



Parent/Student Handbook

2025-2026



Friendship Public
Charter School Online
GRADES PRE-K3 TO 12
Powered by K12 Stride

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2 About Friendship Public Charter School Online

Our Mission

The mission of Friendship Public Charter School Online is to provide a world-class education that motivates students to achieve high academic standards, enjoy learning and develop as ethical, literate, well-rounded and Self-sufficient citizens who contribute actively to their communities.

What We Do

Friendship offers innovative and challenging standards-based learning experiences and extended learning programs. We instill an appreciation for education and set high academic and personal standards that prepare students to become responsible contributors to their communities and world.

Who We Are

Friendship Public Charter School Online (FPCSO), part of the Friendship Public Charter School network founded in 1997, is D.C.'s only fully online public charter school serving grades PreK3–8.

Established in 2015 in partnership with K12 (now Stride, Inc.), FPCSO delivers tuition-free, personalized virtual education using a standards-based digital curriculum paired with live, certified teacher-led instruction. The program blends flexible at-home learning with community events, academic support services, and in-person support opportunities.

K¹² PHILOSOPHY

- Parents are children's first and most important teachers.
- The early years build a foundation for all later learning.
- Learning requires discipline; discipline requires values.
- Content matters: what children study determines how well they learn.
- Aim high, expect much and children will prosper.



Friendship CEO Patricia A. Brantley with Friendship Founder Donald L. Hense

Friendship Code of Conduct

Code of Conduct Introduction

The mission of Friendship Public Charter School Online is to provide a world-class education that motivates students to achieve high academic standards, enjoy learning and develop as ethical, literate, well-rounded and self-sufficient citizens who contribute actively to their communities.

In the spirit of the mission, Friendship presents this Code of Conduct to members of our school community. In this Code, Friendship articulates our commitment to creating a safe and nurturing learning environment in which all of our students have the best possible opportunities to thrive both academically and socially.

Friendship Core Values

The Core Values listed below are characteristics that must be demonstrated by every member of the Friendship community. Students will see the Core Values posted throughout Friendship and will be expected to recite them.

INTEGRITY

Be honest and fair to others.

RESPONSIBILITY

Choose right over wrong. Accept consequences for your actions.

CONFIDENCE

Know that you can achieve.

CARE

Help others.

COMMITMENT

Find your purpose and stay true to it.

PATIENCE

Face challenges by seeking understanding – not with anger and violence.

PERSISTENCE

Do not allow anyone, not even yourself, to steer you off the road to success. Be determined to achieve.

RESPECT

Hold others in high regard and understand that you can learn from them. See each person's value.

In keeping with the Core Values, the following are principles that all students must follow:

- Attend synchronous classes everyday on time;
- Adhere to the dress code policy;
- Strive for excellence;
- Actively seek opportunities to become involved in extracurricular activities;
- Be respectful and courteous in your interactions with others;
- Contribute to maintaining a safe and welcoming environment for all;
- Seek non-confrontational, non-combative solutions at all times in resolving conflicts;
- Understand your actions have consequences; and
- Embrace your role as representatives of Friendship Public Charter School Online, both on and off school grounds.



General Information

School Contact Information

Friendship Armstrong Elementary & Middle

111 O Street, NW
Washington, DC 20001

(202) 518-3928

School Hours: M-F 7:45-3:30 pm

Friendship Blow Pierce Elementary & Middle

725 19th Street, NE
Washington, DC 20002

(202) 572-1070

School Hours: M-F 7:45-3:30 pm

Friendship Chamberlain Elementary & Middle

1345 Potomac Avenue, SE
Washington, DC 20003

(202) 547-5800

School Hours: M-F 7:45-3:30 pm

Friendship Collegiate & Collegiate Online Academy

4095 Minnesota Avenue, NE
Washington, DC 20019

(202) 396-5500

School Hours: M-F 7:45-3:30 pm

Friendship Ideal Elementary & Middle

6130 N. Capitol St., NW
Washington, DC 20011

Phone: 202-986-0827

School Hours: M-F 7:45-3:30 pm

Friendship Online Academy

6200 Kansas Ave NE
Washington, DC 20011
(Host Site)

(202) 722-2672

School Hours: M-F 8:00am – 3:45pm

Friendship Southeast Elementary & Middle

645 Milwaukee Place, SE
Washington, DC 20032

(202) 562-1980

School Hours: M-F 7:45-3:30 pm

Friendship Technology Preparatory High

2705 Martin Luther King Ave, SE
Washington, DC 20032

(202) 552-5700

School Hours: M-F 7:45-3:30 pm

Friendship Woodridge Elementary & Middle

2959 Carlton Avenue, NE
Washington, DC 20018

(202) 635-6500

School Hours: M-F 7:45-3:30 pm

Other Contact Information

Friendship Community Office

1400 First St. NW Suite 300
Washington, DC 20001

Main Office Phone Number: (202) 281-1700

Web address: www.friendshipschools.org

Office of Parent Relations

Office Phone Number: (202) 281-1756
wecare@friendshipschools.org

Office of Extended Learning

Office Phone Number: (202) 281-1700
FriendshipCares@friendshipschools.org


Social Media

 www.friendshipschools.org

 twitter.com/FriendshipPCS

 www.facebook.com/FPCSO

 www.linkedin.com/company/friendship-public-charter-school

 [@friendshiponlinecampus](https://www.instagram.com/friendshiponlinecampus)

 www.youtube.com/user/FriendshipPCS

Enrollment

TIP: Plan ahead. Keep your scholar's enrollment paperwork up-to-date. Re-enrollment month for your scholar is April of each year.

Every year, families must complete the registration process in accordance with District of Columbia laws and school policies. Registration information, including residency verification outlined in the OSSE's Residency Verification Guidelines, and other supporting documentation must be submitted by the deadlines provided in order to reserve enrollment slot. In order to attend a District public school, tuition free, the enrolling person must both be a bona fide District resident and eligible to enroll the student.

Re-Enrollment

Current Friendship families with a student enrolled for the 2025-26 school year will automatically secure an enrollment seat for the 2026-27 enrollment season if registration is completed by the prescribed deadline. Registration for the next school year typically starts in late March, early April for current families. Information regarding registration timelines and procedures is communicated to families in December. Current families do not need to apply through MySchoolDC unless they are transferring to another Friendship school.

Who is eligible to enroll a student?

Eligibility to enroll a student is limited to the parent, guardian, custodian, other primary caregiver (OPC), or adult student.

Lottery

Friendship participates in the My School DC common lottery a single, random lottery that determines placement for new students at all participating schools. Student-school matches are based on the number of available spaces at each school; sibling, proximity, and other lottery preferences; how each student ranked their school choices; and each student's random lottery number. Friendship recognizes four (4) lottery preferences during the open enrollment period:

(1) Transfer (A current Friendship student applying to any other Friendship campus), (2) *Sibling Attending (An applicant with a sibling who is attending the same Friendship campus for SY24-25 and will be re-enrolling for SY25-26), (3) *Sibling Offered (An applicant whose sibling receives an offer to the same Friendship campus in the SY25-26 lottery), and (4) Children of Staff (An applicant whose parent or primary guardian is a staff member at Friendship). Students' whose applications are submitted after the deadline specified on the My School DC website (www.myschooldc.org) are given post waitlist lottery numbers and will automatically be placed at the end of any waitlists, in the order in which they signed up.

*Sibling Definition: A child who has at least one parent or legal guardian in common with a current Friendship student (same physical location) and resides in the same household as the student.

Mid-Year Transfer

Mid-year transfers are for current Friendship students interested in transferring to another Friendship campus. Families must complete an application via My School DC (www.myschooldc.org). Families will be placed in order of their application entry on My School DC.

Withdrawal

If, for any reason, the enrolling parent/guardian intends to withdraw their scholar from Friendship, a completed withdrawal form must be submitted to the campus main office. The records release will be complete upon receipt of a documented formal request from the new enrolling school. Additionally, grades and transcripts will not be released until all accounts/fees are cleared.

If a student enrolls in DCPS, DCPCSB, DYRS, YSC, or becomes incarcerated for any reason, they will be withdrawn from Friendship, and re-enrollment is not guaranteed.

Friendship Meals Programs and Policies

Food and Nutrition Services (FNS) supports scholars' health and achievement by ensuring that all FPCS scholars receive nutritious meals that support academic success. We believe in providing appetizing school meals made from fresh, nutritionally balanced ingredients. Making nutritional education available to scholars is a part of our Local Wellness Policy (LWP), and our goal is to help students explore healthy food options and build lasting healthy choices at meal time. FPCS participates in the following Child Nutrition Programs through the United States Department of Agriculture (USDA): School Breakfast Program, National School Lunch Program, Child and Adult Care Food Program, After School Snack Program, Fresh Fruit and Vegetable Program, and the Summer Food Service Program. Meals and snacks provided to scholars through these programs are served at no cost to scholars during testing and blended learning experiences. These programs also comply with all current Federal and District nutritional standards and guidelines.

School Breakfast Program (SBP)

Recognizing that a healthy breakfast is essential to getting our scholars' learning experience off to a great start every day, we strive to provide every scholar with a breakfast they will enjoy. Breakfast menus include a variety of items such as cereal, pancakes, waffles and breakfast sandwiches, as well as fresh fruit and fruit juice and skim or low-fat milk. PreK – 8th grade scholars are served Breakfast in the Classroom (BIC).

National School Lunch Program (NSLP)

Lunch is not only an opportunity to recharge energy levels, but also to allow scholars time to relax and enjoy social time with their peers during blended learning and testing dates. Our offerings for lunch are tailored to your scholars' age groups both in portion sizes and age appropriate menu items. Lunch meals include a variety of sandwiches, salads, home-style items like pastas, baked chicken, as well as turkey and gravy; and healthy pizza made with whole grain crust and reduced fat cheese. Those entrees are supplemented with fresh and cooked vegetables, fresh fruits and fruit juice and skim or low-fat milk. Chef Salads are available regularly as an option on the regular menu items offered and include fruit and milk choices.

Fresh Fruit and Vegetable Program (FFVP)

The goal of the Fresh Fruit and Vegetable Program (FFVP) is to improve scholars' overall diet and create lifelong eating habits to positively impact their present and future health. This program enables students in grades PreK3 – 8 to sample a unique selection of fruits and vegetables several times per week in the classroom and is combined with educational curriculum in our blended learning program.

General Program Notes

Following guidelines established by the Healthy Hunger Free Kids Act of 2010 and the DC Healthy Schools Act and Healthy Students Amendment Act of 2018, our meals have evolved to include the following nutritional standards:

- All grain based items are either whole grain or whole grain enriched,
- Sodium levels have been reduced from those prior to the recent regulation updates,
- Calorie ranges and portion sizes are age appropriate for Pre-K, K-5, and 6-8 age groups,
- Fruit is served with breakfast, lunch and supper, fruits and vegetables are served at lunch and supper,
- Milk offered is either skim or low-fat and based on DC specific regulations is unflavored, for those scholars who experience lactose intolerance lactose free options will be tailored to your individual scholar's needs and preferences from a list of approved substitutes,
- Vegetarian meals are available upon request for both breakfast and lunch, when the daily offerings don't meet those standards (normally when meat is included in the entrée portion),
- Pork, and items including pork byproducts are not served in any of our meal programs,
- Accommodations for scholars with special dietary needs will be made whenever possible,

and include, but are not limited to substitutes for:

- Diabetes or other health conditions
- Food allergies
- Religious or cultural reasons
- Filtered water is available during each meal period and throughout the school day.

USDA Nondiscrimination Statement

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible State or local Agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/USDA-OASCR%20P-Complaint-Form-0508-0002-508-11-28-17Fax2Mail.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

(1) mail:
U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or

(2) fax: (833) 256-1665 or (202) 690-7442; or

(3) email: program.intake@usda.gov

This institution is an equal opportunity provider.

District of Columbia Human Rights Act

Also, the District of Columbia Human Rights Act, approved December 13, 1977 (DC law 2-38; DC official code §2-1402.11(2006), as amended) states the following:

It shall be an unlawful discriminatory practice to do any of the following acts, wholly or partially for a discriminatory reason based upon the actual or perceived: race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, family responsibilities, genetic information, disability, matriculation, or political affiliation of any individual. To file a complaint alleging discrimination on one of these bases, please contact the District of Columbia's Office of Human Rights at (202) 727-4559 or ohr@dc.gov

Nut Free Policy

Did you know there is a tremendous risk that children and adults who are allergic to nuts can face from even the smallest exposure to peanut butter or a piece of nut? Your understanding and support in helping us to provide a "NUT-FREE ZONE" within the lobby, lunchroom and classroom areas is greatly appreciated.

Friendship is aware of the tremendous risk children and adults who are allergic to nuts can face from even the smallest exposure to peanut butter or a piece of nut. The consequences are life-threatening in many cases and require immediate intervention with medication, hospitalization or even life support. We want to do all we can to eliminate the possibility of such an occurrence in our schools.

Parents are asked to adhere to the following school-wide protocols:

- Please do not send any peanuts, peanut butter or foods containing peanuts or peanut butter.
- There will be no classroom projects that involve peanut butter (like bird feeders) or peanut shells (art projects). Please do not send any of these projects into the classroom with your child.
- Please do not enclose candy or other treats with holiday cards.
- If your child ate peanut butter for breakfast, please ensure that your child has washed his/her hands with soap and water before leaving for school. Water alone does not do the trick!

A list of other tree nuts that may trigger an allergic reaction are provided below:

Almond	Coconut	Pecan
Beechnut	Filbert	Pine Nut
Brazil Nut	Ginkgo Nut	Pistachio
Bush Nut	Hazel Nut	Shea Nut
Butternut	Lichee Nut	Walnut
Cashew	Macadamia Nut	
Chestnut	Nangai Nut	

Protecting Students with Allergies

To ensure the safety of all our students, parents are not permitted to bring outside food for parties or events. This policy is necessary to protect children with severe allergies. We appreciate your understanding and cooperation.



Resources for Parents

Office of Parent Relations

The Office of Parent Relations provides support and information to the parents and families of Friendship. Its services to parents include:

- keeping parents in touch with Friendship news and happenings and providing programs and services that keep parents connected throughout the year;
- listening to parent concerns, providing referral information and coordinating informal resolution meetings; and
- helping parents connect with any special help or services.

Parent Advisory Council (PAC)

The PAC (Parental Advisory Council) is an organization that brings parents and teachers together to promote the education and welfare of our children.

