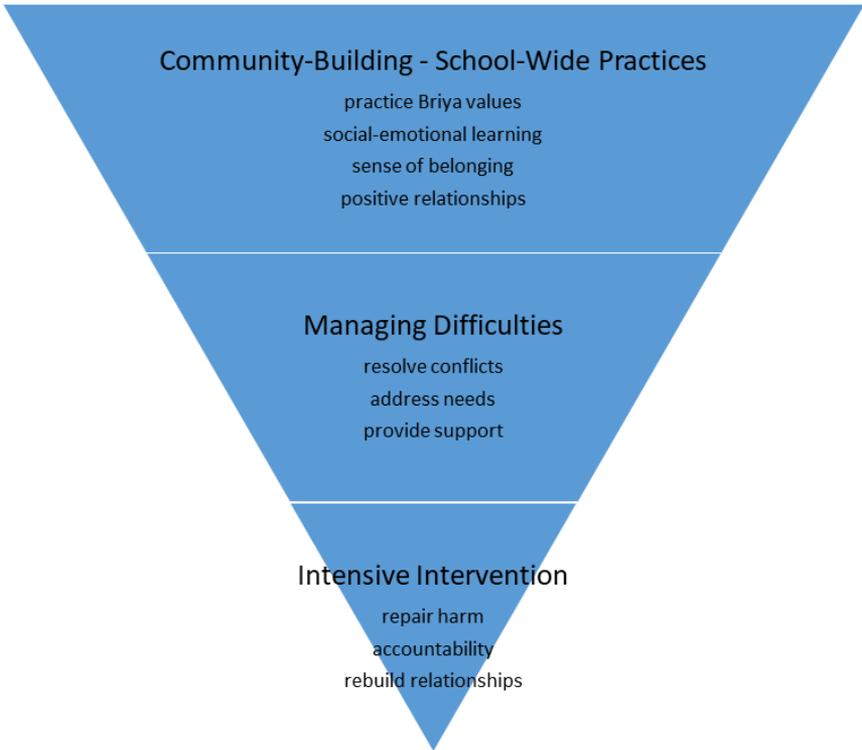
- Clarify expectations,
- Identify specific strategies for developing other behaviors and habits, and articulate systems of accountability for these strategies,
- Identify barriers that may be interfering in a student’s ability to effectively participate in school and develop a plan for addressing these barriers,
- Build positive relationships between individuals involved in the situation, and
- Apply a trauma-informed equity lens to all we do by recognizing that trauma history and societal factors influence our individual and group behaviors.

Addressing Conflict and Harm

- **Level 0 – Community-building**
 - Participants: teachers and students
 - Goal: build and nurture positive learning community by articulating and reinforcing norms, implementing routines, developing positive relationships
 - Steps/actions: Class norms and routines established.

- **Level 1 – Further community-building when conflict arises**
 - Participants: impacted teacher and student(s) (with supervisor and site leadership support)
 - Goal: classroom management and student support
 - Steps/actions: Teacher and student(s) discuss incidents, create and implement a plan to address the conflict, and articulate strategies to avoid or mitigate recurrence.
- **Level 2 – Managing ongoing conflict or conflict that cannot be managed within the class**
 - Participants: site-based restorative justice lead, impacted teacher and student(s)
 - Goals: Reaffirm student handbook, make agreement, offer support, plan next steps including behavior change plan
 - Steps/actions: Site-based restorative justice lead facilitates meeting with student(s) and teacher to address conflict and develop an individualized plan with clear agreements and timeline.
- **Level 3 – Intensive intervention**
 - Participants: Briya restorative justice lead, site-based restorative justice lead and student(s)
 - Goals: discuss consequences for ongoing disruptive behavior (restorative circles, mediation, suspension)
 - Steps/actions: Briya restorative justice lead facilitates restorative circle with individuals involved in the ongoing conflict. Lead may recommend suspension at this time in extreme circumstances.

Note – depending on the circumstances, the incident can be immediately addressed at a level 2 or 3 without going through level 1, then 2.



Out-of-School Suspension and Expulsion of Adult Students

Briya reserves the right to implement suspensions and expulsions as a result or component of intensive intervention. Briya will first engage students and staff in restorative practices and only use suspensions and expulsions when attempts to restore behavior have been unproductive. Thorough documentation of the incident(s) and restorative interventions will be collected, provided to the student, and maintained in Briya's student information system. School administrators shall take special consideration regarding the exclusion of a student with a disability to determine whether or not the behavior that led to the infraction is linked to their disability.

Suspensions will be used to ensure safety and allow students and staff time and space to develop and implement a plan for successful return to the learning environment. The designated restorative justice leader (Briya-wide or site-based) may institute suspensions of up to three school days. Suspensions of more than three school days require approval from the School Leader.

Reintegration circles are implemented for any student who has been excluded from the school or class to welcome the individual back, reaffirm their importance in the community, and provide support their successful reintegration.

Examples of behavior that may result in suspension include, but are not limited to, engaging in the following while participating in a Briya-related activity:

1. Behavior that significantly interferes with other students' learning
2. Behavior, statements, or actions that harass or intimidate members of the Briya community
3. Behavior that undermines safety, such as failure to adhere to health and safety rules or falsely activating the alarm system
4. Actions that cause damage to school property
5. Inappropriate use of school equipment, technology, or telephones
6. Repeatedly using profane language
7. Physical aggression

Expulsion is only used in extremely extenuating circumstances with adult students. Children will never be suspended or expelled. Expulsion is only to be implemented by the School Leader in consultation with the Briya Board of Trustees Chair.

Examples of behavior that could result in expulsion may include, but are not limited to, engaging in the following while participating in a Briya-related activity:

1. Endangering or neglecting the welfare of a child
2. Distribution or sale of drugs or alcohol
3. Fighting or assault
4. Bringing a weapon to school
5. Theft
6. Providing false information for enrollment
7. Bodily injury
8. Sexual assault or misconduct

When there is an infraction that involves 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 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.

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:

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

Grievance Policy: 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 within 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 below.

Board of Directors

Chair: Daniela Grigioni-Carozza

Vice Chair: Doris Garay

Secretary: Flor Buruca

Board members: Bill Bletzinger, Brittany Pope, Brenda Martinez, Ji Sung Yang, Judy Mortrude, Cara Sklar, Alejandra Sandoval, Jennifer Huang

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 head of school a written request that identifies the record(s) they wish to inspect. The head of school 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 to the head of school, 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.

Statement of Non-Discrimination

Everyone at Briya Public Charter School is treated equitably regardless of socio-economic status, language proficiency, educational level, race, sex, color, religion, or national origin. 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/ expression, family responsibilities, political affiliation, disability status, or employment status, 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.