



Briya

Public Charter School

Briya Student Handbook



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June 2021

Dear Briya Family,

We would like to welcome you to Briya Public Charter School. Briya's mission is to strengthen families through culturally responsive two-generation (2-Gen) education. Briya was originally founded in 1989 and is consistently ranked a Tier 1 high-performing school in both adult education and early childhood by the DC Public Charter School Board, which is the best ranking possible.

Briya educates adults and young children who live in Washington, DC. 2-Gen programming includes adult education classes—which combine English for Speakers of Other Languages (ESOL), digital literacy, and child development — and high-quality infant, toddler, and pre-K classes for the children of adult students. Briya also offers a Medical Assistant Program and a Child Development Associate Program.

We look forward to working together to meet your goals. 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 have for improving our school. Feel free to contact us at any time if you have any questions or need assistance.

We look forward to your participation!

Sincerely,
Christie McKay,
Executive Director

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Mission

To strengthen families through culturally responsive two-generation (2-Gen) education.

Educational Focus

Briya has three main components: Adult Education (including ESOL/Digital Literacy and Workforce Training), Early Childhood Education (including Pre-K, toddlers, and infants), and Child Development/Family Time. The ESOL adult education classes have six levels: Basic 1, Basic 2, Intermediate 1, Intermediate 2, Advanced 1, and Advanced 2.

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

Weekly Child Development activities, including Family Time, help parents gain skills to support their children's educational development.

School Day and School Year Structure

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

2-Gen ESOL and CDA

Adults, infants, and toddlers receive 12.5 hours of school-based instruction weekly in either the morning or in the afternoon daily. Pre-K students come from 9:00 to 3:00 each day. Each week adult students participate in ESOL, Digital Literacy, and Child Development. Briya offers one of our CDA classes as part of 2-Gen.

Workforce

Briya offers workforce training in the healthcare and early childhood fields. A daytime Child Development Associate (CDA) class in Spanish is offered as part of the 2-Gen program. Medical Assistant (MA), CDA-Spanish, and CDA-English classes meet Monday, Tuesday, Wednesday, and Thursday from 6:00-9:00pm

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 three 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.

Application and Enrollment

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

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

Under this enrollment policy, any adult student aged 16 years or over who is a resident of the District of Columbia is eligible for admission to Briya, and any child of a 2-Gen adult student ages 3 to 4 years as of December 31st of the enrollment year is eligible for enrollment in the Pre-K program of Briya subject to the availability of spaces at each class level. Prospective students are otherwise considered without regard to any measures of aptitude or achievement, ethnicity, national origin, gender, disability, language proficiency or any other basis prohibited by law.

Admissions Process

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

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

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.

Enrollment and Tuition for Non-Resident Students

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

Philosophy

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

The Parent-Child Relationship in Education:

- Parents are children's first and most influential teachers.
- Children are most successful in school when their parents act as strong educational models.
- Parents who develop a more positive self-image in relation to their own and their children's abilities to be successful in school and work will be stronger role models.
- Increasing parents' literacy and educational level increases their children's

school success and ability to graduate from high school and attend college.

- Early family reading is one of the most important elements of educational success.
- Parents will read more to children if they understand the importance of family reading, have access to books, and feel confident in their reading skills.
- Children will have greater success in reading if they start experiencing literature at a younger age.
- Parents and children must continue to value their native culture and language while learning about the culture of the United States.

Adults and Learning:

- All adults can learn. Some adults, including those with limited educational background and/or 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.

School Organization

Adult

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. Teachers help students recognize and value their gifts and abilities utilizing those to maximize learning while at the same time making students feel comfortable to learn at their own pace.

Student Grouping:

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

Goal Assessment:

Adult students identify goals for themselves and their family during the orientation as well on an on-going basis in the adult classes. Classroom instruction is tailored to meet those goals to capitalize on learners' motivation, maximize retention, and increase outcomes.