The primary role of the PAC is to provide a forum through which parents can become more involved in the education of their children. The PAC coordinates a number of activities and services, including:

- outreach to its members to determine the needs and interests of membership;
- recruitment of parents to build a robust parent involvement program;
- information and available educational resources to all parents;
- support and aid for parents with concerns or other issues;
- professional development for its parent membership;
- partnerships with members of the school community (e.g., Director of Parent Relations, Learning Leaders) to offer services to families and share resources;
- representation of parents on School Leadership Teams;
- fundraising activities to benefit the children and PAC;
- parent participation in school activities; and communications (e.g., newsletters, e-mail accounts, websites, phone trees)

Please contact the Community Engagement Specialist for more information.

Contact Us

We encourage family and staff to collaborate in strengthening our school. If you require support outside of the school campus, please contact the Office of Parent Relations at wecare@friendshipschools.org or by phone at (202) 281-1756.

Learning Coach Development

Learning Coach Development (LCD) is an initiative designed to inform, involve and empower learning coaches. It provides a combination of resources and course offerings to help parents become full partners in their children's education. Learning Coach Development (LCD) offers parents and other family members a variety of meaningful classes and workshops that will add to their existing skills and give them opportunities for continued growth and development.

The goal of Friendship Learning Coach Development (LCD) is to educate, engage, and involve our parents/guardians as partners and advocates in their children's education.

Learning Coach Development (LCD)'s purpose is to:

- Increase access to and understanding of FPCSO's core values, policies and practices;
- Increase parental engagement and access to the online school;
- Allow learning coaches (LC) an opportunity to network with professionals and LCs;
- Help LCs develop the skills needed to implement positive learning environments and educational practices;
- Empower LCs to become effective advocates for their children;
- Strengthen home-school-community partnerships;
- Equip LCs with knowledge and awareness of resources available to them;
- Increase the number of LCs who feel positively connected to the online school; and
- Provide opportunities and support for students to achieve personal, academic, and non-academic goals.

Learning Coach Development (LCD) offers workshops/ courses in one of four areas:

- **Relationships:** These workshops focus on the social emotional development of children and how it can impact a student's academic and social progress. Information and experiences that empower parents to raise self-confident, disciplined, motivated and educated children from birth through young adulthood will be shared. These workshops also cover information on topics that are beneficial to families for everyday living.
- **Instruction:** These workshops focus on steps that must be taken to assist a student in their academic progress. LCs will learn how to determine whether their children are performing on grade level and how to support learning at home or in person.
- **Success:** These workshops provide opportunities for parents to increase their own personal and professional growth, enabling them to effectively advocate for themselves and their children.
- **Efficiency:** These workshops provide families current information on technology and how it can be accessed to increase learning for students and parents.

By providing our learning coaches with the knowledge and experiences to advocate and support their student's learning, LCs will become more engaged in supporting quality education for their student(s) in ways that result in improved student outcomes and school improvement.

The Learning Coach Agreement

All families enrolled in the FPCS Online program have digitally initialed and signed the "I am" statements in the Learning Coach Agreement upon completion of the enrollment process. These requirements represent the basic fundamentals of the FPCS Online program to ensure families (both Learning Coaches and students) will enjoy a successful year with FPCS Online. Our goal at FPCS Online is to support students and families so each student has the essential learning opportunities to reach his or her full potential. However, throughout the school year, some families may be unable to satisfy one or more of these basic requirements on a regular basis. At this time, the Learning Coach and student will be notified that an Academic Improvement Plan will be implemented.

School Property

Friendship Public Charter School Online provides materials, computer, printer, books, and other curricular supplies. These materials are school property and must be kept in good condition. Parents are responsible for the return of all unused materials and all textbooks at the end of the school year. All property, technology, and equipment must be returned in good, working condition upon withdrawal from the program. Transcripts will not be released until school property is returned. All printed materials are copyrighted, and unauthorized copying of that material is a copyright infringement. Materials cannot be sold or transferred and are to be used solely by the student while enrolled in the Friendship Public Charter School Online program.

Missing Materials

Friendship Public Charter School Online provides students with complete sets of materials for each subject. Families are provided with a packing list for each subject, and it is the responsibility of the parent/responsible adult to check the packing list against the items shipped. If items are missing, the parent/responsible adult is responsible for notifying K12 Stride, Inc. within two weeks of receiving the materials so that a missing materials report can be submitted to have the item provided. Materials that are lost or damaged should be reported to K12 Inc. as soon as possible. The parent/responsible adult is responsible for the cost of replacing lost or damaged materials due to negligence.

When a student withdraws prior to the end of the school year, all items, regardless of condition, must be returned. Exceptions for liquids and certain consumable items may be specified in the reclamation process.

Do you have an inquiry or recommendation?

We encourage family and staff to collaborate in strengthening our schools. Teamwork, shared understanding of our mission, and agreement in moving forward is critical to our success. If parents require support outside of the school campus, please contact the Community Office at (202) 281-1700.

10 Quarter Learning Conferences

During the 2025-2026 academic year, these midquarter conferences are scheduled on November 7, January 30 and April 10.

Learning Coaches are required to attend the Quarterly Learning Contract (QLC) day conferences. We do not believe in waiting until the end of the school year for you to know your scholar's progress. At the QLCs you will understand the academic progress your scholar is making throughout the year and receive information about your scholar's progress (including classroom grades, attendance, behavior, and most recent assessment data). You will also work collaboratively with teachers to set performance goals and targets.

On QLC days, parents, students and teachers will:

- review student grade-level proficiency
- assessment data (Benchmarks, Principal's Assessments, unit tests, student portfolios, etc.)
- discuss behavior and attendance
- discuss student promotion status
- discuss enrichment opportunities
- review and develop new QLC goals as needed
- develop and sign a plan to reach written goals

The QLC goals serve as a contractual agreement between three parties: parent, teacher and student. The goals will be reviewed and discussed to determine the continuation of goals not met or the development of new goals when mastered. Parents will receive a copy of the Scholar Report Card and QLC at the time of the conference. A final review of QLC goals will be held prior to the end of the school year.

QLC Conference Times will be shared as we get closer to the dates listed.

Expressing Concerns with Staff

Friendship places a great deal of emphasis on parent involvement and we welcome parents/guardians to contact the school with requests for assistance or to express concerns. Contact with Friendship staff regarding concerns should be made in the following order: (1) Teacher or staff member (2) Academy Directors (3) Principal and (4) Friendship Community Office.

If a parent/guardian wants to discuss a matter with a member of the school staff, use the following procedure:

- The parent/guardian should schedule an appointment with the faculty member prior to the meeting date. It is possible that an adequate response can be provided through a telephone discussion. Please refer to your child's schedule or phone the school to schedule a meeting with a teacher or other staff member.
- If no resolution can be reached through a discussion with a teacher, the parent must contact administration in the following order: (1) Academy Director and (2) Principal. Parents/ guardians may contact the Community Office after they have spoken with the principal at the school site.
- While the Director of Parent Relations is there to assist you, we want to ensure that the parent has gone through the appropriate channels at the school level prior to making this contact.
- With regard to discipline hearings for suspensions of 10 days or more and recommendations for expulsion, student/parents/legal guardians can contact the Community Office at 202-281-1700 to request a hearing.

Visitor Code of Conduct

It is Friendship Public Charter School Online's expectation that during school visits, all parents/guardians or other visitors are engaged in activities directly related to the purpose of their visit. If any visitor is disruptive or displays threatening or inappropriate behavior towards any person on Friendship property, the school Principal/ designee, at is discretion, may proceed with the following:

- Remove the individual from the campus.
- Bar the individual from the building and/or attending future Friendship events
- Call the MPD (See Barring Notices and Procedures Policy below)

Examples of disruptive, threatening, or inappropriate behavior include, but are not limited to:

- Disturbing the school environment or operations, including congregating in hallways, lobbies, stairwells, and other public places.
- Compromising the health, safety, security, or welfare of the school, its students, or school staff.
- Refusing to identify oneself to school staff members or comply with staff instructions.
- Failure to model and support Friendship Core Values.
- Being rude to any school staff members.
- Falsely accusing school staff members.
- Trespassing on school property while school is not in session.
- Refusing to leave a classroom when asked to do so by a teacher.
- Speaking to any other student that is not their own.
- Public intoxication.
- Using profanity or raising of one's voice.

Friendship is dedicated to bringing parents and teachers together to promote the education and welfare of our children.

Barring Notices and Procedures

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Friendship reserves the right to deny any individual's access to a school building for violating the Visitor Code of Conduct set forth above. The school Principal/ designee shall issue a Barring Notice or Warning if such circumstances arise. A Barring Notice, at minimum, shall include:

- The name of the barred individual.
- The name of the school Principal/designee issuing the barring notice.
- The school from which the individual is barred.
- The reasons for which the individual is barred.
- Notice that –
 - o The barred parents/guardians may request a review meeting not earlier than eight (8) weeks after the barring notice is issued by contacting the school Principal/designee.
 - o Meeting will be held with the Principal/designee.
 - o The barring notice is for a minimum of eight (8) weeks and up to the duration of a current school year (unless canceled in writing). It will include specifics on how the school will work with the parent to ensure the parent remains an active part of the student's educational experience during the barring period.
- The school and the parent/guardian will develop a plan that addresses the following:
 - o The manner in which parent will receive updates on student progress (i.e. parent conferences, QLC Day, etc.)
 - o The manner in which parent and staff will ensure child's safe entry and exit into the building if child is customarily escorted by parent/guardian for testing and/or blended learning.
 - o The manner in which the school will collect paperwork and other information from parent/guardian when required.
 - o Identify of an appointee to represent parent in the aforementioned activities, if they chooses to appoint a representative and
 - o Any other plans needed to ensure the parent/guardian remains an active part of the educational experience

Appealing the Barring Notice

Parent may appeal the barring notice by contacting the Director of Parent Relations at (202) 281-1700 within 48 hours of receiving the barring notice.

12 School Health Services

School health services are available at all Friendship campuses. Friendship partners with the DC Department of Health and Children's School Services /Children's National Health System to provide school nursing services as well as vision, hearing and dental screenings to your child(ren).

The New District of Columbia School Health Services Program

The new School Health Services Program provided by DC Department of Health is based on the Whole School, Whole Community, Whole Child Model. The model is child-centered and emphasizes integration, alignment and collaboration among education, health and the community in order to best support children's health and learning. This comprehensive approach allows us to maximize our resources and our ability to meet students' health needs by using a mixture of clinical and allied health professionals in the schools to improve student health and education outcomes.

The School Health Services Program is designed to have four components:

1. **Clinical Services:** School health services personnel provide clinical services as needed for children with special health care needs (CSHCN), defined as those students who require health and related services beyond those required by children generally. They also provide assessment and short-term management of acute illness and injury, Administration of Medication trainings, follow-up and chronic disease self-management support, and vision and hearing screening for children who have not received these services.
2. **Care Coordination:** Care coordination ensures linkage to a medical home and comprehensive preventive health care services, proactive chronic disease management, and completion of required health forms to identify needs.
3. **Community Navigation:** Community navigators have expert knowledge of community-based resources and are credible messengers, allowing them to link families with programs and care outside of the school. They provide school- wide health-related information and resources and collaborate with school staff to provide family support.
4. **Quality Improvement, Quality Assurance and Evaluation (QI/QA):** The QI/QA team works with all SHSP personnel to ensure services are high-quality, standardized and meet the needs of children and their families. Their role includes assuring quality and consistency in services across all schools, conducting continuous quality improvement for the

program, and maintaining a mechanism to receive and respond to feedback from students, parents and school staff.

Parents should refer to sections below regarding nursing and parent submission of health information.

School Nursing

The school nurse provides the following services that do not replace the care a student should receive from a regular physician or clinic.

- Basic first aid;
- Administration of certain medications;
- Referrals to emergency and other care in the event that an injury or other condition requires a service the nurse is unable to provide;
- Assistance to students with chronic illnesses that require ongoing prescribed medical treatment including monitoring blood sugar levels, administering tube feedings and performing catheterizations;
- Health screenings, assessments and referrals for health problems and medical conditions (e.g. vision, hearing and scoliosis). Prevention and containment of communicable diseases by ensuring all students are immunized in accordance with District of Columbia laws and regulations; and
- Identification of suspected child abuse, illegal drug use or depression and determine appropriate intervention.

Immunizations

The Immunization of School Students Act of 1979 established standards for immunizing District students against preventable childhood diseases. **DC Official Code requires that no student shall be admitted by a school unless the school has a valid certification of immunization documenting that the student has been successfully immunized in accordance with DC Department of Health immunization requirements and is inclusive of students enrolled at FPCSO.**

Schools are required to inform a responsible person (parent or guardian for children under 18) when the school does not have the certification of immunization (DC Official Code § 38–504). Schools are not permitted to allow a student to attend more than 20 school days while the school does not have certification of immunization (DC Official Code § 38–505).

DC law requires your child should receive immunizations against diphtheria, tetanus, pertussis, mumps, measles, rubella, polio, Haemophilus influenza type (Hib), hepatitis B, and varicella in order to attend school. Students in grades 6-12 are also required to receive a Human Papillomavirus (HPV) vaccine or submit an opt-out form, which is available from your school nurse.

To prevent the spread of infectious diseases, all students must be fully immunized. Immunizations are the best defense against some of the most common and sometimes deadly infectious diseases. Students in grades pre-K 3, kindergarten, 7 and 11 will be temporarily excluded from school if they are not up to date on their immunizations. Exclusion date is Monday, December 9, 2024. No appointment cards will be accepted after December 31, 2024.

Religious and Medical Exemptions and Waivers

State law requires all students who cannot be immunized due to religious or medical reasons may no longer complete the paperwork online or at the school. Parents/Guardians must send a request to DC Department of Health doh.immunization@dc.gov or call (202) 576-7130. You must email your child's full legal name, school, grade, and date of birth and send the school notification you have submitted a request. Please contact DC Department of Health Immunization Division at (202) 576-7130 for questions.

HPV Opt-Out Forms/Waivers

In 2009, the District of Columbia passed a law, DC Law 17-10 Human Papillomavirus Vaccinations and Reporting Act of 2007 that requires students enrolling in grades 6 through 12 for the first time at a school in the District of Columbia to submit certification that the student has:

1. Received the Human Papillomavirus (HPV) vaccine; or
2. Not received the HPV vaccine this school year because:
 - a. The parent or guardian has objected in good faith and in writing to the chief of the school that the vaccination would violate his or her religious faith;
 - b. The student's physician, his or her representative or the public health authorities has provided the school with written certification that the vaccination is medically inadvisable; or
 - c. The parent or guardian, at his or her discretion, has elected to opt out of the HPV vaccination program by signing a declaration that the parent or legal guardian has been informed of the HPV vaccination requirement and has elected not to participate.

Doctors recommend that boys and girls get HPV vaccine at age 11 or 12 for the best protection from HPV cancers. The vaccine can be given as early as age 9. The vaccine is given in two shots if started before age 15 years, with 6 to 12 months between shots. Teens who start the series later or have a weak immune system will need 3 shots.

