



# Student and Family Handbook

## 2018-2019

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## Welcome

### Dear The Family Place PCS Students and Families,

I welcome you to The Family Place Public Charter School (TFPPCS) and the services that we offer in 2018-19. We are proud to start the 2018-19 school year as the newest adult education ESL public charter school in the District.

The mission of The Family Place Public Charter School is to improve the literacy and workplace skills of adults who want to learn English, and improve their income and careers so that they and their families can have a better life, get a good job and become more active in their community.

Any adult 18 years or older who is a resident of the District is eligible to enroll in free instruction at TFPPCS. In our first year of operation, TFPPCS offer these educational programs:

Programs	We offer:
ESL	Classes where you can become fluent in the English. We offer classes from beginning through advanced ESL. You will gain fluency and proficiency to read, write, speak and understand English.
Foundations	Program to improve Spanish literacy skills, which is one of only a few program, offered in DC. You can earn a certificate of elementary and secondary education from the Adult Education Department of Mexico.
Child Development Associates	Bilingual program for infant & toddler, preschool, and home visiting CDA endorsement. We are an accredited program based on the Council for Professional Recognition's competency standards.

We look forward to serving you and having you join our family.

Haley Wiggins

Executive Director

## Contact Us

TFPPCS strives for effective communication with our adult learners and families through communication with our bilingual staff, translations of all important documents and by offering the following ways to connect with us:

**Address:** 3309 16<sup>th</sup> Street, NW, Washington, DC 20010

**Telephone:** 202-265-0149

**Website:** [www.thefamilyplacedc.org](http://www.thefamilyplacedc.org)

**Email:** [info@thefamilyplacepcs.org](mailto:info@thefamilyplacepcs.org)

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

- Facebook: <https://www.facebook.com/thefamilyplace/>
- Twitter: <https://twitter.com/familyplacedc?lang=en>

**Complaints:** please call 202-265-0149 or email at: [info@thefamilyplacepcs.org](mailto:info@thefamilyplacepcs.org)

**Emergencies:** please contact: Fernando Saldana [fsaldana@thefamilyplacepcs.org](mailto:fsaldana@thefamilyplacepcs.org)

**Text Message:** You may leave us your cell phone number to receive text messages and at any time remove your number for contact.

DISCLAIMER: TFPPCS has made every reasonable effort to ensure the policies in this Handbook comply with all applicable district, and federal regulations. If this Handbook contains a policy that does not comply with applicable law, that law takes precedence over the Handbook policy. If any part of the Handbook is for any reason held to be unenforceable, such provision is severable and the rest of the Handbook remains fully enforceable.

## A. Who We Are

### 1. Educational Mission

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

### 2. Board of Trustees

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

- Michael Barnet, Ed. D., Chair
- Shawn Chakrabarti, M.A., Vice Chair
- Sarah Friedman, Ph. D., Member
- Natalia Isaza Brando, M.D., Member
- Ann Barnet, M. D. Member
- Oralia Puente, Ph. D., Member
- Valentina Balesteros, B. A., member
- Domminick McParland, M.A., member
- Elaine Weiss, PhD, member

### 3. Administrators and Teachers

- Executive Director: Haley Wiggins, M.A.
- Chief Academic Officer (interim): Lawrence Bussey, Ed. D.
- Chief Compliance Officer: Fernando Saldana, M.S.M
- Chief Financial Officer : Eileen Suffian, CPA
- Registrar: Lidia Fleitas
- Teacher: Silvia Webel

## B. How to Get Started

### 4. School Calendar

TFPPCS academic calendar consist of 183 instructional days starting September 4, 2018 and ending June 21, 2019 [planned make up days for weather June 24-26].

There are three school terms as follows:

Terms	Dates	Weeks
1	September 4 to December 14, 2018	15
2	January 7, 2019 to April 12	14
3	April 22, 2019 to June 21	9

*Please see TFPPCS Student Academic Calendar attached.*

### 5. Enrollment Policy

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

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

- **Open Enrollment:** Each year, the Board of Trustees sets the maximum enrollment capacity, based on space, class sizes, and budgetary concerns. TFPPCS does not limit enrollment on the basis of a student's race, color, religion, national origin, sexual orientation, gender identification, language spoken, intellectual or athletic ability, measures of achievement or aptitude, or status as a student with special needs.
- **Enrollment Deadlines:** TFPPCS will follow the timeline for enrollment and acceptance established by its Board of Trustees. Enrollment will be year round as space becomes available. In general new enrollments will happen in August, January and May. Students who apply after June 30th will be considered for enrollment the following school year. Specific enrollment and registration dates will be publicized on our website. Each student must complete an application which will be submitted to an enrollment lottery if one is required due to receipt of more applications than slots available.
- **Open Seats:** TFPPCS will fill open seats from its waitlist and contact those applicants at least twice to notify them of the vacancy.
- **Two-Step Process:** TFPPCS will use a two-step enrollment process; in the first step staff will collect only basic information required to determine the student's participation in the admissions lottery. After the student is admitted through the lottery or waitlist, the staff will collect more detailed information necessary to enroll and serve the student.