Progress/Monitoring:

Through a comprehensive system of assessments and monitoring, we ensure that students receive the appropriate services, culturally responsive instruction, and the highest quality education. Differentiated instruction is used to meet the individual needs of learners who may be struggling with the course work or who need more challenging content. Students are reassessed throughout the year and have the opportunity to advance into higher levels if they show sufficient progress. Adult students meet with their teacher and their child's teacher for Parent/Student-Teacher Conferences 3 times a year to discuss individual progress and goal achievement.

Tutoring:

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

Pre-K

The Pre-K classes offer a high-quality early education using a project-based learning model. Teachers use the *Creative Curriculum for Preschool* as the foundation and plan study topics that are relevant to children's daily lives and learning needs. Examples of past studies include insects, trees, boxes, birds, bread, kitchens, buildings, clothes, habitats, water, the human body, and wheels. Both curriculum and assessment are aligned with the DC Early Learning Standards. Teachers focus on building oral language and other developmental and content areas through frequent and high-quality interactions, and by carefully observing each child and responding accordingly throughout the day during whole group, small groups, and individual instruction. Pre-K children develop a variety of social and school readiness skills throughout the day. Briya utilizes **Multi-Tiered Systems of Support (MTSS)** for language, social-emotional, and math. development and teaches important skills via large group, small group, and individualized instruction. Among many other things, children learn to follow routines, develop strategies to regulate their own emotions and behavior, and become part of a caring classroom and school community. Children go outside every day for essential outdoor play that provides them opportunities to use their bodies, connect with nature, and engage in creative

play. Children should wear 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. There are occasional field trips that relate to the current topic of study, for example during a study on wheels children might visit a local car wash or mechanic shop.

Parent Integration

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

Curricula

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

Pre-K & Early Childhood Curriculum: Briya uses the *Creative Curriculum for Preschool* which is a developmental curriculum and provides a clear sequence of objectives for birth to third grade, as well as essential experiences to meet these developmental and academic milestones. At the same time Briya utilizes emergent curriculum, and the curriculum and classroom experiences emerge from the children themselves. Careful observation and documentation of learning gives teachers necessary information to be able to scaffold and guide children in pursuing their interests while meeting academic goals. Briya also draws its curriculum and instruction from the Reggio Emilia approach, and from active engagement in Project Zero to create a culture of thinking and encouragement of student voice and purpose.

Assessment

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

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

Pre-K Assessment: Briya uses Teaching Strategies GOLD, (ongoing curriculum-based assessment throughout the year), the Ages and Stages Questionnaire (ASQ) and ASQ SE, the Pre-IPT, and additional diagnostic assessments when necessary to gather 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) as part of the MTSS model.

Student-Teacher Meetings

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

Recognition Ceremony

A recognition ceremony is held in June. In acknowledgement of their hard work and effort, all students are presented with individual certificates stating the total number of hours they have participated in Briya 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 my educational program,
 - If enrolled in 2-Gen, I will fully participate in parent education, the education of my children, digital literacy, and English.
 - If enrolled in a workforce program, I will adhere to all program requirements.
- I understand that the program is for a total of 12.5 hours a week.
- I understand that the attendance policy states that I am allowed a maximum of 4 absences per month. It is important to call, text or email my site when I am absent.
- I agree that I will participate for a minimum of 6 months in order to meet my family's educational goals. If am also enrolling my child at Briya, I commit to participate for a minimum of a year.
- I understand that I will participate in field trips including library visits, parent-teacher conferences, and home visits.
- I understand that as a member of Briya, I can participate in the decision making of Briya through the Student Council.
- I acknowledge receipt of the student handbook and agree to follow school policies.