Opt-Out Forms are due each school year. Waivers are approved by the DC Department of Health Immunization Program.

Please note: Upon accruing unexcused absences for missing health information, you and your child will be subject to the Attendance Policy of this handbook and D.C. Truancy Law. IMMUNIZATION is a school-required mandate and is considered Medical Neglect by Child and Family Services

Parents must submit forms to the main office and should retain copies in the event the information is requested again. Students without complete, up-to-date immunization forms will receive letters requesting up-to-date records.

Health Forms

Health physicals and oral health assessments are required annually. These documents are a part of the Friendship's Enrollment Package. Please contact your campus main office to obtain a copy. It will take 24-48 hours for you to receive a copy. Blank forms can be obtain online. See addendum A

This is a summary of vaccines required for children to enter key grades in the District of Columbia. **The number of ✓ is the total number of doses needed to enter those grades.** More detail on the requirements is available at dchealth.dc.gov/immunizations.

To start Pre-K3*	To start Kindergarten	To start 7 th grade	To start 11 th grade
DTaP ✓✓✓✓✓	DTaP ✓✓✓✓✓✓	DTaP ✓✓✓✓✓✓	DTaP ✓✓✓✓✓✓
Polio ✓✓✓	Polio ✓✓✓✓	Polio ✓✓✓✓	Polio ✓✓✓✓
Chickenpox ✓	Chickenpox ✓✓	Chickenpox ✓✓	Chickenpox ✓✓
MMR ✓	MMR ✓✓	MMR ✓✓	MMR ✓✓
Hepatitis B ✓✓✓	Hepatitis B ✓✓✓✓	Hepatitis B ✓✓✓	Hepatitis B ✓✓✓
Hepatitis A ✓✓	Hepatitis A ✓✓	Hepatitis A ✓✓	Hepatitis A ✓✓
Pneumococcal (PCV) ✓✓✓✓✓		Tdap ✓	Tdap ✓
Haemophilus Influenzae Type B (Hib) ✓✓✓ (✓) <i>Depending on brand used</i>		HPV ✓✓	HPV ✓✓
		Meningococcal (ACWY) ✓	Meningococcal (ACWY) ✓✓

✓ = number of doses

*Your Pre-K3 child may become eligible for a booster dose of vaccines against MMR, Chickenpox, Polio, and Diphtheria/Tetanus/Pertussis when they turn 4 years of age. We highly encourage getting these on time, however these will not count against the attendance requirement mid-year.

Authorization for Administering Medication during School Hours

Please Note: No medication will be administered at school in the absence of a complete, approved Authorization to Administer Medication form.

In the event that a parent requests that a student take medication during the school day, including but not limited to administering an asthma inhaler or Epi-Pen, please follow these procedures:

1. The Authorization for Administering Medication form must be completed by the parent or guardian. (Please see your child's school nurse to receive form).
2. The Authorization for Administering Medication form must also be completed by the physician.
3. The complete Authorization for Administering Medication form must be on file at school before the medication can be administered at school.
4. The medication must be in the original labeled container as dispensed or in the manufacturer's labeled container. The label must contain the student's name, name of the medication and directions for use and date.
5. Parents or other authorized adults must transport medications and medical supplies to and from school and all medications and medical supplies must be given directly to the nurse.
6. Students may not carry medications (prescription or non-prescription) or supplies except for an inhaler for asthma. Parents who wish to have their children carry or possess an inhaler must still follow the above procedures and communicate directly with the school nurse.
7. All unused medications that have not been picked up by parents by the last day of each school year will be discarded by health office staff.
8. Immediate written notification of changes in medication and/or prescription directions must be provided to the school by the parent/guardian.
9. Annual renewal of authorization is required.

Food Allergies

If your child is allergic to certain foods, please provide a note to the school nurse, your child's classroom teacher, and the food service coordinator. When submitting documentation to the school, please list all allergies. If medication is being taken at school (i.e., Epi-Pen, etc.), you are also required to fill out the Authorization to Administer Medication form.

911

Sometimes the unexpected happens during school hours. If the nurse or a staff member calls 911 for a medical emergency, it required that you bring in the discharge papers as well as any documentation for new prescriptions to the school nurse.

Asthma

Parents are encouraged to bring up to date Asthma Action Plans with current medication. Asthma Action plans are good for 1 year. If your child's medication changes you will also have to provide an updated asthma action plan.

Diabetes

Managing diabetes in schools is crucial to ensure the well-being of students with diabetes.

Here are some steps to consider:

Create a Diabetes Care Plan: Work with your child's health care team to develop a personalized Diabetes Medical Management Plan (DMMP). This plan should outline how to manage your child's diabetes during school hours and after school.

Meet with School Staff: Before the school year begins, meet with the school staff. Discuss the care plan with your child's teachers, school nurse, gym teacher, and school leaders. Make sure everyone is familiar with the DMMP and any necessary accommodations.

Update Annually: Review and update the care plan each year. Inform the school staff of any changes during the school year.

Individualized Health Plan (IHP): The school nurse will prepare an Individualized Health Plan if needed. This plan details how your child's health condition will be managed at school.

Remember, open communication with the school staff is essential to ensure your child's safety and well-being.

Diabetic Menus are available upon request.

Epilepsy (Seizures)

If a student at Friendship Public Charter School Online has been diagnosed with Epilepsy (Seizures), Parents/Guardians are required to bring in an up-to-date Seizure Action Plan (SAP) which is a document that provides detailed health and medical information about an individual's epilepsy or seizure disorder. If a student with Epilepsy requires medication please refer to the Authorization of Administering Medication in the parent/student handbook section.



Friendship Promotion

What are the requirements for student promotion?

Students will be promoted when their educational growth shows they are prepared to successfully complete the next grade.

Parents of students at risk of not being promoted will be notified through quarterly report cards, during parent conferences, Quarterly Learning Contract (QLC) days and at other times throughout the school year as academic assessment, attendance and other student performance data are available. Parents must track their child(ren)'s academic progress throughout the school year by attending the mandatory QLC days

and reviewing their child(ren)'s assessment and grade reports in order to determine whether their child may have to attend Summer Learning Academy.

All students who are candidates for retention will be closely monitored and will be required to attend Summer Learning Academy. Final decisions may be made as late as June as to what is most appropriate for the child and the circumstances.

Attendance is one of the determining factors in student advancement to the next curricular level and for continued enrollment in FPCS Online. FPCS Online student progress is recorded by the mastery of lessons and assessments in the OLS/OMS.

Promotion Criteria

K3 – PK4	Students in preschool and prekindergarten must have consistent attendance (no more than 10 cumulative absences) and meet the social and academic developmental norms to support promotion to the next grade level.
Grades K – 1	A student must demonstrate grade- level mastery to be promoted to the next grade. In addition, if the child is not meeting social-emotional development standards, the school reserves the right to retain the student.
Grades 2-8:	Students must demonstrate grade-level mastery in order to be promoted. To demonstrate grade-level mastery, students must pass ("D" or better) their English and mathematics classes. For promotion to 9th grade, students must pass their English and mathematics classes with a "D" or better.

Students who do not meet the grade-level expectations described above will be required to attend and successfully complete Summer Learning Academy to be promoted.

Students who fall below certain standards will be required to repeat their current grades and encouraged to participate in Summer Learning Academy for additional support.

Students with Exceptionalities (IEP)

Promotion criteria for students with IEPs are the same as above. Prior to retaining a student with an IEP, the special education team (including relevant teachers and administrators from the school and from the Community Office) will convene to review each student's performance and progress toward meeting his/her IEP goals. Retention of students with IEPs will only occur with the recommendation of the special education team.

18 Summer Learning Academy

Summer Learning Academy (SLA) is open to all current Friendship students in Pre-K4 through 8th grade. SLA is designed to support the academic needs of all students by using high-quality instructional tools and engaging experiential learning activities and field experiences that will prepare them for success at the next grade-level.

The K-8 summer curriculum focuses on Math for Meaning – Story Problems; Novel Study; and Close Reading for Meaning. Whether your child needs to catch up from the previous year or is on track and want to get ahead, SLA will engage students in authentic learning experiences and increase their college and career readiness.

SLA is required for students who do not meet grade-level mastery of standards by the end of third quarter, or have more than 20 absences from school for the school year. Parents will receive communication from their child's school after the end of third quarter that will provide their child's SLA status. Students cannot miss more than three days of Summer Learning Academy, and participation in SLA does not guarantee promotion to the next grade level.



Why is attendance important?

Students who are not in synchronous instruction consistently and on time miss valuable learning and the opportunity to progress to their fullest potential. Instilling in your child the need to attend school daily and on time will also foster good habits for later in life when they enter college and the workforce. Please let us know if you are experiencing any circumstances that are preventing you from partnering with us to make sure your child attends synchronous instruction regularly and on time.

When you enroll with Friendship Public Charter School Online, you agree to participate in the program as designed, including daily documentation of academic progress in the Online School, submission of all required assignments and work samples, attending and participating in all required online and blended learning sessions, participating in conferences with the assigned teacher and in the state-mandated academic assessments.

Note: *Students who are un-enrolled from Friendship are not eligible to return during the school year in which they are un-enrolled. If an un-enrolled student wants to return for the next school year, he or she will need to enroll through the MySchoolDC Common Lottery*

Students are expected to be present at daily synchronous sessions with their camera on, lights on, face in screen, and engaging in the microphone or chat every day to be counted present for class. Students must login for synchronous class sessions, at least, 5 minutes prior to the official start of the class session and remain logged in until the official end of the class session. Additionally students must arrive to all classes on time in accordance with the school's schedule. If a student is not seen in synchronous sessions for the entirety of the school day, they will be marked as unexcused absent.

Friendship Policy and Legal Consequences Regarding Absences

The accumulation of absences will harm your child's academic standing and will result in your violation of the District of Columbia's compulsory school attendance requirements. Failure to meet established attendance guidelines will result in the following consequences except in extenuating circumstances left to the discretion of the principal or school administrator.

If a student is absent, a parent or guardian must submit valid written documentation to excuse the absence within 5 days of the student's return to school. Failure to submit the written excuse note within 5 days will cause the absence to be unexcused.

Triggering Event	Mandated Truancy Intervention
1 unexcused absence	Reasonable and diligent efforts at personal contact with the parent to obtain an explanation of reason for absence
5 unexcused absences within marking period	Referral of student to MTSS Coordinator School-based student support team meets to determine underlying causes of absences Implement action plan for addressing absenteeism
5 Cumulative Absences	Notification to parent regarding absences Mandatory parent conference with school-based student support team to develop a plan for immediate intervention
10 Cumulative Absences	Notification to parent regarding excessive absences Mandatory parent conference with school based student support team to develop a plan for immediate intervention Failing grade(s) in relevant courses School may recommend to Community Office that the student be dropped from enrollment
10 unexcused absences during a school year	Provide plan to School Administrator for immediate truancy intervention including delivery of community-based or other services on an emergency basis
10 unexcused absences during a school year by a child age 5-13	Referral of student to Child and Family Services (CFSA) for educational neglect investigation
15 Cumulative Absences	Mandatory Home Visit
20 consecutive days of full-day unexcused absences	School may recommend to Community Office that the student be dropped from enrollment

22 Excused/Unexcused Tardiness and Early Pick-Up

Late arrival and early log outs during synchronous class sessions are violations of the attendance policy. Learning coaches with students who are tardy must provide a valid reason for their student's tardiness. We request that parents schedule medical, dental and other appointments for students outside of school hours. All absences accrued as a result of tardiness and early pick-up are subject to the Friendship attendance requirements.

Late Pick-Ups

If your child has not been picked up by the official end of the day during blended learning and testing dates, we are required to notify Child and Family Services. Your child will be picked up by an MPD officer and taken to the CFSA agency. Please make sure you call school administration in the event of an emergency.

Excused Absences

Absences can only be excused for the reasons listed below and only with required documentation for excuse notes listed in the following section:

- Student illness (after 3 days a doctor's note is required)
- Quarantine
- Death in the family
- Judiciary proceedings
- Religious holiday
- Temporary closing of the school facility
- Failure of DC government to provide transportation
- Medical or dental appointments (doctor's note required)
- Allowances for the student to visit a parent before or after military deployment
- Other extenuating circumstances left to the discretion of the principal or school administrator
- Out of school suspensions

Extended Travel

Some families may want/need to take extended trips from Washington, DC during the school year. If a family maintains an active residence in Washington, DC (e.g., maintains power service and can produce residency requirements, such as a monthly electric bill, etc.), it is possible to define modified progress and attendance procedures during the extended trip and remain enrolled in FPCS Online. However, **extended trips may not occur during mandatory testing windows**. Families must continue to attend all synchronous sessions and progress daily during this time.

It is important to remember that FPCS Online is a full-time, public, education program. Agreed upon changes to the teaching schedule must allow continued demonstration of attendance and progress in the program.

Attendance/Truancy Due Process Truancy Cases of Up to 10 Days of Absences

1. Upon receipt of notification citing truancy up to 10 days, a parent/guardian may request a file review by phoning the Community Office at (202) 281-1700.
2. The file review must be requested by a parent/guardian of record within three days of the date indicated on the notice of truancy.
3. The file review will be conducted by a Community Office panel.
4. Failure to request a hearing will result in the Community Office panel automatically rendering a determination.
5. The parent/guardian may submit documentation demonstrating that an absence should be excused in accordance with the attendance policy or any other documentation they deem relevant to the truancy case.
6. The hearing panel shall render a final truancy determination and inform the parent/guardian of record in writing of the determination and related consequences/mandatory interventions.
7. The parent will be required to sign an agreement with the panel regarding student attendance consequences and/or related interventions for the remainder of the school year.

Attendance/Truancy Due Process Truancy Cases of Greater Than Ten (10) Days Absences

1. Upon receipt of a truancy violation greater than ten (10) Unexcused absences, the student or student's parent/guardian of record may request a hearing by contacting the Community Office at (202) 281-1700.
2. The hearing must be requested by a student/parent/guardian of record within three (3) days of the date indicated on the notice of truancy.
3. The hearing will be conducted by a Community Office panel.
4. Failure to request a hearing within 3 school days of receipt of notice will disqualify a student/parent/guardian from being able to request a hearing and the Community Office panel will automatically render representation on his/her behalf.
5. The student or parent/guardian may bring witnesses, evidence, character letters and/or representation on his/her behalf.
6. The hearing panel shall determine that all due process procedures have been followed or waived. The hearing panel may question any witness or party upon the direct or cross-examination testimony and shall examine all documentary evidence.
7. The hearing panel shall ensure that the hearing is conducted in a fair and orderly manner and shall have the authority to exclude any party or other person from the hearing on the grounds of substantial interference or obstruction of the orderly process.
8. After the hearing panel's deliberation and recommendation, the student/parent/guardian of record shall be notified of the final determination in writing along with related consequences/mandatory interventions. This decision is final.
9. The student/parent and/or guardian may be required to sign an agreement with the panel regarding student attendance, consequences and/or related interventions for the remainder of the school year.