## **6. Registration**

Preregistration: If an applicant after registering does not attend classes for four days, and after contact from staff, they will be unenrolled.

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

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

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

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

In addition, each applicant must:

- Complete a TFPPCS Intake form;
- Sign attendance agreement form;
- Take a placement/appraisal tests;
- And complete registration packet

## C. Programs and Services

### 7. TFPPCS Programs

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

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

To be eligible for the CDA Credential you must:

- Have earned a high school diploma or be a high school junior or senior in an early education/child development Career and Technical Program.
- Complete 120 clock hours of professional education covering the eight CDA Subject Areas
- Obtain 480 hours of experience working with young children
- Prepare a CDA Professional Portfolio according to the requirements outlined in the CDA Competency Standards book

Enrollment in Multiple Programs. You may enroll in ESL and CDA or Foundations and ESL classes.

### 8. Class Schedules

Below is the daily schedule of classes depending on the programs you register for enrollment.

Programs	Times Each Day	Days	Room
ESL Intermediate	8:30 -11:30 am	Monday-Thursday	102
Foundations	8:30-11:30 am	Monday-Thursday	203
ESL Beginner	12 noon-3:00 pm	Monday-Thursday	102



ESL Advanced	12 noon-3:00 pm	Monday-Thursday	203
ESL Multilevel	6:00-9:00 pm	Monday-Thursday	102
Foundations	6:00-9:00 pm	Monday-Thursday	203
CDA	9:00 am-3:00 pm	Friday	102

## 9. Curricula

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

We use the accreditation standards for the Child Development Associates credentials. Plaza Comunitaria is an education program made possible through Mexico's National Institute for Adult Education (INEA).

## 10. Testing

**Comprehensive Adult Student Assessment System (CASAS)** is a widely used national assessment tool which integrates assessment, curriculum and instruction. The results of the exam help students and teachers to identify educational needs and to see the progress they are making when post-tested.

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

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

## 11. Other Services Offered

In collaboration with The Family Place nonprofit corporation, TFPPCS will offer these services:

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

**Home Visits:** The home visiting program is accredited by Home Instruction for Parents of Preschool Youngsters (HIPPY) USA. Staff conducts home visits with families in order to create stronger school family relationships. During home visits, teachers

communicate about educational activities with the family, as well as answer any questions that the student might have 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.

**Parenting Class** is an integrative component of our Family Literacy Program. During this one-hour a week class time, participants have the time to reflect on their role as parents. One of the main goals in this culturally sensitive class is to help parents understand the importance and power of their role in their children's life and future. Students are invited to share their childhood experiences and parenting experiences, and are then introduced to best parenting practices. Topics covered in class include the importance of reading at an early age, nutrition, discipline, and the impact of early education. One of the most sensitive topics is discipline; through the help of speakers from the community, group activities, surveys, and the mediation of the teacher, students are involved in a sometimes emotional itinerary that leads them to view their role as primary caregivers as a great opportunity to reconsider educational practices and embrace positive discipline.

### **Case Management**

The Family Place offers a wide range of case management services as a way to ensure a family's well-being and stability. TFP staff takes the time to assist participants in basic, everyday needs such as setting up doctor's appointments or understanding a letter from their child's school. TFP staff and volunteers are also available for more in-depth case management with participants, in cases such as finding transitional housing opportunities, accompanying participants to court to file for child support, custody, or civil protection orders, as well as applying for public benefits such as food stamps and health insurance.

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

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

## D. Rights and Responsibilities

### 12. Student Governance

TFPPCS believes that our adult learners are capable of playing a significant leadership role and if we encouraged them to do so because they will bring energy, creativity, and ideas to the work, and a voice to their needs and aspirations.

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

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

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

### 13. Attendance Policy

Students are expected to come to school every day. It is mandatory for all students to call or send text message to let us know when and why they are missing class.