Pre-K & Early Childhood Expectations

1. Briya recognizes that parents are children's first and most important teachers. It is very important for families and staff to work together to support children's learning.
2. When a child is new to the class, the parent may be asked to stay with the child until the child feels comfortable in the new environment. Parents may also spend more time in the early childhood classroom to learn about the child's class.
3. Children should come to school on time and every day. If children miss more than 4 days of class per month parents will need to talk with the director and make an attendance improvement plan. The parent may need to bring doctor's notes or other documentation.

4. Parents must arrive on time and participate in all Family Time activities.
5. Parents must complete a survey about their children's development and skills. Briya will use the assessment (Ages and Stages Questionnaire) to monitor young children's development and communicate with families.
6. Parents must attend 3 parent-teacher meetings a year with their children's teachers. Parents and teachers talk about how the child is doing and ways work together to help the child.
7. Briya uses positive behavior strategies to help children learn appropriate behavior. Parents must not use physical punishment at school or during any school events such as field trips, parties, etc. When needed staff and families can collaborate on behavior support plans.
8. Keep sick children at home. Children who are sick, vomiting, diarrhea, or a fever must be kept home. You will take your child home if your child becomes sick at Briya. Children must be fever-free for 24 hours before coming back to Briya.
9. Please bring only your own children. The program will not accept children that are not enrolled.
10. Please bring an extra set of clothes for your child. Write your child's name and classroom on the clothes. The clothes will be kept in the classroom. If these clothes are used, please bring in clean clothes.
11. Children should wear clothes that are good for the weather and comfortable. Children should wear shoes that are comfortable to walk in and play at the park. Children's clothes will get dirty at Briya as they play and do arts and crafts.
12. Children do not need to bring toys from home unless the teacher asks for a special activity. Toys are to be kept in the child's cubby.
13. Please put your child's name on all bottles, snacks, and belongings. Do not bring glass bottles or containers.
 - a. Snack and lunch foods must be healthy.
 - i. Juice is not allowed. Children may drink milk or water while at school.
 - ii. Soda, chips, gum, and candy are not allowed at school.
 - iii. Peanut-butter is not allowed at school.
14. As soon as class is over, please go immediately to the area to pick up your children.

Infants and Toddlers Specific -

15. Infant and toddler parents **MUST** always remain in the building.
16. Staff will tell you if your child needs a diaper change. Please go to the Early Childhood classroom to change your child's diaper.
17. Please bring a small blanket, diapers, wipes, a bottle and all the supplies that you may need.

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.

2-Gen ESOL Attendance policy for adults

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 students 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 also 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.

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 that 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 individually to assess the situation and will decide as to 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 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:

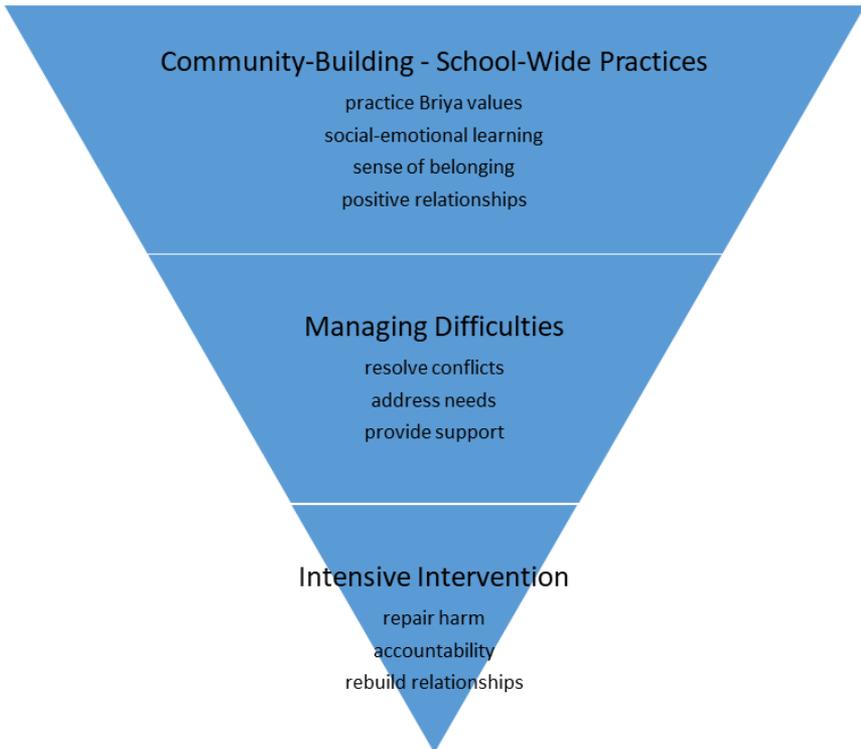
- Clarify expectations,
- Identify specific strategies for developing other behaviors and habits, and articulate systems of accountability for these strategies,
- Identify barriers that may be interfering in a student's ability to effectively participate in school and develop a plan for addressing these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