Friendship Online Appearance Policy

Friendship believes a safe and disciplined learning environment is the first requirement of a high-performing school. Proper attire helps minimize disruptive behavior, promote respect for oneself and others, and build school/community spirit. Friendship also believes wearing proper attire allows for identification of intruders on campus and encourages students to concentrate on learning rather than on what they are wearing.

All students are required to be groomed and dressed appropriately for synchronous class sessions and school activities. A student's dress and/or appearance shall:

1. Support, not disrupt, the learning environment;
2. Constitute no threat to health or safety;
3. Be tasteful and unable to be construed as provocative or obscene;
4. Reflect practices of good hygiene, discipline, preparedness and cleanliness.

Appearance requirements are outlined in this section and detail what is and is not appropriate for Friendship Online scholars.

The following items are not a part of the Friendship Online Appearance Policy:

- No miniskirts or short shorts
- No spaghetti straps or strapless tops
- No hoods or bonnets
- No torn or ripped clothing
- No inappropriate logos, language, graphics or stickers on clothing.
- No visible undergarments are allowed.
- The hem of skirts and dresses must come to or below mid-thigh



Authorized Electronic Device Policy

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Friendship Public Charter School Online is not responsible for phones or other mobile devices that are lost, stolen, damaged or confiscated due to the violation of school rules.

Students may not possess cell phones or any other electronic devices on school property unless they are part of the student's IEP, 504 plan, or have received written permission from the Principal.

Violation of this policy will result in the following discipline actions for students at the primary, elementary and middle/junior academies:

1st Offense: Confiscation, parent pick-up and possible conference regarding cell phone policy

2nd Offense: Confiscation, parent pick-up of cell phone and notification to parent regarding loss of cell phone privilege for the remainder of the school year and other disciplinary action taken

Students who possess any electronic device shall assume responsibility for its care. At no time shall the school be responsible for theft, loss or damage to any electronic device brought to school or confiscated due to violation of this policy.



28 Technology – Acceptable Use Policy (AUP)

Friendship PCS provides access to internet, data, network systems as well as computers, tablets, devices and other technology such as printers (technology). Friendship PCS strongly believes in the educational value of technology and sees its potential to support curriculum, student learning and our educational mission. Use of technology has been established at Friendship PCS for educational purposes only, not for public access service, a public forum, commercial use or for political lobbying. Technology access for students is provided to promote educational excellence by facilitating resource sharing, innovation and communication.

Friendship PCS realizes that while the Internet can provide many opportunities of sound educational value, the Internet also offers persons with illegal or unethical purposes another way to reach students, parents and others.

Friendship PCS will continue to take all reasonable precautions to restrict access to inappropriate material that may not be considered of educational value in the context of a school setting. Friendship PCS enforces internet safety measures that include measures to block or filter internet access for both minors and adults to certain visual depictions. This technology protection measure prevents access to visual depictions that are (1) obscene, (2) pornographic, or (3) harmful to minors.

Friendship PCS reserves the right to supervise and monitor students' online activities and to access, review, copy, store or delete any electronic information or files as well as disclose them to others as it deems necessary.

While every precaution is taken to safeguard students, Friendship PCS also realizes that access to a global network makes it nearly impossible to control all materials and a user may discover inappropriate information when accessing such a network.

Students at Friendship will have access to the Internet, including World Wide Web resources. Electronic mail and access to news groups will be available on a limited basis. All of these services are available to students only under the direct supervision of a Friendship staff member. Students are responsible for appropriate behavior on Friendship computer networks. The use of Friendship networks is a privilege, not a right and may be revoked if abused. Students are advised never to access, keep or send anything that they would not want their parents or teachers to see.

The following actions (which are not inclusive) constitute unacceptable use of the Friendship technology facilities, whether that use is initiated from school or any other site:

- Accessing Friendship network and email accounts outside of school without a parent or guardian supervising the usage, unless the student is 18 or older;
- Revealing personal information about themselves on the internet, including name, address, telephone number and uploading photographs;
- Personally meeting anyone with whom they have only had prior contact with on the internet;
- Using profane, vulgar or abusive language;
- Transmitting fraudulent, harassing, obscene or otherwise inappropriate email messages;
- Displaying or transmitting any images, sounds or messages, or other material that could be considered pornographic in nature or create an atmosphere of harassment or hate;
- Online game playing and gambling, unless these activities are legitimately related to school curriculum and coursework a teacher or other appropriate school personnel is supervising the activity;
- Accessing Internet chat rooms, unless the chat rooms are related to school coursework and access is made under the supervision of a teacher, parent or guardian;
- Accessing social networking sites, including, but not limited to Facebook, Twitter and Instagram;
- Downloading or spreading computer viruses on Friendship network computers or engaging in any other deliberate conduct that disrupts, obstructs or burdens the resources of the Friendship computer network;
- Engaging in any illegal or criminal acts, including, but not limited to, criminal gang activity, threatening the physical safety of another person or computer hacking;
- Installing or running any type of software on a Friendship network computer without the consent of the Office of Information Technology;
- Using network computers for personal financial gain by posting messages that advertise the student's own personal business or any business or venture in which the student has a financial interest;

- Reading, modifying or removing files owned by other students;
- Sharing their password or login identification with any other person;
- Logging into the network by using account information belonging to another student, teacher or network administrator;
- Modifying or rearranging technology equipment belonging to Friendship, including keyboards, monitor, printers and computers;
- Reporting any cases of malfunctioning equipment or other network issues to a teacher, or other school personnel. The teacher or other school personnel shall contact a network administrator;
- When using public workstations, students shall log off of the network before leaving the work station;
- Students shall further ensure that the workstation is in suitable condition for the next student; and
- When using private or individual workstations, students shall lock their computer or log off of the network if they will be away from the workstation for an extended period of time.

If a student discovers or has reason to believe that another student has obtained unauthorized access of his/her account, the student shall contact a teacher or other school personnel, as well as immediately change his/ her password. The teacher or school personnel shall immediately contact the Office of Information Technology or a network administrator.

If a student violates any of the above guidelines, automatic notification will be made to the student's parent(s) or guardian(s) of the infraction(s). Depending on the severity of the infraction, ANY of the following consequences may be imposed:

- Conference with parent or guardian;
- Loss of technology for a determined period of time;
- Appropriate legal action; and/or
- Severe school disciplinary action according to school regulations.

All students who use Friendship computer systems are solely responsible for their actions and will be held accountable for them. Friendship makes no guarantee that the services provided by or through its computer systems will be error-free or without defect.

Friendship will not be responsible for any damage which may be suffered by those using the Friendship computer systems, including, but not limited to, loss of data or interruptions of service. Friendship is not responsible for

financial obligations arising through the unauthorized use of its systems.

Student e-mail and electronic collaboration

1. You represent, warrant and agree that you will not contribute any Content or User Submission or otherwise use the Services or interact with the services in a manner that:
 - a. Violates any law or regulation;
 - b. Is harmful, fraudulent, deceptive, threatening, abusive, harassing, defamatory, vulgar, obscene or otherwise objectionable;
 - c. Jeopardizes the security of your Google account or anyone else's (such as allowing someone else to log on as you on the Services);
 - d. Attempts, in any manner, to obtain the password, account, or other security information from any other user;
 - e. Violates the security of any computer network, or cracks any passwords or security encryption codes;
 - f. Runs Mail list, Listserv, any form of auto-responder or "spam" on the Services, or any processes that run or are activated while you are not logged into the Services, or that
 - g. Otherwise interfere with the proper working of the Services (including by placing an unreasonable load on the Services' infrastructure);
 - h. "Crawls," "scrapes," or "spiders" any page or portion of the Services (through use of manual or automated means);
 - i. Copies or stores any significant portion of the Content; and
 - j. Decompiles, reverse engineers or otherwise attempts to obtain the source code of the Services.
2. You will not use a log-in credential that you are not authorized to use. For example, if you are a student, this means you will not access (or attempt to access) the account of any other person. If you are a parent or guardian, you will only use your own child's account or log-in credentials.
3. For any Services (or any portions of the Services) that use passwords, you agree to keep your password(s) private and you agree not disclose any passwords to any individual not authorized to receive such password(s). Do not post passwords in any public way (including on any widely-accessible Internet page or in hard copy on a bulletin board).
4. You will not register (or attempt to register) for the services as any category of user for which you do not legitimately qualify. For example, if you are a student, you will not register as a teacher, parent,

administrator, Publisher or any other category Google offers now or in the future.

5. You will respect and practice the principles of community.
 - a. Report threatening or discomforting materials to a faculty member.
 - b. Communicate only in ways that are kind and respectful.
 - c. Do not use the resources to further other acts that are criminal or violate the school's code of conduct.
 - d. Do not buy, sell, advertise or otherwise conduct business, unless approved as a school project.
 - e. Do not intentionally access, transmit, copy or create material that violates Friendship code of conduct (such as messages that are pornographic, threatening, rude, discriminatory or meant to harass).
 - f. Do not send spam, chain letters or other mass unsolicited mailings.

Student use of Artificial Intelligence (AI)

Friendship PCS's goal is to empower students to use AI technology effectively as a learning tool. We aim to strike a balance between embracing this technology and ensuring high cognitive lift while maintaining academic integrity and ethical, safe and appropriate use of tools. By using AI, we give the Friendship community transparency into the way that AI impacts our lives – not just academically or in terms of career preparation but as members of an ever-evolving world.

AI can help students expand their critical thinking and problem solving abilities. It can serve as a tool to

assist and expand students' thinking in their learning journey, and its use does not equate to bypassing learning. However, it is not a tool to substitute students' participation in the learning process. AI is also an imperfect tool, which requires students to actively engage in learning and understanding of content when using AI to avoid use of inaccurate or biased information..

Friendship scholars are expected to use AI technologies for educational purposes only, adhering to the highest standards of academic integrity and respect for others. Scholarship, authenticity, intellectual curiosity and growth, honesty, fairness, respect and responsibility are integral to individual and collective growth and achievement. Therefore, students must present work products that are genuine reflections of their thinking and they must properly credit sources, including AI, that are used to support their creation of authentic work.

Misuse of AI and Consequences

Misuse of AI constitutes using it for any other purpose than to enhance learning and understanding, under the direction of a student's teacher(s). Examples of prohibited use include, but are not limited to: cheating, plagiarism, bullying/cyberbullying, impersonations, creation of materials, or any activities that compromise the safety and privacy of individuals. Students will receive consequences per the Friendship Code of Conduct if they use AI to commit any infractions.

Updating AI Policies

Our AI usage policy is not static; it will continue to evolve as AI technology and use evolves.



Video Conferencing

As part of Friendship PCS commitment to providing a comprehensive educational experience, video conferencing tools are being used for virtual classes, meetings, and collaborative projects when necessary. To ensure a safe, respectful, and productive online learning environment, the following guidelines must be adhered to by all students:

- a. **Appropriate Behavior:** Students are expected to conduct themselves in a manner consistent with in-person classroom behavior. This includes being respectful to peers, teachers, and other participants during video conferencing sessions.
- b. **Privacy and Security:** Students must ensure that their video conferencing environment is secure and private. Do not share meeting links, passwords, or other access information with anyone who is not authorized to participate in the session.
- c. **Attire and Environment:** Students should be dressed appropriately for video conferencing sessions and ensure their room lights are on and the background is free from distractions or inappropriate content.
- d. **Attendance and Participation:** Students are required to attend scheduled video conferencing sessions punctually and actively participate. Attendance policies that apply to in-person classes also apply to virtual classes.
- e. **Recording and Sharing:** Recording video conferencing sessions without the explicit permission of all participants is prohibited. Likewise, sharing recorded sessions or any part of them on social media or other platforms is strictly forbidden unless authorized by the teacher or school administration.
- f. **Technical Preparedness:** Students should ensure that their devices are fully charged and that they have a stable internet connection prior to joining a video conferencing session. It is also advisable to familiarize oneself with the video conferencing software being used.
- g. **Mute and Unmute:** To minimize disruptions, students should keep their microphones muted when they are not speaking. Use the chat function or raise a virtual hand to indicate when you have a question or comment.
- h. **No Unauthorized Use:** Video conferencing tools provided by the school are to be used strictly for educational purposes. Any misuse of these tools, including accessing unauthorized sessions or disrupting ongoing sessions, will result in disciplinary action.

Consequences for Violation

Violations of these rules will or may result in disciplinary action, including the loss of a student's privileges to use the technology resources.