- If adult learner misses more than four (4) days of class in one month, they are required to meet with their teacher or case manager to develop an attendance plan.
- 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 reregister at a later registration date.
- If a student needs to be absent because of a work schedule (i.e. they can only come on Monday, Tuesday, and Wednesday), then they may make up the lost day by attending the special lab offered on Fridays or make arrangements for a later class.
- If they miss eight consecutive days or more of class due to travel or a medical emergency, they may be put on a waiting list to re-enter.
- If an individual takes maternity leave, they may return at any time if there is space and if they return within the timeframe arranged with staff.

The following are excused absences only when documentation is provided as proof:

- Personal emergencies (e.g., accidents, death in the family)
- Emergency work schedule conflict
- Personal Illness or illness of family member – documentation provided proof from doctor's office appointment card, prescription or medication refill)

- Moving residence - provide proof of residency (e.g., lease, letter, bill, ID, etc.)

#### **14. Tardiness and Absences Policies**

TFPPCS expects students to start the instructional day on time and attend all scheduled classes. TFPPCS will take student daily attendance data, including those present, tardy, partial day absence, excused absence, and unexcused absence.

- A student who misses 50 percent or more of class time will be recorded as a partial day attendance.
- A student who is not present and who has not contacted TFPPCS by telephone or text message will be recorded as an unexcused absence.
- Students deemed chronically tardy (four or consecutive days) TFPPCS will take these actions::

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

#### **15. Student Rights and Responsibilities**

Each adult learner has the right:

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

Staff members are expected to:

- Be respectful and reasonable
- Be encouraging and helpful
- Be understanding
- Be enthusiastic and engaging
- Respect student space/ privacy
- Not display favoritism

#### **16. Privacy and Student Information**

It is the responsibility of the student to inform TFPPCS promptly of any changes that include, but are not limited to: home address, telephone numbers and email address,

marriage, separation or divorce, guardianship, health status, immunizations, and medication needs. TFPPCS complies with the Family Educational Rights and Privacy Act (FERPA)

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

- The right to inspect and review the student's education records.
- The right to request amendment of the student's education records.
- The right to consent to the disclosure of personally identifiable information contained in the student's education records.
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by TFPPCS to comply with requirements of FERPA. Notification of Rights under FERPA, with a summarized explanation of these rights, is posted near TFPPCS Office; Parents may request a copy from the office staff.

## **17. Disciplinary Procedure for Suspension/Complaint Resolution Process**

### **A. The following conduct reasons for suspension at TFPPCS**

- **BULLYING** - Bullying is behavior that is repetitive and intended to harass, frighten, insult, threaten an individual psychologically or physically. This includes verbal, written, and physical abuse. Written abuse, or "cyber-bullying," can include emails, and online insults. In addition, unwanted sharing of embarrassing pictures or videos, maintaining an online presence while pretending to be the victim, unsolicited surveillance, and invasion of privacy, such as reading private emails or text messages, are all considered bullying behaviors.
- **DAMAGE TO PROPERTY** - Damage to property of the TFPPCS, or that of a member of the TFPPCS, while on TFPPCS property or at TFPPCS sponsored activities including, but not limited to, walls, bathrooms and classrooms is prohibited.
- **DISORDERLY CONDUCT** - Disorderly conduct includes indecent or obscene behavior in which it is an obstruction or disruption of TFPPCS sponsored activities.
- **FIRE SAFETY** - Tampering with or misuse of fire alarms, fire exits, fire-fighting equipment, smoke/heat detectors, sprinkler systems, and other safety devices.
- **FORGERY** - Forgery is the alteration or misuse of TFPPCS documents, records, or identification.
- **FRAUD** - Fraud includes but is not limited to, knowingly furnishing false information to the TFPPCS staff.
- **HARASSING CONDUCT** - Harassing conduct includes verbal or written actions that are abusive to any person or conduct which threatens or endangers the physical, emotional health, or safety of any person that may be sexual in nature.
- **NON-COMPLIANCE** - Non- Compliance is the failure to comply with directions of TFPPCS staff.

- **PHYSICAL ASSAULT or PHYSICAL VIOLENCE** - Intentionally inflicting bodily harm upon any person; taking reckless action that results in harm to any person; or threatening by the use of force to harm or injure any person.
- **PHYSICAL HARASSMENT** - Physical harassment includes but is not limited to inappropriate touching of any person or similar conduct that threatens or endangers the physical or emotional health or safety of any person that may be sexual in nature.
- **THEFT** - The stealing of property belonging to another member of the TFPPCS community and or possession of stolen property is prohibited.
- **VANDALISM** - Intentional damage, destruction, or defacement of property of TFPCS.