Processes that Proactively Build Healthy Relationships and a Sense of Community to Prevent and Address Conflict and Wrongdoing

- **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 3 school days. Suspensions of more than 3 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

For a student who is eligible for special education services or who is suspected of having a disability, the Student Support Team will hold a manifestation determination meeting to consider whether 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:

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. **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.

Student Support

Briya's multidisciplinary team uses the MTSS (Multi-Tiered System of Support) framework to ensure that all students are assessed and supported in their academic and social-emotional development. This helps to both prevent and more accurately identify students who may need to be referred for special education and/or mental health services. Data collection and assessment informs decisions at each level of instruction.

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 reveal developmental or learning concerns, the Special Education Coordinators are notified and bring the matter to the attention of the MTSS team. Through MTSS, Briya matches students' needs and helps struggling students before they reach the point of significant educational deficits. MTSS is a multi-tiered system of intervention supports that focus on social emotional and language skills. Additionally, weekly Family Support Team meetings are held to discuss and identify children having difficulty in any area that is not addressed through the MTSS process. Parents may request an evaluation of their child at any time. At either of these junctures, the MTSS team works closely with parents to initiate a systematic process involving teachers, appropriate administrators, and support personnel to determine how the school can best meet the needs of the student. The MTSS team may also recommend classroom and/or curriculum modifications for the student or, in some cases, a formal evaluation process. If parents provide consent for formal evaluation, the MTSS team works with the parents determine which assessments will be administered. If the student's needs cannot be met by Briya, the MTSS team discusses other options with the parents. The MTSS team at Briya gives utmost consideration to parents' wishes and to how the school can best help the student in his/her academic achievement.

Members of the MTSS Team include Early Childhood Coordinators, Director of Academic Support, Inclusion Coordinator, Director of Adult Education, Student Services Coordinators, Adult Education Teachers, and the Homeless Liaison. Membership on the team is flexible based on the needs of the students.

Safeguard of Student Information

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

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

- (1) The right to inspect and review the student's education records within 45 days of the day Briya Public Charter School (Briya) receives a request for access. Parents or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The school principal or other appropriate school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
- (2) The right to request amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading or otherwise in violation of the student's privacy rights under FERPA. Parents or eligible students may write the school principal, clearly identify the part of the record they want changed and specify why it should be changed. If Briya decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
- (3) The right to consent (in writing) to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. For example, FERPA authorizes disclosure without consent to: school officials whom Briya has determined to have legitimate educational interests (a school official is a person employed by

Briya as an administrator, manager, instructor, or support staff member including health or medical staff); a contractor, consultant, or volunteer to whom Briya has outsourced institutional services or functions; person or company with whom Briya has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); an official of another school system where a student seeks or intends to enroll, or where the student is already enrolled; an authorized representative of the DC Public Charter School Board, the District of Columbia Office of the State Superintendent of Education, the U.S. Department of Education, the U.S. Attorney General, or the U.S. Comptroller General for audit, evaluation, or compliance activity with respect to Federal or state education programs; Briya's accrediting agencies; to appropriate parties if necessary to protect the health or safety of a student or other individuals; and to comply with a judicial order or lawfully issued subpoena. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