Supervision and Monitoring

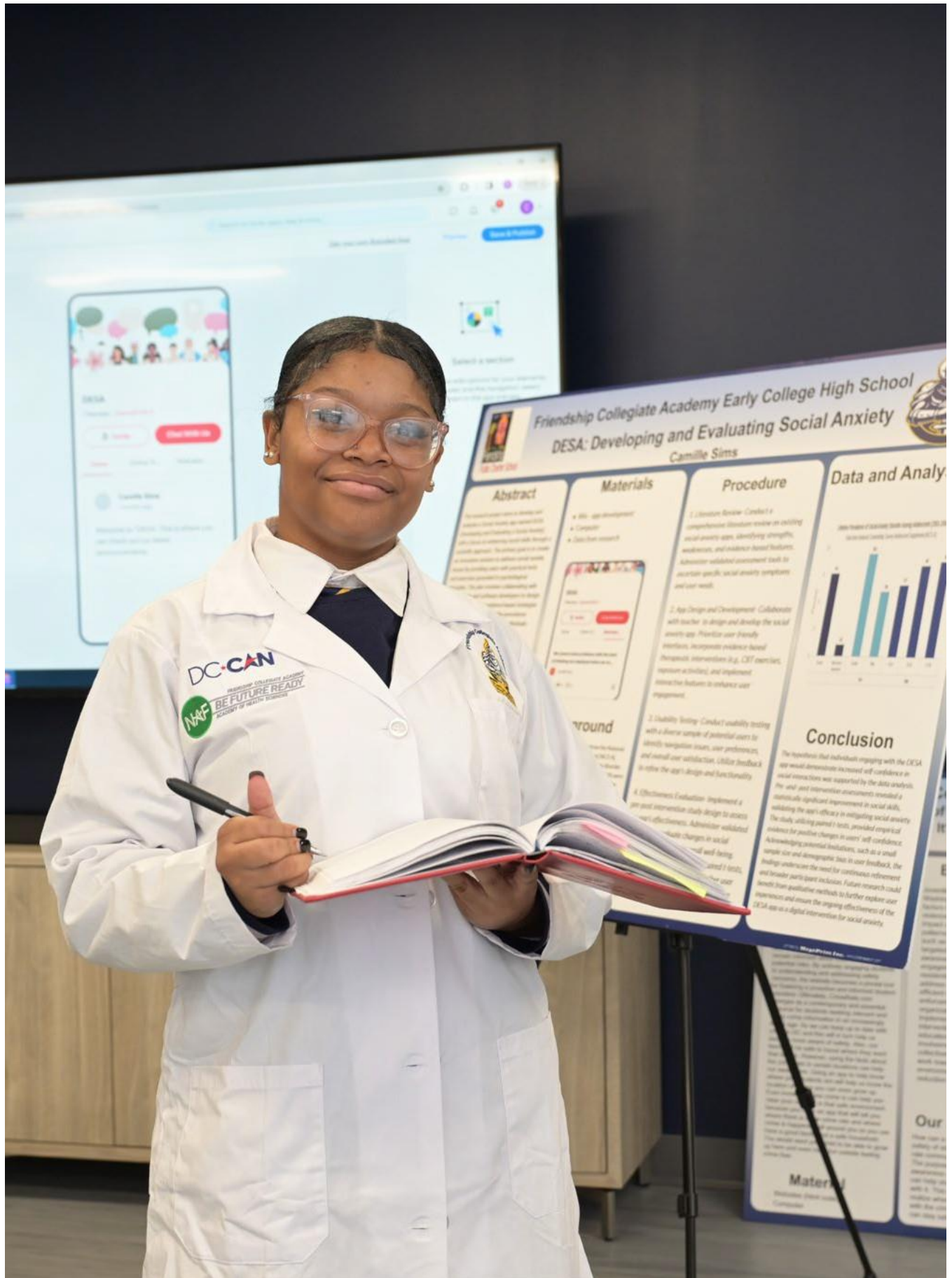
School and Technology Administrators and their authorized employees monitor the use of information technology resources to help ensure that uses are secure and in conformity with this policy. Administrators reserve the right to examine, use, and disclose any data found on the school's information networks in order to further the health, safety, discipline or security of any student or other person, or to protect property. They may also use this information in disciplinary actions, and will furnish evidence of crime to law enforcement.

Content Filtering and Student Monitoring

- The Google Suite in conjunction with Gaggle forms a safe online community. All potentially inappropriate online activities on the Google Collaborative Suite are monitored and reviewed by a Gaggle review team. Activities that are found dangerous, illicit or in contradiction to our AUP, are blocked from transmission and forwarded to Academy Directors.
- All Chromebook and other internet accessible device use while on campus is subject to Friendship's content filter. The content filter blocks access to websites that have been deemed inappropriate for academic use and any violations will be recorded

This policy applies to all Friendship PCS students who use Friendship PCS network or devices. In addition to Friendship's policy, below are applicable laws.





Friendship Student Code of Conduct

Discipline Policy

This policy is designed to address conduct that might reasonably lead the school to forecast substantial disruption of or material interference with school activities, undermine the school's basic educational mission or interfere with the rights of others. Students are expected to recognize that their conduct, especially while wearing the school uniform, should reflect the core principles of Friendship Public Charter School Online. The following are details regarding when the policy applies, what disciplinary action may be taken for violating the policy, what the list of infractions are and other school policies parents must review with their children.

Jurisdiction

The provisions of this Code of Conduct are to control, regulate or establish standards for the actions, behavior or activities of students at Friendship. Provisions are enforceable by school authorities during regularly scheduled school hours, as well as other times and places, including, but not limited to the following:

When a student is on or off school grounds participating in or attending any function or activity (including, but not limited to, the regular school day, extended learning, extra-curricular activities, field trips or class trips) sponsored or funded by Friendship Public Charter School Online; and/or occurs on public or private transportation (including, but not limited to public transportation such as WMATA, or private transportation such as rideshare, chartered bus/van, personal vehicles, or OSSE DOT vehicles), in which the misconduct directly affects the good order and efficient management of the school day or activity, and/or the physical, social or emotional welfare of other students (including but not limited to bullying and cyberbullying).

Alternate Instruction

For students who receive suspensions, arrangements will be made between the school and each individual family for asynchronous attendance and classroom instructional support. Students who are suspended during the period of state assessment administration will be allowed to take the state assessment and will be required to leave school grounds after daily completion of the assessment. Additionally, Friendship complies with the laws and regulations pertaining to special education students receiving appropriate due process and services.

Behavioral Guidance

The purpose of the behavioral guidance document is to provide teachers and administrators with direction when determining the appropriate tier of interventions and/or responses to address student behaviors.

TIER 1

BEHAVIORIAL GUIDANCE: Appropriate when the behavior is a minor infraction and the student has had no prior incidents.

RESPONSES:

Staff interventions – These interventions aim to correct behavior so students can learn and demonstrate safe and respectful actions. Teachers are encouraged to implement a variety of teaching and classroom management strategies. Strategies and interventions may be elevated to an administrative response if the teacher is unable to address the behaviors.

POSSIBLE INTERVENTIONS/CONSEQUENCES:

- Contact parent
- Teacher provides verbal redirection
- Student is required to write a reflection or apology
- Teacher initiates a seat change during testing or blended learning or an online class change
- Teacher requests conference with Parent/ Guardian
- Teacher reviews expected behavior and the Classroom system of positive reinforcement with Student
- Teacher / Student conference

TIER 2

BEHAVIORIAL GUIDANCE: Appropriate when supports have been put in place in the classroom and/or school community to address behavior, but the behavior has continued to negatively influence the learning of the student and others.

RESPONSES: Administrator interventions and responses – These interventions shall involve the school administrators who aim to correct behavior by stressing the negative impact of the behavior while keeping the student in school.

Tier 2 behaviors result in school-based and administrative intervention responses. These interventions often involve support staff, both school-based and within the broader community, and aim to engage the student's support system to ensure successful learning and consistency of interventions and to change the conditions that contribute to the student's inappropriate or disruptive behavior.

POSSIBLE INTERVENTIONS/CONSEQUENCES:

In addition to the interventions listed under Tier 1, the following may be appropriate:

- Loss of privileges
- Behavior contracts
- At-Home time out (K-2) or loss of privileges
- Conflict resolution by a trained staff member
- Student discussion with appropriate administrator
- Mentoring
- Implementation of de-escalation strategies (i.e., mindfulness, reflection break, relaxation techniques, peace corner)
- Restorative approaches and/or restorative circles

NOTE: If the student has had two or more Tier 1 or 2 behaviors, the teacher/school staff is required to make a mandatory referral to the Student Support Team or if the student has a 504 or IEP, the student's 504 team or IEP team must be notified and included in the behavioral interventions. The 504/IEP team should consider counseling and/or a Functional Behavior Assessment and Behavioral Intervention Plan.

TIER 3

BEHAVIORIAL GUIDANCE: Appropriate when the seriousness of the behavior has a negative impact on the school community or when previously documented interventions and supports have been put in place but the behavior is continuing or escalating.

RESPONSES: Administrator interventions and/or disciplinary responses – These interventions address behaviors not specifically enumerated in any other tier that cause disruption to the academic environment or harm (physical or emotional) to self and/or others. In addition to lesser consequences, Tier 3 behaviors may result in an on-site suspension during blended learning or alternate asynchronous learning sessions in place of synchronous learning. These interventions shall involve school administrators and support staff, both school-based and within the broader community, and aim to engage the student's support system to ensure successful learning and consistency of interventions and to change the conditions that contribute to the student's inappropriate or disruptive behavior.

POSSIBLE INTERVENTIONS/CONSEQUENCES:

interventions often involve support staff, both school based and within the broader community, and aim to engage the student's support system to ensure successful learning and consistency of interventions and to change the conditions that contribute to the student's inappropriate or disruptive behavior.

In addition to the interventions listed in Tier 1 and Tier 2, the following intervention may be implemented:

- Temporary Removal of Student from Synchronous Session or class during blended learning/testing
- Referral to an appropriate community organization (e.g. outside counseling, mentoring programs)
- Grade reduction for academic dishonesty
- On-site Short-Term Suspension with provision of appropriate intervention services
K-5: 1-3 days, 6-8: 1-5 days

NOTE: If the student has had two or more Tier 2 or 3 behaviors, the teacher/school staff is required to make a mandatory referral to the Student Support Team or if the student has a 504 or IEP, the student's 504 team or IEP team must be notified and included in the behavioral interventions. The 504/IEP team should consider counseling and/or a Functional Behavior Assessment and Behavioral Intervention Plan.

TIER 4

BEHAVIORIAL GUIDANCE: Appropriate when the impact on the school community seriously disrupts the educational process and/or when documented interventions and supports have been put in place but the behavior continues to escalate and disrupt the educational process.

RESPONSES: Administrator interventions and/or disciplinary responses – These interventions address behaviors not specifically enumerated in any other tier in this policy that cause serious disruption to the school operation, destroy school property, or cause harm to self or others.

Tier 4 behaviors result in school-based and administrative disciplinary responses that can include an off-site suspension. These interventions shall involve school administrators and support staff, both school-based and within the broader community, and aim to engage the student's support system to ensure successful learning and consistency of interventions and to change the conditions that contribute to the student's inappropriate or disruptive behavior.

POSSIBLE INTERVENTIONS/CONSEQUENCES:

In addition to the interventions listed above in Tier 1, 2 or 3, the following interventions may be implemented.

- At-Home Short-Term Suspension for students who don't attend blended learning
- In-School Short-Term Suspension for students who do attend blended learning

NOTE: If the student has had two or more Tier 2, 3 or 4 behaviors, the teacher/school staff is required to make a mandatory referral to the Student Support Team or if the student has a 504 or IEP, the student's 504 team or IEP team must be notified and included in the behavioral interventions. The 504/IEP team should consider counseling and/or a Functional Behavior Assessment and Behavioral Intervention Plan.

TIER 5

BEHAVIORIAL GUIDANCE: May be appropriate when behavior presents an imminent threat of serious harm to the school community, or when the student has engaged in chronic and extreme disruption of the educational process. This includes acts that are illegal, cause significant disruption to the school operation, or cause substantial harm to self or others.

RESPONSES: These intervention shall involve the removal of a student from the school environment because of the severity of the behavior. This may involve the placement of the student in an alternative environment that provides additional structure to address the behavior. These interventions focus on maintaining the safety of the school community and ending behavior that is harmful to the student or others. The duration of an extended suspension, expulsion, or alternative placement will be limited to the least amount of time necessary to adequately address the behavior.

POSSIBLE INTERVENTIONS/CONSEQUENCES:

In addition to any other interventions listed above in Tier 1, 2, 3 or 4:

- Expulsion

NOTE: A student's failure to adhere to mutually agreed upon expectations after an expulsion recommendation has been rescinded will result in the reinstatement of the original expulsion recommendation. This can result in additional disciplinary action that includes expulsion.

36 Permitted Exclusionary Times for Disciplinary Actions

Suspension Day Limitations by Grade Level

GRADE	Maximum Out-of-School Suspension Length (Individual Incident)	Maximum Cumulative Out-of-School Suspension Days During Academic Year*
K-5	5 Consecutive Days.- (See note below for K-5 students)	20 days
6th-8th	10 consecutive days	20 days
Tiers	Grades K-5	Grades 6-8
Tier I	Suspension Not Permitted	Suspension Not Permitted
Tier II	Suspension Not Permitted	Suspension Not Permitted
Tier III	In-School Suspensions 1-3 days	In-School Suspensions 1-5 days
Tier IV	Out-of-school suspensions of 1-5 days. *See Note below	Out-of-school suspensions of 1-10 days
Tier V	Recommendation for Expulsion	Recommendation for Expulsion

NOTE:

1. For student grades K-5, school administrator must provide evidence that, consistent with school policy, student willfully caused, attempted to cause, or threatened to cause bodily injury or emotional distress to another person.
2. No student in Pk3-Pk4 shall receive an out of school suspension.
3. For suspensions that exceed 20 days in an academic year, the CEO, or her designee, must provide a written justification to the student and parent describing why exceeding the 20-day limit is a more appropriate disciplinary action than alternative responses. If the student's conduct necessitated an emergency removal, the CEO or her designee must provide a written justification for the emergency removal to the student and parent.



Code	Inappropriate behavior	Tier 1	Tier 2	Tier 3	Tier 4	Tier 5	Police
201	Absences						
201A	Tardies	●					
201B	Unexcused absence from school	●					
201C	Persistent or excessive absences from school	●	●				
201D	Habitual truancy (i.e., unlawfully absent from school for a number of days in excess of 5 days in any quarter, 10 days in any semester, or 20 days in a school year)	●	●				
202	Academic Dishonesty						
202A	Cheating, plagiarizing, etc.	●	●				
202B	Using or allowing access to another student's virtual account to engage in any behavior that is not school sanctioned	●	●	●	●	●	
204	Dress Code						
204	Violating uniform policy	●	●				
301	Activation of False Alarm / Bomb Threat						
301	Student threatens, attempts or willfully activates a false alarm or makes a bomb threat		●	●	●	●	●
302	Defiance of Authority and/or Insubordination						
302A	Failure to respond to school staff questions or requests	●	●	●	●		
302B	Willful and/or purposeful violation of general Health and Safety Guidelines (including but not limited to Covid-19 Health and Safety standards)	●	●	●	●		
303	Forgery/False Information						
303A	Forges, alters, destroys or fabricates any document or item	●	●	●	●		
303B	Lying, misleading, or giving false information to school staff	●	●	●	●		
304	Gambling						
304	Requires the use of money or exchangeable goods	●	●	●	●	●	
401	Inappropriate Use of Technology						
401A	A Use of computers, fax machines, phones, etc. without permission.	●	●	●			
401B	Use of portable electronic communication devices, electronic game devices, and other similar items, at unauthorized times	●	●	●			
401C	Inappropriate use of any electronic device carried, worn, or transported by a student to receive or communicate messages	●	●	●			
401D	Using portable electronic communication devices to take, share, record, and/ or publish inappropriate pictures, videos, or recordings taken on school grounds, including fights or other disturbances		●	●	●	●	
401E	Cyber Harassing a student while using the Friendship technology and/or networking (including but not limited to social media, emails, direct message, etc.)		●	●	●	●	
401F	Use of a Friendship device and/or network in a non-school sanctioned manner	●	●	●	●	●	