## **B. Procedures for Expulsion**

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

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

## **C. Staff responsible for compliance**

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

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

## **D. Your Rights for Hearings and Appeals for Expulsion**

### **1. Hearings**

In the case of a recommendation for expulsion, an administrative officer who is impartial and not involved in the instance, will conduct a hearing, determine outcomes, and make recommendations to the Board of Trustees. The student and other representative may

appear at the hearing to be heard, present testimony and other information to the administrative officer, the student will be notified in writing of the decision.

The following minimal procedures will be followed:

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

The student shall be advised of the method of appeal.

## 2. Appeals

- A Committee of the Board of Trustees will review the appeal and render a decision within 5 working days.
- The decision will be provided to the student within 5 working days.
- If the decision is to expel the student, the student may petition the Board for readmission after one year after the date of expulsion.

## **E. TFPPCS Policy for Equitable Enforcement and Application by Staff**

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

## **F. Tiered Consequences and Interventions for Suspension**

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

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



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

<b>Code of Conduct and Discipline Policy</b>	
Level A	<i>Intervention Options: If these interventions are successful, referral to the Chief Academic Officer may not be necessary.</i>
	<ul style="list-style-type: none"> <li>• Reinforcement of appropriate behavior</li> <li>• Reminder and/or redirection</li> <li>• Re-teach expectations and skills</li> <li>• Warning.</li> <li>• Referral to counselor</li> <li>• In-class time-out and/or take a break</li> <li>• Written reflection about incident</li> <li>• Loss of privileges</li> </ul>
Level B	<i>Discretionary: Up to referral to Chief Academic Officer</i>
	<ul style="list-style-type: none"> <li>• Records review by staff</li> <li>• Referral to Case Manager</li> </ul>
Level C	<i>Required: Referral to Chief Academic Officer</i>
	<ul style="list-style-type: none"> <li>• Possible expulsion</li> </ul>

Consequences for Adult Learners: The following is a matrix of consequences that the Chief Academic Officer may use to ensure fair and equitable consequences for students.

<b>Offense/Level</b>	<b>A</b>	<b>B</b>	<b>C</b>
Bullying		x	x
Damage to property	x	x	x
Disorderly conduct	x		
Fire safety	x	x	
Forgery		x	x
Fraud		x	x
Harassing conduct			x
Non-compliance	x		
Physical assault			x
Physical harassment			x
Theft		x	x
Vandalism	x	x	x



## E. Special Services

### 18. Special Needs

TFPPCS provides services and accommodations to students with disabilities in accordance with the Americans with Disabilities Act of 1990 (42 U.S.C. § 12101 *et seq.*), Section 504 of the Rehabilitation Act of 1973 (20 U.S.C. § 794), and any other federal requirements concerning the education of adult students with disabilities.

### 19. Health & Safety

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

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

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

TFPPCS facilities undergo regular inspections conducted both internally and by relevant DC government agencies. TFPPCS maintains an up-to-date emergency response plan and monthly holds emergency evacuation and fire drills. The certificate of occupancy and insurance policy are both up to date and on file with DC PCSB.

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

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

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

## F. Leaving the Program

### 20. Withdrawal Policies and Procedures

Students may withdraw from the school at any time but we require prior notice so that we can properly be accountable for attendance records. TFPPCS's staff will work with each family when a request for withdrawal is made to conduct an exit interview to determine the reasons for withdrawal, and record the extent to which the student has met its individualized educational goals.

## G. Non-Discrimination

### 21. Statement of Non-Discrimination

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

This is done in accordance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, Title II of the Americans with Disabilities Act of 1990, 89 the Boy Scouts of America Equal Access Act and applicable state law,

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

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

### 22. Complaint Process

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

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

## IMPORTANT INFORMATION FOR ADULT LEARNER AND FAMILY

By signing and returning this page, you acknowledge that you have received the Student and Family Handbook for 2018-19. This form will be kept by TFPPCS. You as signed below acknowledge receipt of all items listed above.

To enable us to properly record that you have returned this sheet, please carefully print the information below:

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Program:

- ESL
- Foundations of Literacy
- CDA

Signature: \_\_\_\_\_

*By signing the above statement, you have not waived other rights protected under DC and Federal laws and you have the right to express disagreement with TFPPCS's policies or decisions*