(4) The right to withhold disclosure of directory information. At its discretion, Briya may disclose basic directory information that is generally not considered harmful or an invasion of privacy without the consent of parents or eligible students in accordance with the provisions of District law and FERPA. Directory information includes student name, student address, student telephone listing, name of school attending, participation in officially recognized activities, diplomas and awards received, students date and place of birth, names of schools previously attended, and dates of attendance. Parents or eligible students may instruct Briya to withhold any or all of the information identified above (i) by completing the "Release of Student Directory Information" form available at the school (see below), or (ii) by providing notice in writing to the Director of Development and Accountability, Karen Hertzler, at 2333 Ontario Road NW Washington, DC 20009. The release or notification must be provided within 30 days of the issuance of this notice.

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

Release of Student Directory Information

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

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

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

Student Name

Student Address

Student Telephone Listing

Name of School Attending

Participation in Officially Recognized Activities

Diplomas and Awards Received

Student's Date and Place of Birth

Names of Schools Previously Attended

Dates of Attendance

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

Adults with Disabilities

Briya PCS follows the guidance of the Office of the State Superintendent of Education for the provision of services to adults with qualifying disabilities under the Individuals with Disabilities Education Act. Briya teachers utilize Learning Differences-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 ESOL 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 MTSS Team.

If a student is identified as having a disability, Briya will use an inclusion model of special education services. The MTSS Team, which 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 Child and Family Services Agency CFSA handbooks for reporting child abuse and neglect cases. The school is a drug-free workplace and complies with all health and safety standards. The school has a zero-tolerance policy for weapons and violence. Individuals who conduct theft in the school or during school sponsored events will need to meet with a counselor, teacher, or director and may face dismissal.

Mandated Reporting

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

Fire Drill Procedures

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

Emergencies

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

The School Emergency Response Team includes:

Christie McKay - School Director

Lorie Preheim- Director of Outreach & Adult Education Strategy

Jose Alfaro - Security/Administration

Elizabeth Bowman – Academic Dean

Lisa Luceno - Director of Early Childhood

Silvia Arias - Early Childhood Manager

Gladis Canizales - Early Childhood Coordinator

Melissa Lorenzana - Early Childhood Coordinator

Judy Kittleson - Adult Education Coordinator
Jessica Rosenberg - Adult Education Coordinator
Kirsten Wittkowski- Adult Education Coordinator
Paige Reuber - Adult Education Coordinator
Mirna Guardado - Administrative Manager
Wendy Guardado – Administrative Manager
Pedro Pablo Diaz - Administrative Manager
Kimberly Rivera - Administrative Manager

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 at Briya Public Charter School is equal 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.

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, Amharic, French, and several other languages. The school also uses methods including a professional translation service to ensure all students can communicate effectively with staff.

Board of Directors

Chair: Daniela Grigioni-Carozza

Vice Chair: Doris Garay

Secretary: Flor Buruca

Treasurer: Nick Sheth

Board members: Bill Bletzinger, Brenda Martinez, Ji Sung Yang, Thomas Gerkin, Judy Mortrude, Cara Sklar, Alejandra Sandoval

Open Meetings Policy

Briya's Board of Trustees gathers a quorum of Trustees six times a year in January, March, May, July, September, and November. All meetings are on the second Wednesday of the month from 6:10-7:30 pm at Briya's Adams Morgan site (1707 Kalorama Road NW)* except for the March meeting, which is held on a Saturday. The board meeting schedule can be found on Briya's website at www.briya.org/board-schedule/. All meetings are open to the public. Please contact BoardChair@briya.org if you plan to attend.

*Board meetings will be held virtually until further notice due to COVID-19.



Briya

Public Charter School

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