Code	Inappropriate behavior	Tier 1	Tier 2	Tier 3	Tier 4	Tier 5	Police
402	Threatening						
402A	Threatening or aggressive language or gestures directed toward staff, another adult and/or student		●	●	●		
402B	Persistent threatening or aggressive language or gestures directed toward staff, another adult and/or student			●	●	●	
403	Trespassing						
403	Breaking and entering			●	●	●	●
404	Documented Pattern of Persistent Violations						
404A	Three or more Tier 2 violations in a semester (excluding uniform and/or attendance violations)			●			
404B	Three or more Tier 3 violations in a semester (excluding uniform and/or attendance violations)				●		
501	Attacks on another person						
501	Student threatens, attempts or willfully caused bodily injury or emotional distress to another student		●	●	●	●	
502	Disrespectful Behavior						
502A	Making inappropriate gestures, symbols, or comments, or using profane or offensive language	●	●	●			
502B	Using verbal insults or put-downs	●	●	●			
503	Fighting						
503A	Student threatens, attempts or willfully caused bodily injury or emotional distress to another.		●	●	●	●	
601	Coercion/Inciting Violation of Discipline Policy						
601A	Student who causes a large disruption to the atmosphere of order and discipline in the school that is necessary for effective learning and directly affects the safety of others and results in others sustaining physical injuries		●	●	●	●	●
601B	Using an electronic device to send incendiary texts or social media messages, or to bring others to initiate or engage in a disturbance that threatens, attempts or willfully causes bodily injury or emotional distress to another student		●	●	●	●	
602	Destruction of Property/Vandalism						
602A	Minor or accidental damage	●	●				
602B	Intentional damage to another person's or school property		●	●	●	●	
603	Harassment						
603	Student who engages in harassment (e.g., persistent or long-term harassment that threatens or seriously intimidates another person, or adversely affects another person's ability to participate in or benefit from a school's educational or curricular program or perform their job		●	●	●	●	●

Code	Inappropriate behavior	Tier 1	Tier 2	Tier 3	Tier 4	Tier 5	Police
604	Possession of Controlled or Uncontrolled Substance						
604A	Under the influence	●	●	●			
604B	Using or possessing a controlled or uncontrolled substance at school or in instances within the jurisdiction of the school.	●	●	●	●		
604C	Distributing or selling a controlled or uncontrolled substance at school or in instances within the jurisdiction of the school	●	●	●	●	●	
	NOTE: Brings, possesses, uses, sells or distributes a controlled or uncontrolled substance, including but not limited to tobacco products, alcohol, drug paraphernalia (i.e. roach clips, bong, rolling papers etc.) and/or prescription drugs that have not been specifically prescribed to the individual in possession of or using and/or have not been checked in with the school nurse.						
605	Possession of Dangerous Objects Not For Any Reasonable Use to Student At School 606						
605A	Brings, possesses, and/or uses a weapon, incendiary (matches or lighter), explosive or other object that is readily dangerous or can be used as a weapon and is not of any reasonable use to the student at school.	●	●	●	●	●	●
	Mandatory referral to the police or juvenile system for any student who brings or possesses a gun at school (must be expelled for no less than one [1] calendar year under Federal Gun Free Schools Act)						
605B	Brandishing a gun, knife or anything resembling thereof while in a Friendship sponsored virtual learning space.		●	●	●	●	●
606	Robbery/Theft						
606	Taking money or property from another by force or intimidation		●	●	●	●	●
701	Sexually Based Infraction						
701A	A Student who engages in sexual harassment of another (e.g., unwelcome sexual advances; request for sexual favors; other inappropriate verbal, written, or physical conduct of a sexual nature).		●	●	●	●	
701B	Student who engages in sexual activity or sexual misconduct (e.g., indecent exposure, engaging in sexual activity, etc.)		●	●	●	●	●
701C	Forced sexual act					●	●
701D	Using Friendship technology and/or network to share, record or display inappropriate sexually based content.		●	●	●	●	●
801	Bullying, Including Cyberbullying and Gang-Related Incidents						
801	Student who bullies another student		●	●	●	●	
	NOTE: Refer to the Bullying Definition and investigative process outlined in the Friendship Bullying Policy. This policy can be located on the school web- site at www.friendshipschools.org (in the School Policies section). Reports of bullying may be made by mail to Friendship Office of Operations, 1400 First Street NW, Suite 300, Washington, DC 20001, by phone to (202) 281-1700 or by email to friend@friendshipschools.org .						

Infraction Definitions

Academic Dishonesty – Using or submitting information through methods not approved by teachers or administration, obtaining data that is classified, and/or taking ownership for information or documentation that is not created by the student. This includes, but is not limited to plagiarizing, cheat sheets, unapproved materials during testing, possession of answer keys or tests and/or completing another student's assignment. Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Attack – an aggressive and violent action against a person

Bullying – Friendship defines bullying as any severe, pervasive, or persistent act or conduct whether physical, electronic, or verbal that:

1. May be based on a youth's actual or perceived race, color, ethnicity, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, intellectual ability, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an intrafamily offense, place of residence or business, or any other distinguishing characteristic, or on a youth's association with a person, or group with any person, with one or more of the actual or perceived foregoing characteristics; and
2. Can reasonably be predicted to:
 - a. Place the youth in reasonable fear of physical harm to their person or property;
 - b. Cause a substantial detrimental effect on the youth's physical or mental health;
 - c. Substantially interfere with the youth's academic performance or attendance; or
 - d. Substantially interfere with the youth's ability to participate in or benefit from the services, activities or privileges provided by an agency, educational institution or grantee.

For the investigative process, please refer to the Friendship Bullying Policy, which is online.

Disorderly Conduct – Disorderly conduct includes, but is not limited to: yelling, running, pushing, shoving or engaging in horseplay. Excessive verbal abuse or physical interaction that results in disruption is also considered disorderly conduct.

Expulsion – Permanent dismissal of a student from the school program. If an expulsion is approved, it is the responsibility of the parent/guardian to place the student in another school. The special education team will assist a parent of a student with special needs to ensure the student is enrolled at another school.

Fabrication/Forgery/Alteration/Destruction Intentional or unauthorized creation, alteration, falsification, destruction or invention of any official document including but not limited to 911 phone calls, issuing a bomb threat, setting off a fire alarm, etc.

Gambling – Gambling is the participation in any game where money or other items have been or may be exchanged. Any spectator is deemed a promoter of gambling and therefore will be subject to disciplinary action.

Gang-related activity – A gang is any ongoing organization, association or group of three or more persons, whether formal or informal, having as one of its primary activities the commission of criminal acts and having a common name or common identifying signs, colors or symbols. Gang-related activity is any conduct engaged in by a student 1) on behalf of a gang, 2) to perpetuate the existence of any identified gang, or 3) to promote the common purpose and design of any identified gang.

Group Fighting – An altercation between more than two (2) participants involved in a physical confrontation.

Harassment – Words and/or actions directed toward an individual or group of individuals to intimidate, degrade, and/or fail to respect another person's dignity. Harassment includes, but is not limited to, references made to a person or group based upon age, sex, sexual orientation, gender, race, religion or ethnic origin. Verbal comments, sexual name-calling, gestures, jokes, slurs or spreading sexual rumors directed toward an individual or group is also considered harassment. Sexual harassment is unwelcome sexual advances, requests for sexual favors, or other unwelcome verbal or physical contact of a sexual nature.

Incendiary – A bomb or combination of chemicals used to start a fire (i.e., matches lighters, explosives, etc.)

Possession – Having the item(s) on one's personal property; or under one's control by placement of and knowledge of the location of the item(s) on school property or willing to transfer or accept any prohibited object/item to/from any other person who possesses or brings the item on school grounds.

Sexual Assault – Any unwanted sexual contact or attention achieved by force, threats, bribes, manipulation, pressure, tricks and/or violence.

Sexual Acts – Inappropriate touching or feeling.

Sexual Contact – engagement in consensual sexual activity including sexting.

Suspension – Temporary dismissal of a student from the regular school program and school-sponsored events for the allotted time assigned by a school administrator. Suspensions can range from 1 to 45 school days, depending on the seriousness of the violation. Students are expected to complete work packets while they serve their suspension. Special Education students will receive appropriate services required under the law. After a suspension, parents/guardians are responsible for scheduling a conference with a Friendship administrator on or before the day the student returns from suspension.

Theft – Acceptance, possession, sale, purchase, transfer and/or taking of property belonging to another person without his/her consent and knowledge.

Threatening an individual – Verbal or physical acts and/ or written statements regarding harm to an individual's life, physical or emotional well-being and/or personal property. Additionally, obtaining or attempting to obtain any item or money by intimidation, force, fraud or illegal use of authority is considered extortion. These actions include but are not limited to arguing, balling up fist, writing notes, extortion, displaying a weapon or posturing.

Trespassing – Trespassing is unauthorized presence on school property or at a school event, including those off school grounds. It also includes a student entering any area without authorization to do so. If suspended or expelled from school, a student is not allowed on any school district property or allowed to participate in school sponsored extra-curricular activities on campus or off- site.

Vandalism, Destruction of property – Willful or malicious destruction, defacement or damage to school and/or personal property.

Weapon – A weapon, device, instrument, material or substance, animate or inanimate that is used for, or is readily capable of, causing death or serious bodily injury, except that such item does NOT include a pocket knife with a blade of less than 2 ½ inches in length.

Procedures for Suspension and Expulsion

1. All notices regarding disciplinary action will be provided to the parent in writing on the date the school makes a decision to suspend the student and must be signed by a school administrator or designee.
2. Students under 14 years of age, who have been given an out-of-school suspension or expulsion, may not leave school grounds during school hours unless
 - a. accompanied by a parent/guardian or parent/guardian designee. Parents/guardians of students 14 years of age or older who have been suspended or expelled will be extended the opportunity to be accompanied from school grounds by a parent, guardian or their designee.
3. Short-Term Suspensions: The school administrator or designee may suspend a student for periods of short- term suspensions for no more than nine (9) cumulative days in a school year.
4. Long-term Suspensions of 10 days or more and/or Expulsion: The school administrator or designee may only recommend:
 - a. Long-term suspension of 10 days or more and /or
 - b. Expulsion
5. All recommendations for 6-9 day suspensions or expulsions will be reviewed by the Community Office or Board of Trustees for a final decision. Note: The Board of Trustees' Discipline Committee does, in the event of disagreement between the Community Office and the school administrator, render the final discipline determination.
6. In calculating days of suspension, days served will not include days when school is not in session for students, including but not limited to school closure days, school holidays, spring break and summer break, unless the student is required to attend Summer Learning Academy or extended year services.

For example, if the student is suspended on the day before spring break, the days during spring break will not count as days the student served on suspension.
7. Once a student is suspended, a student homework packet must be available for a parent to retrieve within one business day.

8. For students with IEPs, 504 Plans and students who are in the process of being evaluated for special education who are suspended for more than 10 days in a school year, a multi-disciplinary team will review all relevant educational records contained in the student's file or in possession of the school to determine whether the student's violation of school rules was a manifestation of the student's disability.
 - a. If it is determined that the student's behavior was a manifestation of the student's disability, the student will be returned to his/her educational placement.
 - b. If it is determined that the student's behavior was not a manifestation of his/her disability, the student's file will be reviewed to determine disciplinary action in accordance with the policies contained in this section.

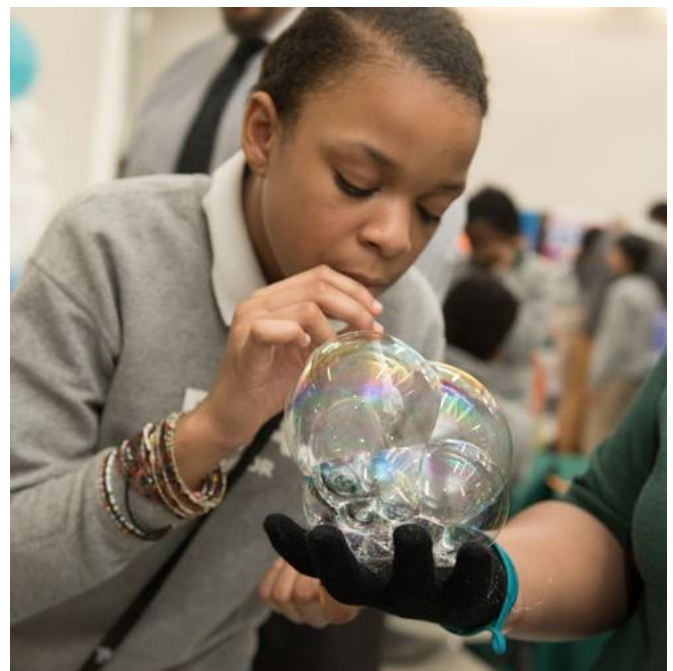
Procedures for Appeal

1. Upon notification of disciplinary action, a parent/guardian/student shall have 48 hours to contact the school administrator to request a meeting.
2. During the meeting, the school administrator, the student/ parent/guardian shall have the right to review the summary of the incident, present witnesses and evidence on their behalf, cross examine witnesses presented by the school and to request that the school administrator reconsider the disciplinary action.
3. In the event that the administrator is unwilling to reconsider the proposed disciplinary action, the student/parent/guardian has the right to appeal any suspension of 10 days or more as well as a recommendation for expulsion by contacting the Community Office at (202) 281-1700 within 24 hours of the meeting with the school administrator.
4. The student / parent/guardian/ can submit letters from witnesses, character letters, a statement from the student and any other information relevant to the case in writing within 48 hours of contacting the Community Office. Community Office representatives, consisting of at a minimum two (2) administrators at the manager level or above, may also elect to speak with the parent and student regarding the incident.
5. The student/parent/guardian may also request as part of their appeal to have a hearing before the representatives or designees of the Board of Trustees. The representatives or designees of the Board of Trustees who will hear the appeal will consist of at a minimum two (2) administrators at the manager level or above.

Review and Determinations

1. All recommendations for suspensions of 10 days or more and expulsion will be reviewed by the Community Office for final determination, regardless of the parent/guardian/student request for appeal. FERPA authorizes disclosure without prior consent to officials and teachers within the school or agency who have a legitimate educational interest and other K-12 schools or school systems to which the student seeks or intends to enroll or is already enrolled as well as post-secondary institutions to which the student seeks to enroll. In the above instances, the student's educational records can be disclosed without prior consent if the person or agency to which the records are being disclosed has a legitimate educational interest.
2. In the case of an appeal, additional information submitted by the parent/guardian/student within the 48-hour timeframe, as well as any information obtained from a hearing, if one is requested, will also be considered.
3. Determinations made at the Community Office by representatives or designees of the Board of Trustees shall be final and will be communicated to the parent/guardian/student and school administration in writing.

Alternative Programs: A student may be assigned to or offered the opportunity to participate in alternative programs available if, in the opinion of school officials, such assignment would benefit the student. A student with a disability should be referred to the IEP team to determine appropriate services and placement.



Friendship Student Services and Resources

What resources are available to students?

We are here to prepare our students to be successful in life. We believe that each student will be successful if s/ he takes full advantage of the range of programs offered at Friendship. Refer to your school's supplemental packets for additional information.

Education of Homeless Children and Youth Program Educational Rights Public Notice

The mission of the Education of Homeless Children and Youth Program is to ensure free, appropriate, public educational opportunities for homeless children and youths; to provide technical assistance to schools, shelters and the community; and to heighten awareness of homeless issues. Homeless children and youth should have equal access to the same educational opportunities and services as non-homeless children and youth. In addition, homeless children and youth should have the opportunity to meet the same challenging academic achievement standards to which all students are held pursuant to the McKinney-Vento Homeless Assistance Act federal law.

1. What is the definition of homeless children and youths?

The term "homeless child and youth" means:

- Children and youth who lack a fixed, regular, and adequate nighttime residence; and includes children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations; are living in emergency or transitional shelter (including D.C. transitional housing); are abandoned in hospitals; or are awaiting foster care placement;
- Children and youth who have a primary nighttime residence that is a private or public place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings;
- Children and youth who are living in cars, parks, public spaces, abandoned building, substandard housing, bus or train stations, or similar settings;

- Migratory children who qualify as homeless because they are living in circumstances described above; and
- Unaccompanied youth, including youth who are not in the physical custody of a parent or guardian, who qualify as homeless because they live in the circumstances described above.

2. Can a homeless child enroll in school?

Yes. The child may continue enrollment in the school of origin for the duration of homelessness. The school is the one the child attended prior to becoming homeless or the school in which the child was last enrolled. The child may also enroll in the school for the attendance area where he or she is living temporarily. If a dispute arises over school selection or enrollment, the school must immediately enroll the homeless student in the school, pending resolution of the dispute. If the local school cannot resolve the dispute, the school must follow the Dispute Resolution Process, not to exceed fifteen (15) days. The local school must provide the parent, guardian or unaccompanied youth with a written statement of the school placement decision and the appeal rights.

3. Whom should be contacted if a dispute arises regarding enrolling a homeless child or youth in school or if other assistance is needed?

If a homeless child or youth is experiencing difficulty in enrolling in school, please contact the Office of Student Support Services at (202) 281-1700

School Homeless Liaison:

Sarah Frayer

sfrayer@friendshipschools.org

4. What services are provided by the Homeless Children and Youth Program?

The Homeless Children and Youth Program provides the following services: transportation assistance; dispute resolution; emergency school enrollment assistance; special projects; Homeless Awareness Month; staff development; and interagency collaboration. In accordance with Federal law and U.S. Department of Agriculture (USDA) policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, or disability.

Hospital Instruction Policy

FPCS adopts and implements the following hospital instruction program to:

- a) Promote a participating student's academic progress; allow student to stay current with classroom instruction in core subjects to the greatest extent possible, foster communication between student's classroom teachers and home and hospital instructors; and aid in the reintegration of the student into synchronous instruction when the student is able to return to live sessions.
- b) Ensure coordination of hospital instruction with any special education services, IEP or Section 504 plan; and
- c) Designate the following person to oversee the program: Tamika Maultsby, Deputy Chief of Compliance can be reached at tmaultsby@friendshipschools.org and 202-281-1700.

What is the definition of a student who requires home and hospital instruction?

A student who will be absent for ten (10) or more consecutive or cumulative school days during a school year due to a health condition and who has a medical certification form signed by a licensed physician, licensed nurse practitioner, licensed psychologist, licensed mental health counselor or therapist or physician assistant.

Approval Process

The student's legal guardian may request approval for home or hospital instruction by making a request either orally or in writing to the above referenced person overseeing the program.

Within (2) two school days of receiving the request the Tamika Maultsby, Deputy Chief of Compliance will provide the legal guardian with FPCS's written application that includes information on the requirements and as well as the process for submitting the application.

Within (5) five calendar days of receiving the request the Tamika Maultsby, Deputy Chief of Compliance will review the request and issue a written decision approving or denying the application.



The written decision will include a written explanation of the basis for the approval or denial. If approved, a written explanation will be provided for the delivery of the services that includes the number of hours per week of required asynchronous work according to the medical certification of need as well as a schedule of service delivery.

Students with Exceptionalities

If a student is suspected of being eligible or is eligible for special education services the student's legal guardian will be provided with a copy of the procedural safeguards under IDEA. Consideration will be given to whether home and hospital instruction could impact the student's educational placement in the least restrictive environment and if so, a meeting will be convened to review and revise the educational placement of the student and review and revise the IEP as necessary.

Right to Appeal

The student's legal guardian may appeal a decision to approve or deny a request by submitting a written request for an appeal to OSSE. **To submit an appeal to OSSE, complete the Home and Hospital Instruction Appeal form located [here](#).** The form must be submitted to OSSE within **10 calendar days** of receipt of FPCS's decision. Upon submission, you will receive an email confirmation of your submission and a member of OSSE's staff will contact you with next steps.

Extended Learning Programs, Tutoring and Extracurricular Activities

The Office of Extended Learning Programs (OELP) enables and supports all Friendship campuses in offering a variety of high-quality programs that support academic instruction and enrich the development of the whole child outside the regular school day.

Broaden Your Horizons After School:

- Enrichment and after school activities let you explore a world of interests at any local Friendship Campus. Singing in the choir, playing in a music ensemble or jazz band and joining the Girl Scouts and Boy Scouts are but a few of the many examples.
- Friendship has partnerships with a multitude of prestigious area organizations—such as NASA, the Kennedy Center and the National Symphony Orchestra. These partnerships are your ticket to engineering, theater, dance, spelling bee, arts and poetry programs and fascinating museums.
- Student clubs and associations let you engage in science, debate, foreign language, drama and art.

- Through additional student clubs, you can be part of student government, work on the yearbook, do community service and more. You also could be tapped to join the regular or junior chapter of the National Honor Society.
- Unique opportunities abound. For example, you can join a Robotics team that competes in national championships.

Participate in Athletics:

- Playing sports not only keeps you active, but also teaches you to work well with others. At Friendship, you can choose from a wide array of sports — baseball, basketball, football, tennis, track and field, soccer and volleyball. You may also join a step team. You may choose from boys-only, girls-only and co-ed teams.
- Per the DCMR, to be eligible to participate in Interscholastic Athletics, a student must maintain the following:
 - Regular school attendance, having been present at least two-thirds (2/3) of the school days during the semester preceding the sport season, and shall have no more than three (3) unexcused absences consistent with chapter 21 of subtitle A of Title 5 during the season of participation. Completion of a Summer Learning Academy shall not be counted as a semester of attendance for the purposes of establishing eligibility pursuant to this subparagraph.
 - A student in grade four (4), five (5), six (6), seven (7), or eight (8) shall not fail more than one (1) subject in the grading period immediately preceding the sport season in which the student wishes to participate.

Please contact your child's campus to get an updated list of extracurricular activities and clubs that are available for your child.



Special Education Services

The Individual Disabilities Education Improvement Act (IDEIA) is a Federal law, the purpose of which is to “ensure that all children with disabilities have available to them a Free Appropriate Public Education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living.”

Friendship does not discriminate against students with disabilities and enrolls and serves all students regardless of the type or severity of disability including but not limited to students with learning disabilities, emotional disabilities, intellectual disabilities, developmental delays, autism, students who are blind, visually impaired, deaf or hard of hearing. Friendship believes all students can learn with appropriate educational services.

Friendship prides itself in providing multiple student supports, including but not limited to specialized instruction from qualified special education teachers and related services including but not limited to the area of counseling, behavioral supports, speech, occupational therapy and physical therapy. Friendship offers a continuum of settings and placements for students with special needs. The goal and mandate of federal law (IDEIA) is to educate students in the least restrictive environment that meets their academic and social emotional needs. Friendship educates students with special needs in the least restrictive environment (LRE).

LRE is an inclusion setting where students with special needs are provided instruction that meets their individual needs in the general education classroom. The student remains with their general education peers, but receives the necessary supports and accommodations from the special and general education teachers to be successful. If a student needs more support than can be provided in an inclusion setting, based on academic and/or social difficulty in the general education classroom, additional classroom environments may be

considered. For example, the students may show more success after receiving instruction in a pull-out setting, resource classroom or self-contained classroom. The determination of the LRE is made by a multi-disciplinary team that includes school staff and the parent. After the decision is made, the special education staff regularly review each student’s level of service and monitor his/her progress to ensure that the services and setting are appropriate.

You as a parent or legal guardian can request that your child be evaluated. Procedures for making referrals, conducting evaluations, communicating with families, writing and reviewing Individualized Education Plans (IEPs), maintaining student records and reporting student progress are managed at each school by the Special Education Coordinator (SEC). If your child is found eligible for special education and related services, the District of Columbia Municipal Regulations mandate that all persons who are residents of the District are entitled to receive those services from birth through age twenty-two. The State Educational Agency provides services to individual’s birth to 3 years. Friendship provides services to individuals age 3 to 22.

The cornerstone of IDEIA is the requirement that parents be active participants in determining the services that will appropriately address the special education needs of their children. An effective partnership between parents and educators is necessary and requires that all people involved be fully informed about student’s special education needs and collaborate together to address the needs. Sometimes collaboration will include exploration of additional home and community-based supports that can be provided outside of the school day to assist the student. Opportunities to explore options, alternative or additional, outside the learning environment are important to the overall success of the student. Friendship is committed to partnering with parents to foster a positive educational experience for their child.

What Is an IEP?

If your child is found eligible for special education services, an Individualized Education Plan (IEP) will be developed with your participation and input. The IEP is a written plan of the specialized instruction and related services specifically designed and necessary to meet the unique educational needs of your child. The IEP states the classroom supports, services and resources that FPCS will provide to each student with a disability. It contains measurable goals in academic and/or social-emotional areas based on the student’s present level of educational performance. In addition, the IEP states the setting where the services will be delivered and describes the amount of specialized instruction, related



services and supports necessary for the student to make progress on the goals.

The primary contact person for special education services is the School Principal or Special Education Coordinator at your campus.

Notice of Nondiscrimination

In accordance with Title VI of the Civil Rights Act of 1964 ("Title VI"), Title IX of the Education Amendments of 1972 ("Title IX"), Section 504 of the Rehabilitation Act of 1973 ("Section 504"), Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the Age Discrimination Act

of 1975 ("The Age Act"), as well as all other non-discrimination laws, Friendship Public Charter School Online does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups.

For further information on notice of non-discrimination, visit <http://wdrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm> for the address and phone number of the office that serves your area or call 1-800-421-3491. Also, the District of Columbia Human Rights Act, approved December 13, 1977 (DC Law 2-38; DC Official Code §2-1402.11(2006), as amended) states the following: Pertinent section of DC Code § 2-1402.11:

It shall be an unlawful discriminatory practice to do any of the following acts, wholly or partially for a discriminatory reason based upon the actual or perceived: race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, family responsibilities, genetic information, disability, matriculation, or political affiliation of any individual.

The following person has been designated to handle inquiries regarding Friendship' non-discrimination policies:

Tamika Maultsby, Deputy Chief of Compliance
1400 First Street NW, Suite 300
Washington, DC 20001
(202) 281-1700
tmaultsby@friendshipschools.org

To file a complaint alleging discrimination on one of these bases, please contact the District of Columbia's Office of Human Rights at (202) 727-4559 or ohr@dc.gov

School Safety Omnibus Amendment Act of 2018 (SSOAA)

The School Safety Omnibus Amendment Act of 2018 (SSOAA) requires schools to adopt and implement policies to prevent and address child sexual abuse by staff and student-on-student sexual harassment, assault, and dating violence. It also requires schools to provide training for staff at the time of hiring and at a minimum every two years thereafter on student-on-student acts of sexual harassment, assault, and dating violence. Additionally, schools must provide information for parents/guardians on recognizing the warning signs for student-on-student sexual harassment, sexual assault, and dating violence, as well as effective, age-appropriate methods for discussing such topics with students.

Please refer to the Policy section of our website to review Friendship's comprehensive Policy for Preventing and Addressing Student Sexual Abuse by Staff and Policy for Preventing and Addressing Student-on-Student Acts of Sexual Harassment, Sexual Assault, and Dating Violence for the 2022-2023 school year.

The following person has been designated to handle inquiries regarding Friendship' School Safety Omnibus Amendment Act:

Tamika Maultsby, Deputy Chief of Compliance
1400 First Street NW, Suite 300 Washington,
DC 20001 (202) 281-1700
tmaultsby@friendshipschools.org

AUTHORITY AND APPLICABLE LAW

Federal Law

- Every Student Succeeds Act of 2015, 129 Stat. 2120, 20 U.S.C. §7926
- Title IX of the Education Amendments Act of 1972 (Title IX), 20 U.S.C. §1681 et seq.

DC Law

- School Safety Omnibus Amendment Act of 2018 (D.C. Law 22-294, D.C. Code §38-951.01, et seq.)
- Anti-Sexual Abuse Act of 1994 (D.C. Law 10-257; D.C. Code §22-3001, et seq.)
- Mandated Reporting Requirements (D.C. Code §4-1321.02)
- D.C. Official Code §4-1501 et seq. (Criminal Background Checks for Government Services to Children)
- D.C. Human Rights Act of 1977, D.C. Code §2-1401 et seq.

DC Regulations

6-B DCMR §400 et seq. (Government Personnel Suitability Requirements)

Title IX of the Education Amendments of 1972 (“Title IX”)

Title IX is a federal law that requires equal treatment on the basis of sex, free speech and academic freedom, due process of law, and fundamental fairness. Title IX prohibits discrimination on the basis of sex, including sexual harassment and extends to admission and employment. Any of the following constitutes sexual harassment under Title IX:

- Quid pro quo harassment by a school district employee in the form of conditioning an educational benefit or service upon a person’s participation in unwelcome sexual conduct.
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal educational access to the school’s education program or activity.
- Any instance of sexual assault as defined in the Clery Act, 20 U.S.C § 1092(f),, dating violence, domestic violence, or stalking as defined in the the Violence Against Women Act, 34 U.S.C § 1092(f) and 12291 (a) (“VAWA”).

All inquiries regarding Title IX should be directed to the following person who has been designated as the Title IX Coordinator:

Associate General Counsel
1400 First Street NW, Suite 300
Washington, DC 20001
(202) 281-1797

Please additionally refer to the Policy section of our website to review Friendship’s comprehensive Title IX Policy for the 2022-2023 school year.

Policy and Procedure for Complaints Regarding Sexual Harassment under Title IX

The procedures outlined below establish how informal and formal complaints regarding discrimination on the basis of sex or sexual harassment as defined above will be investigated and resolved. If the alleged conduct does not fall under Title IX, it will be addressed under the school’s general grievance procedures with supportive measures provided. These procedures are intended to provide for a prompt and equitable resolution of complaints as well as the provision of supportive measures offered to the Complainant. Procedures related to employees are addressed in the Friendship staff handbook.

Who May file: Any person, including a student, parent or visitor, who believes they have been the subject of

discrimination on the basis of sex or sexual harassment may make an informal or formal complaint.

FORMAL COMPLAINT

Any person who believes that they have been the subject of sex discrimination or sexual harassment may file a written Complaint with the Title IX Coordinator or if unable, may request that the Title IX Coordinator document in writing the allegations.

Upon written notice of the allegations submitted by the Complainant or documented by the Title IX Coordinator an investigation of the alleged discrimination or harassment, including sexual harassment as defined above will take place unless the parties after receiving written notice of the allegations agree to an informal resolution process outlined below.

The Title IX Coordinator will provide written notice of the investigation and allegations (the “NOIA”) to the Respondent upon commencement of the Formal Grievance Process.

The written notice will identify the subject of the complaint, the time frame/date(s) of the occurrence and the resolution or relief sought. The written notice will be signed and dated by the Complainant or Title IX Coordinator. As soon as possible and prior to the initiation of the investigation, supportive measures will be offered to ensure complainant’s continued access and participation in their educational program and activities.

As soon as possible, Friendship will offer and implement appropriate and reasonable supportive measures to the parties upon notice of alleged sexual harassment and/or retaliation.

INFORMAL RESOLUTION PROCESS

Friendship recognizes that most if not all disputes are capable of being resolved amicably in an informal process. If both parties, after receiving written notice of the allegations voluntarily agree in writing to an informal resolution process, such as mediation, a full investigation will not take place but instead a mediation will be scheduled. However, at any time prior to a Resolution being reached, either party has the right to withdraw and resume the Formal Grievance Process outlined below. Informal Resolution Process is not permitted in the instance of allegations that an employee sexually harassed a student.

FORMAL PROCESS

If both parties do not agree to an informal resolution process then a formal resolution process will take place. Upon the filing of a Complaint, the Title IX Coordinator will provide both the Complainant and the Respondent with written notice of the allegations as well as an equal opportunity to select an advisor (who may be but does not have to be an attorney).

A thorough and impartial investigation of the matters outlined in the complaint will be conducted by trained personnel who will evaluate all evidence without pre-judgment or bias for Complainant or Respondent.

Each investigation will consist of obtaining written evidence, interviewing witnesses and allowing parties to submit and review evidence throughout the investigation.

All matters relating to the investigation and/or the alleged discrimination or harassment are considered confidential and will not be disclosed to persons not involved in the investigation except as required by law.

During the investigation the law requires that the Respondent be presumed innocent until a final determination is made. All evidence will be considered and the standard of “preponderance of the evidence” will be applied in the determination of whether the Respondent is determined to have committed a violation of Title IX.

Following the completion of the investigation which will be undertaken promptly and completed in as short amount of time as possible, each party will receive a written determination regarding responsibility and explain the basis for the determination. If the Respondent is found responsible for sexual harassment, the school will implement effective remedies for the Complainant.

APPEAL

If either party is not satisfied with the outcome of the investigation and findings in the of a written determination they may appeal the determination by notifying the Title IX Coordinator in writing within three (3) school days of receipt written determination.

No less than three Chiefs or Directors of FPCS will hear the appeal. A written copy of the disposition of the appeal shall be sent to each concerned party within seven (7) school days of receipt of the appeal.

A grievant who is not satisfied with the process or response or does not wish to utilize this process may file a complaint with the Office for Civil Rights at any time before or during the grievance procedures. The regional office for the District of Columbia is located at 400 Maryland Avenue, SW, Washington, DC 20212 and can be reached at (202) 453-6020 phone; (202) 453-6021 fax.

Prohibition against Retaliation

Friendship will not tolerate or permit retaliation against a Complainant who files a complaint pursuant to this policy. Immediate action will be taken against any person found to have retaliated against a grievant that has made a complaint.



Accessing Additional Resources to Support You and Your Child

We understand that students and families may need support beyond the regular school day, and we therefore offer extended learning and referrals to programs to meet practically every need. Please check with the main office, Student Support Managers, or Counselors to request information from our Resource Guide or phone the Community Office at (202) 281-1700 for assistance. Additional Information Resources:

D.C. Public Charter School Board website
www.dcpccb.org

DC Charter School Alliance website,
www.dccharters.org

D.C. Public Charter School Association website
www.dcpca.org

What is the Family Educational Rights and Privacy Act (FERPA)?

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age (“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 Friendship 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 rights to request the amendment of the student’s education records that the parent or eligible student believes are inaccurate. Parents or eligible students may ask Friendship to amend a record that they believe is inaccurate. They should write the school principal, clearly identify the part of the record they want changed and specify why it is inaccurate. If Friendship 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 to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent. FERPA

authorizes disclosure without prior consent to officials and teachers within the school or agency who have a legitimate educational interest and other K-12 schools or school systems to which the student seeks or intends to enroll or is already enrolled as well as post-secondary institutions to which the student seeks to enroll. In the above instances, the student’s educational records can be disclosed without prior consent based on the reason that the person or agency to which the records are being disclosed has a legitimate educational interest.

4. FERPA also authorizes disclosure of directory information unless the parent or student over the age of 18 notifies the school in writing that they do not wish for directory information to be disclosed without prior consent. Directory information includes:
 - A. Student Name; Mailing Address and Telephone Listing
 - B. Photograph
 - C. Date and Place of Birth
 - D. Participation in Officially Recognized Activities and Sports
 - E. Weight and Height of Members of Athletic Teams
 - F. Honors and Awards Received
 - G. Major Field of Study
 - H. Dates of Attendance and Enrollment Status
 - I. Most recent prior school of attendance
5. The right to file a Complaint with the U.S. Department of Education concerning alleged violations of FERPA by contacting the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Ave. SW, Washington, DC 20212.

Parents or eligible students may instruct Friendship to withhold any or all of the information identified above by completing the “Release of Student Directory Information Form,” available upon request in writing within one month after the first day of the school year.

Note: The following policies are located on our website (www.friendshipschools.org) under “About Us” within the School Policies section.

1. Immunization Policy
2. Authorization for Administering Medication during School Hours
3. English Language Learner Student Identification Policy
4. Special Education Services (IDEIA)
5. Section 504 of the Rehabilitation Act of 1973
6. Family Educational Rights and Privacy Act (FERPA)
7. Education of Homeless Children and Youth
8. Friendship Bullying Prevention Policy
9. Notice of Nondiscrimination



Oral Health Assessment Form

For all students aged 3 years and older, use this form to report their oral health status to their school/child care facility.

Instructions

- Complete Part 1 below. Take this form to the student's dental provider. The dental provider should complete Part 2.
- Return fully completed and signed form to the student's school/child care facility.

Part 1: Student Information (To be completed by parent/guardian)

First Name _____ Last Name _____ Middle Initial _____

School or Child Care Facility Name _____

Date of Birth (MMDDYYYY)

--	--	--	--	--	--	--	--

Home Zip Code

--	--	--	--	--	--

School Grade	Day- care	Pre-K3	Pre-K4	1	2	3	4	5	6	7	8	9	10	11	12	Adult Ed.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part 2: Student's Oral Health Status (To be completed by the dental provider)

	Yes	No		
Q1 Does the patient have at least one tooth with apparent cavitation (untreated caries)? This does NOT include stained pit or fissure that has no apparent breakdown of enamel structure or non-cavitated demineralized lesions (i.e. white spots).	<input type="checkbox"/>	<input type="checkbox"/>		
Q2 Does the patient have at least one treated carious tooth ? This includes any tooth with amalgam, composite, temporary restorations, or crowns as a result of dental caries treatment.	<input type="checkbox"/>	<input type="checkbox"/>		
Q3 Does the patient have at least one permanent molar tooth with a partially or fully retained sealant ?	<input type="checkbox"/>	<input type="checkbox"/>		
Q4 Does the patient have untreated caries or other oral health problems requiring care before his/her routine check-up? (Early care need)	<input type="checkbox"/>	<input type="checkbox"/>		
Q5 Does the patient have pain, abscess, or swelling? (Urgent care need)	<input type="checkbox"/>	<input type="checkbox"/>		
Q6 How many of primary teeth in the patient's mouth are affected by caries that are either untreated or treated with fillings/crowns ?	<div>Total Number</div> <table border="1"> <tr> <td></td><td></td> </tr> </table>			
Q7 How many of permanent teeth in the patient's mouth are affected by caries that are either untreated, treated with fillings/crowns, or extracted due to caries ?	<div>Total Number</div> <table border="1"> <tr> <td></td><td></td> </tr> </table>			
Q8 What type of dental insurance does the patient have?	<div>Medicaid</div> <input type="checkbox"/>	<div>Private Insurance</div> <input type="checkbox"/>		
	<div>Other</div> <input type="checkbox"/>	<div>None</div> <input type="checkbox"/>		

Dental Provider Name _____

Dental Office Stamp

Dental Provider Signature _____

Dental Examination Date _____

This form replaces the previous version of the DC Oral Health Assessment Form used for entry into DC Schools, all Head Start programs, and child care centers. This form is approved by the DC Health and is a confidential document. Confidentiality is adherent to the Health Insurance Portability and Accountability Act of 1996 (HIPPA) for the health providers and the Family Education Right and Privacy Act (FERPA) for the DC Schools and other providers.

FORM BACK

Use this form to report your child's physical health to their school/child care facility. This is required by DC Official Code §38-602. Have a licensed medical professional complete part 2 - 4. Access health insurance programs at <https://dchealthlink.com>. You may contact the Health Suite Personnel through the main office at your child's school.

Part 1: Child Personal Information | To be completed by parent/guardian.

Child Last Name:		Child First Name:		Date of Birth:	
School or Child Care Facility Name:			Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Non-Binary		
Home Address:		Apt:	City:	State:	ZIP:
Ethnicity: (check all that apply) <input type="checkbox"/> Hispanic/Latino <input type="checkbox"/> Non-Hispanic/Non-Latino <input type="checkbox"/> Other <input type="checkbox"/> Prefer not to answer					
Race: (check all that apply) <input type="checkbox"/> American Indian/Alaska Native <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian/Pacific Islander <input type="checkbox"/> Black/African American <input type="checkbox"/> White <input type="checkbox"/> Prefer not to answer					
Parent/Guardian Name:			Parent/Guardian Phone:		
Emergency Contact Name:			Emergency Contact Phone:		
Insurance Type: <input type="checkbox"/> Medicaid <input type="checkbox"/> Private <input type="checkbox"/> None			Insurance Name/ID #:		
Has the child seen a dentist/dental provider within the last year? <input type="checkbox"/> Yes <input type="checkbox"/> No					

I give permission to the signing health examiner/facility to share the health information on this form with my child's school, child care, camp, or appropriate DC Government agency. In addition, I hereby acknowledge and agree that the District, the school, its employees and agents shall be immune from civil liability for acts or omissions under DC Law 17-107, except for criminal acts, intentional wrongdoing, gross negligence, or willful misconduct. I understand that this form should be completed and returned to my child's school every year.

Parent/Guardian Signature: _____ Date: _____

Part 2: Child's Health History, Exam, and Recommendations | To be completed by licensed health care provider.

Date of Health Exam:	BP: _____ <input type="checkbox"/> NML <input type="checkbox"/> ABNL	Weight: _____ <input type="checkbox"/> LB <input type="checkbox"/> KG	Height: _____ <input type="checkbox"/> IN <input type="checkbox"/> CM	BMI: _____	BMI Percentile: _____
Vision Screening: Left eye: 20/____ Right eye: 20/____ <input type="checkbox"/> Corrected <input type="checkbox"/> Uncorrected <input type="checkbox"/> Wears glasses <input type="checkbox"/> Referred <input type="checkbox"/> Not tested					
Hearing Screening: (check all that apply) <input type="checkbox"/> Pass <input type="checkbox"/> Fail <input type="checkbox"/> Not tested <input type="checkbox"/> Uses Device <input type="checkbox"/> Referred					

Does the child have any of the following health concerns? (check all that apply and provide details below)

- | | | |
|---|--|---|
| <input type="checkbox"/> Asthma | <input type="checkbox"/> Failure to thrive | <input type="checkbox"/> Sickle cell |
| <input type="checkbox"/> Autism | <input type="checkbox"/> Heart failure | <input type="checkbox"/> Significant food/medication/environmental allergies that may require emergency medical care. Details provided below. |
| <input type="checkbox"/> Behavioral | <input type="checkbox"/> Kidney failure | <input type="checkbox"/> Long-term medications, over-the-counter-drugs (OTC) or special care requirements. Details provided below. |
| <input type="checkbox"/> Cancer | <input type="checkbox"/> Language/Speech | <input type="checkbox"/> Significant health history, condition, communicable illness, or restrictions. Details provided below. |
| <input type="checkbox"/> Cerebral palsy | <input type="checkbox"/> Obesity | |
| <input type="checkbox"/> Developmental | <input type="checkbox"/> Scoliosis | |
| <input type="checkbox"/> Diabetes | <input type="checkbox"/> Seizures | <input type="checkbox"/> Other: _____ |

Provide details. If the child has Rx/treatment, please attach a complete Medication/Medical Treatment Plan form; and if the child was referred, please note. _____

TB Assessment | Positive TST should be referred to Primary Care Physician for evaluation. For questions call T.B. Control at 202-698-4040.

What is the child's risk level for TB? <input type="checkbox"/> High → complete skin test and/or Quantiferon test <input type="checkbox"/> Low	Skin Test Date:		Quantiferon Test Date:	
	Skin Test Results: <input type="checkbox"/> Negative <input type="checkbox"/> Positive, CXR Negative <input type="checkbox"/> Positive, CXR Positive <input type="checkbox"/> Positive, Treated			
	Quantiferon Results: <input type="checkbox"/> Negative <input type="checkbox"/> Positive <input type="checkbox"/> Positive, Treated			
Additional notes on TB test:				

Lead Exposure Risk Screening | All lead levels must be reported to DC Childhood Lead Poisoning Prevention. Call 202-654-6002 or fax 202-535-2607.

ONLY FOR CHILDREN UNDER AGE 6 YEARS Every child must have 2 lead tests by age 2	1 st Test Date:	1 st Result: <input type="checkbox"/> Normal <input type="checkbox"/> Abnormal, Developmental Screening Date:	1 st Serum/Finger Stick Lead Level:
	2 nd Test Date:	2 nd Result: <input type="checkbox"/> Normal <input type="checkbox"/> Abnormal, Developmental Screening Date:	2 nd Serum/Finger Stick Lead Level:
HGB/HCT Test Date:		HGB/HCT Result:	

FORM BACK

Meet Our Team

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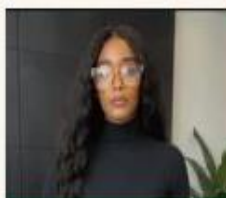
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